

|                                                                                   |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------|-------------|---------------------------|------------------------------------|-----------------------|--------|
|  |                                                                                                                                            | <div>Universitas Negeri Surabaya</div> <div>Fakultas Vokasi</div> <div>Program Studi D4 Manajemen Informatika</div>                                                                                                                                                                                                   |           |                                         |             |                           | <div>Kode</div> <div>Dokumen</div> |                       |        |
| RENCANA PEMBELAJARAN SEMESTER                                                     |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
| MATA KULIAH (MK)                                                                  |                                                                                                                                            | KODE                                                                                                                                                                                                                                                                                                                  | Rumpun MK |                                         | BOBOT (sks) |                           | SEMESTER                           | Tgl Penyusunan        |        |
| Statistika                                                                        |                                                                                                                                            | 5730102209                                                                                                                                                                                                                                                                                                            |           |                                         | T=2         | P=0                       | ECTS=3.18                          | 4<br>24 Desember 2024 |        |
| OTORISASI                                                                         |                                                                                                                                            | Pengembang RPS                                                                                                                                                                                                                                                                                                        |           | Koordinator RMK                         |             | Koordinator Program Studi |                                    |                       |        |
|                                                                                   |                                                                                                                                            | Dodik Arwin Dermawan, S.ST., S.T., M.T.                                                                                                                                                                                                                                                                               |           | Dodik Arwin Dermawan, S.ST., S.T., M.T. |             | DODIK ARWIN DERMAWAN      |                                    |                       |        |
| Model Pembelajaran                                                                | Case Study                                                                                                                                 |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                          |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPL-1                                                                                                                                      | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                                                                                                                 |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPL-2                                                                                                                                      | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan                                                                                                                                                                                            |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPL-3                                                                                                                                      | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan                                                                                                                    |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPL-4                                                                                                                                      | Mengembangkan diri secara berkelanjutan dan berkolaborasi.                                                                                                                                                                                                                                                            |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPL-5                                                                                                                                      | Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religious serta menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika diwujudkan dengan menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan original orang lain. |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPL-13                                                                                                                                     | Menguasai konsep, prinsip dan teknik analisis serta pengetahuan kode dan standar yang berlaku pada bidang teknologi rekayasa secara teoritis dan mampu menggunakannya pada tataran praktikal serta memanfaatkannya untuk wirausaha.                                                                                   |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPL-14                                                                                                                                     | Menguasai pengetahuan dan teknik berkomunikasi secara lisan dan tulisan menggunakan bahasa Indonesia dan Inggris.                                                                                                                                                                                                     |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                    |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPMK - 1                                                                                                                                   | Menganalisis data statistik untuk mengidentifikasi pola dan hubungan yang signifikan dalam konteks rekayasa perangkat lunak (C4)                                                                                                                                                                                      |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPMK - 2                                                                                                                                   | Mengevaluasi keakuratan dan keandalan model statistik yang digunakan dalam analisis data (C5)                                                                                                                                                                                                                         |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPMK - 3                                                                                                                                   | Menciptakan metode pengumpulan data yang inovatif untuk meningkatkan efisiensi dalam pengolahan data statistik (C6)                                                                                                                                                                                                   |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPMK - 4                                                                                                                                   | Menganalisis hasil pengujian hipotesis untuk mendukung pengambilan keputusan dalam proyek rekayasa (C4)                                                                                                                                                                                                               |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPMK - 5                                                                                                                                   | Mengevaluasi penggunaan teknik statistik dalam konteks etika dan keberlanjutan lingkungan (C5)                                                                                                                                                                                                                        |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPMK - 6                                                                                                                                   | Menciptakan model prediktif menggunakan teknik statistik untuk memecahkan masalah spesifik di bidang rekayasa perangkat lunak (C6)                                                                                                                                                                                    |           |                                         |             |                           |                                    |                       |        |
| CPMK - 7                                                                          | Menganalisis dan mengevaluasi risiko yang terkait dengan interpretasi data statistik dalam proyek rekayasa (C5)                            |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
