



SYLLABUS

RPR153 RESEARCH METHODOLOGY 4 (Four) Credits

Prerequisite Course	-
Academic Year/Term	Even Semester 2019/2020
Study Program	BBA Program
Class	BBA 2017
Course Developer	Risa Bhinekawati, PhD & Liza Nelloh, MM
Course Reviewer	Liza Nelloh, SE., MM
Facilitators	Risa Bhinekawati, PhD & Liza Nelloh, MM

Approved by:

	
Liza Agustina Maureen Nelloh, MM, CDM <i>Head of Undergraduate Program</i>	Yulita F. Susanti, Ph.D <i>Director of Academic Affairs</i>

(1) Course Description:

This course aims to guide the undergraduate business students for achieving competence and proficiency in the theory of and practice to research. This fundamental objective can be realized through helping these students to develop the subject of their research, encourage the formation of higher level of trained intellectual ability, critical analysis, rigor, and independence of thought, foster individual judgement, and skill in the application of research theory and methods, and develop skills required in writing research proposals, reports, and undergraduate thesis. The approach will be systematic, academic and case based practice that can be applied to undergraduate thesis writing.

(2) Graduate Competencies related to this course are:

- 2.1 Understanding with demonstrate a mastery of applied research and community engagement in integrative corporate, academic and community research project.

(3) Learning Outcomes:

At the successful completion of this course, the students are expected to:

- 3.1 Understand thesis development that suit s the University academic requirement
- 3.2 Understand research proposal development in accordance to the academic guidelines.
- 3.3 Understand systematic literature review and connected academic hypothesis
- 3.4 Able to develop the most effective and up-to-date research methodology to answer relevant business problems that occur in the market and society
- 3.5 Able to generate systematic data analysis that fit with proposed research problems
- 3.6 Sharpen their collaborative team work and problem-solving skills through in-class practice
- 3.7 Able to develop their research proposal, literature review and methodological chapters

(4) Teaching-Learning Strategies

This course follows a *performance-learning* approach where the method of learning is delivered through individual exercise, group presentation, group discussion of case studies and book chapters. Students are expected to become fully engaged in assignments and exercises designed to accelerate competence and confidence. Students are expected to take responsibility for their own learning throughout the course. At minimum, students should read all of the required materials, attend each class, actively engage in the exercises and prepare and present high quality presentations, writing assignment and oral presentations. It is presumed that adult students possess a rich experience of professional knowledge and the sharing of such knowledge can be both inspiring and fun. The instructors believe that such sharing of experiences and knowledge will add value to the overall efficacy of this course.

The class activities include, but not limited to, delivering lectures, facilitating questions and answers (Q&A), organizing experimental learning, practicing presentation, and giving consultations to students. The instructors cherish active participation of the students and welcome immediate feedback. Active participation and respect for the classmate's views, opinions and ideas are very important to the success of this course.

(5) Assessment Method:

No	Type of Assessment	Weighting
1	Class participation	10%
2	Individual assignments & presentation	15%
3	Midterm Exam (individual, in class)	35%
4	Final Exam	40%
Total Weight		100%

- 5.1 Participation in Class: The student will be judged as to how active he/she participates in the class discussion.
- 5.2 Individual Presentation: The student will be asked to do a presentation in class, either a chapter of the book, or of a case study. The presentation should be on Power Point and no more than 10 minutes long.
- 5.3 Individual Assignments: Each student must submit in writing individual assignments, which consist of summarizing a chapter of the book or answering some questions of a case study. The assignments must be done on hard copies.
- 5.4 Exam: The exam consists in analyzing a case study, in putting recommendation on how to solve the problems presented by the case. The exam is done on hard copies.

(6) Attendance:

Attendance is mandatory in all classes. The requirement for attendance will be in accordance with Student Policy Guidelines set by Academic Operation. Passing the course requires a minimum of 80% attendance, while receiving an “A” in the course requires a minimum of 80% attendance. Students are requested to present in the class on time to avoid disruption to the class.

