	Universitas Negeri Surabaya **Faculty of Economics and Business,** **Master of Economics Education Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Quantitative Analysis	8710303102		T=3	P=0	ECTS=6.72	2	May 11, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

PLO-12	Faithful to God Almighty and able to uphold human values in carrying out duties based on religion, morals and ethics
PLO-16	Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of economic education in an independent, quality and measurable manner based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism

Program Objectives (PO)

PO - 1	Understand and explain the differences in characteristics of quantitative and qualitative research
PO - 2	Develop quantitative and qualitative research designs
PO - 3	Master advanced concepts of research data analysis in depth and formulate them in procedural problem solving.
PO - 4	Able to make decisions based on information and data analysis and provide alternative solutions within the scope of quantitative and qualitative research data analysis.
PO - 5	Able to utilize science and technology in analyzing quantitative and qualitative research data
PO - 6	Responsible for informing the results of information and data analysis both verbally and in writing through presentation of individual assignments and group work results within the scope of qualitative and quantitative data analysis

PLO-PO Matrix

P.O	PLO-12	PLO-16
PO-1		
PO-2		
PO-3		
PO-4		
PO-5		
PO-6		

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																
PO-6																

Short Course Description	This quantitative and qualitative data analysis course material discusses qualitative statistical data processing and quantitative data processing related to Inferential Statistics. Lectures are carried out using a system of discussions, project assignments and reflection
References	**Main :**

1. David M. Levine, et al 2012, Basic Business Statistics: Concepts and Application, New Jersey: Pearson Education Inc.
2. Lind, Marchal and Wathen. 2007. Teknik-Teknik Statistika dalam Bisnis dan Ekonomi. McGraw Hill. Dicetak ulang oleh Salemba Empat
3. Suharyadi dan Purwanto, 2004, Statistika: untuk Ekonomi dan Keuangan Modern, Salemba Empat.
4. Sudjana, 1989, Metode Statistika, Bandung.
5. Sugiono, 2010, Statistik untuk Penelitian, Bandung, Alfabeta.
6. Sofyan Yamin dan Heri Kurniawan, 2009, SPSS Complete: Teknik Analisis Statistik Terlengkap dengan Software SPSS, Jakarta.
7. Samsubar Saleh, 2004, Statistik Deskriptif, UPP AMP YKPN, Yogyakarta.
8. Algifari, 2003, Statistika Induktif untuk Ekonomi dan Bisnis, UPP AMP YKPN, Yogyakarta
9. David E. McNabb, 2013. , Research Methods in Public Administration and Nonprofit Management: Quantitative and Qualitative Approaches. London : ME
10. Thiel, Sandra Van. 2014. Research method in public Administration and public Management; An Introduction. New York: 2014
11. Creswell, W. John. 2013. Research Design: Pendekatan Kualitatif, Kuantitatif dan Mixed. Diterjemahkan oleh Achmad Fawaid
12. Silalahi, Ulber. 2006. Metode Penelitian Sosial. Bandung: Unpar Press
13. Neuman W.Lawrence. 2000. Social Research Methods : Qualitative and Quantitative Approaches. A Pearson Education Company
14. Arikunto, Suharsimi, 2010. , Prosedur Penelitian Suatu Pendekatan Praktek, Jakarta, Rineka Cipta.
15. Sumartiningsih, Maria Susilo, et al. 2007. , Belajar Mudah SPSS Untuk Penelitian, Bandung : Dewa Ruchi.
16. Supranto, J. 2003. , Statistik Teori dan Aplikasi, Edisi Lima, Jakarta : Penerbit Erlangga.

Supporters:

1. Hariyati. 2019. Mendeteksi Intensitas Radiasi Sinar Matahari Pembangkit Listrik Photovoltaic Berdasarkan Data Meteorology dengan Metode Fuzzy-MCDM-NN untuk Petani Tambak Garam (Penelitian Kompetitif Dana PNBP Unesa 2019)
2. Hariyati. 2020. Studi Eksplorasi Road Map Penelitian Pascasarjana dalam Upaya Peningkatan Penguatan Kelembagaan (Penelitian Penugasan Kebijakan Strategis Universitas Batch 3 Dana PNBP 2020)
3. Hariyati. 2021. Studi Eksplorasi Kepuasan Pengguna untuk Memenuhi Kriteria Akreditasi di Pascasarjana Unesa (Penelitian Kebijakan Program Pascasarjana Unesa Dana PNBP 2021)

Supporting lecturer	Dr. Agung Listiadi, S.Pd., M.Ak. Dr. Lucky Rachmawati, S.E., M.Si. Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.

