
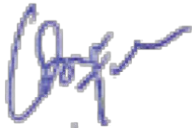




## SEMESTER LEARNING PLAN (RPS)

 <p style="margin: 0;"><b>INDONESIA BANKING SCHOOL</b></p>	<b>STIE INDONESIA BANKING SCHOOL</b>				
	<b>FACULTY OF ECONOMICS</b>				
	<b>MANAGEMENT</b>				
<b>SEMESTER LEARNING PLAN</b>					
<b>SUBJECT</b>	<b>CODE</b>	<b>Group MK</b>	<b>WEIGHT (credits)</b>	<b>SEMESTER</b>	<b>Compilation Date</b>
STATISTICS	410512	Economy	2	2	21 September 2023
<b>AUTHORIZATION</b>	<b>RPS Development Lecturer</b>	<b>Coordinator RMK</b>		<b>head of the study program</b>	
	 <b><u>Ossi Ferli ST., SE., MSM.</u></b>	 <b><u>dr. Paulina, SE., M.Si</u></b>		 <b><u>Ossi Ferli ST., SE., MSM.</u></b>	
<b>Learning Outcomes (CP)</b>	<b>PRODI CPL Charged on Courses</b>				
	<b>They are 8</b>	internalize academic values, norms and ethics			
	<b>SU 9</b>	show attitude responsible for work in their field of expertise independently			
	<b>SK 1</b>	manage your own learning independently by prioritizing integrity			
	<b>SK 2</b>	communicate information and ideas through various digital technology-based media to the public according to their field of expertise			
	<b>COULD2</b>	mastering the principles of quantitative methods in the form of logical mathematics, statistics, and multivariate data analysis as a tool for processing empirical data so that you can describe empirical quantitative data and estimate quantitative data as a basis for scientific work research			
	<b>PK 16</b>	mastering data analysis as a tool for processing empirical data so that you can describe empirical quantitative data and estimate quantitative data as a provision for scientific work research			
	<b>KU 1</b>	able to apply logical thinking, critical, systematic and innovative in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise			

<b>KU 2</b>	able to demonstrate independent, quality and measurable performance
<b>KU 4</b>	able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/her responsibility
<b>KU 6</b>	able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis
<b>KK 1</b>	able to solve routine management and organizational problems (including: marketing, human resources, finance, and entrepreneurship) with applicable rules
<b>Course Learning Outcomes (CPMK)</b>	
<b>M1</b>	students are able to carry out numerical descriptive statistical analysis, tables and graphs (SU9, SK1, PU2, PK2, PK3, KU1, KU2, KK1).
<b>M2</b>	students are able to apply the concept of index numbers in economics, the concept of discrete and continuous probability (SU9, SK1, SK2, PU2, PK2, PK3, KU1, KU2, KK1).
<b>M3</b>	students are able to carry out normal distribution analysis and apply the concept of sampling and sampling distribution (SK2, PU2, PK2, PK3, KU1, KU2, KK1).
<b>M4</b>	students are able to create hypotheses and carry out hypothesis testing analysis (PU2, PK2, PK3, KU1, KU2, KK1).
<b>M5</b>	students are able to apply the concepts of average hypothesis testing, variance hypothesis testing, goodness of fit test, ANOVA, and regression (SK2, PU2, PK2, PK3, KK1).
<b>M6</b>	students are able to accept, respond and appreciate new experiences and group assignments (SU9, SK1, PU2, KU1, KU2, KU4, KK1).
<b>CPL SUB CPMK</b>	
<b>Sub-CPMK 1</b>	students are able to explain the meaning of Statistics, Measuring Scales, summarize qualitative and quantitative variables in the form of tables and graphs [C2, A3]
<b>Sub-CPMK 2</b>	students are able to explain the concept of descriptive statistics. Calculating the central value of the data and the value of the data variation [C2, A3]
<b>Sub-CPMK 3</b>	students are able to explain the concept of index numbers and their benefits in everyday life [C3, A3]
<b>Sub-CPMK 4</b>	students are able to explain the concept of probability and are able to carry out simple probability operations [C3, A3]
<b>Sub-CPMK 5</b>	students are able to explain the concept of discrete probability distributions and the types of discrete probability distributions [C3, A3]
<b>Sub-CPMK 6</b>	students are able to explain the concept of continuous probability distribution [C2, A3]
<b>Sub-CPMK 7</b>	students are able to explain the concept of normal probability distribution using the z table [C3, A3]
<b>Sub-CPMK 8</b>	students are able to explain the concepts of sampling, sampling distribution, point estimation, and interval estimation [C3, A3]
<b>Sub-CPMK 9</b>	students are able to explain the concept of hypothesis testing, type I and II errors [C3, A3]