| CPMK - 8                                                                          | Menciptakan laporan analisis statistik yang komprehensif dan mudah dipahami untuk memfasilitasi pengambilan keputusan strategis (C6)       |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
| CPMK - 9                                                                          | Menganalisis data menggunakan berbagai metode statistik untuk memastikan validitas dan reliabilitas dalam penelitian dan pengembangan (C4) |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
| CPMK - 10                                                                         | Mengevaluasi implikasi etis dari penggunaan data statistik dalam proyek dan penelitian (C5)                                                |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
| Matrik CPL - CPMK                                                                 |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |
|                                                                                   |                                                                                                                                            | CPMK                                                                                                                                                                                                                                                                                                                  | CPL-1     | CPL-2                                   | CPL-3       | CPL-4                     | CPL-5                              | CPL-13                | CPL-14 |
|                                                                                   | CPMK-1                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    | ✓                     | ✓      |
|                                                                                   | CPMK-2                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    | ✓                     | ✓      |
|                                                                                   | CPMK-3                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       | ✓      |
|                                                                                   | CPMK-4                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    | ✓                     | ✓      |
|                                                                                   | CPMK-5                                                                                                                                     | ✓                                                                                                                                                                                                                                                                                                                     |           |                                         |             |                           |                                    |                       |        |
|                                                                                   | CPMK-6                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    | ✓                     | ✓      |
|                                                                                   | CPMK-7                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       | ✓      |
|                                                                                   | CPMK-8                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |           |                                         |             | ✓                         |                                    | ✓                     |        |
|                                                                                   | CPMK-9                                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    | ✓                     | ✓      |
|                                                                                   | CPMK-10                                                                                                                                    | ✓                                                                                                                                                                                                                                                                                                                     |           |                                         |             |                           |                                    | ✓                     |        |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                       |           |                                         |             |                           |                                    |                       |        |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <table><tr><th rowspan="2">CPMK</th><th colspan="16">Minggu Ke</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-6</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-7</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CPMK-9</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>CPMK-10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr></table> | CPMK | Minggu Ke |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-4 |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-6 |  |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  | CPMK-7 |  |  |  |  |  |  | ✓ | ✓ |  |  |  | ✓ |  |  |  |  | CPMK-8 |  |  |  |  |  |  |  | ✓ |  |  |  |  | ✓ |  |  |  | CPMK-9 |  |  |  |  |  |  |  |  |  | ✓ |  |  |  | ✓ | ✓ | ✓ | CPMK-10 |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |
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| CPMK                 | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
|                      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3    | 4         | 5                 | 6 | 7                                                                                | 8 | 9               | 10 | 11 | 12                              | 13 | 14                  | 15 | 16 |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-1               | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-2               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-3               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓    |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-4               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      | ✓         |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-5               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-6               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           | ✓                 | ✓ |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-7               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   | ✓                                                                                | ✓ |                 |    |    | ✓                               |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-8               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  | ✓ |                 |    |    |                                 | ✓  |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-9               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 | ✓  |    |                                 |    | ✓                   | ✓  | ✓  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| CPMK-10              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 |    | ✓  |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| Deskripsi Singkat MK | Statistika Deskriptif, mencakup: deskripsi data (tabel data dan grafik), tendensi sentral (rata-rata, mode,median, desil, kuartil dan presentil), dispersi (simpangan baku, varians). Program komputer statistika (SPSS). Estimasi parameter populasi (rata-rata, simpangan baku/variansi, proporsi). Prinsip pengujian hipotesis (satu ekor dan dua ekor). Statistika parametrik: (1) uji kesamaan rata-rata satu sampel dan dua sampel (uji- t dan uji z), (2) uji kesamaan rata-rata k sampel (anava 1 jalur, anava faktorial 2 jalur, dan pos hoc test ), (3) analisis korelasi (produk momen dan parsial), (4) analisis regresi. Uji persyaratan analisis (normalitas distribusi, homogenitas/homoskedastisitas variansi, linieritas hubungan homoskedastisitas/heterokedastisitas, independensi variabel bebas (multicollinieritas), dan auto korelasi). Statistika non-parametrik, mencakup pengujian hipotesis komparatif: (1) satu sampel, (2) dua sampel bebas, (3) dua sampel berkorelasi, (4) banyak (k) sampel, (5) pengujian hipotesis asosiasiif data nominal dan ordinal. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| Pustaka              | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
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|                      | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| Dosen Pengampu       | Dr. Abdul Hafidz, S.Pd., M.Pd.<br>Dr. Warju, S.Pd., S.T., M.T.<br>Faris Abdi El Hakim, S.Kom., M.Tr.Kom.<br>Moch Deny Pratama, S.Tr.Kom., M.Kom.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |           |                   |   |                                                                                  |   |                 |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| Mg Ke-               | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |           |                   |   | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |   |                 |    |    | Materi Pembelajaran [ Pustaka ] |    | Bobot Penilaian (%) |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |           | Kriteria & Bentuk |   | Luring (offline)                                                                 |   | Daring (online) |    |    |                                 |    |                     |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |
| (1)                  | (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |           | (4)               |   | (5)                                                                              |   | (6)             |    |    | (7)                             |    | (8)                 |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |   |   |  |  |  |   |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |  |  |        |  |  |  |  |  |  |  |  |  |   |  |  |  |   |   |   |         |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |

