

		<b>Sekolah Tinggi Ilmu Ekonomi YAPAN Surabaya</b> <b>Program Studi S1 Manajemen</b> <b>Bachelor Degree of Management Study Program</b>				<b>Kode Dokumen Document Code</b>	
<b>RENCANA PEMBELAJARAN SEMESTER</b> <b>Semester Lesson Plan</b>							
<b>MATA KULIAH (MK)</b> <b>COURSE</b>		<b>KODE CODE</b>	<b>Rumpun MK CLUSTER</b>	<b>BOBOT (sks)</b> <b>WEIGHT (credits)</b>		<b>SEMESTER</b>	<b>Tgl Penyusunan Compilation Date</b>
<b>Metodologi Penelitian</b> <b>Research Methodology</b>		MKK 161017. 161117. 161217	<b>Manajemen Management</b>	<b>T=3</b>	<b>P=0</b>	<b>6</b>	
<b>OTORISASI AUTHORIZATION</b>		<b>Pengembang RPS Developer</b>		<b>Koordinator RMK Coordinator</b>		<b>Ketua PRODI Head of the Study Program</b>	
				Dr.Hafidulloh.,SE.,MM		Ira Ningrum Resmawa,SE.,MM.,CMA	
<b>Capaian Pembelajaran (CP)</b> <b>Program Learning Outcome (PLO)</b>		<b>CPL-PRODI yang dibebankan pada MK PLO charged in this course</b>					
		CPL1 PLO1	Lulusan mampu menguasai teori bidang manajemen secara menyeluruh. Graduates are able to master the theory of management as a whole.				
		CPL3 PLO3	Lulusan mampu berkomunikasi secara efektif. Graduates are able to communicate effectively.				
		CPL7 PLO7	Lulusan mampu mengembangkan ide usaha dalam lingkungan bisnis global secara kreatif. Graduates are able to develop creative business ideas in a global business environment.				
		CPL8 PLO8	Lulusan mampu mengelola organisasi secara etis. Graduates are able to manage organizations ethically.				
		<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>					

<b>Course Learning Outcome (CLO)</b>	
CPMK1 CLO1	Mahasiswa mampu membedakan secara tepat karakteristik, prosedur, dan penggunaan metode kuantitatif dan metode kualitatif. C4. Students are able to distinguish precisely the characteristics, procedures, and use of quantitative and qualitative methods.
CPMK2 CLO2	Mahasiswa mampu mengorganisasikan data/fenomena dan penelitian terdahulu terkait untuk menemukan masalah ( <i>gap</i> ), memilih variabel, dan pertanyaan penelitian secara tepat. C4. Students are able to organize data/phenomena and related previous research to find problems (gaps), select variables, and research questions appropriately.
CPMK3 CLO3	Mahasiswa mampu merangkai secara sistematis dan lengkap pengetahuan konseptual, ketrampilan, dan informasi untuk mengembangkan proposal penelitian bidang manajemen sesuai kaidah ilmiah. P4. Students are able to assemble conceptual knowledge, skills, and information to develop research proposals in the field of management according to scientific principles systematically and completely.
CPMK4 CLO4	Mahasiswa mampu menunjukkan karakter jujur, cerdas, dan bertanggung jawab dalam pembelajaran mata kuliah metode penelitian. A5. Students are able to show honest, smart, and responsible characters in learning research method subjects.
<b>Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)</b>	
Sub-CPMK1 Sub-CLO1	Mengidentifikasi kedudukan penelitian dalam pengembangan ilmu pengetahuan. Identify the position of research in the development of science.
Sub-CPMK2 Sub-CLO2	Mengidentifikasi ciri-ciri penelitian menurut jenis penelitian Identify the characteristics of research according to the type of research
Sub-CPMK3 Sub-CLO3	Merumuskan masalah penelitian berdasarkan gap fenomena/fakta dan teori. Formulate research problems based on gaps in phenomena/facts and theories.
Sub-CPMK4 Sub-CLO4	Merumuskan hipotesis penelitian sesuai dengan kerangka teori, variabel, dan model konseptual. Formulate research hypotheses according to the theoretical framework, variables, and conceptual models.
Sub-CPMK5 Sub-CLO5	Mengidentifikasi teknik penarikan sampel yang sesuai dengan masalah, variabel dan populasi. Identify sampling techniques that are appropriate to the problem, variable and population.
Sub-CPMK6 Sub-CLO6	Mengidentifikasi kriteria sampel yang baik Identify the criteria for a good sample
Sub-CPMK7 Sub-CLO7	Menentukan jumlah sampel Determining the number of samples
Sub-CPMK8 Sub-CLO8	Mengidentifikasi teknik-teknik pengumpulan data Identify data collection techniques

