UNIVERSITY OF BRAWIJAYA

FACULTY OF ADMINISTRATIVE SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION / BACHELOR OF TOURISM STUDY PROGRAM

SEMESTER LEARNING PLAN

SUBJECT	CODE	COURSE CLUBS	WEIGHT (credits)	SEMESTER	Date of Compilation
Tourism Research Methods and Report Writing Techniques	PAR60009	General	3	6	July 20, 2023

AUTHORIZATION	RPS Developer Lecturer	RMK Coordinator	Head of Study Program
	Andriani Kusumawati, S.Sos., M.Sc., DBA Signature 1. 2.	- Signature	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.
	CPL6	Students are able to implement science and technology in solving tourism problems
	CP – MK	
	After taking this course, students are able to	
	CPMK1	Students are ableselecting a research topic, conducting preliminary research and developing an appropriate problem formulation[CPL1, CPL2]

	CPMK2	Students are ableformulate a hypothesis that is in accordance with the chosen research method[CPL2, CPL3]
	CPMK3	Students are abledevelop a literature review and research methodology based on the chosen topic[CPL2, CPL3, CPL4, CPL6]
	CPMK4	Students are ableusing various relevant strategies in compiling scientific research proposals[CPL2, CPL3, CPL4, CPL6]

CPMK-CPL Weight Mapping

	CPL1	CPL2	CPL3	CPL4	CPL5	CPL6
CPMK1	0.5	0.5	0	0	0	0
CPMK2	0	0.5	0.5	0	0	0
CPMK3	0	0.25	0.25	0.25	0	0.25
CPMK4	0	0.25	0.25	0.25	0	0.25
CPMK5	0	0.25	0.25	0.25	0	0.25
CPMK6	0	0.25	0.25	0.25	0	0.25
CPMK7	0	0.25	0.25	0.25	0	0.25
CPMK8	0	0.33	0.33	0.33	0	0
CPMK9	0	0.33	0.33	0.33	0	0
CPMK10	0	0.33	0.33	0.33	0	0
CPMK11	0	0.33	0.33	0	0	0.33
CPMK12	0	0.33	0.33	0	0	0.33
CPMK13	0	0.33	0	0.33	0	0.33
CPMK14	0	0.25	0.25	0.25	0	0.25

MK Brief Description	This Tourism Research Methods and Report Writing Techniques course is designed to broaden and deepen the understanding of different research approaches and methodologies to prepare students for their research projects in accordance with their chosen tourism business discipline. This course will assist students in identifying, discussing and formulating research problems, selecting and implementing appropriate practical research approaches and research method designs (both quantitative and qualitative), as well as strategies for presenting their research results. The success of this course can be demonstrated by students' ability to conduct their research projects. The discussion is directed at various rules and strategies in compiling research including: (1) The ability to choose a research topic, conduct initial research and develop an appropriate problem formulation, (2) The ability to formulate a hypothesis that is in accordance with the chosen research method. (3) Developing a literature review and research methodology based on the chosen topic, and (4) The ability to use various relevant strategies in compiling a scientific research proposal.
Learning Materials / Topics	1. Introduction (Overview, Lecture Materials, and Lecture Contract) andunderstanding the scientific thinking process 2. UnderstandingQualitative and Quantitative Research Basis 3. UnderstandingParadigms and Theory Building in Qualitative Research 4. Understandingproblem formulation in qualitative research 5. UnderstandingQualitative Research Techniques 6. UnderstandingData validity, data analysis and interpretation in qualitative research 7. Understanding the processmaking research proposals and Qualitative Research Reports 8. Understanding the processTheory and Hypothesis in Quantitative Research 9. Concept understandingOperationalization of Concepts and Variables in Quantitative Research 10. Concept understandingSampling Techniques in Quantitative Research 11. Concept understandingData sources and research instruments 12. Understanding ofData Analysis Methods 13. Understanding ofData Analysis Methods for more complex variables 14. Understanding of EngineeringPreparation of Research Proposals and Quantitative Research Reports
Library	**Main**
	1. Cooper, DR and Schindler, PS (2014) Business Research Methods. New York: McGraw-Hill. 2. Creswell, J. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Vol. 4): SAGE Publications. 3. Sekaran, U. Research Methods for Business: A Skill-Building Approach. Second Edition. Singapore. John Wiley & Sons, Inc.
	Supporters
	4. Zikmund, William G., Barry J. Babin, Jon C. Carr & Mitch Griffin (2013). Business Research Method, 9th edition, South-Western Center Learning, Mason, Ohio, US 5. Cooper, D. R. & Emory, C. W. (1996). Business Research Methods (5th Edition). USA: Irwin, Inc. 6. Bryman, A. and Emma Bell. (2015.). Business research methods. Oxford: Oxford University Press. 7. Lee, Nick & Ian Lings. (2008). Doing Business Research, A Guide to Theory and Practice. London: Sage Publications Ltd.

