





**RESEARCH METHODS COURSE LEARNING PLAN  
ODD SEMESTER OF ACADEMIC YEAR 2021–2022**

Learning week	Subject	Learning outcome	Scope	Learning Method	Course duration	Modes of Delivery	Assessment Weight (%)
1	2	3	4	5	6	7	8
1	Basic principal of research	Students know the whole course materials, assessment systems, and task formats	course introduction Explaining syllabus Introduction to research methodology	discussion	256	Lecture, discussion	0%
2	Basic principal of research	<ul style="list-style-type: none"> <li>Students understand the Urban and regional planning roadmap</li> <li>Students know the various cases in the context of urban and regional planning that can be used as research topics</li> <li>Students are able to estimate the proposed topic plan</li> <li>Preparation Task I</li> </ul>	research cases in urban and regional planning urban problems regional problems spatial computation problems	discussion, presentation	256	Lecture, discussion	0%
3	Basic principal of research	<ul style="list-style-type: none"> <li>Philosophy of science</li> <li>Development of Science</li> <li>What do we want to know, How do we gain knowledge</li> </ul>	the nature of research	discussion, presentation	256	Lecture, discussion	0%
4	Formulation of problem, objectives, and systematic research	<ul style="list-style-type: none"> <li>Elements of Proposal and Research</li> <li>Problem Formulation Technique</li> </ul>	Preparation of Research Proposals: Part 1 (Problem Formulation)		512		0%
5	Formulation of problem, objectives, and systematic research	<ul style="list-style-type: none"> <li>Workshop for Chapter 1</li> </ul>			512		0%

Learning week	Subject	Learning outcome	Scope	Learning Method	Course duration	Modes of Delivery	Assessment Weight (%)
1	2	3	4	5	6	7	8
6	Formulation of problem, objectives, and systematic research	<ul style="list-style-type: none"> <li>• Workshop for chapter 1</li> <li>• Research theme for chapter 1</li> </ul>			512	Lecture, discussion	10%
7	Study and synthesis of literature and cases	<ul style="list-style-type: none"> <li>• Library Review Technique</li> <li>• Ethics and formats</li> </ul>	Preparation of Research Proposals: Part 2 (Literature Synthesis)	Diskusi, Presentasi	512		0%
8	Study and synthesis of literature and cases	<ul style="list-style-type: none"> <li>• Workshop on Formulation of Chapter 2</li> </ul>		discussion, presentation, assignment	512		0%
9	Study and synthesis of literature and cases	<ul style="list-style-type: none"> <li>• Workshop on Formulation of Chapter 2</li> <li>• Task Assignment 2 (Chapter 1 Improvement and Library Review)</li> </ul>		discussion, presentation, assignment	512		evaluation 2
10	Application of research methods and techniques	<ul style="list-style-type: none"> <li>• Students know the elements in determining the design / research method (case of qualitative research) include: Determination of sampling, data collection techniques through interviews and observation, qualitative analysis techniques</li> </ul>	Preparation of Research Proposals: Section 3 (Research Design)	discussion, presentation	512	Lecture, discussion, workshop	0%

Learning week	Subject	Learning outcome	Scope	Learning Method	Course duration	Modes of Delivery	Assessment Weight (%)
1	2	3	4	5	6	7	8
11	Application of research methods and techniques	<ul style="list-style-type: none"> <li>Students know the elements in determining the design / research method (case of quantitative research) include: Determination of sampling, data collection techniques through survey / questionnaire, quantitative analysis techniques</li> </ul>		discussion, presentation	512		0%
12	Application of research methods and techniques	<ul style="list-style-type: none"> <li>Students know the elements in determining the design / research method (mixed-method research case) include: Determination of sampling, data collection techniques, analysis techniques)</li> </ul>		discussion, presentation	512		0%
13	Preparation of proposals and research reports	<ul style="list-style-type: none"> <li>Task Collection 3 (Repairs Chapter 1.2, and Results of Preparation Chapter 3)</li> </ul>		discussion, presentation, assignment	576		30%
14	Preparation of proposals and research reports	<ul style="list-style-type: none"> <li>Workshop / assistance/ presentation</li> </ul>		discussion, presentation, assignment	576	discussion	0%
15	Preparation of proposals and research reports	<ul style="list-style-type: none"> <li>Workshop / assistance/ presentation</li> </ul>	Discussion of proposal draft	discussion, presentation, assignment	576	discussion	0%
16	Preparation of proposals and research reports	Assignment 4 deadline: Presentasi		assignment	576	evaluation4	40%

