RENCANA PEMBELAJARAN SEMESTER					
MATA GSLIAH	**KODE**	**Rumpun MK**	**BOBOT (sks)**	**SEMESTER**	**Tanggal Penyusunan**
Communication Research	COM942		3 sks	2	Februari 2022
Otoritas/Pengesahan	**Dosen Pengembang RPS**		**Koordinator RMK**		**Ketua PRODI**
	Dr. Rino Febrianno Boer		Dr. Rino Febrianno Boer		Dr. Andika Witono, M.M.

Learning Outcomes	Study Program Learning Outcomes (PLO) assigned to the Course	
	PLO 1 – P1	P1 – Able to analyze various perspectives of communication science both theoretically and methodologically
	PLO 2 – P3	P3 – Able to use research methods in the field of communication, both quantitative, qualitative, and multiple methods with an inter- and multidisciplinary approach to compile appropriate research and scientific development.
	PLO 3 – GS1	GS1 – Able to develop logical, critical, systematic and creative thinking through scientific research, design creation or works of art in the field of science and technology that pay attention to and apply humanities values in accordance with their field of expertise, compile scientific concepts and study results based on scientific rules, procedures and ethics in the form of a thesis or other equivalent form and uploaded on the university's website, as well as papers that have been published in accredited scientific journals or accepted in international journals. ;

	PLO 4 – S3	S3 – Contribute to improving the quality of life in society, the nation and the state, and the progress of civilization based on Pancasila.
	PLO 5 – SS1	SS1 – Able to make decisions and solve problems in the field of contemporary and applied communications based on data and research;

Course Learning Outcomes (CLO)		
	CLO 1	Students will be able to master various theoretical and methodological perspectives on communication and be able to make decisions and solve contemporary communication problems in an applied manner, based on valid data and research. Related PLO Codes: ✅ P1 – Able to analyze various communication scientific perspectives, both theoretically and methodologically. ✅ SS1 – Able to make decisions and solve problems in the field of contemporary and applied communication, based on data and research.;
	CLO 2	CLO 2: Students are able to apply quantitative, qualitative, and mixed communication research methods using interdisciplinary and multidisciplinary approaches, and are able to make decisions and solve contemporary communication problems in an applicable manner based on valid data and research results. Related PLO Codes: ✅ P3 – Able to use research methods in the field of communication, both quantitative and qualitative, using interdisciplinary and multidisciplinary approaches to develop appropriate research and scientific development. ✅ SS1 – Able to make decisions and solve problems in the field of contemporary and applicable communication based on data and research.;
	CLO 3	CLO 3: Students are able to demonstrate nationalism and responsibility as citizens who actively contribute through the

		development of critical, creative, and systematic thinking in scientific research and ethical and high-quality academic work.
		Related PLO Codes:
		✅ GS1 – Able to develop logical, critical, systematic, and creative thinking through scientific research, design creation, or artistic works in the fields of science and technology that consider and apply humanities values in accordance with their field of expertise, formulate scientific concepts and study results based on scientific principles, procedures, and ethics in the form of a thesis or other equivalent form and uploaded to the university website, as well as papers that have been published in accredited scientific journals or accepted in international journals;
		✅ S3 – Contribute to improving the quality of life in society, the nation, and the state, and the advancement of civilization based on Pancasila.
Learning Outcome (Sub-CLO)		

	Meeting 1 Students are able to understand the learning process throughout the semester and make the research design developed in the previous semester more operational in the form of a data collection plan. PLO Achieved: P1, SS1 | CLO: 1, 2
	Meeting 2 Students are able to link the research paradigm from the previous research design with the data collection methods or techniques to be used. PLO Achieved: P1, SS1 | CLO: 1, 3
	Meeting 3 Students are able to develop a research methodology or chapter 3 of their thesis/non-thesis by linking it to the title, research approach, research background, research formulation, and research objectives. PLO Achieved: S3, SS1 | CLO: 2, 3
	Meeting 4 Students are able to develop a research methodology or chapter 3 of their thesis/non-thesis by linking it to the appropriate communication theory or concept. PLO Achieved: S3, GS1 | CLO: 1, 3
	Meeting 5 Students are able to develop research instruments using a quantitative research approach. PLO Achieved: P1, GS1 | CLO: 1, 3
	Meeting 6 Students are able to develop research instruments using a qualitative research approach (1) PLO Achieved: P1, GS1 | CLO: 1, 3
	Meeting 7 Students are able to develop research instruments using a qualitative research approach (2) PLO Achieved: P1, GS1 | CLO: 2
	Meeting 8 – Midtest Evaluate students' understanding and ability to create research instruments, including interview guides for qualitative approaches and questionnaire drafts for quantitative research. PLO Achieved: GS5, S5 | CLO: 2