	8. Creswell, J. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Vol. 4): SAGE Publications. 9. Creswell,J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed methods research(2nd Edition). Thousand Oaks, CA: Sage 10. Hair, J.F. Jr., Babin, B., Money, A.H., and Samuel, P. (2003). Essentials of Business Research Methods. John Wiley & Sons: United States of America. 11. Kerlinger, F.N., & Lee, H.B. (2000). Foundations of Behavioral Research (4th Edition), Harcourt Inc. 12. Rubin, Allen & Babbie, Earl (2009). Essential Research Methods for Social Work, Cengage Learning Inc., USA. 13. Chawla, Deepak & Sondhi, Neena (2011). Research methodology: Concepts and cases, Vikas Publishing House Pvt. Ltd. Delhi. 14. Pawar, B. S. (2009). Theory building for hypothesis specification in organizational studies, Response Books, New Delhi. 15. Neuman, W. L. (2008). Social research methods: Qualitative and quantitative approaches, Pearson Education. 16. Singarimbun, Masri & Sofian Effendi, 2009. Survey Research Methods, LP3ES 17. Arikunto, Suharsini. 2006 Research Procedures: A Practical Approach. 13th printing Revised edition. PT. Rineka Cipta. Jakarta. 18. Jogiyanto. 2004. Business Research Methodology. BPFE.Yogyakarta.	
Instructional Media	**Software :**	**Hardware :**
	Gmeet, Zoom, GCR, VLM	LCD and Projector
Team Teaching	-	
Course Requirements	-	

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 apply lecture rules and properly understand the assessment system, literature, learning methods, scope of material, expected competencies and	Accuracy, completeness and correctness in: 1.1. Implementing lecture rules and properly understanding the assessment system, literature, learning methods, scope of	Criteria: ● Understanding of lecture rules, assessment systems, literature, learning methods, scope of material, expected competencies	● Lecture ● Question and answer	[TM for 2x50'] [BM for 1x50']	Introduction Understanding of lectures, assessment systems, literature, learning methods, scope of material,	5%

	be able to explain the Scientific Thinking Process	material, expected competencies 1.2. Explaining properly about Research Philosophy, Scientific Truth. 1.3. Correctly explain the definition of research, characteristics of scientific research, types of research methods.	● Philosophy of Research Knowledge, Scientific Truth, ● Understanding the definition of research, characteristics of scientific research, types of research methods Non-test forms: ● Activeness in class			expected competencies Understanding the Philosophy of Science, Scientific Truth, Understanding the definition of research, characteristics of scientific research, types of research methods **[1], [2], [3], [4], [5], [6]**	
2	Students are able to understand the basis of qualitative and quantitative research.	Accuracy, completeness and correctness in: 2.1. Correctly mention the streams of qualitative research 2.2.Explain with the correct theoretical basis of qualitative research 2.3. Correctly state the characteristics of quantitative research 2.4. Correctly explain the theoretical basis of quantitative research	Criteria: ● Qualitative Research Stream Knowledge ● Understanding qualitative research theory ● Understanding the characteristics of quantitative research ● Understanding the theoretical basis of quantitative research ● Understanding the Differences between Qualitative	● Lecture ● Question and answer	[TM for 2x50'] [BM for 1x50']	Understanding and identificationQualitative and Quantitative Research Basis. **[1], [2], [3], [4], [5], [6]**	5%