**Literature : (Max 5)**

1. Bernard, H. Russell (2000). *Social Research Methods: Qualitative and Quantitative Approaches*, Sage Publication Inc, USA.
2. Arikunto, Suharsimi (2002), *Prosedur Penelitian: Suatu Pendekatan Praktek*, Rineka Cipta, Jakarta.
3. Koentjaraningrat (1997). *Metode-Metode Penelitian Masyarakat*, Gramedia, Jakarta.
4. Brannen, Julia (1997). *Memadu Metode Penelitian Kualitatif & Kuantitatif*. Pustaka Pelajar, Yogyakarta.
5. Suriasumantri, Jujun, S (1994). *Ilmu Dalam Perspektif*, Yayasan Obor Indonesia
6. Singarimbun, Masri dan Effendi, Sofian (1995). *Metode Penelitian Survei*, PT. Pustaka LP3ES, Jakarta.
7. Djunaedi, Achmad (2000). *Metodologi Penelitian*. Program Pasca Sarjana UGM Yogyakarta.
8. Rimadewi, Dkk. (2013). *Diklat Metodologi Penelitian. Kualitatif*. PWK-ITS

## **EVALUATION COURSES**

Mechanism and proportion scoring to MK Method Research (Metlit) arranged:

1. Evaluation 1: Section 1 Research proposal (Individual ratio 20%)
2. Evaluation 2: Section 2 Research proposal (Individual ratio 20%)
3. Evaluation 3: Section 3 Research proposal (Individual ratio 20%)
4. Evaluation 4: Peer Review per Group (Group ratio 40%)

## RENCANA EVALUATION AND RENCANA SCORING MK METHOD RESEARCH

### 1. EVALUATION I :

#### Section 1 Research proposal

<b>Course name</b>	Method Research
CREDITS	3/ 4,86
Modul no (main topic)	Modul 1-3
Purpose learning modul	<ol style="list-style-type: none"> <li>1. Able explaining fundamentals of basic Research</li> <li>2. Able stating problem, purpose, and systematic Research</li> <li>3. Able doing discussion and synthesis from literature and cases Researchthat relevant</li> <li>4. Able applying methods on the Research and suitable analysis technique</li> <li>5. Able compose proposal and research report</li> </ol>
Purpose Learning Section 1 Research proposal	<ul style="list-style-type: none"> <li>• Student Able stating problem, question Research, purpose, aim, andsystematic Research as a form of Section 1 from Research proposal</li> </ul>
Grade depth Task 1(C1 sd C6)	C1, C2, C3
Detail Task 1	Attached below about description Task and grade criteria



**EVALUATION I:**  
**Section 1 Research proposal**

**A. PURPOSE**

Evaluation I is Individual task where student is asked to making Section 1 PREFACE to Researchproposal. The Purpose from Evaluation I is:

- Student Able stating problem, question Research, purpose, aim, and systematic Research asa form of Section 1 from a Research proposal

**B. MATERIAL TASK**

SECTION 1 PREFACE to a Research proposal consist:

1. Topic and Title (before start making Preface)
2. Background
3. Problem
4. Purpose and Aim Research
5. Range Research
6. Systematic Writing

**C. IMPLEMENTATION TASK**

- Individual task, assists to lecturer every week.
- Student suggested to doing consultation / assistance to lecturer before making draft /finishing.
- Task is typed to A4 portrait, space 1,15 with total of page max 7 include the page title.
- Softcopy Task on format PDF organized within one folder drive with the students name ofGroup inside it.