	<p><b>Sub-CPMK 10</b> tudents are able to explain one-sided and two-sided average hypothesis testing, as well as one-sided and two-sided proportion hypothesis testing using the critical point or p-value approach. [C3, A3]</p> <p><b>Sub-CPMK 11</b> tudents are able to explain the concept of hypothesis testing for 2 populations [C3, A3]</p> <p><b>Sub-CPMK 12</b> tudents are able to explain the concept of goodness of fit [C3, A3]</p> <p><b>Sub-CPMK 13</b> tudents are able to explain the concept of analysis of variance [C3, A3]</p> <p><b>Sub-CPMK 14</b> tudents are able to explain the concept of regression [C2, A3, P3]</p>
<b>Brief description of MK</b>	<p>Statistics courses give students the ability to know the types of data, how to obtain, process, present and interpret them to make decisions on various problems in everyday life.</p> <p>In this way, students are able to use statistical science to make policies on various economic and business problems. Statistics discusses the application of the basics of mathematics, namely Arithmetic and the Concept of Probability. The basics of Mathematics are used to study data, central value measures and data variability, index numbers, discrete probability distributions, continuous probability distributions, estimation intervals, hypothesis testing, variance analysis, and regression).</p>
<b>Study Materials/Learning Materials</b>	<ol style="list-style-type: none"> <li>1. <b>Data and Statistics</b></li> <li>2. <b>Descriptive Statistics: Numerical Measures</b></li> <li>3. <b>Index Number</b></li> <li>4. <b>Introduction to Probability</b></li> <li>5. <b>Discrete Probability Distributions</b></li> <li>6. <b>Continuous Probability Distribution</b></li> <li>7. <b>Sampling and Sampling Distribution</b></li> <li>8. <b>Hypothesis Test</b></li> <li>9. <b>Hypothesis Test</b></li> <li>10. <b>Inference About Means and Proportion with Two Population</b></li> <li>11. <b>Inference About Two Population Variance</b></li> <li>12. <b>Comparing Multiple Proportions, Test of Independence, and Goodness of Fit</b></li> <li>13. <b>Experimental Design and Analysis of Variance</b></li> <li>14. <b>Regression</b></li> </ol>
<b>References</b>	<p><b>Main:</b></p> <ol style="list-style-type: none"> <li>1. Sweeney, D. J., Anderson, D. R., Williams, T. A., Camm, J. D., Cochran, J. J., Fry, M. J., &amp; Ohlmann, J. W. (2020). <i>Statistics for Business &amp; Economics</i> (14 ed.). Canada: Cengage Learning, Inc</li> </ol> <p><b>Supporters:</b></p> <ol style="list-style-type: none"> <li>1. Black , K. (2019). <i>Business Statistics: For Contemporary Decision Making</i> (10 ed.). New Jersey: Wiley.</li> <li>2. Lind, D. A., Marchal, W. G., &amp; Wathen, S. A. (2020). <i>Statistical Techniques in Business &amp; Economics</i> (18 ed.). New York: McGraw-Hill/Irwin.</li> </ol> <p><b>Journal:</b></p> <ol style="list-style-type: none"> <li>1. Wijaya, E. &amp; Ferrari, A. (2020). <i>Stocks Investment Decision Making Capital Asset Pricing Model (CAPM)</i>. Tarumanegara University</li> </ol>