Week-	**Final abilities of each learning stage (Sub-PO)**	**Evaluation**		**Help Learning, Learning methods, Student Assignments, [Estimated time]**		**Learning materials [References]**	**Assessment Weight (%)**
		Indicator	**Criteria & Form**	**Offline (*offline*)**	**Online (*online*)**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**
1	Students can apply Research Paradigms (Quantitative and Qualitative)	Application of the Research Paradigm Concept (Quantitative and Qualitative)	**Criteria:** non-test: Students can apply Research Paradigms (Quantitative and Qualitative) **Forms of Assessment** : Participatory Activities, Practical Assessment, Practical / Performance	Lectures, reading assignments and discussions 150	Lectures, reading assignments and discussions 150	**Material:** Students can apply Research Paradigms (Quantitative and Qualitative) **References:** *Suharyadi and Purwanto, 2004, Statistics: for Modern Economics and Finance, Salemba Empat.*	3%
2	Students can apply Research Elements	Applying Research Elements	**Criteria:** non-test: Students can apply Research Elements **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment	Lectures, assignments and discussions 150	Lectures, assignments and discussions 150	**Material:** **Students can apply Library** Research Elements : *Neuman W.Lawrence. 2000. Social Research Methods: Qualitative and Quantitative Approaches. A Pearson Education Company*	3%

3	Students can apply Research Problems and Research Questions	Application of Research Problems and Research Questions	**Criteria:** non-test: Students can apply Research Problems and Research Questions **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance	Lectures, assignments and discussions. 150	Lectures, assignments and discussions. 150	**Material:** Students can apply Research Problems and Research Questions **References:** *Arikunto, Suharsimi, 2010. , Research Procedures, a Practical Approach, Jakarta, Rineka Cipta.*	7%
4	Able to choose qualitative research methods from various existing methods (case study, phenomenology, ethnography, grounded theory) which are considered most appropriate according to the research objectives	Accuracy in choosing qualitative research methods according to research questions	**Criteria:** non-test: Able to choose qualitative research methods from various existing methods (case study, phenomenology, ethnography, grounded theory) which are considered most appropriate according to the research objectives **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Assignments and discussions 150	Assignments and discussions 150	**Material:** Able to choose qualitative research methods from various existing methods (case study, phenomenology, ethnography, grounded theory) which are considered most appropriate for the research objectives. **Reference:** *Neuman W.Lawrence. 2000. Social Research Methods: Qualitative and Quantitative Approaches. A Pearson Education Company*	7%
5	Students form Qualitative Research, Focused Research (qualitative) and Qualitative Instruments (Interview Guidelines)	Understanding Qualitative Research, Focused Research (qualitative) and Qualitative Instruments (Interview Guidelines)	**Criteria:** non-test: Students form Qualitative Research, Focused Research (qualitative) and Qualitative Instruments (Interview Guidelines) **Forms of Assessment** : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	Assignments and discussions 150	Assignments and discussions 150	**Material:** Students form Qualitative Research, Focused Research (qualitative) and Qualitative Instruments (Interview Guidelines) **References:** *David E. McNabb, 2013., Research Methods in Public Administration and Nonprofit Management: Quantitative and Qualitative Approaches. London : ME*	3%
6	Students can analyze data for (Data Validity Test)	Understanding Data Analysis for Qualitative (Data Validity Testing)	**Criteria:** non test: Students can analyze data for (Data Validity Test) **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Assignments and discussions 150	Assignments and discussions 150	**Material:** Students can analyze data for (Data Validity Test) **Reference:** *Sugiono, 2010, Statistics for Research, Bandung, Alfabeta.*	3%