**D. GRADE CRITERIA**

Bobot scoring to Evaluation I is 20%, yang terdiri atas :

No	Scoring Aspect	Excellent 86-100	Goof 76-85	Enough 66-75	Bad 56-65	Very Bad 0-55	Score
1	<b>Making Background</b>	The Empirical facts are completed and very relevant, the urgency of the problem is high	The Empirical facts are completed and very relevant, but the urgency is not high	The empirical facts are stated but not relevant and urgent	The empirical facts is not completed, not relevant and not urgent	Empirical facts is not stated and couldnt for the research question	
2	<b>Formulati on Problem</b>	<ul style="list-style-type: none"> <li>• Have at least 3 empiricalfacts that related to each other;</li> <li>• Able compose empirical facts that have foundto become aproblem yang clearthe gap;</li> <li>• Unique problem that offered melampaui expectation/ trend yang ada;</li> <li>• Unique Method problem solving that offered melampaui expectation/ trend (use new method);</li> </ul>	<ul style="list-style-type: none"> <li>• Have at least 2 empiricalfacts yang related to each other;</li> <li>• Able compose empirical facts that have foundbecome a problem yang clear the gap;</li> <li>• Have unique problem that offered;</li> </ul>	<ul style="list-style-type: none"> <li>• Have at least 2 empirical facts related to each other;</li> <li>• Able compose empirical facts that have foundbecome a problem thatclear thegap;</li> </ul>	<ul style="list-style-type: none"> <li>• Have at least 2 empiricalfacts yang related toeach other;</li> <li>• The empiricalfacts is notcompleted, not relevantand not urgent</li> <li>• Making empirical facts that have foundbecome a problem isntclear thegap;</li> </ul>	<ul style="list-style-type: none"> <li>• The empirical facts is notcompleted, not relevantand not urgent</li> <li>• Not able tobuild the gapbetween facts and ideal basedon empiricalfacts that found</li> </ul>	

3	Purpose and Aim	<ul style="list-style-type: none"> <li>• Capability in composing systematic problem solving that seen from purpose and aim;</li> <li>• Purpose describe problem solving correctly (if the purpose isn't answering the problem, can't be told as correct)</li> <li>• Purpose describe output that will be completed (Map, Design, Solution, Perceptual Map, etc)</li> <li>• Aim Detailing step goals</li> <li>• Innovation in problem solving method;</li> </ul>	<ul style="list-style-type: none"> <li>• Capability in composing systematic problem solving that seen from purpose and aim;</li> <li>• Purpose describe problem solving correctly (if the purpose isn't answering the problem, can't be told as correct)</li> <li>• Aim Detailing step pencapaian purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Capability in composing systematic problem solving that seen from purpose and aim;</li> <li>• Purpose describe problem solving correctly (if the purpose isn't answering the problem, can't be told as correct)</li> <li>• Bad capability dalam describe aim (detail pencapaian purpose)</li> </ul>	<ul style="list-style-type: none"> <li>• Bad capability in composing systematic problem solving that seen from purpose and aim;</li> <li>• Purpose Bad describe problem solving correctly (if the purpose isn't answering the problem, can't be told as correct)</li> <li>• Bad capability dalam describe aim (detail pencapaian purpose)</li> </ul>	<ul style="list-style-type: none"> <li>• Bad capability in composing systematic problem solving that seen from purpose and aim;</li> <li>• Purpose not describing problem solving correctly</li> <li>• Not able in describing the aim (purpose goal detail)</li> </ul>	
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4	<b>Ruang Range and Systematic</b>	<b>Context andborder;</b> Understanding konteks Researchyang seandg do; <ul style="list-style-type: none"> <li>• Understanding discussion context that will do, include consequences selection method</li> <li>• Understanding what canand can't doin a Researchthat composed</li> <li>• Understandin g plus and minus of the Research</li> </ul>	<b>Context andborder;</b> <ul style="list-style-type: none"> <li>• Understanding discussion context that will do;</li> <li>• Understanding what canand can't doin a researchthat composed</li> <li>• Understanding the cons</li> </ul>	<b>Context andborder;</b> <ul style="list-style-type: none"> <li>• Understanding discussion context that will do;</li> <li>• Understanding what can and can't do in a researchthat composed</li> </ul>	<b>Context andborder;</b> <ul style="list-style-type: none"> <li>• Bad Understanding discussioncontext thatwill do;</li> <li>• Bad Understanding with what can and can'tdo in a research thatcomposed</li> </ul>	<b>Context andborder;</b> <ul style="list-style-type: none"> <li>• Not Understandi ng discussioncontext thatwill do;</li> <li>• Not Understandi ng withwhat can and can't do in a research that composed</li> </ul>	
<b>Average Score yang diperoleh</b>							