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|---|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1 | Memahami pengertian statistik dan statistika, jenis data, skala pengukuran dan penyajian data. | <p>1. Dapat menjelaskan pengertian statistik dan statistika, jenis data, dan skala pengukuran.</p> <p>2. Dapat mengaplikasikan penyajian data dalam bentuk tabel data dan grafik secara manual dan dengan aplikasi SPSS.</p> | <p><b>Kriteria:</b><br/>Kebenaran perhitungan manual<br/>Kebenaran analisis dg SPSS<br/>Kesesuaian dg rambu tugas<br/>Hasil plagiarism detect</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p> | <p>TM[1]:<br/>Presentasi, tanya jawab, diskusi, praktikum SPSS.<br/>TRS[2]:<br/>Mengerjakan Tugas 1a secara manual dan SPSS.<br/>MAN[3]:<br/>Membaca literatur. [1] Tatap Muka [2]<br/>Terstruktur [3] Mandiri<br/>2 X 50</p> | <p><b>Materi:</b><br/>pengertian statistik dan statistika, jenis data, skala pengukuran dan penyajian data.<br/><b>Pustaka:</b><br/>Basuki, Ismet. 2014. <i>Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point)</i>.<br/>Ferguson, George A. 1998. <i>Statistical Analysis In Psychology And Education</i>. New York: McGraw-Hill.<br/>Peer, I.S. 2006. <i>Statistical Analysis for Education and Psychology Researchers</i>. London: UK Falmer Press.<br/>Sudjana. 1992. <i>Metoda Statistika</i>. Bandung: Tarsito.<br/>Wijaya. 2001. <i>Analisis Statistik dengan Program SPSS</i>. Bandung: Alfabeta.<br/>Wijaya. 2003. <i>Statistika Non Parametrik: Aplikasi Program SPSS</i>. Bandung: Alfabeta</p> | 5% |
|---|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