Sub-CPMK9 Sub-CLO9	Menyusun instrumen pengumpulan data sesuai kebutuhan data Develop data collection instruments according to data needs
Sub-CPMK10 Sub-CLO10	Mengukur variabel penelitian Measuring research variables
Sub-CPMK11 Sub-CLO11	Menguji validitas dan reliabilitas data hasil pengukuran Test the validity and reliability of the measurement data
Sub-CPMK12 Sub-CLO12	Mengidentifikasi teknik analisis data yang sesuai dengan model konseptual, hipotesis dan level angka yang digunakan mengukur variable Identify data analysis techniques that are in accordance with the conceptual model, hypothesis and level of numbers used to measure variables
Sub-CPMK13 Sub-CLO13	Menggunakan software pengolahan data statistik untuk uji validitas, reliabilitas, dan uji hipotesis. Using statistical data processing software to test validity, reliability, and hypothesis testing
Sub-CPMK14 Sub-CLO14	Mengidentifikasi desain penelitian kualitatif. Identifying qualitative research designs
Sub-CPMK15 Sub-CLO15	Mengidentifikasi penggunaan studi kasus. Identify use case studies
Sub-CPMK16 Sub-CLO16	Memilih dan merancang instrumen pengumpul data pada penelitian studi kasus Selecting and designing data collection instruments in case study research
Sub-CPMK17 Sub-CLO17	Mengidentifikasi proses analisis data penelitian kualitatif. Identifying the process of analyzing qualitative research data
Sub-CPMK18 Sub-CLO18	Menganalisis data penelitian kualitatif. Analyzing qualitative research data
Sub-CPMK19 Sub-CLO19	Mengidentifikasi uji keabsahan data penelitian kualitatif. Identifying the validity of qualitative research data
<b>Korelasi CPMK terhadap Sub-CPMK</b> <b>Correlation of CLO to Sub-CLO</b>	

