	Universitas Negeri Surabaya Faculty of Education, Psychology Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
ASSESSMENT TECHNIQUES		7320103180		T=3	P=0	ECTS=4.77	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Yohana Wuri Satwika, S.Psi., M.Psi.

Learning model	**Project Based Learning**		
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**		
	Program Objectives (PO)		
	PO - 1	Able to develop non-cognitive measuring instruments in accordance with the psychology code of ethics	
	PO - 2	Able to develop non-cognitive psychology measuring instruments using a classical test theory approach	
	PLO-PO Matrix		

P.O
PO-1
PO-2

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																

Short Course Description	This course discusses the process of compiling psychological scales, especially psychological scales that are typical performance. Psychological scales are arranged based on stages starting from determining psychological attributes, determining measuring areas, determining indicators, compiling a scale grid, determining scale shapes, compiling statements based on scale shapes, trials, scale validation, scale reliability, and data interpretation. scale.

References	Main :	
	1. > 2. Azwar, Saifudin. 2010. *Penyusunan Skala Psikologi.* Penerbit : Pustaka Pelajar, Yogyakarta 3. Azwar, Saifudin. 2009. *Sikap Manusia. Teori dan Pengukurannya* . Edisi ke-2. Penerbit : Pustaka Pelajar, Yogyakarta 4. Azwar, Saifudin. 2000. *Reliabilitas dan Validitas* . Penerbit : Pustaka Pelajar, Yogyakarta 5. Cronbach, L.J. 1970. *Essential of Psychological Testing.* Harper and Row, New York	
	Supporters:	

Supporting lecturer	Dr. Damajanti Kusuma Dewi, S.Psi., M.Si. Qurrota A'yuni Fitriana, S.Psi., M.Psi., Psikolog.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials [References]	Assessment Weight (%)

		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the concepts of psychological attributes that fall into the realm of typical performance	Able to understand the concepts of psychological attributes which are included in the realm of typical performance	**Criteria:** Criteria: correct oral questions are given a score which is part of the Participation SCORE **Form of Assessment** : Participatory Activities	Contextual Instruction Project based learning 2 X 50		**Material:** Concept of Psychological Attributes **Literature:** *Azwar, Saifudin. 2010. Preparation of Psychological Scales. Publisher: Student Library, Yogyakarta* **Material:** Typical Performance Attributes **Reader:** *Azwar, Saifudin. 2010. Preparation of Psychological Scales. Publisher: Student Library, Yogyakarta*	3%
2	Students are able to determine the measuring area	Able to draw conclusions from several character definitions, to make general conclusions about the attributes that will be developed in measuring instruments	**Criteria:** Criteria: correct oral questions are given a score which is part of the Participation SCORE. If a student gives a question with a score of 2, and the student answers a question with a score of 5. **Form of Assessment** : Participatory Activities	Contextual Instruction Project based learning 2 X 50		**Material:** Area (Domain) Measure Psychology **Library:** *Azwar, Saifudin. 2010. Preparation of Psychological Scales. Publisher: Student Library, Yogyakarta*	3%
3	Students are able to determine the measuring area	Able to draw conclusions from several character definitions, to make general conclusions about the attributes that will be developed in measuring instruments	**Criteria:** Criteria: correct oral questions are given a score which is part of the Participation SCORE. If a student gives a question with a score of 2, and the student answers a question with a score of 5. **Form of Assessment** : Participatory Activities	Contextual Instruction Project based learning 2 X 50		**Material:** Area (Domain) Measure Psychology **Library:** *Azwar, Saifudin. 2010. Preparation of Psychological Scales. Publisher: Student Library, Yogyakarta*	3%
4	Students are able to compile supporting characteristics	Able to draw conclusions from several character definitions, to make general conclusions about the attributes that will be developed in measuring instruments		Contextual Instruction Project based learning 2 X 50			0%

5	Students are able to compile supporting characteristics	Able to draw conclusions from several character definitions, to make general conclusions about the attributes that will be developed in measuring instruments		Contextual Instruction Project based learning 2 X 50			0%
6	Students are able to prepare a blue print based on the measuring instrument approach	Able to determine the most appropriate approach for developing a measuring instrument, taking into account: attributes, data obtained, data availability, ability of the measuring instrument maker, condition of the subject		Contextual instruction Project based learning 2 X 50			0%
7	Students are able to prepare a blue print	Able to prepare blue prints by considering face validity and logic validity		Contextual instruction Project based learning 2 X 50			0%
8	Students are able to understand all material 1-7	Students are able to understand all material 1-7	**Criteria:** Conformity of report content with material. **Form of Assessment** : Project Results Assessment / Product Assessment	2 X 50			20%
9	Students are able to compose projective items	Able to arrange projective items		Contextual instruction Project based learning 2 X 50			0%
10	Students are able to compose projective items	Able to arrange projective items		Contextual instruction Project based learning 2 X 50			0%
11	Students are able to apply the second format to the population	Able to distribute measuring instrument formats to the population		Project based learning 2 X 50			0%
12	Students are able to prepare typical performance measuring instruments (format I)	1. Able to compile try out results in a data tabulation 2. Able to select items based on: item validation, as well as item selection criteria		Contextual Instruction Project based learning 2 X 50			0%

13	Students are able to prepare typical performance measuring instruments (format I)	1. Able to compile try out results in a data tabulation 2. Able to select items based on: item validation, as well as item selection criteria		Contextual Instruction Project based learning 2 X 50			0%
14	Students are able to write items according to the principles of item writing	Able to apply the principles of item writing		Contextual Instruction Project based learning 2 X 50			0%
15	Students are able to apply the second format to the population	Able to distribute measuring instrument formats to the population		Project based learning 2 X 50			0%
16	Students are able to develop a new typical performance measuring instrument (format II)	1. Able to compile try out results in a data tabulation 2. Able to select items based on: level of item difficulty, item discrimination and item validation, as well as item selection criteria	**Criteria:** Conformity of the report to the material **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	UAS 2 X 50			30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	9%
2.	Project Results Assessment / Product Assessment	35%
3.	Portfolio Assessment	15%
		59%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.