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UNIVERSITY OF BRAWIJAYA

FACULTY OF ADMINISTRATIVE SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION / TOURISM STUDY PROGRAM

SEMESTER LEARNING PLAN

SUBJECT	CODE	COURSE CLUBS	WEIGHT (credits)	SEMESTER	Date of Compilation
Tourism Data Analysis			3	5	July 20, 2023 Revision I : Revision II:

AUTHORIZATION	RPS Developer Lecturer	RMK Coordinator	Head of Study Program
	Agung NLI Fahrudi, SAB, MBusSysPro, PhD Signature	Signature	Prof. Dr. Drs. Edy Yulianto, MP Signature

Learning Outcomes	**CPL PROGRAM**	
	CPL1	Students are able to integrate nationalistic attitudes, behavioral values and ethics both in the community and work environment.
	CPL2	Students are able to produce critical and innovative thinking to support business decision making in the tourism sector.
	CPL3	Students are able to produce scientific studies to answer current issues in the tourism sector.
	CPL4	Students are able to practice communication skills, both oral and written, effectively.
	CPL5	Students are able to manage businesses in the tourism sector by prioritizing entrepreneurial values.
	CPL6	Students are able to implement science and technology in solving tourism problems
	CP – MK	
	After taking this course, students are able to	
	CPMK1	Explaining the reasons for using SEM-PLS in tourism research (CPL 3, CPL 6)
	CPMK2	Conducting measurement model evaluation using SmartPLS (CPL 3, CPL 6)
	CPMK3	Conducting structural model evaluation using SmartPLS (CPL 3, CPL 6)
	CPMK4	Conducting mediation analysis using SmartPLS (CPL 3, CPL 6)
	CPMK5	Conducting moderation analysis using SmartPLS (CPL 3, CPL 6)
CPMK-CPL Weight Mapping		

	CPL1	CPL2	CPL3	CPL4	CPL5	CPL6
CPMK1	0	0	0.5	0	0	0.5
CPMK2	0	0	0.5	0	0	0.5
CPMK3	0	0	0.5	0	0	0.5
CPMK4	0	0	0.5	0	0	0.5
CPMK5	0	0	0.5	0	0	0.5

MK Brief Description	This course contains data analysis techniques using SEM-PLS in the field of tourism research, especially SmartPLS. SEM-PLS is a second-generation multivariate statistical technique and its use in the tourism sector continues to increase. After taking this course, students are expected to be able to understand the reasons for using SEM-PLS, be able to evaluate measurement models (both reflective and formative), and be able to evaluate structural models containing mediation and moderation.
Learning Materials / Topics	1. Introduction to SEM-PLS using SmartPLS 2. Evaluation of measurement models (reflective and formative) 3. Structural model evaluation 4. Mediation analysis 5. Moderation analysis

Library	**Main**	
	1. Hair, et al. 2021. Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R. Springer. Switzerland	
	Supporters	
	2. Ali, F., Rasoolimanesh, SM, & Cobanoglu, C. 2019. Applying Partial Least Squares in Tourism and Hospitality Research. Emerald Publishing. United Kingdom	
Instructional Media	**Software :**	**Hardware :**
	Gmeet, Zoom, GCR, VLM, SmartPLS	LCD and Projector
Team Teaching	1. 2.	
Course Requirements	Research methods	

Week 2-	Sub-CP-MK (as the expected final capability)	Indicator	Assessment Criteria & Forms	Learning methods (Lectures / Assignments / other forms of learning)	Time (Duration)	Learning Materials / Study Materials [Library]	Assessment Weight (%)
1	Students are able to explain the reasons for using SEM-PLS in the field of tourism research.	Ability to explainreasons for using SEM-PLS in tourism research	Assessment criteria: Understand it properlyreasons for using SEM-PLS	Lecture Question and answer Structured tasks Independent assignment	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: 1. Limitations of first generation analysis 2. Advantages of SEM 3. Reasons for using SEM-PLS	0
2	Students are able to explain the reasons for using SEM-PLS in the field of tourism research.	Ability to explainThe use of SEM-PLS in tourism research	Assessment criteria: ▪Understanding Form of assessment: ▪ Non-exam basis: Group presentations	▪ Lectures and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: 1.Example of tourism research using SEM-PLS	5

			and class discussions & Assignments ▪ Exam basis: UTS				
3	Students are able to explain the reasons for using SEM-PLS in the field of tourism research.	Ability to explainThe use of SEM-PLS in tourism research	Assessment criteria: ▪Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class discussions & Assignments	▪ Lectures and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: 1.Example of tourism research using SEM-PLS	5

			▪ Exam basis: UTS				

4	Students are ableconducting a reflective measurement model evaluation	Ability toconducting a reflective measurement model evaluation	Assessment criteria: ▪ Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class discussions & Assignments ▪ Exam basis: UTS	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: *1.Reliability indicators* *2.Internal consistency reliability* *3.Convergent validity* *4.Discriminant validity*	10
5	Students are able to evaluate reflective measurement models	Ability to perform reflective measurement model evaluation	Assessment criteria: ▪ Understanding Form of assessment:	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: 1.Example of reflective measurement model evaluation	10

			▪ Non-exam basis: Group presentations and class discussions & Assignments ▪ Exam basis: UTS				
6	Students are able to evaluate formative measurement models	Ability to conduct formative measurement model evaluations	Assessment criteria: ▪ Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class discussions & Assignments ▪ Exam basis: UTS	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: *1.Convergent validity* *2.Collinearity issues* *3.Significance & relevance* 4.Conditions for deleting formative variable indicators	10

