



**Universitas Negeri Surabaya**  
**Faculty of Social Sciences and Law**  
**Sociology Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
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Introduction to Sociological Research Methodology	6920103145		T=3	P=0	ECTS=4.77	2	July 18, 2024
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AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Agus Machfud Fauzi, M.Si.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
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

Short Course Description	This course provides students with an understanding of the basic concepts of sociological research methodology starting from research paradigms, social research, types of social research, characteristics of various types of social research and elements of various types of social research. Students are able to make a presentation for a contemporary sociological research proposal using either quantitative or qualitative methods.
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References	<b>Main :</b> <ol style="list-style-type: none"> <li>1. Singarimbun, MasridanSofian Effendi (Penyunting). 2002. Metode Penelitian Survey. Jakarta: LP3ES</li> <li>2. Koentjaraningrat (Penyunting). 1985. Metode Penelitian Masyarakat . Jakarta: Gramedia</li> <li>3. Denzin, N.K. dan Y.S. Lincoln (eds.). 2009. Handbook of Qualitative Research . (Penerjemah: Dariyatno, dkk). Yogyakarta: PustakaBelajar</li> <li>4. Azwar, Saifudin. 2003. Reliabilitas dan Validitas. Yogyakarta: Pustaka Pelajar</li> <li>5. Ritzer, George. 2000. Sosiologi Ilmu Berparadigma Ganda. Terjemahan. Jakarta: Rajawali Press</li> </ol>
	<b>Supporters:</b> 

Supporting lecturer	Drs. Fransiscus Xaverius Sri Sadewo, M.Si. Pambudi Handoyo, S.Sos., M.A.
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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	Apply sociological research methodology to become an analyst and researcher of development and education problems	<ol style="list-style-type: none"> <li>1.Explain the meaning of research methods</li> <li>2.Explain the types of research</li> </ol>	<b>Criteria:</b> Able to understand the definition of research methods, history of qualitative research, history of quantitative research, research ethics and research traditions. Able to understand types of research based on the objectives and level of naturalness of the object being studied	Behavioristic/Expository/Lecture Approach 3 X 50			0%

2	Apply sociological research methodology to become an analyst and researcher of development and education problems	1.Explain the meaning and differences between quantitative and qualitative research methods 2.Explain the research paradigm	<b>Criteria:</b> Able to explain the meaning of qualitative and quantitative methods, the differences between qualitative and quantitative research (axiomatic differences, research processes and research characteristics). Able to understand various competing research paradigms in sociological research	Behavioristic/Economic Approach/Lectures 3 X 50			0%
3	Apply sociological research methodology to become an analyst and researcher on development and education issues	Explains the research process, variables and quantitative research paradigm	<b>Criteria:</b> Able to understand the quantitative research process Able to understand the research problem Able to understand the problem formulation Able to understand research variables Able to understand the quantitative research paradigm	Behavioristic/Economic Approach/Lectures 3 X 50			0%
4	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explaining the theoretical basis, framework of thinking and proposing hypotheses	<b>Criteria:</b> Able to understand the function of theory in research Able to understand the focus of the theory Able to understand the description of the theory Able to understand the framework of thinking Able to understand the research hypothesis	Behavioristic/Economic Approach/Lectures 3 X 50			0%
5	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explain the population and sample creation	<b>Criteria:</b> Able to understand the meaning of population Able to understand the meaning of sample Able to understand sampling techniques Able to understand determining sample size Able to understand sample size and sampling Able to understand sample members	Behavioristics/Economics/Lectures 3 X 50			0%
6	Apply sociological research methodology to become an analyst and researcher of development and education problems	1.Explaining measurement scales and research instruments (making questionnaires) 2.Explain data collection techniques	<b>Criteria:</b> 1.Able to explain various measurement scales, research instruments, 2.Able to explain the validity and reliability of the instrument, 3.Able to explain instrument validity and reliability testing,	Behavioristics/Economics/Lectures 3 X 50			0%
7	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explain data analysis	<b>Criteria:</b> Able to understand how to code data. Able to understand data processing. Able to understand the principles of data analysis	Behavioristics/Economics/Lectures 3 X 50			0%
8	Apply sociological research methodology to become an analyst and researcher of development and education problems	UTS		3 X 50			0%
9	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explain the qualitative research paradigm		Behavioristics/Economics/Lectures 3 X 50			0%

10	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explaining problem formulation in qualitative research		Constructivist/Cooperative Learning/Discussion 3 X 50			0%
11	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explain the stages of qualitative research		Constructivist/Cooperative Learning/Discussion 3 X 50			0%
12	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explain research techniques		Behavioristics/Economics/Lectures 3 X 50			0%
13	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explains data analysis and interpretation		Behavioristics/Economics/Lectures 3 X 50			0%
14	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explain the criteria and techniques for checking data validity		Behavioristic/Expository/Lecture 3 X 50			0%
15	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explain research report writing techniques		Behavioristic/Expository/Lecture 3 X 50			0%
16	Apply sociological research methodology to become an analyst and researcher of development and education problems	UAS	<b>Criteria:</b> UAS	UAS 3 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- 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.