		2.5. Correctly explain the differences between qualitative research and quantitative research.	Research and Quantitative Research Non-test forms: ● Task ● Activeness in class				
3	Students are able to explainParadigms and Theory Building in Qualitative Research	Accuracy, completeness and correctness in: 3.1. Correctly state and explain the qualitative research paradigm 3.2. Explain dwith the correct methods of compiling theories and generalization issues	● Understanding the Qualitative Research Paradigm ● Understanding Theory Development and Generalization Issues	● Lecture ● Question and answer	[TM for 2x50'] [BM for 1x50']	UnderstandingParadigms and Theory Building in Qualitative Research **[1], [2], [3], [4], [5], [6], [7], [8], [9]**	5%
4	Students are able to explain problem formulation in qualitative research	Accuracy, completeness and correctness in: 4.1. Explaincorrectly formulating problems in qualitative research 4.2. Explaincorrectly how to limit problems in qualitative research 4.3. Correctly state the problem formulation model 4.4. Correctly state the problem formulation model	Criteria: ● Understanding problem formulation ● Understanding Problem Definition ● Understanding the problem formulation model ● Understanding problem formulation analysis ● Understanding the principles of	● Lecture ● Question and answer	[TM for 2x50'] [BM for 1x50']	Understandingproblem formulation in qualitative research. **[1], [2], [3], [4], [5], [7], [8], [9]**	10%

		4.5. Correctly stating the principles of problem formulation	problem formulation Non-test forms: ● Task ● Activeness in class ● UTS Base				
5	Students are able to explain Qualitative Research Techniques	Accuracy, completeness and correctness in: 5.1. Mcorrectly state the sources and types of data in qualitative research. 5.2. Explaincorrectly how to conduct observations in qualitative research 5.3. Correctly explain interview techniques in qualitative research 5.4. Correctly explain field notes 5.5. Explain correctly the use of documents 5.6. Correctly explain sampling in qualitative research	Criteria: ● Knowledge Sources and types of data ● Observational Knowledge in Qualitative Research ● Interview Knowledge ● Knowledge Field notes ● Understanding Document Usage ● Sampling Knowledge Non-test forms: ● Task ● Activeness in class ● UTS Base	● Lecture ● Question and answer	[TM for 2x50'] [BM for 1x50']	UnderstandingQualitative Research Techniques. **[1], [2], [4], [5], [6], [7], [8], [9]**	5%

6	Students are able to explain the validity of data, analysis and interpretation of data in qualitative research.	Accuracy, completeness and correctness in: 6.1. Explaincorrectly the problem of data validity in qualitative research 6.2. Correctly state the data validity criteria 6.3. Correctly explain data validity checking techniques 6.4. Correctly explain how to process data units 6.5. Correctly explain how to interpret data	Criteria: ● Understanding the problem of data validity in qualitative research ● Understanding Data Validity Criteria ● Understanding Data Validation Checking Techniques ● Understanding Data Unit Processing ● Understanding Data Interpretation Non-test forms: ● Task ● Activeness in class ● UTS Base	● Lecture ● Question and answer	[TM for 2x50'] [BM for 1x50']	Understanding the concept of data validity, data analysis and interpretation in qualitative research. **[1], [2], [4], [5], [6], [7], [8], [9]**	10%
7	Students are able to explain the process of making research proposals and Qualitative Research Reports.	Accuracy, Completeness and Correctness in: 7.1. Explains and explains correctly the elements of a qualitative research proposal.	Criteria: ● Understanding the elements of a qualitative research proposal ● Making a qualitative research proposal	● Lecture ● Quiz ● *Project Based Learning (PBL)*	[TM for 2x50'] [BM for 1x50']	Understanding the processcreation and capability of research proposals and Qualitative Research Reports	10%

		7.2. Explain and give examples of cargo management simplification 7.3. Explain and give examples of cargo management coding	● Understanding the elements of a qualitative research report ● Preparation of qualitative research reports Non-test forms: ● Task ● Activeness in class ● UTS Base			**[1], [2], [3], [4], [5]**	
8	**UTS**						**100%**
9	Students are able to explain Theories and Hypotheses in Quantitative Research	Accuracy, completeness and correctness in: 9.1. Explaincorrectly the elements of a qualitative research proposal 9.2. Producing a correct qualitative research proposal 9.3. Correctly explain the elements of a qualitative research report 9.4. Produce correct qualitative research reports.	Criteria: ● Knowledge of the concept of theory and theoretical models in quantitative research ● Understanding the use of theory, previous research results, and empirical studies to develop a framework for thinking and conceptual models. ● Understanding the meaning of	● Lecture ● Question and answer	[TM for 2x50'] [BM for 1x50']	UnderstandingTheory and Hypothesis in Quantitative Research. **[1], [2], [3], [4], [5]**	10%