	Meeting 9 Students will be able to develop knowledge of text analysis based on content and interaction analysis, as well as effect analysis of communication effects, particularly within quantitative research approaches. PLO Achieved: GS1 | CLO: 3 **Meeting 10** Students are able to explain mixed methods research design in terms of basic logic, definition, philosophy, various forms, and design. PLO Achieved: P3, SS1 | CLO: 2 **Meeting 11** Students are able to use various data analysis techniques or methods within a qualitative research approach (1) PLO Achieved: P1, P3 | CLO: 1, 2 **Meeting 12** Students are able to understand the use of various research methods in a qualitative research approach (2) PLO Achieved: SS1 | CLO: 1, 2 **Meeting 13** Students are able to create a presentation on their thesis/non-thesis draft, specifically for chapters 1, 2, and 3, and demonstrate some of the data analysis process they have conducted and receive feedback for improvement. PLO Achieved: P1, P3, SS1, S4, GS1 | CLO: 1, 2, and 3 **Meeting 14** Students are able to create a presentation on their thesis/non-thesis draft, specifically for chapters 1, 2, and 3, and demonstrate some of the data analysis process they have obtained while also receiving feedback for improvement. PLO Achieved: P1, P3, SS1, S3, GS1 | CLO: 1, 2, and 3 **Meeting 15** Students are able to create a presentation on their thesis/non-thesis draft, specifically for chapters 1, 2, and 3, and demonstrate some of the data analysis process they have obtained while also receiving feedback for improvement. PLO Achieved: P1, P3, SS1, S3, GS1 | CLO: 1, 2, and 3 **Meeting 16 – Final Exam** Students are able to write chapters 1, 2, and 3 while demonstrating their ability to integrate the title, problem formulation, theories, and

concepts used with the chosen research methods and data analysis techniques/methods within the research approach used in their thesis/non-thesis research. PLO Achieved: P1, P3, SS1, S3, GS1 | CLO: 1, 2, and 3.

Korelasi PLO terhadap Sub-CLO

Sub-CLO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PLO1	√	√	√	√	√	√	√	Midtest							Final Exam
PLO2		√	√					Midtest		√	√	√	√	√	Final Exam
PLO3				√	√	√	√	Midtest	√		√	√	√	√	Final Exam
PLO4			√	√				Midtest							Final Exam
PLO5	√	√	√		√	√		Midtest	√	√	√	√	√	√	Final Exam

Subject Description	The Communication Research course is designed to provide master's students with an in-depth understanding of the basic and advanced principles of communication research methodology. Students will be introduced to quantitative, qualitative, and mixed

	methods approaches through interdisciplinary and multidisciplinary perspectives. In the process, students will learn to design research, develop methodologies, and develop valid and relevant research instruments to address contemporary communication issues. This course emphasizes research-based learning to equip students with critical, systematic, and data-driven thinking skills, which are essential for strategic decision-making in the field of communication. Furthermore, competency in communication research will strengthen students' ability to produce ethical and high-quality scientific work, both in the form of theses and academic publications. An understanding of research is also a key foundation for addressing communication challenges in the digital age and formulating evidence-based solutions in professional and academic contexts.
Teaching Materials: Learning Materials	**1.** *Paradigms and Design of Communication Research* **References:** ● Croucher, S. M., & Cronn-Mills, D. (2019). *Understanding communication research methods: A theoretical and practical approach* (2nd ed.). Routledge. ● Stacks, D. W., Salwen, M. B., & Eichhorn, K. C. (2019). *An integrated approach to communication theory and research* (3rd ed.). Routledge. ● Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson. **2.** *Preparation of Quantitative and Qualitative Research Instruments* **References:** ● Scharrer, E., & Ramasubramanian, S. (2021). *Quantitative research methods in communication: The power of numbers for social justice*. Routledge. ● Harding, J. (2019). *Qualitative data analysis: From start to finish* (2nd ed.). SAGE Publications. ● Alisya, V., Nurhayati, S., & Boer, R. F. (2023). *Study of parasocial interaction between Bangtan Boys (BTS) and ARMY in Indonesia*. Injurity Journal.