	Sub-CPMK1 Sub-CLO1	Sub-CPMK2 Sub-CLO2	Sub-CPMK3 Sub-CLO3	Sub-CPMK4 Sub-CLO4	Sub-CPMK5 Sub-CLO5	Sub-CPMK6 Sub-CLO6	Sub-CPMK7 Sub-CLO7	Sub-CPMK8 Sub-CLO8	Sub-CPMK9 Sub-CLO9	Sub-CPMK10 Sub-CLO10	Sub-CPMK11 Sub-CLO11	Sub-CPMK12 Sub-CLO12	Sub-CPMK13 Sub-CLO13	Sub-CPMK14 Sub-CLO14	Sub-CPMK15 Sub-CLO15	Sub-CPMK16 Sub-CLO16	Sub-CPMK17 Sub-CLO17	Sub-CPMK18 Sub-CLO18	Sub-CPMK19 Sub-CLO19
	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
			√	√									√						
	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		√	√										√	√					√
<b>Deskripsi Singkat MK</b> <b>Brief description of the course</b>	<p>Mata kuliah ini membahas tentang bagaimana mengkonstruksikan konsep dasar penelitian, masalah, variabel, kerangka teori, hipotesis, rancangan penelitian, populasi, sampel, teknik sampling, teknik pengumpulan data, dan teknik analisis data menurut pendekatan kuantitatif dan kualitatif guna penyusunan proposal dan penelitian skripsi. Aplikasi pembelajarannya di kelas melalui analisis contoh-contoh artikel penelitian, diutamakan berskala internasional dan bereputasi. Perkuliahan dilaksanakan dengan ceramah, diskusi, tugas presentasi, dan refleksi.</p> <p>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 the preparation of proposals and thesis research. The application of learning in the classroom is through analysis of examples of research articles, preferably on an international and reputable scale. Lectures are carried out with lectures, discussions, presentation assignments, and reflections.</p>																		
<b>Bahan Kajian: Materi Pembelajaran</b> <b>Learning Materials</b>	<ol style="list-style-type: none"> <li>11. Science and nature of research</li> <li>12. Problems, variables, conceptual framework, and hypotheses</li> <li>13. Sampling procedure</li> <li>14. Design of data collection techniques</li> <li>15. Data analysis techniques (descriptive statistics, validity and reliability tests, factor analysis, Chi-square test, Spearman correlation, t-test, regression analysis, ANOVA, path analysis, structural equation modeling (SEM))</li> <li>16. Qualitative research design</li> <li>17. Qualitative research data analysis</li> <li>18. Examination of the validity of qualitative research data</li> </ol>																		
<b>Pustaka References</b>	<p><b>Utama:</b></p> <p><b>Primary:</b></p> <ol style="list-style-type: none"> <li>6. Ferdinand, Augusty, 2006, Structural Equation Modeling dalam Penelitian Manajemen Edisi 4, Semarang: Fakultas Ekonomi Universitas Diponegoro Semarang</li> </ol>																		

	<ol style="list-style-type: none"> <li>7. Cooper, Emory and Pamela S. Schindler, 2003, Business Research Methods, McGraw-Hill. Ferdinand, Augusty T. 2014. Metode Penelitian Manajemen Pedoman Penelitian untuk Penulisan Skripsi, Tesis dan Disertasi Ilmu Manajemen. Edisi Kelima Semarang: Universitas Diponegoro. 86</li> <li>8. Yin, Robert Eisenhardt, Kathleen M., 1989, "Building Theories From Case Study Research", Academy of Management Review, Vol. 14, 1989, pp. 532- 550.</li> <li>9. Malhotra, Naresh K., 2007, Marketing Research: An Applied Orientation. New Jersey: Prentice-Hall, Inc.</li> <li>10. Miles, Matthew B. dan A. Michel Huberman, 2007, Analisis Data Kualitatif: Buku Sumber tentang Metode-metode Baru, Jakarta: UIP Press</li> <li>11. Moleong, Lexy J., 2000, Metode Penelitian Kualitatif, Edisi I, Bandung: Remaja Rosdakarya Offset.</li> <li>12. Nazir, M., 2005, Metode Penelitian, Jakarta: Ghalia Indonesia</li> <li>13. Sekaran, U. &amp; Bougie, R., 2016, Research Methods For Business: A Skill Building Approach, 7th Edition, West Sussex, UK: John Wiley &amp; Sons.</li> <li>14. Singgih Santoso, 2019, Menguasai Statistik dengan SPSS 25, Jakarta: Elex Media Komputindo.</li> <li>15. Sugiono, 2019, Metode Penelitian Kuantitatif, Kualitatif dan R&amp;D, Edisi Kedua, Bandung: Alfabeta.</li> </ol> <p><b>Pendukung:</b></p> <p><b>Supplement:</b></p>
<b>Dosen Pengampu Lecturers</b>	<ol style="list-style-type: none"> <li>1. Dr.Hafidulloh.,SE.,MM</li> <li>2. Arifk Hidayat, SE.,MM</li> <li>3. Arief Nurdianova Qurrohman,SE.,MM.</li> </ol>
<b>Matakuliah syarat Requirements course</b>	<p>Mahasiswa telah menemuh mata kuliah statistik 1 dengan nilai minimum C</p> <p>Students pass Statistics 1 with a minimum grade of C.</p>