7	Students can analyze data for qualitative research results	Understanding and Mastery of Data Analysis for Qualitative Research Results	**Criteria:** non-test: Students can analyze data for qualitative research results **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Assignments and discussions 150	Assignments and discussions 150	**Material:** Students can analyze data for qualitative research results. **Library:** *Neuman W.Lawrence. 2000. Social Research Methods: Qualitative and Quantitative Approaches. A Pearson Education Company*	3%
8	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Test	UTS 150	UTS 150	**Material:** - **Library:**	20%
9	Analyzing Variance Analysis	Able to calculate and analyze two-way ANOVA	**Criteria:** non test: Analyzing Variance Analysis **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Read literature, listen to explanations, and do 150 questions	Read literature, listen to explanations, and do 150 questions	**Material:** Analyzing Variance Analysis **Literature:** *Hariyati. 2020. Exploratory Study of Postgraduate Research Road Map in Efforts to Increase Institutional Strengthening (Research on University Strategic Policy Assignments Batch 3 for 2020 PNBP Funds)*	3%
10	Analyzing regression	Able to calculate and analyze linear regression, non-linear regression, logistic regression and dumy regression	**Criteria:** non test: Analyzing regression **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Read literature, listen to explanations, and do 150 questions	Read literature, listen to explanations, and do 150 questions	**Material:** Analyzing regression **Reader:** *Hariyati. 2020. Exploratory Study of Postgraduate Research Road Map in Efforts to Increase Institutional Strengthening (Research on University Strategic Policy Assignments Batch 3 for 2020 PNBP Funds)*	3%
11	Analyzing regression	Able to calculate and analyze linear regression, non-linear regression, logistic regression and dumy regression	**Criteria:** non test: Analyzing regression **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Read literature, listen to explanations, and do 150 questions	Read literature, listen to explanations, and do 150 questions	**Material:** Analyzing regression **Reader:** *Hariyati. 2020. Exploratory Study of Postgraduate Research Road Map in Efforts to Increase Institutional Strengthening (Research on University Strategic Policy Assignments Batch 3 for 2020 PNBP Funds)*	3%

12	Analyzing path analysis statistics	1. Understanding intervening variables 2. Understanding the Sobel test	**Criteria:** non test: Analyzing path analysis statistics **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Reading literature, listening to explanations, practicing with computers 150	Reading literature, listening to explanations, practicing with computers 150	**Material:** Analyzing path analysis statistics **Reader:** *David M. Levine, et al 2012, Basic Business Statistics: Concepts and Application, New Jersey: Pearson Education Inc.*	3%
13	Analyzing moderating tests	1. Able to understand moderating variables 2. Understand the MRA/Moderated Regression Analysis test	**Criteria:** non test: Analyzing the moderating test **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment	Read literature, listen to explanations, practice with the computer, practice questions 150	Read literature, listen to explanations, practice with the computer, practice questions 150	**Material:** Analyzing the moderating test **Reference:** *Hariyati. 2021. Exploratory Study of User Satisfaction to Fulfill Accreditation Criteria at Unesa Postgraduate Program (Unesa Postgraduate Program Policy Research for PNBP Funds 2021)*	3%
14	Analyzing the application of SEM (Structura; Equational Model) analysis in research	1. Able to analyze confirmatory factor analysis 2. Able to test hypotheses on the structure of factor loadings and their intercorrelations.	**Criteria:** non test: Analyzing the application of SEM (Structura; Equational Model) analysis in research **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Read literature, listen to explanations, practice with the computer, practice questions 150	Read literature, listen to explanations, practice with the computer, practice questions 150	**Material:** Analyzing the Application of SEM (Structura; Equational Model) analysis in research. **References:** *Creswell, W. John. 2013. Research Design: Qualitative, Quantitative and Mixed Approaches. Translated by Achmad Fawaid*	3%
15	Analyzing the application of SEM (Structura; Equational Model) analysis in research	1. Able to analyze confirmatory factor analysis 2. Able to test hypotheses on the structure of factor loadings and their intercorrelations.	**Criteria:** non test: Analyzing the application of SEM (Structura; Equational Model) analysis in research **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Read literature, listen to explanations, practice with the computer, practice questions 150	Read literature, listen to explanations, practice with the computer, practice questions 150	**Material:** Analyzing the Application of SEM (Structura; Equational Model) analysis in research. **References:** *Creswell, W. John. 2013. Research Design: Qualitative, Quantitative and Mixed Approaches. Translated by Achmad Fawaid*	3%
16	UAS	UAS	**Criteria:** UAS **Form of Assessment** : Test	UAS 150	UAS 150	**Material:** - **Library:**	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	12.15%
2.	Project Results Assessment / Product Assessment	4.9%
3.	Portfolio Assessment	9.4%
4.	Practical Assessment	13.15%
5.	Practice / Performance	10.4%
6.	Test	50%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.