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<tr><td rowspan="3">[logo]
UNESA</td><td align="center">Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program</td><td>Document Code</td></tr>
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SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Study of Educational Statistics		6920102274			T=2	P=0	ECTS=3.18	7	July 18, 2024

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

Learning model	**Project Based Learning**

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	Study of statistical methods in practice and their application to analyze educational research data, including: data presentation, probability theory, probability distribution, hypothesis testing both parametric and non-parametric

References	**Main :**	
	Supporters:	

Supporting lecturer	Arief Sudrajat, S.Ant., M.Si.

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	Applying sociological research methodology to become an analyst and researcher of educational problems	Explain the meaning of quantitative sociological research methods in education. Identify quantitative research problems in education		Behavioristic/ Expository/ Lecture Approach 2 X 50			0%

2	Applying sociological research methodology to become a tool for analysts and researchers regarding educational problems	Developing the background of problems in educational studies Developing limitations, objectives and benefits of research Identifying quantitative research variables Formulating research hypotheses Explaining population and sample creation Explaining sampling techniques	**Criteria:** Procedure	Behavioristic/Economic Approach/Lectures 2 X 50			0%
3	Applying sociological research methodology to become a tool for analysts and researchers regarding educational problems	Developing the background of problems in educational studies Developing limitations, objectives and benefits of research Identifying quantitative research variables Formulating research hypotheses Explaining population and sample creation Explaining sampling techniques	**Criteria:** Procedure	Behavioristic/Economic Approach/Lectures 2 X 50			0%
4	Applying sociological research methodology to become a tool for analysts and researchers regarding educational problems	Developing the background of problems in educational studies Developing limitations, objectives and benefits of research Identifying quantitative research variables Formulating research hypotheses Explaining population and sample creation Explaining sampling techniques	**Criteria:** Procedure	Behavioristic/Economic Approach/Lectures 2 X 50			0%

5	Applying sociological research methodology to become a tool for analysts and researchers regarding educational problems	Developing the background of problems in educational studies Developing limitations, objectives and benefits of research Identifying quantitative research variables Formulating research hypotheses Explaining population and sample creation Explaining sampling techniques	**Criteria:** Procedure	Behavioristic/Economic Approach/Lectures 2 X 50			0%
6	Applying sociological research methodology to become a tool for analysts and researchers regarding educational problems	Developing the background of problems in educational studies Developing limitations, objectives and benefits of research Identifying quantitative research variables Formulating research hypotheses Explaining population and sample creation Explaining sampling techniques	**Criteria:** Procedure	Behavioristic/Economic Approach/Lectures 2 X 50			0%
7	Applying sociological research methodology to become a tool for analysts and researchers regarding educational problems	Developing the background of problems in educational studies Developing limitations, objectives and benefits of research Identifying quantitative research variables Formulating research hypotheses Explaining population and sample creation Explaining sampling techniques	**Criteria:** Procedure	Behavioristic/Economic Approach/Lectures 2 X 50			0%
8	UTS			2 X 50			0%

9	Applying sociological research methodology to become a tool for analysts and researchers of educational problems	Developing qualitative research instruments Formulating data collection techniques Explaining the validity and reliability of data Formulating data analysis techniques Guiding the preparation of research proposals	**Criteria:** Ability to explain and apply	Constructivist Approach/Cooperative Learning/Discussion 2 X 50			0%
10	Applying sociological research methodology to become a tool for analysts and researchers of educational problems	Developing qualitative research instruments Formulating data collection techniques Explaining the validity and reliability of data Formulating data analysis techniques Guiding the preparation of research proposals	**Criteria:** Ability to explain and apply	Constructivist Approach/Cooperative Learning/Discussion 2 X 50			0%
11	Applying sociological research methodology to become a tool for analysts and researchers of educational problems	Developing qualitative research instruments Formulating data collection techniques Explaining the validity and reliability of data Formulating data analysis techniques Guiding the preparation of research proposals	**Criteria:** Ability to explain and apply	Constructivist Approach/Cooperative Learning/Discussion 2 X 50			0%
12	Applying sociological research methodology to become a tool for analysts and researchers of educational problems	Developing qualitative research instruments Formulating data collection techniques Explaining the validity and reliability of data Formulating data analysis techniques Guiding the preparation of research proposals	**Criteria:** Ability to explain and apply	Constructivist Approach/Cooperative Learning/Discussion 2 X 50			0%

13	Applying sociological research methodology to become a tool for analysts and researchers of educational problems	Developing qualitative research instruments Formulating data collection techniques Explaining the validity and reliability of data Formulating data analysis techniques Guiding the preparation of research proposals	**Criteria:** Ability to explain and apply	Constructivist Approach/Cooperative Learning/Discussion 2 X 50			0%
14	Applying sociological research methodology to become a tool for analysts and researchers of educational problems	Developing qualitative research instruments Formulating data collection techniques Explaining the validity and reliability of data Formulating data analysis techniques Guiding the preparation of research proposals	**Criteria:** Ability to explain and apply	Constructivist Approach/Cooperative Learning/Discussion 2 X 50			0%
15	Applying sociological research methodology to become a tool for analysts and researchers of educational problems	Developing qualitative research instruments Formulating data collection techniques Explaining the validity and reliability of data Formulating data analysis techniques Guiding the preparation of research proposals	**Criteria:** Ability to explain and apply	Constructivist Approach/Cooperative Learning/Discussion 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.