(7) References:

Compulsory Textbook/Journal:

- (1) Sekaran, U. & Bougie, R. (2016), *Research Methods for Business 7th Edition*, Cornwall, UK: John Wiley and Son, ISBN-13: 9780470744796 (SEK)
- (2) Creswell, J. W & Poeth, C.N. (2018).. *Qualitative inquiry and research design: Choosing among five approaches*. Singapore: Sage

Supporting Textbooks/Journal/video:

Cases:

- (1) Kemendikbud. 2014. Modul Pembelajaran SPSS (Statistical Package for the Social Science). Pusat Data Statistik Pendidikan Kementrian dan Kebudayaan Republik Indonesia, available at: <http://sdm.data.kemdikbud.go.id/upload/files/Modul%20Pembelajaran%20SPSS%2019%20-%20Bagian%202.pdf> (K)
- (2) Garson, D, 2016, *Partial Least Squares: Regression and Structural Equation Models*, Statistical Associates Publishing, online source, available at: https://www.smartpls.com/resources/ebook_on_pls-sem.pdf (G)
- (3) Jason, L., & Glenwick, D. (Eds.). (2016). *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods*. Oxford university press.
- (4) IPMI Thesis guidelines (pdf copy to be distributed in class)

(8) Lecturer Contact Details:

Email : liza.nelloh@ipmi.ac.id; risa.bhinekawati@ipmi.ac.id

Whatsapp : +62 82393559449 (Liza); 081293413701 (Risa)

(9) Email Protocol

While academic staff endeavor to address queries received via email, it is more appropriate to resolve substantive questions face-to-face during normal consultation hours. With this in mind, we encourage all students to familiarize themselves with the consultation hours offered by lecturers in this subject.

Please note that we are only able to respond to student emails coming from IPMI email address. Please do not use personal email addresses such as Yahoo, Hotmail or even business email addresses. Emails from IPMI email addresses may be filtered by the spam filter, which means that we may not receive your email. All correspondence relating to this subject will only be sent to your IPMI email address. Note that you must first activate your IPMI email address before you can send or receive emails at that address.

(10) Course Outline

Session No.	Time	Topic	Learning Outcome	Description	Teaching & Learning Method	References	Assessment Method	Course Material
1		Introduction to research	<ul style="list-style-type: none">• Able to generate empirical and theoretical reasons of conducting research• Understand the purpose of conducting research• Learn to formulate research problem in business management research• Defining Preliminary Research• Defining Problem Statement	<p>The session will cover:</p> <ul style="list-style-type: none">• Business research definition• Examples of applied and basic research• Awareness of the role of ethics in business research	<ul style="list-style-type: none">• Lecturing• Group discussion• Individual exercise• group simulation to formulate research problem	SEK (Ch.1 & 3)	Individual and Group	<ul style="list-style-type: none">• Research background• Preliminary research• Research problem• Problem statement
2		Theoretical framework and hypothesis development	<ul style="list-style-type: none">• Able to structure relevant literature• Able to develop research framework• Develop theory, construct, and research variables• Develop research hypothesis• Able to select the research framework that fit with the research problems• Applied the reference styles• When to use a qualitative research	<p>The session will cover:</p> <ul style="list-style-type: none">• The need for a theoretical framework• Hypothesis development• Managerial implication• APA Referencing	<ul style="list-style-type: none">• Lecturing• Individual exercise• Group discussion• Presentation	<ul style="list-style-type: none">• SEK (Ch.2&4)• CRE (Ch.3)	Individual and Group	<ul style="list-style-type: none">• Research framework• Structure of literature• Theory, construct, and variables• Hypothesis• Research writing

