				Document Code
	Universitas Negeri Surabaya **Faculty of Engineering** **, Undergraduate Culinary Education Study Program**			

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Statistics		8321102095			T=2	P=0	ECTS=3.18	4	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		....		Dra Dewi Lutfiati, M.Kes.			Dr. Hj. Sri Handajani, S.Pd., M.Kes.		

Learning model	Case Studies																
Program Learning Outcomes (PLO)	**PLO study program which 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	Conduct studies and provide an understanding of the role of statistics through learning that is adapted to the curriculum structure in the field of fashion design. Learning statistics consists of: understanding and role of statistics, presenting data in the form of tables, diagrams and graphs. Measures of centrality, deviation, population models. Hypothesis testing, difference testing, and correlation testing. The assessment is carried out during the learning process with participation during face-to-face, USS and UAS. Learning is carried out by applying a combination of scientific approaches, cooperative and classical learning models.

References	**Main :**	
	1. 1. Sudjana. 2017. Metoda Statistika . Bandung: Tarsito 2. Sugiyono, Eri Wibowo. 2004. Statistika untuk Penelitian dan Aplikasinya dengan SPSS . Bandung: Alfabeta 3. Rosner, Bernard. 1986. Fundamental of Biostatistics, second edition. Massachusetts: PWS Publishers	
	Supporters:	
	1. Bahan Ajar untuk kalangan sendiri	

Supporting lecturer	Dr. Ir. Asrul Bahar, M.Pd. Dra. Dewi Lutfiati, M.Kes.

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	Able to understand the basic concepts of statistics, and the role of statistics in research	1. explain the basic concepts of statistics and statistics, the scope of statistics 2. Explain the role of statistics in research	**Criteria:** If you match the answer key, you will get a maximum score of 100	Lectures and discussions 2 X 50			0%

2	Understand the concept of descriptive statistics	1. Explain the meaning of descriptive statistics. 2. Explain the various types of data presentation	**Criteria:** If the correct answer is a maximum of 100	Brainstorming, discussion, reflection 2 X 50			0%
3	Able to present data in the form of diagrams and graphs	Presenting data in the form of diagrams and graphs	**Criteria:** Maximum score 100 for correct answer	BrainstormingDiscussion 2 X 50			0%
4	Able to calculate center size and location size	1. Determine the central size2. Determine the location size	**Criteria:** Correct answers are worth a maximum of 100	Lectures and Discussions 2 X 50			0%
5	Understand the concept of dispersion	1. explain the concept of dispersion2. calculate dispersion and standard deviation	**Criteria:** Maximum score is 100 for correct answers	Lectures and discussions 2 X 50			0%
6	Understanding population models	1. Calculating skewness and kurtosis2. Inferring population models	**Criteria:** Worth 100 if the answer is correct	Lectures, group discussions 2 X 50			0%
7	Understand the concept of Normal distribution	1. Explain the concept of normal distribution2. Calculating the z score3. Implement z table	**Criteria:** Maximum score is 100 for the correct answer, each option has the same value	Lectures and group discussions 2 X 50			0%
8	understand the material from meetings 1 to 7			UTS 2 X 50			0%
9	Understand the concept of hypothesis testing	1. Explain the concept of Hypothesis Testing, types of hypothesis errors, significance levels2. Calculating hypothesis tests if the population standard deviation is known3. Calculating Hypothesis Testing when the population standard deviation is unknown		Lectures and Discussions 2 X 50			0%
10	Understanding the Difference Test for one sample group	1. Explain comparative hypothesis testing2. Applying the one sample t test3. Apply paired t test	**Criteria:** Maximum score 100 for correct answer.	Jigsaw type MPK 2 X 50			0%
11							0%
12							0%
13							0%
14							0%
15							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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.