	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Japanese Language Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Statistics	8820502277	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	3	August 1, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-6	Able to make strategic decisions based on information and data analysis in Japanese scientific principles
	PLO-8	Able to plan, implement and evaluate Japanese language learning, linguistics, educational science and research oriented towards process standards using science and technology-based Japanese language learning resources and learning media.
	PLO-12	Able to plan and conduct studies on the implementation of Japanese language education through an integrated approach.
	PLO-14	Mastering basic language concepts, language learning, language skills, language research and Japanese language education.
	Program Objectives (PO)	
	PO - 1	Able to be responsible for carrying out data collection and processing in Japanese scientific principles (CPL-S2)
	PO - 2	Able to apply Japanese language educational research procedures (CPL-P1)
	PO - 3	Able to plan and conduct studies on the implementation of Japanese language education through quantitative research (CPL-KK3)

PLO-PO Matrix

P.O	PLO-6	PLO-8	PLO-12	PLO-14
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 course is a course that discusses the application of statistics in quantitative Japanese language education research. This course is a mandatory course for 3rd semester students at the FBS Japanese Language Education Study Program, Surabaya State University.

References

Main :

1. Riduwan, & Sunarto. 2010. Pengantar Statistika untuk Penelitian Pendidikan, Sosial, Ekonomi, Komunikasi, dan Bisnis. Bandung: Alfabeta
2. Sudijono, Anas. 2018. Pengantar Statistik Pendidikan. Depok: Rajawali Pers

Supporters:

	1. Winarsunu, Tulus. 2017. Statistik dalam Penelitian Psikologi dan Pendidikan. Malang: UMM Press 2. Sugiyono. 2016. Statistika Untuk Penelitian. Bandung: Alfabeta 3. Siregar, Syofian. 2013. Statistik Parametrik untuk Penelitian Kuantitatif. Jakarta: Bumi Aksara
Supporting lecturer	Amira Agustin Kocimaheni, 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	Able to explain basic statistical concepts and examples of their application in the field (C2, A3)	1. Students can explain the meaning of statistics 2. Students can explain statistical classification 3. Students can explain statistical problems 4. Students can explain the benefits of statistics	**Criteria:** Criteria: Assessment rubric (quantitative) **Form of Assessment** : Participatory Activities, Tests	a. Discovery learning b. Small Group Discussion 2 X 50		**Material:** Understanding Statistics **Literature:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Statistical Classification **Literature:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Statistical Problems **Bibliography:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Functions and Uses of Statistics **Literature:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	5%

2	Able to differentiate statistical data classification and data processing according to needs (C5, A5)	1. Students can explain the meaning of statistical data 2. Students can explain the classification of statistical data 3. Students can explain the nature of statistical data 4. Students can explain statistical data collection 5. Students can explain statistical data collection tools	**Criteria:** Assessment rubric (quantitative) **Form of Assessment** : Participatory Activities, Tests	a. Discovery learning b. Small Group Discussion 2 X 50		**Material:** Understanding Statistical Data **Library:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Statistical Data Classification **Reference:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Nature of Statistical Data **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Collection of Educational Statistics Data **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	5%

3	Able to classify variables and calculate frequencies and frequency distributions in statistical data processing (C5, A5)	1. Students are able to explain variables 2. Students are able to explain frequency 3. Students are able to explain frequency distribution 4. Students are able to compile frequency distribution tables and graphs	**Criteria:** Performance rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Project Based Learning (PjBL) Assignment: Task 1 a. Compile a frequency distribution table b. Prepare a 2 X 50 frequency distribution graph		**Material:** Variables **Literature:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Library Frequency **:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Frequency Distribution **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Frequency Distribution Tables and Graphs **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	5%
4	Able to process statistical data in graphic form with the help of software (C5, A4)	1. Students are able to create polygon graphs 2. Students are able to make histogram graphs 3. Use of software	**Criteria:** Product **Form of Assessment** : Participatory Activities	Project Based Learning (PjBL) Assignment: Task 2 a. Arranging polygon graphs b. Compile a 2 X 50 histogram graph		**Material:** Polygon Graphics **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Histogram Graphics **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	2%

5	Able to process statistical data in graphic form with the help of software (C5, A4)	1. Students are able to create polygon graphs 2. Students are able to make histogram graphs 3. Use of software	**Criteria:** Product **Form of Assessment** : Participatory Activities	Project Based Learning (PjBL) Assignment: Task 2 a. Arranging polygon graphs b. Compile a 2 X 50 histogram graph		**Material:** Polygon Graphics **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Histogram Graphics **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	3%
6	Able to calculate average values and determine characteristics of data sets (C4, A4)	1. Students are able to calculate the mean, median, and mode 2. Students are able to explain the relationship between mean, median, and mode 3. Students are able to calculate quartiles, deciles and percentiles	**Criteria:** Product **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning (PjBL) Assignment: Task 3 a. Collect quiz result data b. Compile the results of calculating the mean, median, and mode c. Compile the results of calculating quartiles, deciles and 2 X 50 percentiles		**Material:** Calculating the mean, median and mode **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Relationship between mean, median and mode **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Calculating quartiles, deciles and percentiles **Reference:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	5%