			hypothesis and various types of hypothesis ● Understanding how to formulate hypotheses and hypothesis models Non-test forms: ● Task ● Activeness in class ● Quiz Base 2				
10	Students are able to understand and comprehend the Operationalization of Concepts and Variables in Quantitative Research	Accuracy, completeness and correctness in: 10.1. Explainingwith the correct understanding of the research concept 10.2. Explaincorrectly understand the meaning of variables, types of variables, and the relationship between variables in research 10.3.Explain properly the determination of variables, research item indicators and how to operationalize variables.	Criteria: ● Knowledge about the concept of research ● Knowledge about How to define Concepts ● Knowledge about the definition of variables, types of variables, and the relationship between variables in research ● Understanding how to determine variables, research item indicators and how to	● Lecture ● Question and answer ● Structured tasks ● *Project Based Learning (PBL)*	[TM for 2x50'] [BM for 1x50']	UnderstandingOperationalization of Concepts and Variables in Quantitative Research **[1], [2], [3], [4], [5], [10], [11]**	5%

		10.4. Correctly explain the various types of measurement scales in quantitative research. 10.5. Correctly explain how to determine the measurement scale	operationalize variables. ● Knowledge about various measurement scales in quantitative research ● Understanding how to determine the measurement scale Non-test forms: ● Task ● Activeness in class ● Quiz Base 2				
11	Students are able to explain Sampling Techniques in Quantitative Research	Accuracy, completeness and correctness in: 11.1. Explainingcorrectly understand population and sample 11.2. Explaincorrectly understand the unit of analysis in quantitative research 11.3. Mention and explain correctly the various types of samples	Criteria: ● Knowledge about the Definition of Population and Sample ● Knowledge about the Definition of Analysis Units in Quantitative Research ● Understanding the various types of samples ● Understanding how to determine	● Lecture ● Question and answer ● Structured tasks	[TM for 2x50'] [BM for 1x50']	Concept understandingSampling Techniques in Quantitative Research. **[1], [2], [3], [4], [5]**	10%

		11.4. Explain correctly how to determine sample size and precision. 11.5. Correctly explain sampling techniques	sample size and precision ● Understanding sampling techniques Non-test forms: ● Task ● Activeness in class ● Quiz Base 2				
12	Students are able to explain data sources and research instruments.	Accuracy, completeness and correctness in: 12.1. Explainingcorrectly Various data sources 12.2. Explaincorrectly Quantitative research data collection techniques 12.3. Mention and explain correctly the types of research instruments 12.4. Explain the validity test correctly 12.5. Correctly explain the Reliability Test	Criteria: ● Understanding the various types of data sources ● Understanding of data collection techniques ● Understanding the types of research instruments ● Understanding Validity Testing ● Understanding Reliability Testing	● Lecture ● Question and answer ● Structured tasks ● *Project Based Learning (PBL)*	[TM for 2x50'] [BM for 1x50']	Concept understandingData sources and research instruments. **[1], [2], [3], [4], [5], [10], [11]**	5%
13	Students are able to explain Data Analysis Methods	Accuracy, Completeness and Correctness in: 13.1. Explaincorrectly Various types of data analysis techniques	Criteria: ● Understanding the various data analysis techniques	● Lecture ● Question and answer ● Structured tasks	[TM for 2x50'] [BM for 1x50']	UnderstandingData Analysis Methods. **[1], [2], [3], [4], [5], [10], [11]**	5%

		13.2. Explaincorrectly Data Processing Process 13.3.Explaining properly how to describe data	● Understanding the Data Processing Process ● Understanding of Describing Data Non-test forms: ● Task ● Activeness in class ● UAS Base	● *Project Based Learning (PBL)*			
14	Students are able to explain Data Analysis Methods for more complex variables.	Accuracy, Completeness and Correctness in: 14.1. Explainingcorrectly how to test hypothesis 14.2. Explaincorrectly how to interpret the results of descriptive statistics and hypothesis testing results	Criteria: ● Understanding Hypothesis Testing ● Understanding the Interpretation of Descriptive Statistics Results and Hypothesis Test Results Non-test forms: ● Task ● Activeness in class ● UAS Base	● Lecture ● Question and answer ● Structured tasks ● *Project Based Learning (PBL)*	[TM for 2x50'] [BM for 1x50']	UnderstandingData Analysis Methods for more complex variables. **[1], [2], [3], [4], [5], [10]**	5%

15	Students are able to understand and comprehend the techniques for making research proposals and quantitative research reports.	Accuracy, completeness and correctness in: 15.1.Explaincorrectly the elements of a qualitative quantitative research proposal 15.2. Mproduce a correct Quantitative research proposal 15.3.Correctly explain the elements of a quantitative research report 15.4. Produce correct quantitative research reports.	Criteria: ● Understanding the elements of a quantitative research proposal ● Making a Quantitative Research Proposal ● Understanding the elements of a quantitative research report ● Preparation of Quantitative research reports Non-test forms: ● Task ● Activeness in class ● UAS Base	● Lecture ● Question and answer ● *Project Based Learning (PBL)*	[TM for 2x50'] [BM for 1x50']	Understanding of EngineeringPreparation of Research Proposals and Quantitative Research Reports **[1], [2], [3], [4], [5]**	10%
16	**UAS**						**100%**

CPL PS S1 Tourism

The learning outcomes for graduates (CPL) of the Bachelor of Tourism Study Program are as follows.

