



**UNIVERSITAS AHMAD DAHLAN
FACULTY OF ECONOMICS AND BUSINESS
MANAGEMENT STUDY PROGRAM MASTER PROGRAM**

**Document Code:
FM-UAD-PBM-08-02/R1**

SEMESTER LESSON PLAN

Courses	Course Code	Lecture Points	Weight (SKS)		Semester	Drafting Date
Business Research Methodology	205110530	Common	T = 3	P =	1	January 02, 2022
Authentication	RPS Development Lecturer		RMK Coordinator		Head of Study Program	
	Dr. Aftoni Sutanto, S.E., M.Si. D. Fitroh Abdhila, S.E., M.C., C.M.A.		D. Fitroh Abdhila, S.E., M.C., C.M.A.		Dr. Aftoni Sutanto, S.E., M.Si.	
Learning Outcomes	CPL-Prodi charged on lecture points					
	CPL-01	Fear the One God and be able to show religious attitude;				
	CPL-02	Mastering the theory of corporate organizational functions, including HR strategy and operations, assets, finance, marketing, and production;				
	CPL-04	Able to develop logical, critical, systematic, and creative thinking through scientific research, in the field of science and technology that pays attention to and applies humanities values in accordance with their fields of expertise, compiles scientific conceptions and study results based on scientific rules, procedures, and ethics in the form of a thesis or other equivalent forms, and uploaded on the university website, as well as papers that have been published in accredited scientific journals or accepted in journals international;				
	Course Learning Outcomes (CPMK)					
	CPMK1	Fear the One God and be able to show religious attitude; (CPL-01)				
	CPMK2	Mastering the theory of corporate organizational functions, including strategy and operation of assets and finance; (CPL-02)				
	CPMK3	Able to develop logical, critical, systematic, and creative thinking through scientific research, in the field of financial management science; (CPL-04)				
	Final ability of each learning stage (Sub-CPMK)					
	Sub-CPMK1	Students are able to compile and analyze in the financial field based on honesty that is devoted to God Almighty. (CPMK1)				
	Sub-CPMK2	Students are able to master the theory of Basic Concepts in financial management, Assets, Capital Budgeting, Capital Structure And Dividend Policy, Working Capital Management, Debt Financing, Mergers, Corporate Control and Governance, Bankruptcy, Reorganization And Liquidation. (CPM2)				
	Sub-CPMK3	Students are able to analyze Basic Concepts in financial management, Assets, Capital Budgeting, Capital Structure And Dividend Policy, Working Capital Management, Debt Financing, Mergers, Corporate Control and Governance, Bankruptcy, Reorganization And Liquidation. (CPMK3)				
	Correlation of CPMK to Sub-CPMK					

		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3
	CPMK1	V		
	CPMK2		V	
	CPMK3			V
Course brief description	This Research Methods course is a compulsory subject for S2 Management students as a prerequisite course for taking a thesis. This subject discusses research methods that contain research methods, procedures & systematics of thesis writing.			
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. Syllabus and its explanation of research definition 2. Variables in research 3. Formulation of research problems 4. Research design 5. Research design 6. Measurement 7. Measurement scale 8. Questionnaires and instruments 9. Sampling 10. Hypothesis testing 11. Hypothesis testing 12. Hypothesis testing 13. Qualitative and quantitative research 14. Systematics of proposal writing 			
Book	Main:	<ol style="list-style-type: none"> 1. Aker, David A., Kumar, V, and Day, George S. (2001) <i>Marketing Research</i>, 7th ed., New York: John Wiley and sons, Inc. 		
	Supporter	<ol style="list-style-type: none"> 1. Cooper, Donald R., Schindler, Pamela, S, <i>Business Research Methods</i>, 12th Edition, 2104, McGraw-Hill, New York. 2. Ferdinand, Augusty, 2014, <i>Management Research Methods, Research Guidelines for Writing Thesis, Thesis, and Dissertation in Management Science</i>, 5th Edition, UNDIP PRESS. 3. Sekaran, U. (2000), <i>Research Methods For Business: A Skill-Building Approach</i>, 3rd ed., New York: John Wiley & Sons, Inc. 		
Lecturer	Dr. Salamatus Asakdiyah, M.Si., CMA.			
Prerequisite				
Lecture Points				