7	Students are able to evaluate formative measurement models	Ability to conduct formative measurement model evaluations	Assessment criteria: ▪ Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class discussions & Assignments ▪ Exam basis: UTS	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: 1.Example of formative measurement model evaluation	10
8	**UTS**						
9	Students are able to evaluate structural models	Ability to perform structural model evaluations	Assessment criteria: ▪ Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding the stages of structural model evaluation: *1.Collinearity issues* *2.Significance and relevance* *3.Explanatory power* *4.Predictive power*	5

			discussions & Assignments ▪ Exam basis: UAS				
10	Able to perform structural model evaluation	Ability to perform structural model evaluations	Assessment criteria: ▪ Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class discussions & Assignments ▪ Exam basis: UAS	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding About: 1.Example of simple model analysis using SmartPLS	5
11	Able to perform structural model evaluation	Ability to perform structural model evaluations	Assessment criteria: ▪ Understanding Form of assessment:	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding About: 1. Example of simple model analysis using SmartPLS	5

			▪ Non-exam basis: Group presentations and class discussions & Assignments ▪ Exam basis: UAS				
12	Students are ableconduct mediation analysis	Ability toconduct mediation analysis	Assessment criteria: ▪ Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class discussions & Assignments ▪ Exam basis: UAS	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: 1.Mediation test 2.Types of mediation	5
13	Students are ableconduct mediation analysis	Ability toconduct mediation analysis	Assessment criteria:	▪Lecture and Q&A	**[TM:3x50']**	Understanding of:	10

			▪ Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class discussions & Assignments ▪ Exam basis: UAS	▪ Group presentations and class discussions	**[BM+TT : {1+1}x{3x60'}]**	1.Example of mediation analysis using SmartPLS	
14	Students are able to conduct moderation analysis	The accuracy of performing moderation analysis	Assessment criteria: ▪ Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class discussions & Assignments	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: 1.Moderation test	10

			▪ Exam basis: UAS				
15	Students are able to conduct moderation analysis	The accuracy of performing moderation analysis	Assessment criteria: ▪ Understanding Form of assessment: ▪ Non-exam basis: Group presentations and class discussions & Assignments ▪ Exam basis: UAS	▪Lecture and Q&A ▪ Group presentations and class discussions	**[TM:3x50']** **[BM+TT : {1+1}x{3x60'}]**	Understanding of: 1.Example of moderation analysis	10
16	**UAS**						

CPL PS Tourism

The learning outcomes of graduates (CPL) of the UB Tourism Study Program are as follows.
CPL1. Students are able to integrate nationalistic attitudes, behavioral values and ethics both in the community and work environment.
CPL2. Students are able to produce critical and innovative thinking to support business decision making in the tourism sector.
CPL3. Students are able to produce scientific studies to answer current issues in the field of tourism.
CPL4. Students are able to practice communication skills, both oral and written, effectively.
CPL5. Students are able to manage a business in the tourism sector by prioritizing entrepreneurial values.
CPL6. Students are able to implement science and technology in solving tourism problems.

TASK DESIGN

The assignments carried out in this lecture are in the form of Structured Assignments and Independent/Group Assignments.

- Structured lecture assignments are independent assignments, namely students submitting a written review of the results of the lecture at that meeting, and then presenting it at the next meeting.
- Independent/group assignments consist of creating individual/group papers in the form of reviews of each material and presented in class.

Percentage of Assessment

Types of Assessment	Weight
Project Based 1 (PB1)	25
Project Based 2 (PB2)	25
Task 1 (T1)	20
Task 2 (T2)	20
Activity (S)	10

Formula: NA=(PB1*0.25)+(PB2*0.25)+(T1*0.2)+(T2*0.2)+(S*0.1)

CPL assessment and evaluation table at MK

Week to:	CPL	CPMK	Questions (Weight%)	Assessment Weight (test/non-test)	Weight (%)
1	3.6	1	Contract Introduction	0	0
2	3.6	1	Activity Task 1 Project based 1	1 2 2	5
3	3.6	2	Activity Task 1 Project based 1	1 2 2	5
4	3.6	2	Activity Task 1 Project based 1	2 4 4	10
5	3.6	2	Activity Task 1 Project based 1	2 4 4	10

6	3.6	2	Activity Task 1 Project based 1	2 4 4	10
7	3.6	2	Activity Task 1 Project based 1	2 4 4	10
1.	**Project-based (1) outer model assessment**				
9	3.6	3	Activity Task 2 Project based 2	1 2 2	5
10	3.6	3	Activity Task 2 Project based 2	1 2 2	5
11	3.6	4	Activity Task 2 Project based 2	1 2 2	5
12	3.6	4	Activity Task 2 Project based 2	1 2 2	5
13	3.6	4	Activity Task 2 Project based 2	2 4 4	10
14	3.6	5	Activity Task 2 Project based 2	2 4 4	10
15	3.6	5	Activity Task 2 Project based 2	2 4 4	10
16.	**Project-based 2 (structural model assessment)**				
Total weight (%)				**100**	**100**

DETERMINATION OF FINAL VALUE

Final Value Range (NA)	Quality Letters	Quality Score
> 80	A	4
75<NA≤80	B+	3.5
69 <NA≤75	B	3
60 <NA≤69	C+	2.5
55 <NA≤60	C	2
50 <NA≤55	D+	1.5
44 <NA≤50	D	1
0< NA≤44	E	0

Assessment Weight Mapping - CPMK

Assessment	CPMK1	CPMK2	CPMK3	CPMK4	CPMK5
Project Based 1	0.5	0.5	0	0	0
Project Based 2	0	0	0.3	0.3	0.4
Task 1	0.5	0.5	0	0	0
Task 2		0	0.3	0.3	0.4
Activity	0.2	0.2	0.2	0.2	0.2