	<p>Management Journal Vol. 24 No. 1 February 2020, E-ISSN : 2549 -8797, ISSN 1410-3583 (Sinta 2).</p> <p>2. Wijaya, E. (2021). Analysis of Factors that Influence Financial Behavior (Case Study of e-wallet users). 12-13 August 2021, The 4th Business Management, Economic and Accounting (BIEMA) National Conference, Jakarta Development University.</p> <p>3. Maharani, P., &amp; Ferli, O. (2020). General Insurance Company Profits on the Indonesian Stock Exchange are Influenced by Premium Income, Claim Expenses and Risk-Based Capital. Journal of Capital Markets and Business. Vol. 2 No. 2 (2020).<a href="https://jurnal.ticmi.co.id/index.php/jpm/article/view/45/63">https://jurnal.ticmi.co.id/index.php/jpm/article/view/45/63</a></p> <p>4. Ferli, O., &amp; Alfajri, I. W. (2020). Bank Financial Performance in Indonesia: Customer Assisted and Customer Transparent. Journal of Strategic Management and Business Applications Vol. 3 o. 2 (2020).<a href="https://ejournal.imperiuminstitute.org/index.php/JMSAB/article/view/191">https://ejournal.imperiuminstitute.org/index.php/JMSAB/article/view/191</a></p> <p>5. Adilla, R. &amp; Ferli, O. (2021). How effective is the detection of financial statement fraud using the Beneish M-Score model in manufacturing sector companies on the Indonesian Stock Exchange. Journal of Applied Business Administration. Vol. 5 No. 2 (2021).<a href="https://jurnal.polibatam.ac.id/index.php/JABA/article/view/3849">https://jurnal.polibatam.ac.id/index.php/JABA/article/view/3849</a></p> <p>6. Mayang, A. M., &amp; Ferli, O. (2022). The Influence of Stock Liquidity on Stock Price Crash Risk in Consumer Goods Industrial Companies on the Indonesian Stock Exchange in 2010-2019. Journal of Management Science. Vol. 10 No. 2 (2022).<a href="https://journal.unesa.ac.id/index.php/jim/article/view/12959">https://journal.unesa.ac.id/index.php/jim/article/view/12959</a></p> <p>7. Alifa, P. R., &amp; Ferli, O. (2022). The Influence of Investment Manager Ability on the Performance of Fixed Income Mutual Funds in Indonesia. Unisma Management Science Journal. Vol. 7 No. 2 (2022).<a href="https://riset.unisma.ac.id/index.php/jimmu/article/view/17648">https://riset.unisma.ac.id/index.php/jimmu/article/view/17648</a></p> <p>8. Nia, V. M., Ferli, O., Novikri, I., Sembel, R., &amp; Manurung, A. H. (2023). Identification Of Market Volatility With Solid VAR Autoregression Validity In Indonesia Cryptocurrencies Or Gold. Management Scientific Journal, Faculty of Economics. Vol. 9 No. 1 (2023).<a href="https://journal.unpak.ac.id/index.php/jimfe/article/view/6146">https://journal.unpak.ac.id/index.php/jimfe/article/view/6146</a></p>	
<b>Instructional Media</b>	<b>Software:</b>	<b>Hardware:</b>
	Power Point, Excell, video	White board, PC, LCD Projector
<b>Team Teaching</b>	Lecturer Team	
<b>Course requirements</b>	-	