	3. *Mixed Methods and Inter-Multidisciplinary Approaches in Communication Research* **References:** - Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications. - Harding, J. (2019). *Qualitative data analysis: From start to finish* (2nd ed.). SAGE Publications. - Prasad, P. (2018). *Crafting qualitative research beyond positivist traditions* (2nd ed.). Routledge **4.** *Analisis Data dan Validitas Rancangan Penelitian dalam Komunikasi* **References:** - Saldana, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). SAGE Publications. - Stevens, P. A. J. (Ed.). (2023). *Qualitative data analysis: Key approaches*. SAGE Publications. - Ernungtyas, N. F., Irwansyah, I., Boer, R. F., & Qadrifa, S. S. (2024). *Exploring the utilization of government social media as an information source*. Jurnal Studi Komunikasi dan Media, 28(2), 135–152.
	Main
References	- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson. - Croucher, S. M., & Cronn-Mills, D. (2019). *Understanding communication research methods: A theoretical and practical approach* (2nd ed.). Routledge. - Stacks, D. W., Salwen, M. B., & Eichhorn, K. C. (Eds.). (2019). *An integrated approach to communication theory and research* (3rd ed.). Routledge. - Scharrer, E., & Ramasubramanian, S. (2021). *Quantitative research methods in communication: The power of numbers for social justice*. Routledge. - Harding, J. (2019). *Qualitative data analysis: From start to finish* (2nd ed.). SAGE Publications.

	Supporting
	● Denzin, N. K., & Giardina, M. D. (Eds.). (2024). *Qualitative inquiry in transition: Pasts, presents, & futures*. Routledge. ● Ernungtyas, N. F., Irwansyah, I., Boer, R. F., & Qadrifa, S. S. (2024). *Exploring the utilization of government social media as an information source*. Jurnal Studi Komunikasi dan Media, 28(2), 135–152. https://doi.org/10.17933/jskm.2024.5419. ● Alisya, V., Nurhayati, S., & Boer, R. F. (2023). *Study of parasocial interaction between Bangtan Boys (BTS) and ARMY in Indonesia: The meaning of one-way closeness between fans and idols*. Injurity: Interdisciplinary Journal and Humanity, 2(5), 401–414. https://injurity.pusatpublikasi.id/index.php/in/article/view/306. ● Prasad, P. (2018). *Crafting qualitative research beyond positivist traditions* (2nd ed.). Routledge. Chapter 1 : pp. 1-12.
Learning Media	Software: Power Point, Google Form. Hardware: Computer, *Projector, Whiteboard,* Spidol. Learning Method: Research Based Learning and Case Based Learning
Lecturer	1. Dr. Rino Febrianno Boer
Pre-requisite Subject	NA

Week	Final Abilities of Each Learning Stage (Sub-CLO)	Grading	Learning Forms; Methods; Student Assignments	Learning Materials [References]	Weight (%)
1	Students are able to understand the learning process during one semester and make the research design that was prepared in the previous semester more operational in the form of a data collection plan.. .	Evaluation questions	Interactive lecture (120'); group discussion (30')	Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson. Chapter 7-8 : pp. 201-280.	2.5
2	Students are able to link research paradigms from previous research designs with the data collection methods or techniques that will be used.	Reflective essay assignment	Paradigm discussion; case study (120')	Croucher, S. M., & Cronn-Mills, D. (2019). *Understanding communication research methods: A theoretical and practical approach* (2nd ed.). Routledge. Chapter 1-4 : pp.1-48.	2.5

Week	Final Abilities of Each Learning Stage (Sub-CLO)	Grading	Learning Forms; Methods; Student Assignments	Learning Materials [References]	Weight (%)
				Stacks, D. W., Salwen, M. B., & Eichhorn, K. C. (Eds.). (2019). *An integrated approach to communication theory and research* (3rd ed.). Routledge. Chapter 1: pp.1-14.	
3	Students are able to compile a research methodology or chapter 3 of their thesis/non-thesis by linking it to the title, research approach, research background, research formulation, and research objectives.	Reflective essay assignment	Research based learning (120')	Harris, D. J. (2021). *Literature review and research design: A guide to effective research practice* (3rd ed.). Routledge. Part 1 , Chapter 2; pp.18 -38	4
4	Students are able to compile a research methodology or chapter 3 of their thesis/non-thesis by linking it to the choice of using appropriate communication theories or concepts. .	Text analysis & journal review	Lecture (60'); Class discussion (60')	Griffin, E., Ledbetter, A., & Sparks, G. (2023). *A first look at communication theory* (11th ed.). McGraw Hill. Chapter 2 : pp.13-25.	2.5