Mg Ke-Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu ] Learning Form, Learning Methods, Student Assignment, [ Estimated time ]		Materi Pembelajaran [ Pustaka ] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-2	<p>Mengidentifikasi kedudukan penelitian dalam pengembangan ilmu pengetahuan</p> <p>Mengidentifikasi ciri-ciri penelitian menurut jenis penelitian</p> <p>Identify the position of research in the development of science</p> <p>Identify the characteristics of research according to the type of research</p>	<p>a. Mahasiswa mampu membedakan kebenaran ilmiah dan non ilmiah.</p> <p>b. Mahasiswa mampu mendeskripsikan kedudukan penelitian dalam pengembangan ilmu pengetahuan</p> <p>c. Mahasiswa mampu mendeskripsikan unsur-unsur dalam definisi penelitian.</p> <p>d. Mahasiswa mampu menjelaskan perbedaan penelitian kuantitatif dengan kualitatif menurut aksioma dasar, proses, dan karakteristiknya</p> <p>e. Mahasiswa mampu menilai kompetensi yang dibutuhkan untuk melakukan penelitian kuantitatif dan kualitatif.</p> <p>a. Students are able to distinguish scientific and non-scientific truths.</p> <p>b. Students are able to describe the position of research in the development of science</p>	<p><b>Kriteria:</b> Rubrik holistik</p> <p><b>Criteria:</b> Holistic Rubric</p> <p><b>Bentuk non-tes:</b> Meringkas materi kuliah</p> <p><b>Non test form:</b> Summarizing course material</p>	-	<p>Discussion, observation Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture) Vilearn Unesa (diskusi) (discussion)</p> <p><b>Penugasan 1:</b> Membaca dan meringkas artikel dari jurnal bereputasi untuk mengidentifikasi dan membedakan penggunaan penelitian kuantitatif versus penelitian kualitatif.</p> <p><b>Assignment 1:</b></p>	1	15

		<ul style="list-style-type: none"> <li>c. Students are able to describe the elements in the definition of research.</li> <li>d. Students are able to explain the difference between quantitative and qualitative research according to the basic axioms, processes, and characteristics</li> <li>e. Students are able to assess the competencies needed to conduct quantitative and qualitative research.</li> </ul>			<p>Read and summarize articles from reputable journals to identify and differentiate the use of quantitative versus qualitative research</p> <p><b>[PB: 2x(3x50")]</b> <b>[PT+KM: (2+2)x(3x60")]</b></p>		
<b>3-4</b>	<p>Merumuskan masalah penelitian berdasarkan gap fenomena/fakta dan teori.</p> <p>Merumuskan hipotesis penelitian sesuai dengan kerangka teori, variabel, dan model konseptual.</p> <p>Formulate research problems based on gaps in phenomena/facts and theories.</p> <p>Formulate research hypotheses according to the theoretical framework, variables, and conceptual models.</p>	<ul style="list-style-type: none"> <li>a. Mahasiswa mampu mengidentifikasi masalah dan merumuskan masalah penelitian.</li> <li>b. Mahasiswa mampu mendeskripsikan perbedaan konsep, konstruk dan variabel.</li> <li>c. Mahasiswa mampu mendeskripsikan jenis-jenis variabel.</li> <li>d. Mahasiswa mampu melakukan studi literatur untuk menyusun model kerangka konseptual.</li> <li>e. Mahasiswa mampu merumuskan hipotesis penelitian.</li> <li>f. Mahasiswa mampu merumuskan hipotesis statistik.</li> </ul> <ul style="list-style-type: none"> <li>a. Students are able to identify problems and formulate research problems.</li> <li>b. Students are able to describe differences in concepts, constructs and variables.</li> <li>c. Students are able to describe the types of variables.</li> </ul>	<p><b>Kriteria:</b> Rubrik holistik</p> <p><b>Criteria:</b> Holistic Rubric</p> <p><b>Bentuk non-tes:</b> Meringkas materi kuliah</p> <p><b>Non test form:</b> Summarizing course material</p>		<p>Discussion, observation Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture) Vilearn Unesa (diskusi) (discussion)</p> <p><b>Penugasan 2:</b> Membaca dan meringkas artikel dari jurnal bereputasi dan data sekunder untuk mengidentifikasi dan mendeskripsikan perumusan: gap (fenomena gap dan reseach gap), telaah pustaka, variabel, model/kerangka konsrptual, dan hipotesis</p>	<b>1</b>	15

