	Universitas Negeri Surabaya Faculty of Languages and Arts Fine Arts Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Statistics	9020103097	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	July 16, 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 that is charged to the course

PLO-6	Detailing theoretical concepts, principles and procedures by applying creative thinking in creating works of art based on contextual problems

Program Objectives (PO)

PO - 1	Able to analyze quantitative data with descriptive and inferential techniques for fine arts research

PLO-PO Matrix

P.O	PLO-6
PO-1	

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																

Short Course Description	This course is an advanced course in descriptive statistics, which includes measures of central and location symptoms, measures of dispersion, probability theory and hypothesis drawing. Continuing with inferential statistics, both parametric and non-parametric, for univariate, bivariate and multivariate variables. Ended regression and path analysis.

References

Main :

1. Isaac, S.dan Michael, W.B. 1983. Hand Book in Research and Education. California-USA: Edits Publisher.
2. Muhidin, Sambas Ali dan Abdurrahman, Maman. 2007. Analisis Korelasi, Regresi, dan Jalur dalam Penelitian, (Dilengkapi Aplikasi, SPSS) . Bandung: Pustaka Setia.
3. Ridwan dan Kuncoro, Engkos Ahmad. 2007. Cara Menggunakan dan Memaknai Analisis Jalur (Path Analysis) . Bandung: Alfabeta.
4. Sudijono, Anas. 1986. Pengantar Statistik Pendidikan . Jakarta: PT Raja Grafindo Persada.
5. Sugiyono. 2015. Statistika untuk Penelitian (Cetak ke-16). Bandung: Alfabeta

Supporters:

Supporting lecturer	Dr. Drs. Djuli Djatiprambudi, M.Sn.

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 analyze the meaning of statistics, statistics, and the use of statistics in fine arts research	1. identify the meaning of statistics 2. identify statistics 3. exemplifies the use of statistics in fine arts research	**Criteria:** 1. If the student masters all the indicators, he will get an A grade 2. If students master some of the indicators, they will get an A- 3. If students master a few indicators, they will get a B grade **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	lectures and discussions 3 X 50 minutes		**Material:** Statistics in research **Reader:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	2%
2	able to analyze statistical data	1. analyze statistical data 2. classify statistical data 3. collect statistical data	**Criteria:** 1. If the student masters all the indicators, he will get an A grade 2. If students master some of the indicators, they will get an A- **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	lecture, discussion and independent work 3 X 50 minutes		**Material:** Statistical analysis **Bibliography:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	3%
3	able to analyze frequency distributions and graphs	analyze frequency distributions and graphs	**Criteria:** 1. If the student masters all the indicators, he will get an A grade 2. If students master some of the indicators, they will get an A- 3. If students master a few indicators, they will get a B grade **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	lecture, discussion and independent work 3 X 50 minutes		**Material:** Frequency and Graphs **Reference:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	5%
4	create frequency distribution analysis and graphs	analyze frequency distributions and graphs	**Criteria:** 1. If the student masters all the indicators, he will get an A grade 2. If students master some of the indicators, they will get an A- 3. If students master a few indicators, they will get a B grade **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	lecture, discussion and independent work 3 X 50 minutes		**Material:** Frequency and Graphs **Reference:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	5%

5	understand the meaning and types of dispersion measures	1. Identify dispersion based on types of size 2. perform dispersion analysis	**Criteria:** 1. If the student masters all the indicators, he will get an A grade 2. If students master some of the indicators, they will get an A- 3. If students master a few indicators, they will get a B grade **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	lectures and discussions 3 X 50 minutes		**Material:** Definition and types of statistics **Reader:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	5%
6	understand inferential statistics	1. identify inferential statistics 2. create research hypotheses 3. identify hypothesis testing criteria 4. identify significance and level of hypothesis 5. identify the degrees of freedom of hypothesis testing 6. analyze and test hypotheses	**Criteria:** 1. If the student masters all the indicators, he will get an A grade 2. If students master some of the indicators, they will get an A- 3. If students master a few indicators, they will get a B grade **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	lecture, discussion and practice questions 3 X 50 minutes		**Material:** Inferential Statistics **Reader:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	5%
7	understand inferential statistics	1. identify inferential statistics 2. create research hypotheses 3. identify hypothesis testing criteria 4. identify significance and level of hypothesis 5. identify the degrees of freedom of hypothesis testing 6. analyze and test hypotheses	**Criteria:** 1. If the student masters all the indicators, he will get an A grade 2. If students master some of the indicators, they will get an A- 3. If students master a few indicators, they will get a B grade **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	lecture, discussion and practice questions 3 X 50 minutes		**Material:** Inferential Statistics **Reader:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	5%
8	UTS	1. Identify statistics based on their types 2. read and analyze frequency distributions and graphs 3. identify dispersion in statistics based on its types and sizes 4. analyze inferential statistics	**Criteria:** 1. If the student masters all the indicators, he will get an A grade 2. If students master some of the indicators, they will get an A- 3. If students master a few indicators, they will get a B grade **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	work on descriptive statistics questions 3 X 50 minutes		**Material:** Statistics: definition, types, dispersion and inferential statistics **Reader:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	15%