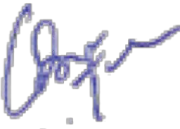


Week-	Sub-CP-MK (as expected final capability)	Study Materials (teaching materials)	Learning methods	Time (minutes)	Student learning experience	Assessment Criteria & indicators	Assessment Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<b>Sub CPMK 1:</b> Students are able to explain the meaning of Statistics, Measuring Scales, summarize qualitative and quantitative variables in the form of tables and graphs [C2, A3]	<b>Data and Statistics</b> <ul style="list-style-type: none"> <li>▪ Applications in Business and Economics</li> <li>▪ Data and Measuring Scale</li> <li>▪ Data source</li> <li>▪ Summarizing Data for Qualitative Variables</li> <li>▪ Summarizing Data for Quantitative Variables</li> </ul>	Collaborative learning Cooperative learning	150	Think critically Listening Expressing an opinion	Observation Participation Written test	15
2	<b>Sub CPMK 2:</b> Students are able to explain the concept of descriptive statistics. Calculate the central value of the data and the value of the data variation [C2, A3]	<b>Descriptive Statistics:</b> <b>Numerical Measures</b> <ul style="list-style-type: none"> <li>▪ Measures of Location</li> <li>▪ Measures of Variability</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	
3	<b>Sub CPMK 3:</b> Students are able to explain the concept of index numbers and their benefits in everyday life [C3, A3]	<b>Index Number</b> <ul style="list-style-type: none"> <li>▪ Price Relatives</li> <li>▪ Aggregate Price Index</li> <li>▪ Computing an Aggregate Price Index from Price Relatives</li> <li>▪ Deflating a Series by Price Index</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	
4	<b>Sub CPMK 4:</b> Students are able to explain the concept of probability and are able to carry out simple probability	<b>Introduction to Probability</b> <ul style="list-style-type: none"> <li>▪ Random Experiments, Counting Rules, and Assigning Probabilities</li> <li>▪ Events and Their Probabilities</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	

Week-	Sub-CP-MK (as expected final capability)	Study Materials (teaching materials)	Learning methods	Time (minutes)	Student learning experience	Assessment Criteria & indicators	Assessment Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	operations [C3, A3]	<ul style="list-style-type: none"> <li>▪ Some Basic Relationship of Probabilities</li> <li>▪ Conditional Probabilities</li> <li>▪ Bayes' Theorem</li> </ul>					
5	<b>Sub CPMK 5:</b> Students are able to explain the concept of discrete probability distributions and the types of discrete probability distributions [C3, A3]	<b>Discrete Probability Distributions</b> <ul style="list-style-type: none"> <li>▪ Random Variables</li> <li>▪ Developing Discrete Probability Distribution</li> <li>▪ Binomial Probability Distribution</li> <li>▪ Poisson Probability Distribution</li> <li>▪ Hypergeometric Probability Distribution</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	
6	<b>Sub CPMK 6:</b> Students are able to explain the concept of continuous probability distribution [C2, A3, P3]	<b>Continuous Probability Distribution</b> <ul style="list-style-type: none"> <li>▪ Uniform Probability Distribution</li> <li>▪ Normal Probability Distribution</li> </ul>	Collaborative learning Cooperative learning group discussion Student-centered learning	150	Think critically Presentation Listen Asking question	Observation Participation Written test Presentation	
7	<b>Sub CPMK 7:</b> Students are able to explain the concept of normal probability distribution using the z table [C3, A3]	<b>Sampling and Sampling Distribution</b> <ul style="list-style-type: none"> <li>▪ Point Estimation</li> <li>▪ Introduction to Sampling Distribution</li> <li>▪ Sampling Distribution of Point Estimator</li> <li>▪ Interval Estimation</li> <li>▪ Population Mean: from known</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listening Discussion	Observation Participation Written test	

Week-	Sub-CP-MK (as expected final capability)	Study Materials (teaching materials)	Learning methods	Time (minutes)	Student learning experience	Assessment Criteria & indicators	Assessment Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		<ul style="list-style-type: none"> <li>Population Mean: from unknown</li> <li>Determining the Sample Size</li> <li>Population Proportion</li> </ul>					
8	MIDTERM EXAM	Lecture material for weeks 1 to 7	Written Test	120	Learning evaluation	Able to answer questions regarding descriptive statistics in writing	35
9	<b>Sub CPMK 8:</b> Students are able to explain the concepts of sampling, sampling distribution, point estimation, and interval estimation [C3, A3]	<b>Hypothesis Test</b> <ul style="list-style-type: none"> <li>Developing Null and Alternate Hypotheses</li> <li>Type I and II Error</li> <li>Population Mean: from known</li> <li>Population Mean: from unknown</li> <li>Population Proportion</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	15
10	<b>Sub CPMK 9:</b> Students are able to explain the concept of hypothesis testing, type I and II errors [C3,A3]	<b>Hypothesis Test</b> <ul style="list-style-type: none"> <li>Developing Null and Alternate Hypotheses</li> <li>Type I and II Error</li> <li>Population Mean: from known</li> <li>Population Mean: from unknown</li> <li>Population Proportion</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	
11	<b>Sub CPMK 10:</b> Students are able to explain one-sided and two-sided average hypothesis tests, as well as one-sided and	<b>Inference About Means and Proportion with Two Population</b> <ul style="list-style-type: none"> <li>Inference about The Difference Between Two</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	