## 2. EVALUATION II :

### Section 2 Research proposal

Course name	Method Research (Metlit)
CREDITS	3/ 4,86
Modul no (main topic)	Modul 1-3
Purpose learning modul	<ol style="list-style-type: none"><li>1. Able explaining fundamentals of basic Research</li><li>2. Able stating problem, purpose, and systematic Research</li><li>3. Able doing discussion and synthesis from literature and cases Research that relevant</li><li>4. Able applying Method-Method dalam Research and technique analysis yang suitable</li><li>5. Able compose proposal and report Research</li></ol>
Purpose Learning Section 2 Research proposal	<ul style="list-style-type: none"><li>• Student Able compose framework theory that relevant with topic and doing study as a form of Section 2 from a Research proposal</li></ul>
Grade depth Task II (C1 sd C6)	C1, C2
Detail Task II	Attached below about description Task and grade criteria

**EVALUATION II:  
Section 2 Research proposal**

**A. PURPOSE**

Evaluation 2 is Individual task where student is asked to making Section 2 STUDY to a Researchproposal. Purpose from Evaluation 2 is:

- Student Able compose framework theory that relevant with topic and doing study as a formof part Section 2 from a Research proposal

**B. MATERIAL TASK**

SECTION 2 STUDY to a Research proposal consist:

1. Framework general theory
2. Framework specific theory
3. Study that result variable Research

**C. IMPLEMENTATION TASK**

- Individual task, assists to lecturer every week.
- Student suggested to doing consultation / asistensi kepada lecturer pengajar before makingdraft / finalisasi Task.
- Task is typed to A4 portrait, space 1,15 with total of page max 7 include the page title.
- Softcopy Task on format PDF organized within one folder drive with the students name ofGroup inside it.

**D. GRADE CRITERIA**

Bobot scoring to Evaluation I is 20%, yang terdiri atas :

No	Scoring Aspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very Bad 0-55	Score
1	<b>Compatibility between substance literature review with topic/title</b>	Relevant toward topic andtitle; Existence empirical facts in background, supported with data/information yang <i>up to date</i> and valid source reference	Relevant toward topic and title; Existence empirical facts in background	Enough relevant toward topic and title; simple empirical facts	Enough relevant with topic andtitle, tidak have empirical facts	Irrelevant with topic and title, don't have empirical facts	