Week	Final Abilities of Each Learning Stage (Sub-CLO)	Grading	Learning Forms; Methods; Student Assignments	Learning Materials [References]	Weight (%)
5	Students are able to compile research instruments in a quantitative research approach.	Analysis task	Interactive discussion (90'); application practice (60')	Scharrer, E., & Ramasubramanian, S. (2021). *Quantitative research methods in communication: The power of numbers for social justice*. Routledge. Chapter 3-4 : pp.47-98. Ernungtyas, N. F., Irwansyah, I., Boer, R. F., & Qadrifa, S. S. (2024). *Exploring the utilization of government social media as an information source*. Jurnal Studi Komunikasi dan Media, 28(2), 135–152. https://doi.org/10.17933/jskm.2024.5419.	4
6	Students are able to compile research instruments in a qualitative research approach (1)	Quizzes and group discussions	Lecture & reflection on research trends (120')	Harding, J. (2019). *Qualitative data analysis: From start to finish* (2nd ed.). SAGE Publications. Chapter 4 : 96-123. Alisya, V., Nurhayati, S., & Boer, R. F. (2023). *Study of parasocial interaction between Bangtan Boys (BTS) and ARMY in Indonesia: The meaning of one-way closeness between fans and idols*. Injurity: Interdisciplinary Journal and Humanity, 2(5), 401–414. https://injurity.pusatpublikasi.id/index.php/in/article/view/306	2.5
7	Students are able to compile research instruments in a qualitative research approach (2)	Sample assignment for analysis article	Group presentation and discussion (120')	Denzin, N. K., & Giardina, M. D. (Eds.). (2024). *Qualitative inquiry in transition: Pasts, presents, & futures*. Routledge. Part 1 Chapter 2 : pp. 41-52.	4

Week	Final Abilities of Each Learning Stage (Sub-CLO)	Grading	Learning Forms; Methods; Student Assignments	Learning Materials [References]	Weight (%)
8	Mid-Semester Exam – Evaluation of students' understanding and ability to create research instruments in the form of interview guides in a qualitative approach or questionnaire drafts in a quantitative research approach.	Written exam or case study	Classroom exam (120')	Meeting materials 1–7	20
9	Students are able to develop knowledge about text analysis based on content and interaction analysis as well as effect analysis on communication effects, especially in quantitative research approaches.	Q&A in class	Discussion of research examples (120')	Scharrer, E., & Ramasubramanian, S. (2021). *Quantitative research methods in communication: The power of numbers for social justice*. Routledge. Chapter 7 : pp. 154-181.	4
10	Students are able to explain mixed methods research design related to basic logic,	Case analysis in the field	Case discussion (120')	Harding, J. (2019). *Qualitative data analysis: From start to finish* (2nd ed.). SAGE Publications. Chapter 5 : pp. 124-143.	4

Week	Final Abilities of Each Learning Stage (Sub-CLO)	Grading	Learning Forms; Methods; Student Assignments	Learning Materials [References]	Weight (%)
	definitions, philosophy, various forms and designs.				
11	Students are able to use various data analysis techniques or methods in a qualitative research approach (1)	Research based learning	Discussion of research topics per category (120')	Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications. Chapter 9 : pp.222-253.	4
12	Students are able to use various data analysis techniques or methods in a qualitative research approach (2)	Reflection on research examples and class discussions	Case analysis of articles rejected by publishers (120')	Saldana, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). SAGE Publications. Chapter 3 : pp.60 – 290. Stevens, P. A. J. (Ed.). (2023). *Qualitative data analysis: Key approaches*. SAGE Publications. Chapter 8 : pp. 239-270.	4
13	Students are able to make presentations regarding thesis/non-thesis designs, especially for chapters 1, 2 and 3, and show some of the data analysis processes that have been obtained while also receiving input for improvement.	Presentation Assignment	Individual discussion and presentation (120')	Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson. Chapter 7-8 : pp. 201-280. Prasad, P. (2018). *Crafting qualitative research beyond positivist traditions* (2nd ed.). Routledge. Chapter 1 : pp. 1-12.	4

Week	Final Abilities of Each Learning Stage (Sub-CLO)	Grading	Learning Forms; Methods; Student Assignments	Learning Materials [References]	Weight (%)
14	Students are able to make presentations regarding thesis/non-thesis designs, especially for chapters 1, 2 and 3, and show some of the data analysis processes that have been obtained while also receiving input for improvement.	Presentation assignment	Individual discussion and presentation (120')	Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson. Chapter 7-8 : pp. 201-280. Prasad, P. (2018). *Crafting qualitative research beyond positivist traditions* (2nd ed.). Routledge. Chapter 1 : pp. 1-12.	4
15	Students are able to make presentations regarding thesis/non-thesis designs, especially for chapters 1, 2 and 3, and show some of the data analysis processes that have been obtained while also receiving input for improvement.	Presentation assignment	Individual discussion and presentation (120')	Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson. Chapter 7-8 : pp. 201-280. Prasad, P. (2018). *Crafting qualitative research beyond positivist traditions* (2nd ed.). Routledge. Chapter 1 : pp. 1-12.	4
16	Students are able to write chapter 1, chapter 2, and chapter 3 while demonstrating their ability to integrate the title, problem formulation,	Assessment of the draft research report	Draft Chapter 1 and 2 (120')	All references	30