Week to	Expected capability (Sub-CPMK)	Study materials/learning materials	Learning forms, methods, and experiences	Time (minutes)	Valuation		
					Technique	Indicator	Weight (%)
1	Sub-CPMK 1 Students are able to understand (RPS Presentation, Division of classes and course materials, Explanation of Assignments, Overview of Business Research Methods)	<ul style="list-style-type: none"> • Displaying RPS • Division class and The Bride of Hell • Explanation Assignment • Overview of Business Research Methods 	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Observation 3. Ability with ask answer material	Students can: give Analyze this Business Research Methods process	0,7% 1,8%
2	Sub-CPMK 1 Students are able to understand (Identify the basic concepts of variables in research)	<ul style="list-style-type: none"> • Identification Basic concepts Management operation • Results strategic deep a operation related with Productivity 	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Observation 3. Ability with ask answer material	Students can: Analyze concepts Basic variables – variables in research	0,7% 1,8%
3	Sub-CPMK 1 Students are able to understand (Formulation of research problems)	<ul style="list-style-type: none"> • Product planning new & Product Development • Design products and services and 	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Observation 3. Ability with ask answer	Students can solve research problems and look for gaps in research	0,7% 1,8%

		Development • Planning and Product Development			material		
4	Sub-CPMK 2 Students are able to understand (Research design)	•Analysis Statistical Process Control • TQM implementation, ISO, Six Sigma, Malcom Balbrige	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Observation 3. Ability with ask answer material	Students can understand Research Design	0,7% 1,8%
5	Sub-CPMK 2 Students are able to understand (Research Design)	•Designing process production •Design operation Associated with Management quality	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Students can understand Research Design	0,7% 1,8%
6	Sub-CPMK 2 Students are able to understand in (Measurement)	•Analysis Management Location Strategy location •Analysis Management Factory Layout that Support efficiency and Effectiveness process Operational.	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Students can discuss measurements in research	0,7% 1,8%

7	Sub-CPMK 3 Students are able to do (Material Review and Pre-UTS Quizzes)	Review Materi and Pre Quizzes UTS	Prepare kan naskah Quiz Questions Answering all Quiz Questions		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Ability student Answering the quiz	0,7% 1,8%
8	MIDTERM 25%						
9	Sub-CPMK 3 Students are able to perform (Able to carry out organizational functions (marketing, human resource management, operations management, finance and strategy, integration of business processes from upstream to downstream, Technology that supports business processes))	•Can perform functions organisasi (marketing, Management source power human Management operation finance and strategy •Integration process Business from upstream to Downstream •Technology that support process business	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Assignment Manufacture question Related material and Observation and test ability 3. Quizzes	Students can: Analyze Chain Management supply properly and precise	0,7% 1,8% 5%
10	Sub-CPMK 3 Students are able to do (Analysis of	•Analysis strategy Management	lectures and <i>Active learning</i>		1 Liveliness and attitude 2. Assignment	Students can: Analyze Problems	0,7% 1,8%

	inventory management strategies of manufacturing companies, inventory management methods, Calculating inventory needs based on available inventory models)	Setup company Manufacturing •Method Management Setup •Count necessity Setup (inventory) By type Setup What's available	Q&A and Discussion		Manufacture question related materials and Observation and test ability	Management Setup	
11	Sub-CPMK 3 Students are able to do (Analyze aggregate planning needs, Calculate Aggregate planning in the company)	•Analyze necessity planning Aggregate •Count planning Aggregate deep company	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Assignment Manufacture question Related material and Observation and test ability	Students are able to Describe necessity aggregate planning company	0,7% 1,8%
12	Sub-CPMK 4 Students are able to understand (Basic concepts of MRP and ERP, Integration of management functions with information systems and technology,	•Concept Basic MRP and ERP •Integration function Management with system information	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Assignment Manufacture question Related material and Observation and test	Students are able to Describe MRP dynamics and ERP	0,7% 1,8%

