	Universitas Negeri Surabaya Faculty of Economics and Business, Bachelor of Science in Office Administration Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Statistics	8721002129	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model: Case Studies

Program Learning Outcomes (PLO)

PLO study program which is charged to the course

Program Objectives (PO)

PO - 1	Able to demonstrate a responsible attitude for statistical work both independently and in groups
PO - 2	Able to make appropriate decisions in solving basic statistical problems
PO - 3	Able to design, design, practicum, implement and analyze data to produce alternative solutions to statistical problems

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3

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
PO-1																
PO-2																
PO-3																

Short Course Description: This research statistics course material discusses basic statistical concepts, quantitative research data analysis, descriptions of research data, statistics on testing research instruments, testing data analysis requirements, regression, comparative analysis

References

Main :

1. Ananda, R., Fadhli, M. 2018. Statistik Pendidikan (Teori Dan Praktik Dalam Pendidikan), CV. Widya Puspita, Medan
2. Mark L. Berenson., David M. Levine., Timothy C. Krehbiel. 2012. Basic Business Statistics: Concepts and Applications, Twelfth Edition. USA. Pearson
3. Nurhasanah, S. 2016. Praktikum Statistika 1 Untuk Ekonomi dan Bisnis . Jakarta: Salemba Empat
4. Nurhasanah, S. 2016. Praktikum Statistika 2 Untuk Ekonomi dan Bisnis . Jakarta: Salemba Empat

Supporters:

Supporting lecturer	Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D. Triesninda Pahlevi, S.Pd., M.Pd. Jaka Nugraha, S.AB., M.AB, MBA. Febrika Yogie Hermanto, 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	1. Examining basic statistical concepts 2. Classifying statistics 3. Describe scientific research 4. Describes the function of theory in scientific research 5. Linking theory and statistics to scientific research	1. Accuracy of deciphering statistics 2. Accuracy of linking theory and statistics to scientific research	**Criteria:** 1. · 85 < A < 100 2. · 80 < A- < 85 3. · 75 < B < 80 4. · 70 < B < 75 5. · 65 < B- < 70 6. · 60 < C < 65 7. · 55 < C < 60 8. · 40 < D < 55 9. · 0 < E < 40 **Form of Assessment** : Portfolio Assessment	Discussion Lectures, and 2 X 50 case studies		**Material:** Chapter 1 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
2	1. Examining basic statistical concepts 2. Classifying statistics 3. Describe scientific research 4. Describe the function of theory in scientific research 5. Linking theory and statistics to scientific research	1. Accuracy of deciphering statistics 2. Accuracy of linking theory and statistics to scientific research	**Criteria:** 1. · 85 < A < 100 2. · 80 < A- < 85 3. · 75 < B < 80 4. · 70 < B < 75 5. · 65 < B- < 70 6. · 60 < C < 65 7. · 55 < C < 60 8. · 40 < D < 55 9. · 0 < E < 40 **Form of Assessment** : Portfolio Assessment	Discussion Lectures, and 2 X 50 case studies		**Material:** Chapter 1 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
3	1. Describe research variables 2. Examining descriptive and inferential statistics 3. Describe parametric and nonparametric statistics 4. Determine data analysis techniques	1. Accuracy distinguishes descriptive and inferential statistics 2. Accuracy in determining data analysis techniques	**Criteria:** 1. · 85 < A < 100 2. · 80 < A- < 85 3. · 75 < B < 80 4. · 70 < B < 75 5. · 65 < B- < 70 6. · 60 < C < 65 7. · 55 < C < 60 8. · 40 < D < 55 9. · 0 < E < 40 **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures, Discussions and Case Studies 2 X 50		**Material:** Chapter 2 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
4	1. Describe data and data sources 2. Review data presentation 3. Describe the frequency distribution 4. Create a graph of the frequency distribution 5. Examining research variable data trend tests	Accuracy of graphing frequency distributions	**Criteria:** 1. · 85 < A < 100 2. · 80 < A- < 85 3. · 75 < B < 80 4. · 70 < B < 75 5. · 65 < B- < 70 6. · 60 < C < 65 7. · 55 < C < 60 8. · 40 < D < 55 9. · 0 < E < 40 **Form of Assessment** : Portfolio Assessment	Lectures, Discussions and Case Studies 2 X 50		**Material:** Chapter 3 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%