Week-	Sub-CP-MK (as expected final capability)	Study Materials (teaching materials)	Learning methods	Time (minutes)	Student learning experience	Assessment Criteria & indicators	Assessment Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	two-sided proportion hypothesis tests using the critical point approach or <i>p</i> – value [C3, A3]	Population Means: $\mu_1$ and $\mu_2$ Known <ul style="list-style-type: none"> <li>Inference about The Difference Between Two Population Means: <math>\mu_1</math> and <math>\mu_2</math> Unknown</li> <li>Inference about The Difference Between Two Population Means: Matched Samples</li> <li>Inference about The Difference Between Two Population Proportion</li> </ul>					
12	<b>Sub CPMK 11:</b> Students are able to explain the concept of hypothesis testing for 2 populations [C3, A3]	<b>Inference About Two Population Variance</b> <ul style="list-style-type: none"> <li>Inference About a Population Variance</li> <li>Inference About Two Population Variance</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	
13	<b>Sub CPMK 12:</b> Students are able to explain the concept of goodness of fit [C3, A3]	<b>Comparing Multiple Proportions, Test of Independence, and Goodness of Fit</b> <ul style="list-style-type: none"> <li>Testing the Equality of Population Proportions for Three or More Population</li> <li>Test of Independence</li> <li>Goodness of Fit Test: Normal Probability Distribution.</li> </ul>	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	

Week-	Sub-CP-MK (as expected final capability)	Study Materials (teaching materials)	Learning methods	Time (minutes)	Student learning experience	Assessment Criteria & indicators	Assessment Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
14	<b>Sub CPMK 13:</b> Students are able to explain concept analysis of variance [C3, A3]	<b>Experimental Design and Analysis of Variance</b> ▪ Analysis of Variance and the Completely Randomized Design ▪ Multiple Comparison Procedure	Collaborative learning Cooperative learning group discussion	150	Think critically Listen Asking question	Observation Participation Written test	
15	<b>Sub CPMK 14:</b> Students are able to explain the concept of regression [C2, A3, P3]	<b>Regression</b> ▪ Simple Linear Regression ▪ Multiple Linear Regression	Collaborative learning Cooperative learning group discussion Student-centered learning	150	Think critically Presentation Listening Discussion	Observation Participation Written test Presentation	
16	FINAL EXAMS	Lecture material for weeks 8 to week 15	Written examination	120	Learning evaluation	Able to answer statistical inference questions in writing	35

<p>Made by,</p>  <p><b><u>Ossi Ferli, ST., SE., MSM.</u></b> RPS Development Lecturer</p>	<p>Known by,</p>  <p><b><u>dr. Paulina, SE., M.Si.</u></b> Cluster Coordinator</p>	<p>Approved by,</p>  <p><b><u>Ossi Ferli, ST., SE., MSM.</u></b> head of the study program</p>
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**Notes:**


1. PRODI Graduate Learning Achievements (CPL-PRODI) are the abilities possessed by each PRODI graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. The CPL imposed on courses are several learning outcomes of study program graduates (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. Course CP (CPMK) is a capability that is specifically described from the CPL imposed on the course, and is specific to the study material or learning

material of the course.