2	<b>Completeness and keenness study substance of literature review</b>	<ul style="list-style-type: none"> <li>• Able compose study with associate between some study in systematic Section and sub Section;</li> <li>• Title Section is describe synthesis from the goals</li> <li>• Title sub Section describe detail from Section yang ada</li> <li>• Section and sub –Section Able give problem solving description in SECTION 1</li> <li>• Section and sub Section consistent on give variable and indicator that selected</li> </ul>				Don't have any summary concept	
3	<b>Formulation indicator and variable Research</b>	<ul style="list-style-type: none"> <li>• Indicator and variable that selected has strong connection with elaboration in Section and sub Section of study;</li> <li>• Indicator and variable describe what will answer with purpose and aim Research;</li> <li>• Able stating variable and indicator with detail (Indicator? Variable? Sub variable? parameter? unit)</li> </ul>				Tidak are correct give presentasi, tidak memiliki refrensi	
4	<b>Literature</b>	<ul style="list-style-type: none"> <li>• use mendeley/ tools to supporting bibliography</li> <li>• use newest bibliography, minimal from journals</li> <li>• Writing bibliography with world style (MLA, APA, TURABIAN, etc)</li> </ul>					
<b>Average Score yang diperoleh</b>							

### 3. EVALUATION III :

#### Section 3 Research proposal

Course name	Method Research (Metlit)
CREDITS	3/ 4,86
Modul no (main topic)	Modul 1-3
Purpose learning modul	<ol style="list-style-type: none"><li>1. Able explaining fundamentals of basic Research</li><li>2. Able stating problem, purpose, and systematic Research</li><li>3. Able doing discussion and synthesis from literature and cases Research that relevant</li><li>4. Able applying Method-Method dalam Research and technique analysis yang suitable</li><li>5. Able compose proposal and report Research</li></ol>
Purpose Learning Section 3 Research proposal	<ul style="list-style-type: none"><li>• Student Able menentukan Method that relevant with topic Research and compose desain Research as a form of Section 3 from a Research proposal</li></ul>
Grade depth Task III (C1 sd C6)	C1, C2, C3, C4
Detail Task III	Attached below about description Task and grade criteria



**EVALUATION 3:  
Section 3 Method Research**

**A. PURPOSE**

Evaluation 3 is Individual task where student is asked to making Section 3 METHOD RESEARCH to a Research proposal. Purpose from Evaluation 3 is:

- Student able determine the relevant Method with topic Research and compose design research as a form of Section 3 from a Research proposal

**B. MATERIAL TASK**

SECTION 3 METHOD RESEARCH to a Research proposal consist:

1. Approach and Research type
2. Variable and Operational definition
3. Sample and Population
4. Data collect technique
5. Data analysis technique
6. Step/Research framework

**C. IMPLEMENTATION TASK**

- Individual task, assists to lecturer every week.
- Student suggested to doing consultation / asistensi kepada lecturer pengajar before making draft / finalisasi Task.
- Task is typed to A4 portrait, space 1,15 with total of page max 7 include the page title.
- Softcopy Task on format PDF organized within one folder drive with the students name of Group inside it.

**D. GRADE CRITERIA EVALUATION**

Aspect	Excellent 86-100	Good 76-85	Enough 66-75	Bad 56-65	Very Bad 0-55	Score
<b>Kebenaran formulation pendekatan Research and type Research</b>	<ul style="list-style-type: none"> <li>• Student Able to develop the lecturers' guide give innovation aspect to the lecturer</li> <li>• Student Able give opinion to approach selection and type Research toward output goals</li> <li>• Student Able give consistency of the problem that develop – indicator selection and variable – Problem solving method toward output goals</li> </ul>	<ul style="list-style-type: none"> <li>• Student Able comprehend the guide that lecturer give</li> </ul>				
<b>Keare correctan formulation metoda pengumpulan data</b>	<ul style="list-style-type: none"> <li>• Student Able give explanation toward data integrity that will be submitted and data that will be composed within the Method of right data collection</li> </ul>					

<b>Keare correctan formulation metoda analisa data</b>	<ul style="list-style-type: none"> <li>• Student Able give insight toward owned data (data information insight)</li> </ul>					
<b>Keare correctan formulation step Research</b>	<ul style="list-style-type: none"> <li>• Student Able give niceresearch steps</li> </ul>					
<b>AVERAGE SCORE YANG DIPEROLEH :</b>						