|   |                                             |                                                                                                                                                                                                                |                                                                                                                                                                                             |                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |
|---|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | Dapat mengaplikasikan ukuran pemusatan data | Secara manual dan SPSS, dengan berbagai teknik/rumus, dengan data tunggal dan kelompok; dapat menentukan: rata-rata hitung, ukur, dan harmonik; modus; median; menentukan letak dan nilai desil dan persentil. | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | TM:<br>Presentasi, tanya jawab, diskusi, praktikum SPSS. TRS: Mengerjakan Tugas 1b secara manual dan SPSS. MAN: Membaca literatur. 2 X 50 |  | <b>Materi:</b><br>mengaplikasikan ukuran pemusatan data<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. <i>Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point)</i> .<br>Ferguson, George A. 1998. <i>Statistical Analysis In Psychology And Education</i> . New York: McGraw-Hill. Peer, I.S. 2006. <i>Statistical Analysis for Education and Psychology Researchers</i> . London: UK Falmer Press.<br>Sudjana. 1992. <i>Metoda Statistika</i> . Bandung: Tarsito. Wijaya. 2001. <i>Analisis Statistik dengan Program SPSS</i> . Bandung. Alfabeta.<br>Wijaya. 2003. <i>Statistika Non Parametrik: Aplikasi Program SPSS</i> . Bandung. Alfabeta | 5% |
| 3 | Dapat mengaplikasikan tendensi sentral      | Secara manual dan SPSS, dengan berbagai teknik/rumus, dengan data tunggal dan kelompok; dapat menentukan: rentang, standar deviasi, variansi, skewness, kurtosis, skor baku                                    | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | TM:<br>Presentasi, tanya jawab, diskusi, praktikum SPSS. TRS: Mengerjakan Tugas 1c secara manual dan SPSS. MAN: Membaca literatur. 2 X 50 |  | <b>Materi:</b> tendensi sentral<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. <i>Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point)</i> .<br>Ferguson, George A. 1998. <i>Statistical Analysis In Psychology And Education</i> . New York: McGraw-Hill. Peer, I.S. 2006. <i>Statistical Analysis for Education and Psychology Researchers</i> . London: UK Falmer Press.<br>Sudjana. 1992. <i>Metoda Statistika</i> . Bandung: Tarsito. Wijaya. 2001. <i>Analisis Statistik dengan Program SPSS</i> . Bandung. Alfabeta.<br>Wijaya. 2003. <i>Statistika Non Parametrik: Aplikasi Program SPSS</i> . Bandung. Alfabeta                         | 5% |

|   |                                                             |                                                                                                                                                     |                                                                                                                                                                                             |                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |
|---|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 4 | Dapat mengestimasi parameter populasi dari statistik sampel | Secara manual dan SPSS, dapat mengestimasi parameter populasi tentang mean, standar deviasi, variansi, dan proporsi.                                | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Presentasi, tanya jawab, pemberian tugas<br>2 X 50 |  | <b>Materi:</b><br>mengestimasi parameter populasi dari statistik sampel<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).<br>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill. Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press.<br>Sudjana. 1992. Metoda Statistika . Bandung: Tarsito. Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta.<br>Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta | 5% |
| 5 | Dapat mengaplikasikan prinsip pengujian hipotesis           | Secara manual dan SPSS, dapat mengaplikasikan pengujian hipotesis tentang kesamaan mean, standar deviasi, proporsi; baik dua ekor maupun satu ekor. | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Presentasi, tanya jawab, pemberian tugas<br>2 X 50 |  | <b>Materi:</b> prinsip pengujian hipotesis<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).<br>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill. Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press.<br>Sudjana. 1992. Metoda Statistika . Bandung: Tarsito. Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta.<br>Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta                              | 5% |

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|---|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 6 | Dapat mengaplikasikan uji-t         | Secara manual dan SPSS, dapat mengaplikasikan one sample t-test, paired sample t-test, dan independent sample t-test. | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Presentasi, tanya jawab, diskusi, pemberian tugas<br>2 X 50 |  | <b>Materi:</b><br>mengaplikasikan uji-t<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).<br>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill. Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press.<br>Sudjana. 1992. Metoda Statistika . Bandung: Tarsito. Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta.<br>Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta         | 5% |
| 7 | Dapat mengaplikasikan one way anova | Secara manual dan SPSS, dapat mengaplikasikan one way anova dan post hoc test                                         | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Presentasi, tanya jawab, diskusi, pemberian tugas<br>2 X 50 |  | <b>Materi:</b><br>mengaplikasikan one way anova<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).<br>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill. Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press.<br>Sudjana. 1992. Metoda Statistika . Bandung: Tarsito. Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta.<br>Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta | 5% |

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| 8 | UTS                                 | UTS                                                                           | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif,<br>Penilaian Portofolio                                                                                  | UTS<br>2 X 50                                               |  | <b>Materi:</b> UTS<br><b>Pustaka:</b><br><i>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).</i><br><i>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill. Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press. Sudjana. 1992. Metoda Statistika . Bandung: Tarsito. Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta. Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta</i>                              | 15% |
| 9 | Dapat mengaplikasikan two way anova | Secara manual dan SPSS, dapat mengaplikasikan two way anova dan post hoc test | <b>Kriteria:</b><br>Keberanian perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Presentasi, tanya jawab, diskusi, pemberian tugas<br>2 X 50 |  | <b>Materi:</b><br>mengaplikasikan two way anova<br><b>Pustaka:</b><br><i>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).</i><br><i>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill. Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press. Sudjana. 1992. Metoda Statistika . Bandung: Tarsito. Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta. Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta</i> | 5%  |

