<table>
<tr><td rowspan="2"></td><td rowspan="2" colspan="3">Universitas Negeri Surabaya
Faculty of Languages and Arts
Japanese Language Education Undergraduate Study Program</td><td>Document Code</td></tr>
<tr><td></td></tr>
</table>

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Tokeigaku		8820502283		T=2	P=0	ECTS=3.18	5	July 18, 2024

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
		....	....	Rusmiyati, S.Pd., M.Pd.

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	Learning material regarding understanding and application of basic theories and concepts of descriptive statistics and inferential statistics in preparing theses to improve language skills and their application in learning Japanese at school. Learning methods using discussion, case studies, problem-based and others. Learning evaluation is carried out using written tests, performance and presentations.

References	Main :

1. Arikunto, Suharsimi. 2010.Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: Rineka Cipta.
2. Siregar, Syofian. 2013.Statistik Parametrik untuk Penelitian Kuantitatif.Jakarta: Bumi Aksara
3. Sudijono, Anas. 2008.Pengantar Statistik Pendidikan.Jakarta: Raja Grafindo.
4. Sugiyono. 2013.Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi. Bandung: Alfabeta

	Supporters:

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	Can explain the meaning of statistics and educational statistics	Explain the meaning of statistics and educational statistics	**Criteria:** Assessment rubric	Presentation, discussion 2 X 50			0%
2	Can explain frequency distribution problems, and be able to create frequency distribution tables, graphs as a means of depicting frequency distribution, frequency distribution in the form of polygon graphs, and histograms	Explain frequency distribution problems, and be able to create frequency distribution tables, graphs as a means of depicting frequency distribution, frequency distribution in the form of polygon graphs, and histograms	**Criteria:** Assessment rubric	Presentation, discussion 2 X 50			0%
3	Can explain and be able to calculate Mean, Median, Mode, Quartile, Decile and Percentile	Explain and be able to calculate Mean, Median, Mode, Quartile, Decile, and Percentile	**Criteria:** Class presentation assessment rubric	Presentation, discussion 2 X 50			0%
4	Can explain and be able to calculate the size of data distribution	Explain and be able to calculate the Size of Data Distribution	**Criteria:** Class presentation assessment rubric	Presentation, discussion 2 X 50			0%
5	Can explain the meaning of population, sample and can determine appropriate sampling techniques	Explain the meaning of population, sample and be able to determine appropriate sampling techniques	**Criteria:** Assessment rubric	Presentation, discussion 2 X 50			0%
6	Can explain and calculate the validity and reliability of an instrument	Explain and calculate the validity and reliability of an instrument	**Criteria:** Class presentation assessment rubric	Presentation, discussion 2 X 50			0%
7	Can answer Mid-Semester Exam (UTS) questions well and correctly	Answer Mid-Semester Exam (UTS) questions properly and correctly	**Criteria:** Assessment rubric	Take the 2 X 50 written test			0%
8	Can explain and calculate Parametric Statistics data	Explain and calculate Parametric Statistics data	**Criteria:** Presentation assessment rubric	Presentation, discussion 2 X 50			0%
9	Can explain and calculate Parametric Statistics data	Explain and calculate Parametric Statistics data	**Criteria:** Class presentation assessment rubric	Presentation, discussion 2 X 50			0%
10	Can explain and calculate Parametric Statistics data	Explain and calculate Parametric Statistics data	**Criteria:** Class performance assessment rubric	Presentation, discussion 2 X 50			0%
11	Can explain and calculate Parametric Statistics data	Explain and calculate Parametric Statistics data	**Criteria:** Class presentation assessment rubric	Presentation, discussion 3 X 50			0%

12	Can explain and calculate Parametric Statistics data	Explain and calculate Parametric Statistics data	**Criteria:** Class presentation assessment rubric	Presentation, discussion 2 X 50			0%
13	Can explain and calculate Parametric Statistics data	Explain and calculate Parametric Statistics data	**Criteria:** Class presentation assessment rubric	Presentation, discussion 2 X 50			0%
14	Can explain and calculate data analysis	Explain and calculate Data Analysis	**Criteria:** Class presentation assessment rubric	Presentation, discussion 2 X 50			0%
15	Can explain and calculate data analysis	Explain and calculate Data Analysis	**Criteria:** Class presentation assessment rubric	Presentation, discussion 2 X 50			0%
16	Can answer Final Semester Examination (UAS) questions well and correctly	Answer the Final Semester Examination (UAS) questions properly and correctly	**Criteria:** Assessment rubric	Take the 2 X 50 written test			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.