



Description of Course Unit

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| Course unit title | Communication Research Methods: Quantitative |
| Course unit code | IT081343 |
| Type of course unit (compulsory, optional) | Compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | First cycle bachelor |
| Year of study when the course unit is delivered (if applicable) | Second year |
| Semester/trimester when the course unit is delivered | Third semester |
| Number of ECTS credits allocated | 4.8 |
| Name of lecturer(s) | Kiayati Yusriyah, Lenie Okviana, Ahmad Yazid Lubis, Iqbal Al Khazim |
| Learning outcomes of the course unit | <ol style="list-style-type: none"> 1. Mastering the theoretical concepts of Communication Science, being able to apply them logically, critically, innovatively, responsibly and respecting the work of others. 2. Understand communication issues faced by contemporary society and be able to conduct research on digital communication, culture, public relations and media using various communication research methods. |
| Mode of delivery (face-to-face, distance learning) | Hybrid learning |
| Prerequisites and co-requisites (if applicable) | <ol style="list-style-type: none"> 1. Mathematical Thinking on Communication 2. Information and Communication Technology * 3. Introduction to Communication Science 4. Sociology of Communication and Media 5. Communication Theory * 6. Creative Thinking |
| Course content | <ol style="list-style-type: none"> 1. Basic elements of quantitative communication research 2. Quantitative communication research perspective (approach) 3. Research stages in quantitative communication research 4. Data collection methods and instruments 5. Sampling technique 6. Primary data processing with SPSS |

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| | 7. Data analysis and interpretation |
| Recommended or required reading and other learning resources/tools | <ol style="list-style-type: none"> 1. Kriyantono, Rachmat. (2007). <i>Practical Techniques for Communication Research</i>. Jakarta: Kencana Prenada Media Group. 2. Lina Miftahul Jannah [et.al.]. (2016). MAIN MATERIAL Quantitative research methods; Cet.3; Ed.2-. South Tangerang: Open University, 2016. 282 pp.: ill.; 21 cm ISBN: 978-979-011-608-5 3. John W. Creswell, and J. David Creswell (2018) <i>Research design: qualitative, quantitative, and mixed methods approaches</i>, Fifth edition. Los Angeles: SAGE Publications, Inc. 4. J.R. Raco, (2010). <i>Qualitative Research Methods Types, Characteristics and Advantages</i>. Publisher PT Grasindo, Jalan Palmerah Selatan 22 - 28, Jakarta 10270 5. Budi Setiawan (2016), <i>Practical Techniques for Social & Business Research Data Analysis with SPSS</i>, |
| Planned learning activities and teaching methods | Collaborative learning, contextualizing, project based learning, self-learning and relating to real life examples and experiences |
| Language of instruction | Indonesian |
| Assessment methods and criteria | Participatory activity, mid and final semester exams, creating a quantitative research proposal. |

Communication Research Methods: Quantitative Assessment Rubric

Communication Research Methods: Quantitative project on conventional platform

1. Create a communication research proposal using quantitative methods

Mid-term test for Algorithm Programming course

1. Collect the progress of research proposals using quantitative methods
2. Collect final progress of research proposals using quantitative methods

| No | Criteria/Grade | 80-100 | 65-79 | 50-64 | 40-59 | 0-39 |
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| 1 | Integration of knowledge | The proposal shows that the author understands and can apply the concept of quantitative communication research methods. The resulting concept is integrated between background, theory used, methods, hypotheses and analysis. | The resulting proposal shows that the author understands most of the elements contained in quantitative research. | The resulting proposal shows the relationship between independent variables and dependent variables in the study of communication science accurately. However, we have not been able to process the research data. | The proposal does not show the correct relationship between the independent variable and the dependent variable in the study of communication science. | The resulting proposal shows that the author does not understand quantitative communication research methods at all. |
| 2 | Topic focus | The topic in the proposal is the study of communication science, contemporary in nature, clearly narrated in the background. Produces a clear relationship between the independent variable | The topic in the proposal is the study of communication science, contemporary in nature, clearly narrated in the background. However, the relationship between the | The topic is too broad for the scope of this assignment. | The topic is not clearly defined. | The topic is not relevant with the given instruction. |

| No | Criteria/Grade | 80-100 | 65-79 | 50-64 | 40-59 | 0-39 |
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| | | and the dependent variable. | independent variable and the dependent variable is less clear. | | | |
| 3 | Depth of discussion | In-depth discussion & elaboration in all sections of the proposal. | In-depth discussion & elaboration in most sections of the paper. | There is a lack of connection between the problem background, problem formulation, theory and methods used | Does not use a theoretical basis | The discussion is superficial and not academic, with no relevant references. |
| 4 | Cohesiveness | Ties together information from all sources. Proposal flows from one part to the next. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | For the most part, ties together information from all sources. Proposal flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | Sometimes ties Together information from all sources. Proposal does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. | Does not tie Together information. Proposal does not flow and appears to be created from disparate issues. Writing does not demonstrate understanding any relationships | The writing is highly problematic and difficult to understand. |