		<ul style="list-style-type: none"> <li>d. Students are able to conduct literature studies to develop a conceptual framework model.</li> <li>e. Students are able to formulate research hypotheses.</li> <li>f. Students are able to formulate statistical hypotheses.</li> </ul>			<p><b>Assignment 2:</b> Read and summarize articles from reputable journals and secondary data to identify and describe the formulation of: gaps (gap phenomena and research gaps), literature review, variables, conceptual models/frameworks, and hypotheses</p> <p><b>[PB: 2x(3x50")]</b> <b>[PT+KM: (2+2)x(3x60")]</b></p>		
5	<p>Mengidentifikasi teknik penarikan sampel yang sesuai dengan masalah, variabel dan populasi.</p> <p>Mengidentifikasi kriteria sampel yang baik</p> <p>Menentukan jumlah sampel</p> <p>Identify sampling techniques that are appropriate to the problem, variable and population.</p>	<ul style="list-style-type: none"> <li>a. Mahasiswa mampu mendefinisikan target populasi</li> <li>b. Mahasiswa mampu menerapkan teknik probability dan non probability sampling.</li> <li>c. Mahasiswa mampu menentukan jumlah sample yang sesuai.</li> <li>d. Mahasiswa mampu menilai kriteria kualitas sampel.</li> </ul> <ul style="list-style-type: none"> <li>a. Students are able to define the target population</li> <li>b. Students are able to apply probability and non-probability sampling techniques.</li> <li>c. Students are able to determine the appropriate number of samples.</li> </ul>	<p><b>Kriteria:</b> Rubrik holistik</p> <p><b>Criteria:</b> Holistic Rubric</p> <p><b>Bentuk non-tes:</b> Meringkas materi kuliah</p> <p><b>Non test form:</b> Summarizing course material</p>		<p>Discussion, observation Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture) Vilearn Unesa (diskusi) (discussion)</p> <p><b>Penugasan 3:</b> Membaca dan meringkas artikel dari jurnal bereputasi untuk mengidentifikasi dan mendeskripsikan pendefinisian target</p>	1	5



	<p>Identify the criteria for a good sample</p> <p>Determining the number of samples</p>	<p>d. Students are able to assess sample quality criteria</p>			<p>populasi, penentuan jumlah sampel, dan teknik penarikan sampel untuk merancang draft proposal penelitian kuantitatif.</p> <p><b>Assignment 3:</b> Read and summarize articles from reputable journals to identify and describe the definition of the target population, determining the number of samples, and sampling techniques to design a draft quantitative research proposal</p> <p><b>[PB: 1x(3x50")]</b> <b>[PT+KM: (1+1)x(3x60")]</b></p>		
6-7	<p>Menyusun instrumen pengumpulan data sesuai kebutuhan data</p> <p>Mengukur variabel penelitian</p> <p>Menguji validitas dan reliabilitas data hasil pengukuran</p>	<p>a. Mahasiswa mampu mengidentifikasi kebutuhan data.</p> <p>b. Mahasiswa mampu memilih teknik pengumpulan data yang sesuai jenis penelitian.</p> <p>c. Mahasiswa mampu menyusun pedoman observasi, pedoman wawancara, dokumentasi, dan kuesioner</p> <p>d. Mahasiswa mampu mengidentifikasi jenis data/ level angka dari hasil pengukuran.</p>	<p><b>Kriteria:</b> Rubrik holistik</p> <p><b>Criteria:</b> Holistic Rubric</p> <p><b>Bentuk non-tes:</b> Meringkas materi kuliah</p> <p><b>Non test form:</b></p>		<p>Discussion, observation Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture) Vilearn Unesa (diskusi) (discussion)</p> <p><b>Penugasan 4:</b></p>	1	15