1. CPL1. Students are able to integrate nationalism attitudes, behavioral values and ethics both in the community and work environment.
2. CPL2. Students are able to produce critical and innovative thinking to support business decision making in the tourism sector.
3. CPL3. Students are able to produce scientific studies to answer current issues in the field of tourism.
4. CPL4. Students are able to practice communication skills, both oral and written, effectively.
5. CPL5. Students are able to manage a business in the tourism sector by prioritizing entrepreneurial values.

6. CPL6. Students are able to implement science and technology in solving tourism problems.

Assignment Plan

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

- Structured lecture assignments are independent assignments for students in the form of homework according to the topics presented in lectures, which are done individually and can be presented/discussed in class during face-to-face meetings.
- Independent/group assignments in the form of writing individual/group papers in the form of reviews of scientific articles in international journals with a writing format adjusted to the applicable writing guidelines, and presented in class.
- *Project Based Learning*(PBL) in the form of creating an instrument accompanied by a measurement scale, an outline of a qualitative/quantitative proposal, and a full research proposal with a qualitative/quantitative approach.

Percentage of Assessment

Types of Assessment	Weight
Participatory Activities	5%
Project Based Learning(PBL)	50%
Quiz	5%
Task	10%
UTS	15%
UAS	15%

CPL Assessment and Evaluation Table at MK

Week to:	CPL	CPMK	Questions (Weight%)	Assessment Weight (test/non-test)	Weight (%)
1	3, 4	1	Essay Quiz Questions 1 (Material 1) Mid-term exam questions (Question 1)	2.5 2.5	5
2	3, 4	1, 2, 3	Task 1 Essay Quiz Questions 1 (Material 2)	2.5 2.5	5
3	3, 5	1, 2, 3	Task 2 Essay Quiz Questions 1 (Material 3) Mid-term exam questions (Question 2)	2.5 2.5 5	10

Week to:	CPL	CPMK	Questions (Weight%)	Assessment Weight (test/non-test)	Weight (%)
4	3, 6	1, 2, 3	Task 3 Mid-term exam questions (Question 3)	2.5 2.5	5
5	3, 6	1, 2, 3	Task 4 Essay Quiz Questions 1 (Material 4)	2.5 2.5	5
6	3, 6	1, 2, 3	Task 5 Essay Quiz Questions 1 (Material 6) Mid-term exam questions (Question 4)	2.5 2.5 5	10
7	3, 4, 6	1, 2, 3	Task 6 Essay Quiz Questions 1 (Material 7) Mid-term exam questions (Question 5)	2.5 2.5 5	10
8	**Mid Semester Exam (UTS)**				**50**
9	3, 4, 5	2, 3, 4	Task 7 Final Exam Questions (Question 1)	2 3	5
10	3, 4, 6	2, 3, 4	Task 8 Final Exam Questions (Question 2)	2 3	5
11	3, 4, 5	2, 3, 4	Task 9 Final Exam Questions (Question 3)	2 8	10
12	3, 4, 5	2, 3, 4	Task 10 Final Exam Questions (Question 4)	2 8	10
13	4, 5, 6	2, 3, 4	Task 11 Final Exam Questions (Question 5)	2 3	5
14	4, 5, 6	2, 3, 4	Task 12 Final Exam Questions (Question 6)	2 3	5
15	3, 4, 5, 6	2, 3, 4	Task 13 Final Exam Questions (Question 7)	2 8.2	10

Week to:	CPL	CPMK	Questions (Weight%)	Assessment Weight (test/non-test)	Weight (%)
16	Final Semester Exam (UAS)				50
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
Participatory Activities	0.25	0.25	0.25	0.25
Project Based Learning (PBL)	0	0	0.5	0.5
Task 1	0.5	0.5	0	0
Task 2	0	0	0.5	0.5
UTS	0.5	0.5	0	0
UAS	0	0	0.5	0.5