



Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S2 Pendidikan Bahasa Inggris

**Kode
Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Qualitative Research Methodology	8810302007	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=4.48	2	2 Desember 2024

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	Dr. Ali Mustofa, S.S, M.Pd	Ahmad Munir, S.Pd., M.Ed., Ph.D	Ahmad Munir, S.Pd., M.Ed., Ph.D.

Model Pembelajaran	Project Based Learning
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Capaian Pembelajaran (CP)	
CPL-PRODI yang dibebankan pada MK	
CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya
CPL-5	Sesuai dengan bidang keahliannya, menyusun konsepsi ilmiah dan hasil kajian berdasarkan kaidah, tata cara, dan etika ilmiah dalam bentuk tesis atau bentuk lain yang setara, dan diunggah dalam laman perguruan tinggi, setelah makalah yang telah diterbitkan di jurnal ilmiah terakreditasi atau diterima di jurnal internasional
CPL-7	Mampu berkontribusi dalam merencanakan sebuah peta jalan riset dalam bidang belajar dan pembelajaran Bahasa Inggris sebagai bahasa asing dan pengembangan dalam bidangnya melalui pendekatan inter – atau multidisipliner
CPL-11	Menguasai metodologi penelitian yang relevan untuk pembelajaran bahasa
Capaian Pembelajaran Mata Kuliah (CPMK)	
CPMK - 1	Demonstrate a comprehensive understanding of qualitative research paradigms and their relevance to English Language Education.
CPMK - 2	Develop coherent qualitative research proposals, including clearly defined research questions, appropriate methodologies, and ethical considerations.
CPMK - 3	Apply various qualitative data collection techniques such as interviews, focus groups, observations, and document analysis to gather relevant information in the field of English language education.
CPMK - 4	Utilize appropriate qualitative data analysis methods (e.g., thematic analysis, grounded theory, narrative analysis) to interpret and make sense of collected data.
CPMK - 5	Critically evaluate and synthesize qualitative research studies, focusing on research design, methodology, data analysis, and implications for practice in English Language Education
CPMK - 6	Identify and apply relevant theoretical frameworks to understand and analyze qualitative data within the context of English Language Education.
CPMK - 7	Engage in reflective practice, recognizing personal biases and assumptions that may influence the research process and outcomes.
CPMK - 8	Effectively communicate qualitative research findings through academic writing and presentations, adhering to academic standards and conventions in the field.
CPMK - 9	Identify and apply ethical principles and guidelines for conducting qualitative research, ensuring the protection of participants' rights and well-being.
CPMK - 10	Collaborate with peers in conducting qualitative research, demonstrating skills in teamwork, peer feedback, and the sharing of diverse perspectives.
Matrik CPL - CPMK	

CPMK	CPL-1	CPL-5	CPL-7	CPL-11
CPMK-1	✓	✓		
CPMK-2		✓		
CPMK-3		✓		
CPMK-4		✓		
CPMK-5			✓	
CPMK-6			✓	
CPMK-7			✓	
CPMK-8			✓	✓
CPMK-9			✓	✓
CPMK-10			✓	✓

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✓	✓														
CPMK-2			✓	✓												
CPMK-3					✓	✓										
CPMK-4							✓	✓								
CPMK-5									✓	✓						
CPMK-6											✓					
CPMK-7												✓				
CPMK-8													✓			
CPMK-9														✓	✓	
CPMK-10																✓

Deskripsi Singkat MK

This course provides an in-depth exploration of qualitative research methodologies specifically tailored for educators and researchers in the field of English Language Education. Emphasizing the significance of qualitative approaches in understanding the complexities of language learning and teaching, the course will equip students with the theoretical frameworks, tools, and skills necessary to design, conduct, and analyze qualitative research. Students will engage with various qualitative research methods, including interviews, focus groups, participant observation, and case studies. They will learn to formulate research questions, develop appropriate data collection strategies, and analyze qualitative data using coding and thematic analysis techniques. Special attention will be given to ethical considerations in qualitative research, particularly in relation to working with diverse populations in educational settings.

Pustaka

Utama :

1. Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage Publications.
2. Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage Handbook of Qualitative Research* (5th ed.). Sage Publications.
3. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). Jossey-Bass.

Pendukung :

1. Stake, R. E. (2010). *Qualitative Research: Studying How Things Work*. Guilford Press.
2. Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.
3. Charmaz, K. (2014). *Constructing Grounded Theory* (2nd ed.). Sage Publications.