Week	Final Abilities of Each Learning Stage (Sub-CLO)	Grading	Learning Forms; Methods; Student Assignments	Learning Materials [References]	Weight (%)
	theory and concepts used with the choice of research methods, data analysis techniques/methods in the research approach used in their thesis/non-thesis research.				

Approved, Date: April 25, 2025 Head of Study Program	Examined, Date: Course Coordination/Field of Expertise	Created, Date: Lecturer in question
(Dr. Andika Witono, M.M.)	**(Dr. Rino Febrianno Boer)**	**(..)**

Check : Quality Assurance Unit
(...)

Note:

1. Study Program Graduate Learning Outcomes (PLO-PRODI) are the abilities possessed by each study program graduate, representing the internalization of attitudes, knowledge, and skills appropriate to their study program level, acquired through the learning process.
2. PLOs assigned to courses are several study program graduate learning outcomes (PLO-PRODI) used to develop a course, encompassing aspects of attitudes, general skills, specific skills, and knowledge.
3. Course Competency Outcomes (CLOs) are the abilities specifically outlined within the PLO assigned to a course, and are specific to the course's study material or learning materials.
4. Sub-CLOs are the abilities specifically outlined within the SPMK that can be measured or observed and represent the final abilities planned for each learning stage and are specific to the course's learning materials.
5. Indicators for assessing abilities in the process and student learning outcomes are specific and measurable statements that identify the student's abilities or learning outcomes, accompanied by evidence.
6. Assessment criteria are benchmarks used as a measure or benchmark for learning achievement in an assessment based on established indicators. Assessment criteria serve as guidelines for assessors to ensure consistent and unbiased assessments. Criteria can be quantitative or qualitative.
7. Assessment techniques: Tests and non-tests
8. Learning methods: Lectures, Responses, Tutorials, Seminars or equivalent, and/or other equivalent learning methods.
9. Learning methods: Small Group Discussions, Role-Play & Simulations, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project-Based Learning, and other equivalent methods.
10. Learning materials are detailed or described study materials that can be presented in the form of several topics and subtopics.
11. Assessment weighting is the percentage of the assessment for each sub-CLO achievement, proportional to the level of difficulty of achieving that sub-CLO, and totaling 100%.
12. TM = Face-to-Face, PT = Structured Assignments, BM = Independent Learning.

Grading Components:

The assessment process for this course is divided into four components, as follows:

1. Attendance.

   This component is worth 10% of the total number of face-to-face class sessions.

2. Assignments.

   During the semester, students are required to be given a minimum of four assignments, consisting of two independent assignments and two group assignments. These assignments are given twice before the midtest and twice after the midtest, or before the final exam. The total assignment component is worth 40%.

3. Midtest.

   The midtest is conducted in the eighth week of the course. It assesses students' final abilities based on the material/topic plan from the first to seventh sessions. The midtest can take the form of a written exam, presentation, independent assignment, or group assignment, depending on the learning method. The midtest grade is weighted at 20%.

4. Final Exam.

   The final exam is conducted in the sixteenth week of the course. The Final Exam is an assessment of students' final abilities based on the learning material/topics planned for meetings 9 through 15. The Final Exam can be a written exam, a presentation, an independent or group assignment, or other assignments, depending on the learning method. The Final Exam grade is weighted at 30%.

Assessment Rubric

Grade	Score	Description
A	90,00 – 100	This is the achievement of superior students, namely those who follow lectures very well, understand the material very well and are even challenged to understand it further, have a high level of proactivity and creativity in seeking information related to the material, are able to solve problems with perfect accuracy and are even able to recognize real problems in society/industry and are able to propose solution concepts..

A-	85,00 – 89,99	This is the achievement of students who follow lectures very well, understand the material very well, have a high level of proactivity and creativity in seeking information related to the material, and are able to solve problems/assignments with very good accuracy.
B+	80,00 – 84,99	This is the achievement of students who follow lectures well, are able to understand the material and are able to solve problems/assignments with very good accuracy.
B	……	…….
E	≤79,99	This is the achievement of students who do not carry out assignments and do not understand the material at all.