



Universitas Negeri Surabaya
Faculty of Engineering,
Building Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Evaluation of Learning and Learning	8320502270	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	April 28, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
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PLO-5	Able to communicate and present in detail educational and civil engineering concepts/theories to support the field of Building Engineering Education
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PLO-7	Able to analyze, evaluate, create solutions for educational and civil engineering problems that can support the field of Building Engineering Education
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Program Objectives (PO)	
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PO - 1	Students have an understanding of the concept of learning evaluation which is in line with the curriculum and technological developments
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PO - 2	Students are able to develop valid and reliable assessment instruments
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PO - 3	Students are able to apply learning evaluation theory in analyzing student learning outcomes instruments
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PLO-PO Matrix	
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P.O	PLO-3	PLO-5	PLO-7
PO-1	✓		
PO-2	✓		✓
PO-3		✓	✓

PO Matrix at the end of each learning stage (Sub-PO)	
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P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																

Short Course Description	This course provides an understanding of measurement, assessment and evaluation, types of measurement and evaluation tools, forms of test and non-test questions, assessment of work processes and products, validity, reliability, level of difficulty, differentiability of test items, and item analysis. Learning is carried out using a direct teaching model by applying a constructivist approach. Evaluation of learning with written tests.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Suharsimi, Arikunto. 2010. Evaluasi Pendidikan. Jakarta: Bumi Aksara. 2. Silverius, Suke. 1991. Evaluasi Hasil Belajar dan Umpan Balik. Jakarta: Gramedia Widiasarana. 3. Dirjen Pendidikan Dasar dan Menengah. 2003. Sistem Penilaian Kelas untuk SD, SMP, SMA dan SMK. Jakarta: Depdiknas 4. Ni Ketut Widiartini.2014. Asesmen Otentik pada Program Pendidikan Vokasi.Dipresentasikan pada Konvensi Nasional Asosiasi Pendidikan Teknologidan Kejuruan (APTEKINDO) ke 7 FPTK Universitas Pendidikan Indonesia, Bandung,13 sd.14 November 2014.
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		Supporters:					
		1. Suparji. (2020). Konsep Dasar Evaluasi Pembelajaran dan Kaidah Penulisan Alat Penilaian. Surabaya:Prima Abadi Jaya					
Supporting lecturer		Prof. Dr. Suparji, S.Pd., M.Pd. Wahyu Dwi Mulyono, S.Pd., M.Pd.					
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	Defining assessment and evaluation measurements	1.Explain the definition of assessment and evaluation measurement 2.Explain the role and function of measurement, assessment and evaluation	Form of Assessment : Participatory Activities	PjBL, discussion and questions and answers 2 X 50		Material: Understanding measurement and assessment References: <i>Suharsimi, Arikunto. 2010. Education Evaluation. Jakarta: Bumi Literacy.</i>	5%
2	Understand the various types of tests and non-tests	Explain test and non-test assessment tools	Criteria: Oral test Form of Assessment : Participatory Activities	PjBL, discussion and questions and answers 2 X 50		Material: Test and non-test Reference: <i>Suharsimi, Arikunto. 2010. Education Evaluation. Jakarta: Bumi Literacy.</i>	5%
3	Create assessment instruments	Compile grids and develop instruments	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, and presentations 2 X 50		Material: Preparing instruments Reader: <i>Suparji. (2020). Basic Concepts of Learning Evaluation and Rules for Writing Assessment Tools. Surabaya: Prima Abadi Jaya</i>	5%
4	Create assessment instruments	Developing multiple choice instruments	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, and presentations 2 X 50		Material: Preparing instruments Reader: <i>Suparji. (2020). Basic Concepts of Learning Evaluation and Rules for Writing Assessment Tools. Surabaya: Prima Abadi Jaya</i>	10%
5	Calculate the item difficulty level	Calculate the item difficulty level	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, and assignments 2 X 50		Material: difficulty level References: <i>Suharsimi, Arikunto. 2010. Education Evaluation. Jakarta: Bumi Literacy.</i>	5%

6	Calculating different forces	Calculating power difference	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, and assignments 2 X 50		Material: difficulty level References: Suharsimi, Arikunto. 2010. <i>Education Evaluation.</i> Jakarta: Bumi Literacy.	5%
7	Analyzing omits and distractors	Analyzing omits and distractors	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, and assignments 2 X 50		Material: difficulty level References: Suharsimi, Arikunto. 2010. <i>Education Evaluation.</i> Jakarta: Bumi Literacy.	5%
8	The Mid-Term Exam shows the ability of meeting material 1 to 7	material for meetings 1 to 7	Criteria: writing test Form of Assessment : Test	written test 2 X 50		Material: UTS Reader: Suharsimi, Arikunto. 2010. <i>Education Evaluation.</i> Jakarta: Bumi Literacy.	10%
9	Explain the various types of validity	1.Explain the various types of validation 2.Differentiate validation functions	Criteria: Oral questions Form of Assessment : Participatory Activities	PjBL, discussion and questions and answers 2 X 50		Material: Validity Literature: Suharsimi, Arikunto. 2010. <i>Education Evaluation.</i> Jakarta: Bumi Literacy.	5%
10	Calculating the validity of the question items	1.Calculating the validity of question items using the product moment correlation formula with deviation 2.Calculating the validity of question items using the product moment correlation formula with rough numbers	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, exercises and assignments 2 X 50		Material: Validity Literature: Suharsimi, Arikunto. 2010. <i>Education Evaluation.</i> Jakarta: Bumi Literacy.	5%
11	Calculating the validity of the question items	1.Calculating the validity of question items using the product moment correlation formula with deviation 2.Calculating the validity of question items using the product moment correlation formula with rough numbers	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, exercises and assignments 2 X 50		Material: Validity Literature: Suharsimi, Arikunto. 2010. <i>Education Evaluation.</i> Jakarta: Bumi Literacy.	5%

12	Calculating reliability	Calculating reliability	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, exercises and assignments 2 X 50		Material: Validity Literature: <i>Suharsimi, Arikunto. 2010. Education Evaluation. Jakarta: Bumi Literacy.</i>	5%
13	Calculating reliability	Calculating reliability	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, exercises and assignments 2 X 50		Material: Validity Literature: <i>Suharsimi, Arikunto. 2010. Education Evaluation. Jakarta: Bumi Literacy.</i>	5%
14	Calculating reliability	Calculating reliability	Criteria: Task Form of Assessment : Project Results Assessment / Product Assessment	PjBL, discussions, questions and answers, exercises and assignments 2 X 50		Material: Validity Literature: <i>Suharsimi, Arikunto. 2010. Education Evaluation. Jakarta: Bumi Literacy.</i>	5%
15	Determine z-score and T-score for ranking	1. Calculate z-score and t-score 2. Determine ranking based on student test scores	Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, exercises and assignments 2 X 50		Material: Library Ranking : <i>Suharsimi, Arikunto. 2010. Education Evaluation. Jakarta: Bumi Literacy.</i>	5%
16	Doing UAS questions (written test)		Form of Assessment : Test	writing test		Material: UAS Literature: <i>Suharsimi, Arikunto. 2010. Education Evaluation. Jakarta: Bumi Literacy.</i>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	57.5%
3.	Test	25%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.