Dosen Pengampu

Prof. Slamet Setiawan, M.A., Ph.D.
Dr. Ali Mustofa, S.S., M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Define and articulate the key characteristics of qualitative research, distinguishing it from quantitative approaches.	Students are able to define and articulate the key characteristics of qualitative research, distinguishing it from quantitative approaches.	Kriteria: 1.Participation and Activity 2.Creativity and Originality Bentuk Penilaian : Aktifitas Partisipasif	Introduction to qualitative research methodology 2x50		Materi: The nature of qualitative research Pustaka: Creswell, J. W., & Poth, C. N. (2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> (4th ed.). Sage Publications.	3%
2	Develop a research question suitable for a qualitative study in the field of English Language Education.	Students are able to develop a research question suitable for a qualitative study in the field of English Language Education.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Lecture and Discussion 2x50		Materi: How to do qualitative research Pustaka: Creswell, J. W., & Poth, C. N. (2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> (4th ed.). Sage Publications.	3%
3	Conduct a comprehensive literature review that identifies relevant qualitative studies and theoretical frameworks related to English Language Education.	Writing a short literature review	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile 4.Written reflection Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio	Lecture and Discussion 2x50		Materi: Lecture notes and readings Pustaka: Denzin, N. K., & Lincoln, Y. S. (2018). <i>The Sage Handbook of Qualitative Research</i> (5th ed.). Sage Publications.	5%
4	Identify and analyze ethical issues in qualitative research, including informed consent and confidentiality, specifically in educational contexts.	Students are able to identify and analyze ethical issues in qualitative research, including informed consent and confidentiality, specifically in educational contexts.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile 4.Written reflective assignment Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio	Lecture, Discussion, Practice on Note Taking 2x50		Materi: Lecture notes and readings Pustaka: Merriam, S. B., & Tisdell, E. J. (2015). <i>Qualitative Research: A Guide to Design and Implementation</i> (4th ed.). Jossey-Bass.	5%
5	Critically evaluate different sampling techniques and justify the selection of purposeful sampling for qualitative research in English language settings.	Students are able to critically evaluate different sampling techniques and justify the selection of purposeful sampling for qualitative research in English language settings.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile 4.Written reflection Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Lecture, Discussion, Sharing, and Reflective Feedback 2x50		Materi: Sampling Techniques Pustaka: Merriam, S. B., & Tisdell, E. J. (2015). <i>Qualitative Research: A Guide to Design and Implementation</i> (4th ed.). Jossey-Bass.	5%

6	Compare and contrast various qualitative data collection methods (e.g., interviews, focus groups, observations) and apply them to a research problem.	Students are able to compare and contrast various qualitative data collection methods (e.g., interviews, focus groups, observations) and apply them to a research problem.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Lecture, Discussion, Sharing, Q & A 2x50		Materi: Interview, Focus Group, and Observations Pustaka: Merriam, S. B., & Tisdell, E. J. (2015). <i>Qualitative Research: A Guide to Design and Implementation</i> (4th ed.). Jossey-Bass.	3%
7	Develop effective interviewing techniques to collect rich qualitative data, including note-taking and active listening skills.	Students are able to develop effective interviewing techniques to collect rich qualitative data, including note-taking and active listening skills.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile 4.Written reflective assignment Bentuk Penilaian : Praktik / Unjuk Kerja	Lecture, Discussion, Sharing, and Q & A 2x50		Materi: interviewing techniques to collect rich qualitative data, including note-taking and active listening skills. Pustaka: Merriam, S. B., & Tisdell, E. J. (2015). <i>Qualitative Research: A Guide to Design and Implementation</i> (4th ed.). Jossey-Bass.	5%
8	Plan and execute preparatory activities for conducting fieldwork in educational settings, including securing permissions and scheduling.	Students are able to plan and execute preparatory activities for conducting fieldwork in educational settings, including securing permissions and scheduling.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile 4.Write a concise summary of the main ideas from a given text or audio material, demonstrating an ability to distill information Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Lecture, Sharing, Discussion, Practice on Planning and Executing preparatory activities for conducting fieldwork 2x50		Materi: Conducting fieldwork in educational settings, including securing permissions and scheduling. Pustaka: Stake, R. E. (2010). <i>Qualitative Research: Studying How Things Work</i> . Guilford Press.	10%
9	Organize and manage qualitative data efficiently, using tools such as coding frameworks and data storage practices.	Students are able to organize and manage qualitative data efficiently, using tools such as coding frameworks and data storage practices.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile 4.Written reflective assignment Bentuk Penilaian : Praktik / Unjuk Kerja	Lecture, Sharing and Discussion, Note Taking 2x50		Materi: Coding frameworks and data storage practices. Pustaka: Stake, R. E. (2010). <i>Qualitative Research: Studying How Things Work</i> . Guilford Press.	5%
10	Apply qualitative data analysis methods (e.g., thematic analysis, grounded theory) to interpret data in the context of English Language Education.	Students are able to apply qualitative data analysis methods (e.g., thematic analysis, grounded theory) to interpret data in the context of English Language Education.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile 4.Written reflective assignment Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio	Lecture, Sharing and Discussion, Note Taking 2x50		Materi: Thematic Analysis Pustaka: Stake, R. E. (2010). <i>Qualitative Research: Studying How Things Work</i> . Guilford Press.	3%