	Business process analysis in each business unit, Today's technological developments)	and technology •Analysis business process on each unit business • Technological development nowadays			ability		
13	Sub-CPMK 4 Students are able to understand (Linking the production process with short-term scheduling of the production process, Identification of process short-term scheduling needs)	•Connect can process production with Scheduling compass short process production •Identification process necessity Scheduling compass short	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation material 3. Answer question Related material	Students can: give examples implementation Term Scheduling Short process production	0,7% 1,8% 5%
14	Sub-CPMK 4 Students are able to understand (Just in time strategy and lean production process, Maintenance process strategy, Reliability analysis strategy)	• Strategi just in time dan process production slender •Strategy process Maintenance	lectures and <i>Active learning</i> Q&A and Discussion		1. Liveliness and attitude 2. Presentation Maetri 3. Answer question Related material	Students can: give examples JIT implementation, maintenance and Reliability	0,7% 1,8%

		•Strategy Analysis Reliability					
15	Sub-CPMK 4 Students are able to understand (Material Review and Pre Quizzes UAS)	Review Materi and Pre Quizzes UAS	Prepare kan naskah Quiz Questions Answering all Quiz Questions		1 Liveliness and attitude 2. Presentation Maetri 3. Answer question Related material	Ability student Answering the quiz	0,7% 1,8%
16	30% SEMESTER END TEST						

Appendix 2: Student CPL Achievement Assessment and Evaluation Portfolio

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question form – Weight (%)	Weight (%) Sub-CPMK	Mhs value (0-100)	$\Sigma((\text{Value mhs}) \times (\text{Bobot } \%))$	Attainment CPL on MK (%)
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1	CPL3	CPMK 1	Sub-CPMK-1	I-1.1 I-1.2 I-1.3	Oil-1 Oil-2 Swale Ace Quis-1	5 5 5	15			
2	CPL3	CPMK 1	Sub-CPMK-1	I-2.1 I-2.2	Tugas-3 Tugas-4 Soal Esay AMABLE	5 5 5	15			
3	CPL3	CPMK 1	Sub-CPMK-1	I-3.1 I-3.2	Task-5 Soal Esay AMABLE	10 5	15			
4	CPL3	CPMK 1	Sub-CPMK-2	I-4.1 I-4.2	Task-6	5	5			
5	CPL3	CPMK 1	Sub-CPMK-2	I-4.1 I-4.2	Task-6	5	5			
6	CPL3	CPMK 1	Sub-CPMK-2	I-4.1 I-4.2	Task-6	5	5			
7	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-6	5	5			


8	Midterm Evaluation									
9	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
10	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
11	CPL4	CPMK 2	Sub-CPMK-3	I-4.1 I-4.2	Task-7	5	5			
12	CPL4	CPMK 2	Sub-CPMK-4	I-4.1 I-4.2	Task-7	5	5			
13	CPL4	CPMK 2	Sub-CPMK-4	I-4.1 I-4.2	Task-7	5	5			
14	CPL4	CPMK 2	Sub-CPMK-4	I-5.1 I-5.2 I-5.3 I-5.4	Task-7 Soal Esay WHO	5	10	5		

15	CPL4	CPMK 2	Sub-CPMK-4	I-6.1	Task-8ABC	20	40			
				I-6.2						
				I-6.3						
				I-6.4						
				I-6.5						
				I-6.6	Soal Esay WHO	10				
				I-6.7	Observation	5				
				I-6.8	Observation	5				
16	End of Semester Evaluation									
Total Weight (%)						100	100			
Final Student Grade ($\Sigma(\text{MHS Score}) \times (\text{Weight \%})$)										