4. Sub-CP Courses (Sub-CPMK) are abilities specifically described in CPMK that can be measured or observed and are the final abilities planned at each learning stage, and are specific to the learning material of the course.
5. Indicators for assessing abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. Forms of assessment: test and non-test.
8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. 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.
10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. The assessment weight is the percentage of assessment for each sub-CPMK achievement whose size is proportional to the level of difficulty of achieving that sub-CPMK, and the total is 100%.
12. TM=face to face, PT=structured assignments, BM=independent learning




# BRIEF COURSE SYLLABUS

	<b>STIE INDONESIA BANKING SCHOOL</b> <b>STUDY PROGRAM</b> <b>MANAGEMENT</b>	
<b>BRIEF SYLLABUS</b>		
<b>SUBJECT</b>	No	Statistics
	Code	410512
	Credit	2 sks
	Semester	2
<b>COURSE DESCRIPTION</b>		
<p>Statistics courses give students the ability to know the types of data, how to obtain, process, present and interpret them to make decisions on various problems in everyday life.</p> <p>In this way, students are able to use statistical science to make policies on various economic and business problems. Statistics discusses the application of the basics of mathematics, namely Arithmetic and the Concept of Probability. The basics of Mathematics are used to study data, central value measures and data variability, index numbers, discrete probability distributions, continuous probability distributions, estimation intervals, hypothesis testing, variance analysis, and regression)</p>		
<b>COURSE LEARNING OUTCOMES (CPMK)</b>		
1	Students are able to carry out numerical descriptive statistical analysis, tables and graphs (SU9, SK1, PU2, PK2, PK3, KU1, KU2, KK1).	
2	Students are able to apply the concept of index numbers in economics, the concept of discrete and continuous probability (SU9, SK1, SK2, PU2, PK2, PK3, KU1, KU2, KK1).	
3	Students are able to carry out normal distribution analysis and apply the concept of sampling and sampling distribution (SK2, PU2, PK2, PK3, KU1, KU2, KK1).	
4	Students are able to create hypotheses and carry out hypothesis testing analysis (PU2, PK2, PK3, KU1, KU2, KK1).	
5	Students are able to apply the concepts of average hypothesis testing, variance hypothesis testing, goodness of fit test, ANOVA, and regression (SK2, PU2, PK2, PK3, KK1).	
6	Students are able to accept, respond and appreciate new experiences and group assignments (SU9, SK1, PU2, KU1, KU2, KU4, KK1).	
<b>SUB COURSE LEARNING ACHIEVEMENT (Sub-CPMK)</b>		
1	Students are able to explain the meaning of Statistics, Measuring Scales, summarize qualitative and quantitative variables in the form of tables and graphs [C2, A3]	
2	Students are able to explain the concept of descriptive statistics. Calculating the central value of the data and the value of the data variation [C2, A3]	
3	Students are able to explain the concept of index numbers and their benefits in everyday life [C3, A3]	
4	Students are able to explain the concept of probability and are able to carry out simple probability operations [C3, A3]	
5	Students are able to explain the concept of discrete probability distributions and the types of discrete probability distributions [C3, A3]	
6	Students are able to explain the concept of continuous probability distribution [C2, A3]	
7	Students are able to explain the concept of normal probability distribution using the z table [C3, A3]	
8	Students are able to explain the concepts of sampling, sampling distribution, point estimation, and interval estimation [C3, A3]	
9	Students are able to explain the concept of hypothesis testing, type I and II errors [C3, A3]	