11	Reflect on personal biases and perspectives and evaluate how these may affect the research process and findings.	Students are able to reflect on personal biases and perspectives and evaluate how these may affect the research process and findings.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile 4.Written reflective assignment Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Lecture, Sharing and Discussion, Note Taking, Written Assignment 2x50		Materi: Personal Biases Pustaka: Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research Methods in Education (8th ed.)</i> . Routledge.	5%
12	Construct a coherent narrative that presents qualitative findings clearly, using appropriate examples and supporting data.	Students are able to construct a coherent narrative that presents qualitative findings clearly, using appropriate examples and supporting data.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile Bentuk Penilaian : Penilaian Portofolio	Lecture, Sharing and Discussion, Note Taking 2x50		Materi: Using appropriate examples and supporting data. Pustaka: Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research Methods in Education (8th ed.)</i> . Routledge.	5%
13	Critically appraise qualitative studies in English Language Education, assessing strengths, weaknesses, and overall research validity.	Students are able to critically appraise qualitative studies in English Language Education, assessing strengths, weaknesses, and overall research validity.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecture, Sharing and Discussion, Note Taking 2x50		Materi: Assessing strengths, weaknesses, and overall research validity. Pustaka: Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research Methods in Education (8th ed.)</i> . Routledge.	5%
14	Integrate relevant educational theories and models into qualitative research findings to inform implications for practice.	Students are able to integrate relevant educational theories and models into qualitative research findings to inform implications for practice.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Written reflection Bentuk Penilaian : Aktifitas Partisipasif	Lecture, Sharing and Discussion, Note Taking 2x50		Materi: Integrating relevant educational theories and models into qualitative research findings Pustaka: Charmaz, K. (2014). <i>Constructing Grounded Theory (2nd ed.)</i> . Sage Publications.	3%
15	To show ethical measures in the proposed research	Students are able to develop and enhance oral and visual presentation skills to effectively communicate research findings to diverse audiences.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Written Reflection Bentuk Penilaian : Penilaian Portofolio	Project 2x50		Materi: Develop and enhance oral and visual presentation skills Pustaka: Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research Methods in Education (8th ed.)</i> . Routledge.	5%

16	Design and present a comprehensive capstone project that includes a qualitative research proposal, data collection, analysis, and implications for English Language Education, demonstrating mastery of qualitative research methods.	Students are able to design and present a comprehensive capstone project that includes a qualitative research proposal, data collection, analysis, and implications for English Language Education, demonstrating mastery of qualitative research methods.	Kriteria: 1. Final Project on paperwork 2. Written Assignment 3. Reflective Written Assignment Bentuk Penilaian : Penilaian Portofolio	project	Take home exam to design the final project for qualitative research (paperwork) 10x50	Materi: Designing A Fieldwork Project in Educational Setting Pustaka: Charmaz, K. (2014). <i>Constructing Grounded Theory (2nd ed.)</i> . Sage Publications.	30%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	19.09%
2.	Penilaian Hasil Project / Penilaian Produk	13.09%
3.	Penilaian Portofolio	54.59%
4.	Praktik / Unjuk Kerja	13.25%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 4 Desember 2024

Koordinator Program Studi S2
Pendidikan Bahasa Inggris



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UPM Program Studi S2
Pendidikan Bahasa Inggris



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