Student CPL Achievement Assessment and Evaluation Portfolio

No.	CPL on MK – Operations Management	Access value (0 s.d. 100)	CPL accessibility to MK (%)
1	CPL3 : Applying scientific thinking in decision making and scientific descriptive studies of science and technology by taking into account human values according to their fields of expertise		
2	CPL 4 : Apply leadership principles in teamwork		

Appendix 3: Sample Student Assignment Plan Form

	UNIVERSITAS AHMAD DAHLAN FACULTY OF TEACHER TRAINING AND EDUCATION AUTOMOTIVE TECHNOLOGY VOCATIONAL EDUCATION STUDY PROGRAM				
	STUDENT ASSIGNMENT PLAN				
COURSES		RESEARCH METHODS			
CODE	193540620	Credits	2	Semester	6
LECTURER	Dr. Hulya Nirmala, M.Sc.				
TASK FORM					
Final Project					
TASK TITLE					
Task 8ABC: Prepare a research proposal and present independently.					
SUB LEARNING OUTCOMES OF COURSES					
Sub-CPMK6: able to design research in the form of TA research proposals & present them with responsibility and ethics. [C6,A3,P3] (CPMK1, CPMK3, CPMK4)					
TASK DESCRIPTION					
This task aims to enable students to compile research proposals in accordance with international standards. Students learn to read and summarize journal articles according to the desired research theme. Then formulate the problem, and make a hypothesis, compile a research framework, and finally make a research proposal. Then students design proposal presentation slides and present them to improve communication skills scientific in the form of presentations					
TASK EXECUTION METHOD					
<ol style="list-style-type: none"> 1. Select and review at least 10 national and international journals according to the field of interest; 2. Make a summary of at least 10 selected journals; 3. Determine the title of the research proposal; 4. Formulate research problems and hypotheses; 5. Select and design research methodologies; 6. Prepare a research proposal; 7. Compile research proposal presentation materials and slides; 8. Presentation of research proposals in class. 					
EXTERNAL SHAPES AND FORMATS					
a. Object of Cultivation: Preparation of thesis research proposal (final project)					

b. External forms:

1. A collection of journal summaries written with Ms Word with the systematics of writing journal summaries, collected in extension format (*.rtf), with filename systematics: **(Task-9-Summary-NIM-Name Depan.rtf)**;
2. Proposals are written with Ms Word with systematics and format according to standard proposal writing guidelines, collected with extension format (*.rtf), with filename systematics: **(Task-9-Proposal-NIM-Name Depan.rtf)**;
3. PowerPoint presentation slides, consisting of: text, graphics, tables, images, animations, minimum 10 slides. Collected in the form of *softcopy* format extension (*.ppt) with filename systematics: **(Task-9-Slide-NIM-Name Depan.ppt)**;

INDICATORS, CRITERIA AND ASSESSMENT WEIGHTS**a. Summary of journal study results (weight 20%)**

Jornal summary with systematics and predetermined format, journal updates (last 5 years), clarity and sharpness of summarizing, consistency and neatness in writing presentation.

b. Research Proposal (weighted 30%)

1. The accuracy of the systematics of proposal preparation in accordance with the booth of the proposal writing guide;
2. The accuracy of the proposal writing in accordance with the correct spelling of the Indonesian and in accordance with APA standards in the presentation of tables, figures, reference writing and citation writing;
3. Consistency in the use of terms, colors (if any) of symbols and emblems;
4. The regularity of the collected proposal books;
5. Completeness of the use of features in MS Word in writing and presenting research proposals.
6. The proposal is written in A4 format, margin 3-2-2-2, Cambria font, size 12 (main text), 11 (image caption, table, graph, table content).
7. Present colors in the proposal only when necessary.

c. Presentation Slide Preparation (20% weight)

Clear and consistent, simple and innovative, displaying images and system blocks, writing using easy-to-read fonts, if needed supported with relevant images and video clips.

d. Presentation (30% weight)

Communicative language, mastery of the material, mastery of the audience, control of time (10 minutes of presentation + 5 minutes of discussion), clarity & sharpness of exposure, mastery of presentation media.

