



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Pancasila and Citizenship Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Qualitative Data Analysis	8720502003		T=2 P=0 ECTS=3.18	5	April 27, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator	
		Prof. Dr. Sarmini M.Hum,	Prof. Dr. Sarmini M, Hum	Maya Mustika Kartika Sari, S.Sos., M.IP.	

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)	
PO - 1	Sub-CPMK 1 Identifying Qualitative Research (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 2 Understanding Qualitative Research Design and Procedures (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 3 Mastering Theory in Qualitative Research (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 4 Understanding Qualitative Data Collection (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 5 Explaining Qualitative Data Analysis Bogdan and Biklen Model (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 6 Outlining the Qualitative Data Analysis of the Miles and Huberman Model (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 7 Outlining the Qualitative Data Analysis of the Strauss and Corbin Model (Grounded Theory) (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 8 Outlining the Analysis Spradley Model Qualitative Data (Ethnography) (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 9 Describes Qualitative Data Analysis Phillip Mayring Model (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 10 Describes Qualitative Data Analysis Using Computer Programs (CPMK 1, CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 11 Describes Qualitative Data Codes (CPMK 2, CPMK 3, CPMK 4) Sub-CPMK 12 Has the Ability to Work with Attributes (CPMK 1, CPMK 2, CPMK 3, CPMK 4)

PLO-PO Matrix			
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P.O			
PO-1			

PO Matrix at the end of each learning stage (Sub-PO)																																																			
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="padding: 5px;">P.O</th> <th colspan="16" style="padding: 5px;">Week</th> </tr> <tr> <th style="padding: 5px;">1</th><th style="padding: 5px;">2</th><th style="padding: 5px;">3</th><th style="padding: 5px;">4</th><th style="padding: 5px;">5</th><th style="padding: 5px;">6</th><th style="padding: 5px;">7</th><th style="padding: 5px;">8</th><th style="padding: 5px;">9</th><th style="padding: 5px;">10</th><th style="padding: 5px;">11</th><th style="padding: 5px;">12</th><th style="padding: 5px;">13</th><th style="padding: 5px;">14</th><th style="padding: 5px;">15</th><th style="padding: 5px;">16</th> </tr> <tr> <th style="padding: 5px;">PO-1</th> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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Short Course Description examine techniques for documenting daily experiences as a source of accurate data, literature studies (techniques for collecting data from books, newspapers, magazines, journals, clippings, or by browsing the internet), studies of other materials (drawings/paintings/photos, songs via cassette/cd/others, films, etc.), how to treat data (organizing data, coding and analysis, testing conjectures, important things as an analysis strategy, and interpretation stages), and data analysis techniques (symbolic interactions, analysis discourse, hermeneutics, semiotics, etc.).

References	<p>Main :</p> <ol style="list-style-type: none"> 1. Creswell, John W. 1994. Research Design Qualitative and Quantitative Approach. London : Sage. 2. Emzir, Metodologi Penelitian Kualitatif: Analisis Data <p>Supporters:</p> <ol style="list-style-type: none"> 1. Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. Handbook of Qualitative Research. London : Sage. 2. Filmer, P. 1972, "On Harold Garfinkel's Ethnomethodology", dalam New Directions in Sociological Theory, P. Filmer et.al (eds). London : Collier MacMillan. 3. Garfinkel, H. 1967. Studies in Ethnometodology. Englewood Cliffs : Prentice-Hall. Bab 1-3. 4. Suparlan, Parsudi. 1994. Metode Penelitian Kualitatif. Jakarta : Program S2, Kajian Wilayah Amerika Universitas Indonesia
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Supporting lecturer Prof. Dr. Sarmini, M.Hum.
 Dr. Wahyudi, S.Pd., M.Si. (Han).

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	Understand the nature of qualitative data analysis	- Explain the study of qualitative data analysis - Explain the concept of data and data analysis - Give examples of qualitative data	Criteria: 1.Benchmark Assessment Criteria 2.Knowledge 45% Skills 45% attitude 10%	direct learning 2 X 50	Assignment 1 x 60 minutes	Material: The Nature of Qualitative Data Analysis References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%
2	Understand Qualitative Research Design and Procedures	Can explain Qualitative Research Design and Procedures	Criteria: 1.Benchmark Assessment Criteria 2.Knowledge 45% skills 45% attitude 10% Form of Assessment : Portfolio Assessment	explains the 2 X 50 qualitative research design and procedures	Assignment 1 x 60 minutes	Material: Qualitative Research Design and Procedures References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%
3	Mastering Theory in Qualitative Research	Can explain theory in qualitative research	Criteria: 1.Benchmark Assessment Criteria 2.Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Portfolio Assessment	Explaining Theoretical Positions in Qualitative Research 2 X 50	Assignment 1 x 60	Material: Theoretical Position in Qualitative Research References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%
4	Understanding Qualitative Data Collection	explains Qualitative Data Collection	Criteria: 1.Benchmark Assessment Criteria 2.Knowledge 45% Skills 45% attitude 10% Form of Assessment : Portfolio Assessment	Constructivist model of qualitative data collection 2 x 50 minutes	Assignment 1 x 60 minutes	Material: Qualitative Data Collection Techniques References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%
5	Describing the Bogdan and Biklen Model of Qualitative Data Analysis	explains the Bogdan and Biklen Model of Qualitative Data Analysis	Criteria: 1.Benchmark Assessment Criteria 2.Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Practice / Performance	Constructivist Model of Qualitative Data Analysis Bogdan and Biklen Model 2 x 50 minutes	Assignment 1 x 60 minutes	Material: Qualitative Data Analysis Bogdan and Biklen Model References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%
6	Describing the Miles and Huberman Model of Qualitative Data Analysis	explains the Miles and Huberman Model of Qualitative Data Analysis	Criteria: 1.Benchmark Assessment Criteria 2.Knowledge 45% Skills 45% attitude 10% Form of Assessment : Practice / Performance	explains the Miles and Huberman 2 X 50 Model Qualitative Data Analysis	Assignment 1 x 60 minutes	Material: Qualitative Data Analysis Miles and Huberman Model References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	15%

