



**Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Applied Social Statistics	6920102286		T=2	P=0	ECTS=3.18	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Agus Machfud Fauzi, M.Si.

Learning model	Case Studies
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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	This course presents and discusses statistics, especially parametric and non-parametric statistics and their application in research. The discussion includes: measurement scales, sampling techniques, one-parameter and two-parameter hypothesis testing, regression analysis, correlation analysis, non-parametric hypothesis testing for 2 related samples including Mc Nemar, Wilcoxon tests, non-parametric hypothesis testing for 2 independent samples including Chi-Square, Fisher test, non-parametric correlation test which includes: spearman rank, Kendall rank, Creamer.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Baunach, D.M., & Davis, R.L. (2007). Study Guide for Healey's the Essentials of Statistics. Belmont, CA: Thomson Wadsworth. 2. Cramer, D. (1998). Fundamental Statistics for Social Research. New York: Routledge. 3. Furqan. (1999) Statistika Terapan Untuk Penelitian, Bandung: Alfabeta. 4. Hamang, Abdul. (2005) Metode Statistik, Bandung: Graha Ilmu 5. Minium, E.W. (1993). Statistical Reasoning in Psychology & Education. New York: John Wiley & Sons. 6. Lungan R. (2006) Aplikasi Statistik Hitung Peluang, Bandung: Graha Ilmu 7. M. Iqbal Hasan. (2003) Pokok-pokok Materi Statistik, Bandung: Alfabeta. 8. Ridwan (2005) Dasar-dasar Statistik, Bandung: Alfabeta 9. Sugiyono, (2006) Statistika Untuk Penelitian, Bandung: Alfabeta <p>Supporters:</p>
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Supporting lecturer	Arief Sudrajat, S.Ant., M.Si.
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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	Apply statistical concepts to become an analyst and researcher on development and education problems	<ol style="list-style-type: none"> 1.Explaining Applied Statistics 2.Explaining Parametric and Non-Parametric Statistics 3.explain Hypothesis testing 4.explains one-parameter Hypothesis testing. 5.explains two-parameter Hypothesis testing 	Form of Assessment : Participatory Activities, Portfolio Assessment	Behavioristic/Expository/Lecture Approach 2 X 50	Behavioristic/Expository/Lecture Approach 2 X 50		6%

2	Apply statistical concepts to become an analyst and researcher on development and education problems	1.explain Hypothesis testing 2.explains one-parameter Hypothesis testing. 3.explains two-parameter Hypothesis testing	Form of Assessment : Participatory Activities	Behavioristic/Expository/Lecture Approach 3 X 50		Material: Hypothesis Bibliography: Lungan R. (2006) <i>Statistical Applications for Calculating Opportunities, Bandung: Graha Ilmu</i>	5%
3	Apply statistical concepts to become an analyst and researcher on development and education problems	Explain Regression analysis	Criteria: Question a has a weight of 50. Question b has a weight of 50 Form of Assessment : Practice / Performance	Behavioristic/Expository/Lecture Approach 3 X 50			6%
4	Apply statistical concepts to become an analyst and researcher on development and education problems	- Explain Regression analysis	Criteria: Question a has a weight of 50. Question b has a weight of 50 Form of Assessment : Project Results Assessment / Product Assessment	Behavioristic/Expository/Lecture Approach 3 X 50			5%
5	Apply statistical concepts to become an analyst and researcher on development and education problems	Explain Correlation analysis	Criteria: Question a has a weight of 25. Question b has a weight of 25. Question c has a weight of 25. Question d has a weight of 25. Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Behavioristic/Expository/Lecture Approach 3 X 50			6%
6	Apply statistical concepts to become an analyst and researcher on development and education problems	Explain Correlation analysis	Criteria: Question a has a weight of 25. Question b has a weight of 25. Question c has a weight of 25. Question d has a weight of 25. Form of Assessment : Participatory Activities	Behavioristic/Expository/Lecture Approach 3 X 50			5%
7	Apply statistical concepts to become an analyst and researcher of development and education problems	Explaining Non-Parametric statistics	Criteria: Question a has a weight of 25. Question b has a weight of 25. Question c has a weight of 25. Question d has a weight of 25. Form of Assessment : Participatory Activities	Behavioristic/Expository/Lecture Approach 3 X 50			5%
8	Midterm exam		Form of Assessment : Test	3 X 50			15%
9	Applying statistical concepts in sociological research to become an analyst and researcher of development and education problems	Explaining the Non Parametric H Test (2 Related Samples)	Form of Assessment : Participatory Activities	Behavioristic/Expository/Lecture Approach 3 X 50			5%
10	Applying statistical concepts in sociological research to become an analyst and researcher of development and education problems	Explaining the Non Parametric H Test (2 Related Samples)	Form of Assessment : Participatory Activities	Behavioristic/Expository/Lecture Approach 3 X 50			5%
11	Applying statistical concepts in sociological research to become an analyst and researcher of development and education problems	Explaining the Non Parametric H Test (2 independent samples)	Form of Assessment : Participatory Activities	Behavioristics/Economics/Lectures 3 X 50			5%

12	Applying statistical concepts in sociological research to become an analyst and researcher of development and education problems	Explaining the Non Parametric H Test (2 independent samples)	Form of Assessment : Participatory Activities	Behavioristics/Economics/Lectures 3 X 50			5%
13	Applying statistical concepts in sociological research to become an analyst and researcher of development and education problems	Explaining Non Parametric Correlation Tests	Form of Assessment : Participatory Activities	Behavioristics/Economics/Lectures 3 X 50			5%
14	Applying statistical concepts in sociological research to become an analyst and researcher of development and education problems	Explaining Non Parametric Correlation Tests	Form of Assessment : Participatory Activities, Practice/Performance	Behavioristics/Economics/Lectures 3 X 50			6%
15	Applying statistical concepts in sociological research to become an analyst and researcher of development and education problems	Explain Sampling Techniques	Form of Assessment : Participatory Activities, Practice/Performance	Behavioristics/Economics/Lectures 3 X 50		Material: sampling Reference: <i>Sugiyono, (2006) Statistics for Research, Bandung: Alfabeta</i> <hr/> Material: sampling Bibliography: <i>M. Iqbal Hasan. (2003) Basic Materials of Statistics, Bandung: Alfabeta.</i>	6%
16			Form of Assessment : Test			Material: uas References: <i>Baunach, DM, & Davis, RL (2007). Study Guide for Healey's the Essentials of Statistics. Belmont, CA: Thomson Wadsworth.</i> <hr/> Material: uas References: <i>Hamang, Abdul. (2005) Statistical Methods, Bandung: Graha Ilmu</i> <hr/> Material: uas Reader: <i>Sugiyono, (2006) Statistics for Research, Bandung: Alfabeta</i> <hr/> Material: uas Bibliography: <i>M. Iqbal Hasan. (2003) Basic Materials of Statistics, Bandung: Alfabeta.</i>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	52%
2.	Project Results Assessment / Product Assessment	8%
3.	Portfolio Assessment	3%
4.	Practice / Performance	12%
5.	Test	25%
		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.