10	Students are able to explain one-sided and two-sided average hypothesis testing, as well as one-sided and two-sided proportion hypothesis testing using the critical point or p-value approach [C3, A3]
11	Students are able to explain the concept of hypothesis testing for 2 populations [C3, A3]
12	Students are able to explain the concept of goodness of fit [C3, A3]
13	Students are able to explain the concept of analysis of variance [C3, A3]
14	Students are able to explain the concept of regression [C2, A3, P3]
<b>LEARNING MATERIALS</b>	
1	Data and Statistics
2	Descriptive Statistics: Numerical Measures
3	Index Number
4	Introduction to Probability
5	Discrete Probability Distributions
6	Continous Probability Distribution
7	Sampling and Sampling Distribution
8	Hypothesis Test
9	Hypothesis Test
10	Inference About Means and Proportion with Two Population
11	Inference About Two Population Variance
12	Comparing Multiple Proportions, Test of Independence, and Goodness of Fit
13	Experimental Design and Analysis of Variance
14	Regression
<b>MAIN BIBLIOGRAPHY</b>	
	1. Sweeney, D. J., Anderson, D. R., Williams, T. A., Camm, J. D., Cochran, J. J., Fry, M. J., & Ohlmann, J. W. (2020). <i>Statistics for Business &amp; Economics</i> (14 ed.). Canada: Cengage Learning, Inc
<b>SUPPORTING LITERATURE</b>	
	1. Black , K. (2019). <i>Business Statistics: For Contemporary Decision Making</i> (10 ed.). New Jersey: Wiley. 2. Lind, D. A., Marchal, W. G., & Wathen, S. A. (2020). <i>Statistical Techniques in Business &amp; Economics</i> (18 ed.). New York: McGraw-Hill/Irwin. 3. National and International Financial Management Research Journal and is reputable.
<b>PREREQUISITES (If any)</b>	
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<p><b>Made by,</b></p>  <p><b>Ossi Ferli, ST., SE., MSM.</b> RPS Development Lecturer</p>	<p><b>Known by,</b></p>  <p><b>dr. Paulina, SE., M.Si.</b> Cluster Coordinator</p>	<p><b>Approved by,</b></p>  <p><b>Ossi Ferli, ST., SE., MSM.</b> head of the study program</p>
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# STUDENT ASSIGNMENT PLAN

 <p style="text-align: center;">INDONESIA BANKING SCHOOL</p>	<b>STIE INDONESIA BANKING SCHOOL</b> <b>STUDY PROGRAM</b> <b>MANAGEMENT</b>				
<b>STUDENT ASSIGNMENT PLAN</b>					
<b>WOMEN STUDYING</b>	Statistics				
<b>CODE</b>	410512	<b>sks</b>	2	<b>SEMESTER</b>	2
<b>LECTURER FORMER</b>	Lecturer Team				
<b>FORM OF TASK</b>			<b>TASK COMPLETION TIME</b>		
Final Project			10 weeks		
<b>ASSIGNMENT TITLE</b>					
Task-12: Final Project: Prepare a descriptive analysis paper for a group of companies					
<b>SUB COURSE LEARNING OUTCOMES</b>					
Able to design descriptive statistical analysis papers & present them with independent, quality and measurable performance [C6, A3, P3]; 10 mg					
<b>JOB DESCRIPTION</b>					
Create a descriptive statistical analysis paper for groups of companies for a minimum of 3 years based on financial report data on the Indonesian Stock Exchange, using the same group of companies for each class.					
<b>ASSIGNMENT METHODS</b>					
<ol style="list-style-type: none"> <li>1. Select and search for company group financial report data for each student who is part of a group consisting of a minimum of 3 students;</li> <li>2. Identify phenomena from the selected group of companies;</li> <li>3. Make descriptive statistical analysis of the selected companies;</li> <li>4. Prepare systematic descriptive statistical analysis papers;</li> <li>5. Prepare presentation materials &amp; slides and conduct descriptive statistical analysis presentations for company groups;</li> </ol>					
<b>EXTERNAL SHAPE AND FORMAT</b>					
<p><b>a. Object of Creation:</b>Preparation of Descriptive Statistical Analysis Papers for Company Groups</p> <p><b>b. External Shape:</b></p> <ol style="list-style-type: none"> <li>1. A collection of complete financial report data summaries in PDF format, collected using a systematic file name: (<b>LK_Company_Name_Year_NIM_Student Name.pdf</b>);</li> <li>2. The paper is written in Word format with systematic and formatting according to standard guidelines for writing large assignment papers, with a systematic file name: (<b>TB_Semester_Group Number_Financial Management_Class Code.doc</b>);</li> <li>3. Power Point Presentation Slides, consisting of: Text, graphics, tables, images, animations or video clips, minimum 10 slides. Collected in form <i>softcopy</i> in Power Point format, with systematic file names: (<b>PPT_Semester_Group Number_Financial Management_Class Code.ppt</b>);</li> </ol>					
<b>INDICATORS, CRITERIA AND ASSESSMENT WEIGHTS</b>					
<p><b>a. Phenomenon and background used (20% weight)</b></p> <p>Summaries of phenomena and backgrounds made with clarity and sharpness, consistency and neatness based on correct data in the written presentation.</p> <p><b>b. Descriptive Statistical Analysis Paper (30%)</b></p> <ol style="list-style-type: none"> <li>1. The systematic accuracy of preparing the proposal in accordance with the standard guidelines for writing the requested paper;</li> </ol>					