Session No.	Time	Topic	Learning Outcome	Description	Teaching & Learning Method	References	Assessment Method	Course Material
3		Research Design, Operational variables and the measurement	<ul style="list-style-type: none"> Analyse the purpose of quantitative research Analyse Qualitative Approaches to Inquiry Develop operational variables Identify which of the two, a causal or a correlational study, would be more appropriate Understand the characteristics and power of the four types of scales – nominal, ordinal, interval, ratio 	<p>The session will cover:</p> <ul style="list-style-type: none"> Scientific and non-scientific investigations Qualitative Approaches to Inquiry in research Alternative perspectives on what makes good research The need for sound reasoning to enhance business research results 	<ul style="list-style-type: none"> Lecturing Individual exercise Group discussion 	<ul style="list-style-type: none"> SEK (Ch. 6,7,11,12) CRE (Ch.4) 	Individual and Group	<ul style="list-style-type: none"> Quantitative research Qualitative research Research design: causal, correlational, descriptive Indicators Scales
4a		Data collection methods	<ul style="list-style-type: none"> Able to conduct face to face interview Understand about participant observation 	<p>The session will cover:</p> <ul style="list-style-type: none"> Defining sampling technique Developing questionnaire Interview practice Taking participant notes 	<ul style="list-style-type: none"> Lecturing Group discussion 	SEK (Ch. 8)	Individual and Group	<ul style="list-style-type: none"> Personally Self-Administered, FGD Interview Survey

Session No.	Time	Topic	Learning Outcome	Description	Teaching & Learning Method	References	Assessment Method	Course Material
4b		Administering questionnaires	<ul style="list-style-type: none"> • Able to design questionnaires to tap different variables • Understand the advantages of multi-sources and multi-methods of data collection 	<p>The session will cover:</p> <ul style="list-style-type: none"> • Types of questionnaires • Guidelines for questionnaire design <p>Review of the advantages of different data collection methods</p>	<ul style="list-style-type: none"> • Lecturing • Group discussion 	SEK (Ch. 9)	Individual and Group	<ul style="list-style-type: none"> • Types of questionnaires • Questionnaires design
5		Population and Sampling Method	<ul style="list-style-type: none"> • Understand the different of using probability and non-probability techniques • Understand the types of probability techniques • Understand the types of non-probability techniques 	<p>The session will cover:</p> <ul style="list-style-type: none"> • The types of probability technique • The types of non-probability techniques • The Sample size 	<ul style="list-style-type: none"> • Lecturing • Group discussion 	SEK (Ch.13)	Individual and Group	<ul style="list-style-type: none"> • The types of probability technique • The types of non-probability techniques • The Sample size
6		Multiple regression technique	<ul style="list-style-type: none"> • Understand some techniques to conduct regression analysis • Able to conduct multicollinearity, heterogeneity tests • Able to interpret regression output 	<p>The session will cover:</p> <ul style="list-style-type: none"> • Multiple regression exercises • Testing statistical error 	<ul style="list-style-type: none"> • Lecturing • Individual simulation/exercise • Group discussion • Guest Speaker 	<ul style="list-style-type: none"> • SEK (Ch. 12) 	Individual and Group	<ul style="list-style-type: none"> • Guidelines of SPSS
7		Analysing the data with SEM-PLS	<ul style="list-style-type: none"> • Understand the application of SEM-PLS in the research • Understand the <i>convergent validity, discriminant</i> 	<p>This session will cover:</p> <p>Individual simulation to run SEM – PLS</p>	<ul style="list-style-type: none"> • Lecturing • Individual exercise 	<ul style="list-style-type: none"> • G, K 	Individual and Group	<ul style="list-style-type: none"> • Guidelines of SmartPLS