	<p>Develop data collection instruments according to data needs</p> <p>Measuring research variables</p> <p>Test the validity and reliability of the measurement data</p>	<p>e. Mahasiswa memahami dan mengaplikasikan teknik-teknik pengukuran skala psikologis dalam instrumen kuesioner.</p> <p>f. Mahasiswa mengidentifikasi sumber-sumber kesalahan pengukuran.</p> <p>g. Mahasiswa mampu menguji validitas dan reliabilitas instrumen penelitian.</p> <p>a. Students are able to identify data needs.</p> <p>b. Students are able to choose data collection techniques according to the type of research.</p> <p>c. Students are able to develop observation guidelines, interview guidelines, documentation, and questionnaires</p> <p>d. Students are able to identify the type of data/number level from the measurement results.</p> <p>e. Students understand and apply psychological scale measurement techniques in questionnaire instruments.</p> <p>f. Students identify sources of measurement error.</p> <p>g. Students are able to test the validity and reliability of research instruments.</p>	Summarizing course material		<p>Membaca artikel dan mendeskripsikan pendefinisian target populasi, penentuan jumlah sampel, dan pemilihan teknik penarikan sampel untuk merancang draft proposal penelitian kuantitatif.</p> <p><b>Assignment 4:</b> Read articles and describe defining the target population, determining the number of samples, and selecting sampling techniques for to design a draft quantitative research proposal</p> <p><b>[PB: 2x(3x50")]</b> <b>[PT+KM: (2+2)x(3x60")]</b></p>		
<b>8</b>	<b>Evaluasi Tengah Semester / Ujian Tengah Semester Midterm Exam</b>						
<b>9-11</b>	Mengidentifikasi teknik analisis data yang sesuai dengan model konseptual, hipotesis dan level angka yang	<p>a. Mahasiswa mampu memilih teknik statistik yang sesuai.</p> <p>b. Mahasiswa mampu mempersiapkan data yang akan dianalisis.</p>	<p><b>Kriteria:</b> Rubrik holistik</p> <p><b>Criteria:</b> Holistic Rubric</p>		Discussion, observation Google Classroom (diskusi) (discussion) Google Meet (kuliah)	<b>1</b>	20