2. Accuracy in writing the proposal according to correct Indonesian spelling and in accordance with APA standards in presenting tables, figures, writing references and citation writing;
3. Consistency in the use of terms, colors (if any) symbols and emblems;
4. Neat presentation of the collected proposal books;
5. Complete use of the features in MS Word in writing and presenting scientific papers.

**c. Preparing Presentation Slides (20% weight)**

Clear and consistent, simple & innovative, displays images & system blocks, writing uses easy-to-read fonts, if necessary supported by relevant images and video clips.

**d. Presentation (30% weight)**

Communicative language, mastery of material, mastery of audience, time control (15 minutes presentation + 5 minutes discussion), clarity & sharpness of presentation, mastery of presentation media.

**IMPLEMENTATION SCHEDULE**



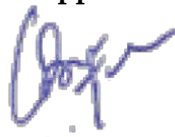
1. Company Determination and data collection	1 week
2. Compile phenomena related to the selected company as well as the basic theories that will be used	2 week
3. Carry out descriptive statistical analysis & draw conclusions and suggestions	3 week
4. Prepare complete papers systematically	2 week
5. Paper presentation	1 week

**OTHER**

The assessment weight for this assignment is 15% of the 100% assessment for this course; Assignments are carried out and presented in groups;

**REFERENCES**

1. Sweeney, D. J., Anderson, D. R., Williams, T. A., Camm, J. D., Cochran, J. J., Fry, M. J., & Ohlmann, J. W. (2020). *Statistics for Business & Economics* (14 ed.). Canada: Cengage Learning, Inc
2. Black , K. (2019). *Business Statistics: For Contemporary Decision Making* (10 ed.). New Jersey: Wiley.
3. Lind, D. A., Marchal, W. G., & Wathen, S. A. (2020). *Statistical Techniques in Business & Economics* (18 ed.). New York: McGraw-Hill/Irwin.
4. National and International Financial Management Research Journal and is reputable.

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# ASSESSMENT RUBRIC INSTRUMENT

## I. Assessment Components

No	Component	Weight
1.	Attitude	10%
2	Presence	5%
3	Assignments/Quiz	15%
4	UTS	35%
5	UAS	35%

## II. Attitude Assessment

Dimensional Attitude Assessment Instrument	Method	Assessment criteria
Discipline	Observation	- Students arrive on time, - Accuracy of task collection, - comply with lecture rules - Pay attention to participants presenting assignments
Cooperation	Observation, Participation, Group Assignments	- Students are active in lecture activities, - Contribute to group assignments
Responsibility	Observation, Participation, Group Assignments	- Students submit assignments according to the provisions - Attend lectures
Ethics	Observation, Group Assignments	Students maintain the value of integrity in the assignments given

## III. Assignment Assessment/QUIZ

Grade	Score	Assessment criteria
Less	< 40	The answers presented are unstructured, do not match the material, and do not explain the problem
Enough	41 - 59	The answers presented are structured but lack a good theoretical basis and are not supported by examples
Good	60 - 79	The answers presented are structured, have a good theoretical basis but do not explain the problem enough and are not supported by examples
Very good	80 - 95	The answers presented are structured, appropriate to the material, supported by good theory, describe the problem and provide examples

## IV. UTS/UAS assessment

Grade	Score	Assessment criteria
Less	< 40	The answers presented are unstructured, do not match the material, and do not explain the problem
Enough	41 - 59	The answers presented are structured but lack a good theoretical basis and are not supported by examples
Good	60 - 79	The answers presented are structured, have a good theoretical basis but do not explain the problem enough and are not supported by examples
Very good	> 80	The answers presented are structured, systematic, supported by strong theory, describe problems with solutions and provide real example