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|----|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 10 | Dapat mengaplikasikan korelasi produk moment dan korelasi parsial | Secara manual dan SPSS dapat mengaplikasikan uji hubungan korelasional (korelasi product moment berbagai teknik) dan korelasi parsial. | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | TM:<br>Presentasi, tanya jawab, diskusi, praktikum SPSS, TRS:<br>Mengerjakan Tugas 5a secara manual dan SPSS, MAN:<br>Membaca literatur.<br>2 X 50 |  | <b>Materi:</b><br>mengaplikasikan korelasi produk moment dan korelasi parsial<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. <i>Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point)</i> .<br>Ferguson, George A. 1998. <i>Statistical Analysis In Psychology And Education</i> . New York: McGraw-Hill. Peer, I.S. 2006. <i>Statistical Analysis for Education and Psychology Researchers</i> . London: UK Falmer Press.<br>Sudjana. 1992. <i>Metoda Statistika</i> . Bandung: Tarsito. Wijaya. 2001. <i>Analisis Statistik dengan Program SPSS</i> . Bandung. Alfabeta.<br>Wijaya. 2003. <i>Statistika Non Parametrik: Aplikasi Program SPSS</i> . Bandung. Alfabeta | 5% |
| 11 | Dapat mengaplikasikan analisis regresi                            | Secara manual dan SPSS dapat mengaplikasikan analisis regresi ganda 3 prediktor.                                                       | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Presentasi, tanya jawab, diskusi, pemberian tugas<br>2 X 50                                                                                        |  | <b>Materi:</b><br>mengaplikasikan analisis regresi<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. <i>Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point)</i> .<br>Ferguson, George A. 1998. <i>Statistical Analysis In Psychology And Education</i> . New York: McGraw-Hill. Peer, I.S. 2006. <i>Statistical Analysis for Education and Psychology Researchers</i> . London: UK Falmer Press.<br>Sudjana. 1992. <i>Metoda Statistika</i> . Bandung: Tarsito. Wijaya. 2001. <i>Analisis Statistik dengan Program SPSS</i> . Bandung. Alfabeta.<br>Wijaya. 2003. <i>Statistika Non Parametrik: Aplikasi Program SPSS</i> . Bandung. Alfabeta                            | 5% |