	<p>digunakan mengukur variable</p> <p>Menggunakan software pengolahan data statistik untuk uji validitas, reliabilitas, dan uji hipotesis.</p> <p>Identify data analysis techniques that are in accordance with the conceptual model, hypothesis and level of numbers used to measure variables</p> <p>Using statistical data processing software to test validity, reliability, and hypothesis testing</p>	<p>c. Mahasiswa mampu mempraktekkan software statistik untuk mengolah data.</p> <p>d. Mahasiswa mampu menginterpretasi output software SPSS untuk teknik statistik deskriptif, komparatif, dan asosiatif.</p> <p>a. Students are able to choose appropriate statistical techniques.</p> <p>b. Students are able to prepare data to be analyzed.</p> <p>c. Students are able to practice statistical software to process data.</p> <p>d. Students are able to interpret the output of SPSS software for descriptive, comparative, and associative statistical techniques.</p>	<p><b>Bentuk non-tes:</b> Meringkas materi kuliah</p> <p><b>Non test form:</b> Summarizing course material</p>	<p>(lecture) Vilearn Unesa (diskusi) (discussion)</p> <p><b>Penugasan 5:</b> Mengolah data menggunakan aplikasi SPSS dan menginterpretasi hasil uji validitas dan reliabilitas serta uji hipotesis dari kasus yang disediakan.</p> <p><b>Assignment 5:</b> Processing data using the SPSS application and interpreting the results of the validity and reliability tests as well as hypothesis testing from the provided cases</p> <p><b>[PB: 3x(3x50")]</b> <b>[PT+KM: (3+3)x(3x60")]</b></p>		
<b>12</b>	<p>Mengidentifikasi desain penelitian kualitatif.</p> <p>Mengidentifikasi penggunaan studi kasus.</p> <p>Identifying qualitative research designs</p>	<p>a. Mahasiswa mampu mengidentifikasi beragam jenis penelitian kualitatif.</p> <p>b. Mahasiswa mampu membedakan penelitian studi kasus (case studi) dengan penelitian kualitatif lainnya.</p> <p>c. Mahasiswa mampu mengidentifikasi penelitian studi kasus.</p> <p>d. Mahasiswa mampu mengidentifikasi desain studi kasus.</p>	<p><b>Kriteria:</b> Rubrik holistik</p> <p><b>Criteria:</b> Holistic Rubric</p> <p><b>Bentuk non-tes:</b> Meringkas materi kuliah</p>	<p>Discussion, observation Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture) Vilearn Unesa (diskusi) (discussion).</p>	<b>1</b>	10

	Identify use case studies	<ul style="list-style-type: none"> <li>a. Students are able to identify various types of qualitative research.</li> <li>b. Students are able to distinguish case study research from other qualitative research.</li> <li>c. Students are able to identify case study research.</li> <li>d. Students are able to identify case study designs</li> </ul>	<b>Non test form:</b> Summarizing course material		<p><b>Penugasan 6:</b> Membaca dan meringkas artikel dari penelitian studi kasus deskriptif dan eksplanasi untuk merancang proposal penelitian menggunakan metode studi kasus.</p> <p><b>Assignment 6:</b> Read and summarize articles from descriptive and explanatory case study research to design a research proposal using the case study method.</p> <p><b>[PB: 1x(3x50")]</b> <b>[PT+KM: (1+1)x(3x60")]</b></p>		
<b>13-14</b>	<p>Memilih dan merancang instrumen pengumpul data pada penelitian studi kasus</p> <p>Mengidentifikasi proses analisis data penelitian kualitatif.</p> <p>Menganalisis data penelitian kualitatif.</p>	<ul style="list-style-type: none"> <li>a. mahasiswa mampu mengidentifikasi kebutuhan data penelitian studi kasus, memilih dan merancang pedoman wawancara, pedoman observasi, dan catatan sumber dokumen.</li> <li>b. Mahasiswa mampu mengidentifikasi analisis data kualitatif model Miles dan Huberman.</li> <li>c. Mahasiswa mampu mengidentifikasi analisis data penelitian studi kasus.</li> </ul>	<p><b>Kriteria:</b> Rubrik holistik</p> <p><b>Criteria:</b> Holistic Rubric</p> <p><b>Bentuk non-tes:</b> Meringkas materi kuliah</p> <p><b>Non test form:</b></p>		<p>Discussion, observation Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture) Vilearn Unesa (diskusi) (discussion)</p> <p><b>Penugasan 7:</b></p>	<b>2</b>	15