5	Create a graph of the frequency distribution	Accuracy of graphing and frequency distribution	**Criteria:** 1. 85 < A < 100 2. 80 < A- < 85 3. 75 < B < 80 4. 70 < B < 75 5. 65 < B- < 70 6. 60 < C < 65 7. 55 < C < 60 8. 40 < D < 55 9. 0 < E < 40 **Form of Assessment** : Participatory Activities	Lectures, Discussions and Case Studies 2 X 50		**Material:** Chapter 3 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
6	1. Examining the meaning of validity 2. Describe the validity of the instrument 3. Describes the reliability of the instrument	The accuracy of the validity and reliability of the instrument	**Criteria:** 1. 85 < A < 100 2. 80 < A- < 85 3. 75 < B < 80 4. 70 < B < 75 5. 65 < B- < 70 6. 60 < C < 65 7. 55 < C < 60 8. 40 < D < 55 9. 0 < E < 40 **Form of Assessment** : Participatory Activities	Lectures, Discussions and Case Studies 2 X 50		**Material:** Chapter 6 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
7	1. Describes the procedures for testing data analysis requirements 2. Examining data normality testing 3. Examining data homogeneity testing 4. Examining regression linearity testing	Accuracy in testing data analysis requirements	**Criteria:** 1. 85 < A < 100 2. 80 < A- < 85 3. 75 < B < 80 4. 70 < B < 75 5. 65 < B- < 70 6. 60 < C < 65 7. 55 < C < 60 8. 40 < D < 55 9. 0 < E < 40 **Form of Assessment** : Participatory Activities	Lectures, Discussions and Case Studies 2 X 50		**Material:** Chapter 7 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
8	UTS	UTS	**Criteria:** 1. 85 < A < 100 2. 80 < A- < 85 3. 75 < B < 80 4. 70 < B < 75 5. 65 < B- < 70 6. 60 < C < 65 7. 55 < C < 60 8. 40 < D < 55 9. 0 < E < 40 **Form of Assessment** : Participatory Activities	UTS 2 X 50		**Material:** Chapter 7 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	15%
9	1. Describes the procedures for testing data analysis requirements 2. Examining data normality testing 3. Examining data homogeneity testing 4. Examining regression linearity testing	Accuracy in testing data analysis requirements	**Criteria:** 1. 85 < A < 100 2. 80 < A- < 85 3. 75 < B < 80 4. 70 < B < 75 5. 65 < B- < 70 6. 60 < C < 65 7. 55 < C < 60 8. 40 < D < 55 9. 0 < E < 40 **Form of Assessment** : Test	Lectures, Discussions and Case Studies 2 X 50		**Material:** Chapter 7 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%

10	1. Describe the concept of regression 2. Examining simple regression 3. Examining multiple regression	Accuracy of describing simple regression and multiple regression	**Criteria:** 1. · 85 < A < 100 2. · 80 < A- < 85 3. · 75 < B < 80 4. · 70 < B < 75 5. · 65 < B- < 70 6. · 60 < C < 65 7. · 55 < C < 60 8. · 40 < D < 55 9. · 0 < E < 40 **Form of Assessment** : Participatory Activities	Lectures, Discussions and Case Studies 2 X 50		**Material:** Chapter 9 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
11	1. Describe the concept of regression 2. Examining simple regression 3. Examining multiple regression	Accuracy of describing simple regression and multiple regression	**Criteria:** 1. · 85 < A < 100 2. · 80 < A- < 85 3. · 75 < B < 80 4. · 70 < B < 75 5. · 65 < B- < 70 6. · 60 < C < 65 7. · 55 < C < 60 8. · 40 < D < 55 9. · 0 < E < 40 **Form of Assessment** : Participatory Activities	Lectures, Discussions and Case Studies 2 X 50		**Material:** Chapter 9 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
12	Practice testing simple and/or multiple regression	Accuracy in describing simple regression testing and/or multiple regression	**Criteria:** 1. · 85 < A < 100 2. · 80 < A- < 85 3. · 75 < B < 80 4. · 70 < B < 75 5. · 65 < B- < 70 6. · 60 < C < 65 7. · 55 < C < 60 8. · 40 < D < 55 9. · 0 < E < 40 **Form of Assessment** : Test	Lectures, Discussions and Case Studies 2 X 50		**Material:** Chapter 9 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
13	1. Examining the meaning and function of comparative analysis 2. Examining chi-square comparative analysis 3. Examining the comparative analysis of student t (t-test) 4. Describes comparative analysis of variance analysis	1. Accuracy of assessing student comparison analysis (t-test) 2. The accuracy of assessing comparative analysis of variance analysis	**Criteria:** 1. · 85 < A < 100 2. · 80 < A- < 85 3. · 75 < B < 80 4. · 70 < B < 75 5. · 65 < B- < 70 6. · 60 < C < 65 7. · 55 < C < 60 8. · 40 < D < 55 9. · 0 < E < 40 **Form of Assessment** : Test	Lectures, Discussions, Practices, Case studies 2 X 50		**Material:** Chapter 10 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
14	1. Examining the meaning and function of comparative analysis 2. Examining chi-square comparative analysis 3. Examining the comparative analysis of student t (t-test) 4. Describes comparative analysis of variance analysis	1. Accuracy of assessing student comparison analysis (t-test) 2. The accuracy of assessing comparative analysis of variance analysis	**Criteria:** 1. · 85 < A < 100 2. · 80 < A- < 85 3. · 75 < B < 80 4. · 70 < B < 75 5. · 65 < B- < 70 6. · 60 < C < 65 7. · 55 < C < 60 8. · 40 < D < 55 9. · 0 < E < 40 **Form of Assessment** : Participatory Activities	Lectures, Discussions, Practices, Case studies 2 X 50		**Material:** Chapter 10 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%

15	Practice assessing comparative analysis	The accuracy of assessing comparative analysis	**Criteria:** 1. 85 < A < 100 2. 80 < A- < 85 3. 75 < B < 80 4. 70 < B < 75 5. 65 < B- < 70 6. 60 < C < 65 7. 55 < C < 60 8. 40 < D < 55 9. 0 < E < 40 **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures, Discussions, Practices and Case Studies 2 X 50		**Material:** Chapter 10 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	5%
16	Analyze linear regression using SPSS	All Indicators Taught after UTS	**Criteria:** 1. 85 < A < 100 2. 80 < A- < 85 3. 75 < B < 80 4. 70 < B < 75 5. 65 < B- < 70 6. 60 < C < 65 7. 55 < C < 60 8. 40 < D < 55 9. 0 < E < 40 **Form of Assessment** : Test	2 X 50 Structured Test		**Material:** Chapters 7 9 10 **References:** *Ananda, R., Fadhli, M. 2018. Educational Statistics (Theory and Practice in Education), CV. Widya Puspita, Medan*	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		100%

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.