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| 12 | Dapat mengaplikasikan uji persyatan menganalisis uji-t dan anava | Secara manual dan SPSS dapat mengaplikasikan uji normalitas distribusi dengan teknik Chi Square, Kolmogorov-Smirnov, dan Shapiro Wilk) Uji homogenitas variansi (Uji F, Bartlett, Levene) | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Presentasi, tanya jawab, diskusi, pemberian tugas<br>2 X 50 |  | <b>Materi:</b><br>mengaplikasikan uji persyatan analisis uji-t dan anava<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).<br>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill.<br>Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press.<br>Sudjana. 1992. Metoda Statistika . Bandung: Tarsito.<br>Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta.<br>Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta | 5% |
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| 13 | Dapat mengaplikasikan uji persyatan analisis korelasi linier dan regresi linier ganda | Secara manual dan SPSS dapat mengaplikasikan uji persyatan analisis korelasi linier dan regresi linier ganda, mencakup: homoskedastisitas/heterokedastisita, linieritas hubungan, independensi variabel bebas (multicollinieritas), autokorelasi | <b>Kriteria:</b><br>Kebenaran manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Presentasi, tanya jawab, diskusi, pemberian tugas<br>2 X 50 |  | <b>Materi:</b> uji persyatan analisis korelasi linier dan regresi linier ganda<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).<br>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill.<br>Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press.<br>Sudjana. 1992. Metoda Statistika . Bandung: Tarsito.<br>Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta.<br>Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta | 5% |
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| 14 | <p>Statistika nonparametrik 1: pengujian hipotesis kasus 1 sampel, dua sampel berpasangan, dan k sampel berpasangan</p> | <p>Secara manual dan SPSS dapat mengaplikasikan hipotesis kasus 1 sampel, mencakup Uji Tanda Binomial, Uji <math>\chi^2</math>, Uji Run (Median &amp; Mean), Uji Komolgorov-Smirnov. Secara manual dan SPSS dapat mengaplikasikan hipotesis kasus 2 sampel berpasangan, mencakup: Uji Tanda, Uji Ranking Bertanda Wilcoxon. Secara manual dan SPSS dapat mengaplikasikan hipotesis kasus k sampel berpasangan, mencakup: Uji Q Qochran, Uji Friedman).</p> | <p><b>Kriteria:</b><br/>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | <p>Presentasi, tanya jawab, diskusi, pemberian tugas<br/>2 X 50</p> | <p><b>Materi:</b><br/>pengujian hipotesis kasus 1 sampel, dua sampel berpasangan, dan k sampel berpasangan</p> <p><b>Pustaka:</b><br/>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).<br/>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill. Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press.<br/>Sudjana. 1992. Metoda Statistika . Bandung: Tarsito. Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta.<br/>Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta</p> | 5% |
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| 15 | Statistika non parametrik 2: pengujian hipotesis kasus 2 sampel dan k sampel bebas | Secara manual dan SPSS dapat mengaplikasikan hipotesis kasus 2 sampel bebas, mencakup: Uji U Mann Withney, dan Uji $\chi^2$ . Secara manual dan SPSS dapat mengaplikasikan hipotesis kasus k sampel bebas, mencakup: Uji Kruskal Wallis dan Uji Perluasan Median. | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Presentasi, tanya jawab, diskusi, pemberian tugas<br>2 X 50 |  | <b>Materi:</b><br>pengujian hipotesis kasus 2 sampel dan k sampel bebas<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point).<br>Ferguson, George A. 1998. Statistical Analysis In Psychology And Education . New York: McGraw-Hill.<br>Peer, I.S. 2006. Statistical Analysis for Education and Psychology Researchers . London: UK Falmer Press.<br>Sudjana. 1992. Metoda Statistika . Bandung: Tarsito.<br>Wijaya. 2001. Analisis Statistik dengan Program SPSS . Bandung. Alfabeta.<br>Wijaya. 2003. Statistika Non Parametrik: Aplikasi Program SPSS . Bandung. Alfabeta | 5% |
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| 16 | Statistika non parametrik 3: pengujian hipotesis hubungan asosiatif | Secara manual dan SPSS dapat mengaplikasikan statistika non parametrik untuk: pengujian hipotesis hubungan asosiatif, mencakup: (1) Korelasi Ranking Spearman, (2) Korelasi Ranking Tau-Kendall, (3) Korelasi Konkordansi Kendall, (4) Korelasi phi, (5) Koefisien kontingensi | <b>Kriteria:</b><br>Kebenaran perhitungan manual, kebenaran analisis dg SPSS, kesesuaian dg rambu tugas, hasil plagiarism detect<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Presentasi, tanya jawab, diskusi, pemberian tugas<br>2 X 50 |  | <b>Materi:</b><br>pengujian hipotesis hubungan asosiatif<br><b>Pustaka:</b><br>Basuki, Ismet. 2014. <i>Handout Mata Kuliah Statistika TM-1 sd TM-16 (Print Out Power Point)</i> . Ferguson, George A. 1998. <i>Statistical Analysis In Psychology And Education</i> . New York: McGraw-Hill. Peer, I.S. 2006. <i>Statistical Analysis for Education and Psychology Researchers</i> . London: UK Falmer Press. Sudjana. 1992. <i>Metoda Statistika</i> . Bandung: Tarsito. Wijaya. 2001. <i>Analisis Statistik dengan Program SPSS</i> . Bandung. Alfabeta. Wijaya. 2003. <i>Statistika Non Parametrik: Aplikasi Program SPSS</i> . Bandung. Alfabeta | 15% |
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#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi               | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipasif | 92.5%      |
| 2. | Penilaian Portofolio   | 7.5%       |
|    |                        | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb. dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

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Manajemen Informatika



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UPM Program Studi D4 Manajemen  
Informatika



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