	<p>Selecting and designing data collection instruments in case study research</p> <p>Identifying the process of analyzing qualitative research data</p> <p>Analyzing qualitative research data</p>	<p>d. Mahasiswa mampu mereduksi, mendeskripsikan, dan menarik simpulan data penelitian kualitatif.</p> <p>a. Students are able to identify the need for case study research data, select and design interview guidelines, observation guidelines, and document source notes.</p> <p>b. Students are able to identify the qualitative data analysis of the Miles and Huberman model.</p> <p>c. Students are able to identify case study research data analysis.</p> <p>d. Students are able to reduce, describe, and draw conclusions from qualitative research data</p>	Summarizing course material		<p>Menyusun draft proposal studi kasus bagian penentuan kebutuhan data, teknik pengumpulan data, metode pengumpulan data (disertai rancangan alat pengumpul data), dan analisis data.</p> <p><b>Assignment 7:</b> Prepare a draft case study proposal for the determination of data requirements, data collection techniques, data collection methods (along with the design of data collection tools), and data analysis.</p> <p><b>[PB: 2x(3x50")]</b> <b>[PT+KM: (2+2)x(3x60")]</b></p>		
15	<p>Mengidentifikasi uji keabsahan data penelitian kualitatif.</p> <p>Identifying the validity of qualitative research data</p>	<p>a. Mahasiswa mampu membedakan uji kualitas data penelitian kualitatif dengan penelitian kuantitatif.</p> <p>b. Mahasiswa mampu mengidentifikasi uji kredibilitas, transferability, dependability dan confirmability dalam penelitian kualitatif.</p> <p>a. Students are able to distinguish qualitative research data quality tests with quantitative research.</p>	<p><b>Kriteria:</b> Rubrik holistik</p> <p><b>Criteria:</b> Holistic Rubric</p> <p><b>Bentuk non-tes:</b> Meringkas materi kuliah</p> <p><b>Non test form:</b></p>		<p>Discussion, observation Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture) Vilearn Unesa (diskusi) (discussion)</p> <p><b>Penugasan 8:</b></p>	2	5

		b. Students are able to identify the test of credibility, transferability, dependability and confirmability in qualitative research.	Summarizing course material		Menyusun proposal penelitian studi kasus dalam bidang manajemen, organisasi, dan kewirausahaan.  <b>Assignment 8:</b> Prepare case study research proposals in the fields of management, organization, and entrepreneurship  [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]		
16	<b>Evaluasi Akhir Semester / Ujian Akhir Semester Final Semester Examination</b>						

**Catatan:**

1. Capaian Pembelajaran PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan, dan keterampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. 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, keterampilan umum, keterampilan khusus, dan pengetahuan.
3. 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.
4. Sub-CP Mata Kuliah (Sub-CPMK) adalah kemampuan yang dijabarkan secara spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. 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.
6. Kriteria Penilaian adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif dan kualitatif.
7. Teknik penilaian: tes dan non-tes.

8. 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.
9. 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 yang setara.
10. Materi pembelajaran adalah rincian atau uraian dari bahan kajian yang dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. Bobot penilaian adalah prosentase penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tersebut dan totalnya 100%.
12. PB=Proses Belajar, PT=Penugasan Terstruktur, KM=Kegiatan Mandiri.

**Notes:**

1. Learning Outcomes of Study Programs (CPL-PRODI) are abilities possessed by each graduate of the Study Program which are the internalization of attitudes, assignment of knowledge, and skills according to the level of study programs obtained through the learning process.
2. The CPL that is charged to the course is a number of learning outcomes for graduates of the study program (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitudes, general skills, special skills, and knowledge.
3. Course CP (CPMK) is the ability that is specifically described from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. Subject Sub-CP (Sub-CPMK) is the ability that is described specifically for the learning material of the course.
5. Indicators of the assessment of 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 measures or benchmarks for learning achievement in assessment based on predetermined indicators. The assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be both quantitative and qualitative.
7. Assessment techniques: 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 that can be presented in the form of several main points and sub-topics.
11. The weight of the assessment is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK and the total is 100%.
12. PB=Learning Process, PT=Structured Assignments, KM=Independent Activities.