**4. EVALUATION IV :**  
**Peer Review per Group**

<b>Course name</b>	Method Research (Metlit)
CREDITS	3/ 4,86
Modul no (main topic)	Modul 1-3
Purpose learning modul	<ol style="list-style-type: none"> <li>1. Able explaining the fundamentals of basic Research</li> <li>2. Able stating problem, purpose, and systematic Research</li> <li>3. Able doing discussion and synthesis from literature and relevantresearch cases</li> <li>4. Able applying method in Research and technique analysis yang suitable</li> <li>5. Able compose proposal and report Research</li> </ol>
Purpose Learning Task IV	<ul style="list-style-type: none"> <li>• Student Able present the Task compose the planning of coastal and isles</li> </ul>
Grade depth Task IV(C1 sd C6)	C1, C2, C3, C4
Detail Task IV	Attached below about description Task and grade criteria

## **EVALUATION 4: REPORT TASK BESAR**

### **A. PURPOSE**

Evaluation 4 is Task Group about *peer review* per Group topic about the process of methodology research Section 1-3 according to the topic (aspect review about keare correctan LB and problem toward topic, about *shared reference* according to the topic, and about technique analysis that relevant with the topic). Purpose of Evaluation 4 are:

- Student Able explaining the good criteria of Section 1-3 writing research proposal through *review* per Group topic
- The expected output from alternate Task Group is enrichment from level Group that useful individually and Able adding student experience for doing research especially for seminar and final project

### **B. TASK MATERIAL**

The material Task Evaluation 4 consist

- The result of review Section 1-3 to every article that have been written by student on their group

### **C. IMPLEMENTATION TASK**

- Task are doing by Group and will be discussed with lecturer on the 14th week-16th week
- Student suggested to doing consultation / assistance to lecturer before making draft / finishing task.
- Task is typed on A4 portrait, space 1,15 with unlimited amount of page.
- Softcopy Task on format PDF organized within one folder drive with the students name of Group inside it.

#### *Group scoring*

Group distribution is according to similar topic lab ex. City, Region, and modelling or computation

Task Group is peer review per Group topic about the process of methodology research Section 1-3 based on the topic (ex: review about technique analysis that relevant with topic or about shared reference according to the topic tsb);

The expected output from alternate Task Group are enrichment from group level where can be useful individually and Able adding student experience for doing research especially to Seminar and final project.

Time implementation Evaluation is Week 14-16.

## D. GRADE CRITERIA EVALUATION

Sub Chapter	81-100	71-80	66-70	51- 65	0-50
Introduction	The Empirical facts are completed and very relevant, the urgency of the problem is high	The Empirical facts are completed and very relevant, but the urgency is not high	The empirical facts are stated but not relevant and urgent	The empirical facts is not completed, not relevant and not urgent	Empirical facts is not stated and couldnt for the research question
Literature Review	Literature review substance is completed and has stated more than the refrence	Literature review substance is stated accordingly to TOR	Suitable for the topic but not completed	Unsuitable for the topic and not completed	Not completed and irrelevant
Methodology	Data needed, how to obtain data and techniques to process data precisely and explained in detail	Data needed, how to obtain data and explained in detail but the data processingis not right	Understood how to obtain data but the data is not completed and the process is not right	Data needed, how to obtain data and data processing techniques is not right	Data needed, howto obtain data and data processing techniques is completely wrong
Discussion	Data is completed and the interpretationis right	Data is completed but the interpretation is wrong	Data is completed but there is not interpretation	Data is not completed	Data is not completed and unsuitable
Conclusion	The quality of conclusions is appropriate according to the results of the analysis and answers the research objectives	The quality of conclusions is appropriate according to the results of the analysis but does not answerthe research objectives	The quality of conclusions is appropriate according to the results of the analysis but does not answer the research objectives	Conclusion quality is not in accordance with the analysis and does not answer the research objectives	Conclusion quality is very unsuitable