7	Able to determine the distribution of data in a statistical data set (C5, A4)	1. Students are able to calculate the size of the data distribution 2. Students are able to calculate range and deviation	**Criteria:** Product **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Project Based Learning (PjBL) Assignment: Task 4 a. Using the data in Task 3, students calculate the size of the data distribution b. Next, students calculate the range and deviation of 2 X 50		**Material:** Calculating the size of data distribution. **Reference:** *Riduwan, & Sunarto. 2010. Introduction to Statistics for Educational, Social, Economic, Communication and Business Research. Bandung: Alphabeta* **Material:** Calculating range and deviation **Reader:** *Riduwan, & Sunarto. 2010. Introduction to Statistics for Educational, Social, Economic, Communication and Business Research. Bandung: Alphabeta*	4%
8	Midterm Exam (UTS)	meeting indicators 1-7	**Criteria:** Students are able to arrange data classes, determine frequency distributions, calculate average values and produce data graphs, as well as calculate the size of data distribution **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning (PjBL) 2 X 50		**Material:** a. Calculating the mean, median, and mode **Library:**	20%
9	Able to determine relationships between variables and apply correlational analysis (C5, A4)	1. Students are able to determine directions and correlation maps 2. Students are able to determine correlation numbers 3. Students are able to determine objectives and classify correlations	**Criteria:** Assessment rubric (quantitative) **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Tests	a. Discovery learning b. Small Group Discussion 2 X 50		**Material:** Directions and correlation maps **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** b. Correlation figures **Library:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** c. Objectives and classification of correlations **Reader:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	5%

10	Able to design quantitative research with correlational analysis (product moment correlation technique and hierarchical correlation technique) (C6, A4)	1. The purpose and use of correlation techniques 2. Determining the correlation index 3. Calculating correlation numbers 4. Interpreting correlations	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning (PjBL) Assignment: Task 5 a. Collect data on the results of distributing questionnaires and quiz results b. Calculating the correlation between the results of distributing the questionnaire and the quiz results c. Interpret the results of the 2 X 50 correlation calculation		**Material:** Purpose and use of correlation techniques **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Determining the correlation index **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Calculating correlation numbers **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** d. Interpreting correlations **Bibliography:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	2%

11	Able to design quantitative research with correlational analysis (product moment correlation technique and hierarchical correlation technique) (C6, A4)	1. The purpose and use of correlation techniques 2. Determining the correlation index 3. Calculating correlation numbers 4. Interpreting correlations	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning (PjBL) Assignment: Task 5 a. Collect data on the results of distributing questionnaires and quiz results b. Calculating the correlation between the results of distributing the questionnaire and the quiz results c. Interpret the results of the 2 X 50 correlation calculation		**Material:** Purpose and use of correlation techniques **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Determining the correlation index **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Calculating correlation numbers **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** d. Interpreting correlations **Bibliography:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	2%

12	Able to design quantitative research with correlational analysis (product moment correlation technique and hierarchical correlation technique) (C6, A4)	1. The purpose and use of correlation techniques 2. Determining the correlation index 3. Calculating correlation numbers 4. Interpreting correlations	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning (PjBL) Assignment: Task 5 a. Collect data on the results of distributing questionnaires and quiz results b. Calculating the correlation between the results of distributing the questionnaire and the quiz results c. Interpret the results of the 2 X 50 correlation calculation		**Material:** Purpose and use of correlation techniques **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Determining the correlation index **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Calculating correlation numbers **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** d. Interpreting correlations **Bibliography:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	1%

13	Able to design quantitative research with comparative analysis (t test and chi square test) (C6, A4)	1. Purpose and use of comparison techniques 2. Determine the comparison index 3. Calculating comparative numbers 4. Interpret the results of comparative analysis	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning (jPBL) Assignment: Task 6 a. Collecting data on test results from the control group and experimental group b. Calculate the comparison number between the control group and the experimental group c. Interpret the results of the 2 X 50 comparative analysis		**Material:** Purpose and use of comparison techniques **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Determining the comparative index **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Calculating comparative numbers **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Interpreting the results **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	3%

14	Able to design quantitative research with comparative analysis (t test and chi square test) (C6, A4)	1. Purpose and use of comparison techniques 2. Determine the comparison index 3. Calculating comparative numbers 4. Interpret the results of comparative analysis	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning (PjBL) Assignment: Task 6 a. Collecting data on test results from the control group and experimental group b. Calculate the comparison number between the control group and the experimental group c. Interpret the results of the 2 X 50 comparative analysis		**Material:** Purpose and use of comparison techniques **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Determining the comparative index **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Calculating comparative numbers **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Interpreting the results **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	3%

15	Able to design quantitative research with comparative analysis (t test and chi square test) (C6, A4)	1. Purpose and use of comparison techniques 2. Determine the comparison index 3. Calculating comparative numbers 4. Interpret the results of comparative analysis	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Project Based Learning (PjBL) Assignment: Task 6 a. Collecting data on test results from the control group and experimental group b. Calculate the comparison number between the control group and the experimental group c. Interpret the results of the 2 X 50 comparative analysis		**Material:** Purpose and use of comparison techniques **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Determining the comparative index **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Calculating comparative numbers **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press* **Material:** Interpreting the results **References:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	4%
16	Final Semester Examination (UAS)	meeting indicators 9-15	**Criteria:** Able to determine data distribution and apply correlation analysis and comparative analysis **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning (PjBL) Final Semester Examination (UAS) 2 X 50		**Material:** a. Calculating the mean, median, and mode **Reference:** *Sudijono, Anas. 2018. Introduction to Education Statistics. Depok: Rajawali Press*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	24.67%
2.	Project Results Assessment / Product Assessment	62.67%
3.	Practice / Performance	2%
4.	Test	9.67%
		99.01%

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.