	Universitas Negeri Surabaya **Faculty of Engineering** **Civil Engineering Undergraduate Study Program**				**Document Code**	
	SEMESTER LEARNING PLAN					

Courses		CODE		Course Family	Credit Weight			SEMESTER	Compilation Date
Statistics and Probability		2220102105			**T=2**	**P=0**	**ECTS=3.18**	3	July 18, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator	
		....		....		Yogie Risdianto, S.T., M.T.	

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course provides an understanding of the basic theory of statistics and types of data, presentation and analysis of data in supporting the preparation of a thesis both in statistical analysis, both descriptive and inferential statistics (parametric and non-parametric). Learning is carried out by applying a constructivist approach. The learning activity ends with practice analyzing and presenting research data.

References	**Main :**	
	1. Sujana. 1989. Metoda Statistika. Bandung: Tarsito. 2. Sugiono. 1994. Metoda Penelitian Administrasi. Bandung: Alfabeta 3. Djarwanto & Subagyo. 1994. Statistik Induktif. Yogyakarta: BPFE. 4. Furqon. 2011. Statistika Terapan untuk Penelitian. Bandung: Alfabeta. 5. Sugiyono. 2013. Statistika untuk Penelitian. Bandung: Alfabeta.	
	Supporters:	

Supporting lecturer	Prof. Dr. Suparji, S.Pd., M.Pd. Ninik Wahju Hidajati, S.Si., M.Si. Wahyu Dwi Mulyono, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	understand the material, assessment system for 1 semester	explains the main material, assignments, and assessment system for 1 semester		Lectures 2 X 50			0%
2	Present data in various forms.	1.Students can: Explain the various types of data presentation. 2.Presenting data with various presentation models		Lectures, discussions and questions and answers 2 X 50			0%
3	calculate the mean, median, and mode	1.Students can: Explain the meaning of mean, median and mode. 2.Calculate the mean, median, and mode.		Lectures, discussions, exercises 2 X 50			0%
4	calculate SD, moments, skewness, and kurtosis	1.Students can: Explain the meaning of SD, moment, skewness, and kurtosis. 2.Calculates SD, moments, skewness, and kurtosis.		Lectures, discussions, exercises 2 X 50			0%
5	calculate probabilities, permutations, combinations, and expectations	1.Students can: Explain the meaning of probability, permutation, combination and expectation. 2.Calculating probabilities, permutations, combinations, and expectations.		Lectures, discussions, exercises 2 X 50			0%
6	calculate probabilities, permutations, combinations, and expectations	1.Students can: Explain the meaning of probability, permutation, combination and expectation. 2.Calculating probabilities, permutations, combinations, and expectations.		Lectures, discussions, exercises 2 X 50			0%
7	UTS	UTS		2 X 50 test			0%
8	determine the sample size using the Krijcie table and King's nomogram	1.Students can: Explain the meaning of population and sample. 2.Determining the sample size using the Krijcie table and King's nomogram		Lectures, discussions, exercises 2 X 50			0%

No							
9	state descriptive, comparative and associative hypotheses and test these hypotheses.	1.Students can: Explain the hypothesis. 2.State descriptive, comparative and associative hypotheses. 3.Explain how to test a hypothesis.		Lectures, discussions and questions and answers 2 X 50			0%
10	use the t test to test the hypothesis	1.Students can: Explain the use of the t test 2.Using the t test to test the hypothesis		Lectures, discussions and questions and answers 2 X 50			0%
11	calculate correlation	1.Students can: Explain the meaning of correlation 2.Calculating correlation		Lectures, discussions, exercises 2 X 50			0%
12	calculate a single regression	1.Students can: Explain the meaning of single regression 2.Calculating a single regression		Lectures, discussions, exercises 2 X 50			0%
13	calculating multiple regression	1.Students can: Explain the meaning of multiple regression 2.Calculating multiple regression		Lectures, discussions, exercises 2 X 50			0%
14	calculating multiple regression	1.Students can: Explain the meaning of multiple regression 2.Calculating multiple regression		Lectures, discussions, exercises 2 X 50			0%
15	calculating anava	1.Students can: Explain the meaning of anava 2.Calculating anava		Lectures, discussions, exercises 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special

skills and knowledge.

3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.