- e. The assessment weight is 30% of the overall assessment of this course

SCHEDULE

Determination of Research Title and Framework	May 1, 2020
Summarizing the Journal	April 25 - 1 From 2020
Drafting proposals & Assistance	April 25 - 9 From 2020
Presentation of proposal for Task Output Collection	17-24 May 2020 May 17, 2020

OTHER

The assessment weight of this task is 30% of the 100% assessment of this course; Tasks are worked on and presented independently;

REFERENCE LIST

Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4 ed.). Bost on: PEARSON.

Katz, M. (2006). From Research to Manuscript: A Guide to Scientific Writing. London: Springer.

Kothari, C. R. (2004). Research Methodology: Methods and Techniques (Second Revised ed.). New Delhi: New Age Internasional (P) Limited.

Singh, Y. (2006). Fundamental of Research Methodology and Statistics. New York: New Age International.

Tuckman, B. W., & Harper, B. E. (February 9, 2012). Conducting Educational Research (6 ed.). Maryland, USA: Rowman & Littlefield Publishers.

Appendix 4: Examples of Holistic Rubric Forms for Proposal Plans

Grade	Score	Judging Criteria
Very lacking	<20	The design presented is irregular and does not solve the problem
Less	21 - 40	The design presented is orderly but does not solve the problem
Enough	41 - 60	The design presented is systematic, solves problems, but is less implementable
Good	61 - 80	The presented design is systematic, solves problems, can be implemented, lacks innovation
Excellent	>81	The presented design is systematic, solves problems, is implementable and innovative

Student Grade List

No	NIM	Name	Score (0-100)
1			
2			
3			
...			

Appendix 5: Sample Analytical Rubric Form for Paper Presentation Assessment

Assessed Aspects/ Dimensions	Rating Scale				
	Very Less	Less	Enough	Good	Excellent
	(< score 20)	(21-40)	(41-60)	(61-80)	(≥ score 81)
Organisasi	None organisasi which is obvious. Facts are not Used to support statement.	Simply focus, But the evidence less Sufficient to Used deep pull conclusion.	Presentation Have focus and Serves some evidence that support conclusion.	Organized well and Serves The facts Convince to support conclusion.	Organized with Serves The facts Powered by Examples that already Analyzed according to the concept.
Fill	The content is not accurate or too common. Listeners not learning any or sometimes misleading.	The content is lacking accurate, because No data factual, no Add understanding Listeners	Fill in general accurate, but no complete. The Listeners can Learn some facts between the lines, but they not Add New insights On the topic aforementioned	Accurate contents and complete. The Listeners Add New insights On the topic aforementioned	Contents capable Evocative Listeners to floating an mind.
Style Presentation	Speaker anxiety and uncomfortable, and reading Various Note From speak. Listeners often Ignored. Not happening Eye contact because speaker more look to	Benchmarked On a note, no idea that Developed outside notes, voice Monotonous	In general speaker calm, but in tone which is flat and quite often Depend on a note. Sometimes- sometimes contact eyes with Listeners Ignored.	Speaker calm and use The intonation true speak without depending on the record, and Interact intensively with Listeners. Speaker Always Contact eyes with	Speak with spirit Pass spirit and Antisiasm at Listeners.

	whiteboard d or screen.			Listeners.	
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List of Analytical Rubric Grades for Paper Presentation Assessment

No	NIM	Name	Score (0-100)			
			Organs - quant ity	Fill	Style Presen t	Total
			(... %)	(...%)	(....%)	100%

Appendix 6: Example of Perception Scale Rubric Shape for Oral Presentation Assessment

Assessed Aspects/Dimensions	Very Lacking	Less	Enough	Good	Excellent
	< 20	(21-40)	(41-60)	(61-80)	≥ 81
Communication Skills					
Material Mastery					
Ability to Face Questions					
Use of Presentation Props					
Accuracy of Problem Solving					

