



Universitas Negeri Surabaya
Faculty of Economics and Business Master
of Management Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research methodology	6110133005		T=3	P=0	ECTS=6.72	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Andre Dwijanto Witjaksono, S.T., M.Si.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																
	Program Objectives (PO)																																
	PLO-PO Matrix																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	

Short Course Description	This course discusses how to construct basic research concepts, problems, variables, theoretical frameworks, hypotheses, research designs, populations, samples, sampling techniques, data collection techniques, and data analysis techniques according to quantitative and qualitative approaches for preparing proposals and thesis research in the field management. Application of learning in class through analysis of examples of research articles, preferably international and reputable. Lectures are carried out with lectures, discussions, presentation assignments, and reflections.
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References	Main :
	<p>1. 1) Cooper, Emory & Pamela S. Schindler, (2003). Business Research Methods, McGraw-Hill. 2) Malhotra, Naresh K., (2007). Marketing Research: An Applied Orientation . New Jersey: Prentice-Hall, Inc. 3) Sekaran, Uma, (2013). Research Methods for Business: A Skill-Building Approach , 6th ed. UK: John Wiley dan Sons 4) Christine Daymon & Immy Holloway, (2011). Qualitative Research Method in Public Relations and Marketing Communications . London and New York. Routledge 5) Eisenhardt, Kathleen M., 1989, 1CBuilding Theories From Case Study Research 1D, Academy of Management Review, Vol. 14, 1989, pp. 532-550. 6) Ferdinand, Augusty, 2006, Structural Equation Modeling dalam penelitian manajemen Edisi 4, Semarang: Fakultas Ekonomi Universitas Diponegoro Semarang. 7) Miles, Matthew B. dan A. Michel Huberman, 2007, Analisis data kuantitatif: Buku Sumber tentang Metode-metode baru, Jakarta: UIP Press 8) Siegel, Sidney, 1992, Sttistik Nonparametrik untuk ilmu-ilmu sosial, Terjemahan Zanzawi Suyati dan Landung Simatupang. -Cet.5.-Jakarta: Gramedia. 9) Yin, Robert K., 2000, Studi Kasus: Desain dan Metode, Alih Bahas: M. Djauzi Mudzakir, Jakarta: Rajawali Press. 10) Gujarati, Damodar N., 2004. Basic Econometrics, Fourth Edition. The McGraw-Hill Companies.</p>
	Supporters:

Supporting lecturer	Dr. Sanaji, S.E., M.Si. Prof. Dr. Anang Kistyanto, S.Sos., M.Si. Dr. Andre Dwijanto Witjaksono, S.T., M.Si. Dr. Ulil Hartono, S.E., M.Si.
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Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials [

Week-	stage (Sub-PO)					References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Identify the position of research in the development of science	1.1 Students are able to differentiate between scientific and non-scientific truths 1.2 Students are able to describe the position of research in the development of science 1.3 Students are able to describe the elements in the definition of research		Lectures, discussions and presentations, individual and group assignments (summarizing examples of qualitative research and quantitative research from journals or other scientific publications) 3 X 50			0%
2	Identify the characteristics of research according to research type	2.1 Students are able to explain the differences between quantitative and qualitative research according to basic axioms, processes and characteristics 2.2 Students are able to assess the competencies needed to conduct quantitative and qualitative research		Lectures, discussions and presentations, individual and group assignments (summarizing examples of qualitative research and quantitative research from journals or other scientific publications) 3 X 50			0%
3	Formulate a research problem formulation based on the gap between phenomena/facts and theory	3.1 Students are able to identify problems and formulate research problems.		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
4	Formulate research hypotheses according to the theoretical framework, variables and conceptual models	4.1 Students are able to describe the differences in concepts, constructs and variables. 4.2 Students are able to describe types of variables 4.3 Students are able to carry out literature studies to develop conceptual framework models 4.4 Students are able to formulate research hypotheses 4.5 Students are able to formulate statistical hypotheses		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%

5	Identify sampling techniques that are appropriate to the problem, variables and population	5.1 Students are able to identify the target population		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
6	Determine the number of samples	6.1 Students are able to assess sample quality criteria 6.2 Students are able to determine the appropriate number of samples		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
7	Identifying data collection techniques Developing data collection instruments according to data needs Testing the validity and reliability of measurement data	7.1 Students are able to identify data needs 7.2 Students are able to choose data collection techniques that are appropriate to the type of research 7.3 Students are able to prepare observation guidelines, interview guidelines, documentation and questionnaires 7.4 Students are able to identify types of data/number levels from measurement results 7.5 Students understand and apply techniques - psychological scale measurement techniques in questionnaire instruments 7.6 Students are able to test the validity and reliability of research instruments 7.7 Students are able to identify sources of measurement error		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
8	UTS			3 X 50			0%
9	Identify data analysis techniques that are appropriate to the conceptual model, hypothesis and level of numbers used to measure variables	9.1 Students are able to choose appropriate statistical techniques		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%

10	Identify data analysis techniques that are appropriate to the conceptual model, hypothesis and level of numbers used to measure variables	10.1 Students are able to prepare data to be analyzed 10.2 Students practice statistical software to process data 10.3 Students are able to interpret SPSS software output for descriptive, comparative and associative statistical techniques		Lectures, individual and group assignments 3 X 50			0%
11	Identify qualitative research designs	11.1 Students are able to identify various types of qualitative research		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
12	Identifying Uses of case studies	12.1 Students are able to differentiate case study research from other qualitative research 12.2 Students are able to identify case study research 12.3 Students are able to identify case study designs		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
13	Identifying the process of qualitative research data analysis	13.1 Students are able to identify the Miles and Huberman model of qualitative data analysis		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
14	Analyzing qualitative research data	14.1 Students are able to identify case study research data analysis. 14.2 Students are able to reduce, describe and draw conclusions from qualitative research data		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
15	Identifying tests of the validity of qualitative research data	Students are able to differentiate qualitative research data quality tests from quantitative research. Students are able to identify credibility, transferability, dependability and confirmability tests in qualitative research		Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
16	UAS			3 X 50			0%

No	Evaluation	Percentage
		0%

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.