9	Students are able to read and use statistical tables	1. read and analyze statistical tables 2. make examples of the use of statistical tables in research	**Criteria:** 1. If the student masters all the indicators, he will get an A grade 2. If students master some of the indicators, they will get an A- 3. If students master a few indicators, they will get a B grade **Form of Assessment** : Participatory Activities	lecture, discussion and practice questions 3 X 50 minutes		**Material:** Statistical Tables **Reference:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	5%
10	students are able to test research instruments	analyze research instruments based on assessment indicators	**Criteria:** 1. If students master the indicators very well they will get an A grade 2. If students master the indicators well they will get an A- 3. If a student is not good at mastering the indicators, he will get a B grade **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	lectures and group discussions 3 X 50 minutes		**Material:** Research Instruments **Library:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	5%
11	Students are able to carry out analysis requirements testing	able to carry out analysis requirements testing according to correct provisions	**Criteria:** 1. If students master the indicators very well they will get an A grade 2. If students master the indicators well they will get an A- 3. If a student is not good at mastering the indicators, he will get a B grade **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	lectures and group discussions 3 X 50 minutes		**Material:** Library Analysis Requirements **:** *Sugiyono. 2015. Statistics for Research (16th Print). Bandung: Alphabeta*	5%
12	Students are able to carry out product moment correlation analysis	analyzing the correlation of two simple variables using the product moment technique	**Criteria:** 1. If students master the indicators very well they will get an A grade 2. If students master the indicators well they will get an A- 3. If a student is not good at mastering the indicators, he will get a B grade **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	lecture and practice questions on the correlation of two simple variables 3 X 50 minutes		**Material:** Correlation Analysis **Literature:** *Muhidin, Sambas Ali and Abdurrahman, Maman. 2007. Correlation, Regression and Path Analysis in Research, (Equipped with Application, SPSS). Bandung: Pustaka Setia.*	5%

13	Students are able to carry out product moment correlation analysis	analyzing the correlation of two simple variables using the product moment technique	**Criteria:** 1. If students master the indicators very well they will get an A grade 2. If students master the indicators well they will get an A- 3. If a student is not good at mastering the indicators, he will get a B grade **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	lecture and practice questions on the correlation of two simple variables 3 X 50 minutes		**Material:** Correlation Analysis **Literature:** *Muhidin, Sambas Ali and Abdurrahman, Maman. 2007. Correlation, Regression and Path Analysis in Research, (Equipped with Application, SPSS). Bandung: Pustaka Setia.*	5%
14	students are able to carry out simple or linear regression analysis	analyze simple regression based on the practice questions given	**Criteria:** 1. If students master the indicators very well they will get an A grade 2. If students master the indicators well they will get an A- 3. If a student is not good at mastering the indicators, he will get a B grade **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	lecture and practice questions 3 X 50 minutes		**Material:** Regression Analysis **Literature:** *Muhidin, Sambas Ali and Abdurrahman, Maman. 2007. Correlation, Regression and Path Analysis in Research, (Equipped with Application, SPSS). Bandung: Pustaka Setia.*	5%
15	Students are able to carry out bivariate comparative analysis	bivariate comparative analysis based on practice questions	**Criteria:** 1. If students master the indicators very well they will get an A grade 2. If students master the indicators well they will get an A- 3. If a student is not good at mastering the indicators, he will get a B grade **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	lecture and practice questions 3 X 50 minutes		**Material:** Bivariate Comparative Analysis **References:** *Ridwan and Kuncoro, Engkos Ahmad. 2007. How to Use and Interpret Path Analysis. Bandung: Alphabeta.*	5%
16	UAS	analyze the correlation of two variables measured using the CHI Square correlation technique with precise results	**Criteria:** 1. If students master the indicators very well they will get an A grade 2. If students master the indicators well they will get an A- 3. If a student is not good at mastering the indicators, he will get a B grade **Form of Assessment** : Portfolio Assessment, Practice/Performance, Test	3 x 50 minute test questions		**Material:** Correlation **Literature:** *Muhidin, Sambas Ali and Abdurrahman, Maman. 2007. Correlation, Regression and Path Analysis in Research, (Equipped with Application, SPSS). Bandung: Pustaka Setia.*	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	29.2%
2.	Portfolio Assessment	20.86%
3.	Practice / Performance	27.53%
4.	Test	22.52%

	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** 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.