7	Describing the Strauss and Corbin Model of Qualitative Data Analysis (Grounded Theory)	Qualitative Data Analysis Strauss and Corbin Model (Grounded Theory)	Criteria: 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Portfolio Assessment	Analyzing Qualitative Data Analysis Strauss and Corbin Model (Grounded Theory) 2 X 50	Assignment 1 x 60 minutes	Material: Qualitative Data Analysis Strauss and Corbin Model (Grounded Theory) References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	15%
8	UTS	Confluence indicators 1-7	Criteria: 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Practice / Performance	UTS 2 X 50 performance	Assignment 1 x 60 minutes	Material: Material from Meeting 1 to Meeting 7 References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%
9	Explain the Spradley Model (Ethnography) Qualitative Data Analysis well	Can explain the Spradley Model of Qualitative Data Analysis (Ethnography)	Criteria: 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Portfolio Assessment	Constructivist about Qualitative Data Analysis Spradley Model (Ethnography) 2 x 50 minutes	Assignment 1 x 60 minutes	Material: Spradley Model Qualitative Data Analysis (Ethnography) References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%
10	Describing the Spradley Model of Qualitative Data Analysis (Ethnography)	Spradley and Milees Hubberman data analysis workshop	Criteria: 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Practice / Performance	implement the Spradley Model of Qualitative Data Analysis (Ethnography) in research 2 x 50 minutes	Assignment 1 x 60 minutes	Material: Spradley and Milees Hubberman data analysis workshop References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%
11	Describing the Phillip Mayring Model of Qualitative Data Analysis	Can explain the Phillip Mayring Model of Qualitative Data Analysis	Criteria: 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% attitude 10% Form of Assessment : Portfolio Assessment	Constructivist Qualitative Data Analysis Phillip Mayring Model 2 x 50 minutes	Assignment 1 x 60 minutes	Material: Qualitative Data Analysis Phillip Mayring Model References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%
12	Describing the Phillip Mayring Model of Qualitative Data Analysis	Phillip Mayring modeling workshop	Criteria: 1. Benchmark Assessment Criteria 2. knowledge 45% skills 45% attitude 10% Form of Assessment : Practice / Performance	Implementation of the Phillip Mayring Model of Qualitative Data Analysis 2 x 50 minutes	Assignment 1 x 60 minutes	Material: Implementation of the Phillip Mayring Model of Qualitative Data Analysis References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i> . London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i>	5%

13	Decoding Qualitative Data Analysis Using Computer Programs	explains Qualitative Data Analysis Using Computer Programs	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Practice / Performance</p>	Performance of Qualitative Data Analysis Using Computer Programs 2 x 50 minutes	Assignment 1 x 60 minutes	<p>Material: Qualitative Data Analysis Using Computer Programs</p> <p>References: 1. Denzin, Norman K., & Yvonna S. Lincoln (Eds). 1994. <i>Handbook of Qualitative Research</i>. London : Sages. 2. Filmer, P. 1972. "On Harold Garfinkel's Ethnomethodology", in <i>New Directions in Sociological Theory</i>, P. Filmer et.al (eds). London : Collier MacMillan. 3. Garfinkel, H. 1967. <i>Studies in Ethnomethodology</i>. Englewood Cliffs : Prentice-Hall. Chapters 1-3. 4. Suparlan, Parsudi. 1994. <i>Qualitative Research Methods</i>. Jakarta: Masters Program, American Regional Studies, University of Indonesia</p>	5%
14	Describing Qualitative Data Ciphers	Describing Qualitative Data Ciphers	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Practice / Performance</p>	Qualitative Data Password performance 2 x 50 minutes	Describe Data Password 1 x 60 minutes	<p>Material: Describing Qualitative Data Codes</p> <p>References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i>. London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i></p>	5%
15	Have the Ability to Work with Attributes	Have the Ability to Work with Attributes	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark Assessment Criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Practice / Performance</p>	Performance of work with attributes 2 x 50 minutes	Assignment 1 x 60 minutes	<p>Material: Working with</p> <p>Library Attributes: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i>. London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i></p>	5%
16	Final exams	Meeting Materials 9-15	<p>Criteria: Benchmark Assessment Criteria</p> <p>Form of Assessment : Practice / Performance</p>	Performance of completing 2 x 50 minute Final Semester Exam questions	Assignment 1 x 60 minutes	<p>Material: Final Semester Exam</p> <p>References: 1. Creswell, John W. 1994. <i>Research Design Qualitative and Quantitative Approach</i>. London : Sages. 2. Emzir, <i>Qualitative Research Methodology: Data Analysis</i></p>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Portfolio Assessment	40%
2.	Practice / Performance	60%
		100%

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.