Session No.	Time	Topic	Learning Outcome	Description	Teaching & Learning Method	References	Assessment Method	Course Material
			validity, R-square, t-statistics, P-value					
8		MID TERM EXAM (Only for BBA Program) - Written Exam						
9		Structure of IPMI Thesis Developing Introduction	<ul style="list-style-type: none"> • Able do develop a thesis structure based on IPMI standard • Able to narrow down a broad problem into a feasible topic for research • Able to develop a good problem statement • Able to develop a good research proposal 	The session will cover: <ul style="list-style-type: none"> • Review and expectation of undergraduate thesis • How to identify problem areas • Development of a good problem statement • Development of a research proposal Research process problems to avoid	<ul style="list-style-type: none"> • Lecturing • Group discussion • Individual simulation • Presentation • Peer Review 	IPMI Thesis Guidelines All materials prior to mid-exam	Individual	Chapter 1
10		Developing literature review chapter	<ul style="list-style-type: none"> • Able to develop literature review chapter • Revise thesis proposal 	<ul style="list-style-type: none"> • Individual exercise to develop literature review • Revising thesis proposal 	<ul style="list-style-type: none"> • Individual exercise • Presentation • Peer Review 	All materials prior mid-exam	Individual	Chapter 2
11		Developing methodology chapter	<ul style="list-style-type: none"> • Able to develop the methodology chapter • Revise literature review • Revise thesis proposal 	<ul style="list-style-type: none"> • Individual simulation to develop methodology chapter • Revising literature review • Revising thesis proposal • Guidelines for final exam 	<ul style="list-style-type: none"> • Individual exercise and consultation • Presentation • Peer review 	All materials prior mid-exam	Individual	Chapter 3
12		Business Research Overview and reporting	<ul style="list-style-type: none"> • Understand the implementation of research at macro level 	<ul style="list-style-type: none"> • Experiencing business research 	<ul style="list-style-type: none"> • Company Visit 	All materials prior mid-exam	Individual	All materials

Session No.	Time	Topic	Learning Outcome	Description	Teaching & Learning Method	References	Assessment Method	Course Material
			<ul style="list-style-type: none"> Understand the implementation of research at micro level 					
13		Revising chapter 1,2,3	<ul style="list-style-type: none"> Revise all chapters (ch. 1,2,3) 	<ul style="list-style-type: none"> Consultation and revising chapter 1,2,3 Guidelines for final exam 	<ul style="list-style-type: none"> Individual exercise and consultation Presentation Peer Review 	All materials prior mid-exam	Individual	All materials
14		Revising chapter 1,2,3	<ul style="list-style-type: none"> Revise all chapters (ch. 1,2,3) 	<ul style="list-style-type: none"> Consultation and revising chapter 1,2,3 Guidelines for final exam 	<ul style="list-style-type: none"> Individual exercise and consultation Presentation Peer Review 	All materials prior mid-exam	Individual	All materials
FINAL EXAM – Thesis Proposal Exam (Presentation)								

(11) Plagiarism and Collusion

Presenting material from other sources without full acknowledgement (referred to as plagiarism) is heavily penalised. Penalties for plagiarism can include a mark of zero for the piece of assessment or a fail grade for the subject.

Plagiarism is the presentation by a student of an assignment identified as his or her own work even though it has been copied in whole or in part from another student's work, or from any other source (e.g. published books, web-based materials or periodicals), without due acknowledgement in the text.

Collusion is the presentation by a student of an assignment as his or her own work when it is, in fact, the result (in whole or in part) of unauthorised collaboration with another person or persons. Both the student presenting the assignment and the student(s) willingly supplying unauthorised material are considered participants in the act of academic misconduct.

(12) Late Submission

Late submissions must be accompanied by a completed Request for Special Consideration form.

Late assignments, where approval for late submission has not been given, will be penalised at the rate of 10% of the total mark per day, for up to 10 days, at which time a mark of zero will be given.

(13) Special Consideration

Students who have been significantly affected by illness or other serious circumstances during the semester may be eligible to apply for Special Consideration

(14) Group Work

Working in groups can sometimes be more difficult than working individually. However, teamwork and organisational skills associated with group work are highly valued by employers. With careful management and ongoing communication, you can have a successful and rewarding experience working in a team.

You should exchange names, phone numbers, and email addresses with your group members straight away.

If you have difficulty with a member of your group, you should contact your lecturer as soon as possible. Do not leave issues unresolved until just before or after your group assignment is due.

All students within your group will be given the same mark unless you have raised an issue during the assignment period. Students who do not contribute to a group assignment may be allocated a lower mark or assigned a mark of zero.

(15) Other Information

Tolerance of delay time attendance is **10 minutes**