Document Code



## Universitas Negeri Surabaya Faculty of Economics and Business Bachelor of Commerce Education Study Program

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Courses		С	ODE				Cou	rse F	amily	/	Cr	edit V	Veigh	ıt	s	EMES	TER	Cor	mpilation
Learning Plan	nning	8	721102133	3							T=:	2 P=	0 E	CTS=3.1	8	3	}	July	/ 19, 2024
AUTHORIZAT	TION	S	P Develop	er						Cour	se Cl	uster	Coo	rdinator	S	tudy P	rograi	n Coo	rdinator
																Dr. Tr		rwanto SM.	), S.Pd.,
Learning model	Project Based I	Learning																	
Program Learning	PLO study pro	gram th	nat is cha	rged	to th	е со	urse												
Outcomes	PLO-8	PLO-S4	Able to de	mons	strate	a res	pons	ble at	titude	e for a	chiev	ing w	ork re	sults bot	h ind	ividual	ly and	in groι	ıps
(PLO)	PLO-10		make appross and Mar																:
	Program Obje	ctives (F	PO)																
	PO - 1	Able to s	study the concept and meaning of assessment, evaluation and evaluation of learning outcomes																
	PO - 2	Able to ι	to understand assessment techniques																
	PO - 3	Able to u	ınderstand	tests	and	non-te	ests a	s eva	luatio	on of I	earnir	ng out	come	es .					
	PO - 4	Able to ι	ınderstand	the v	/alidit	y of le	earnin	g out	come	test i	tems								
	PO - 5 PLO-PO Matrix		explain tech	nniqu	es foi	dete	rminiı	ng fina	al gra	des, k	KKM,	and lo	oadin	g learning	g ach	ievem	ent pro	files	
			P.O PO-1 PO-2 PO-3 PO-4 PO-5		PL	O-8		P	LO-1	0	-								
	PO Matrix at the	he end o	of each lea	arnir	ng sta	age (	Sub-	PO)											
			P.O									Wee	k						
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Short Course Description	Learning Planni applying the m materials, desig learning implem reflection.	eaning, I	benefits of dia, metho	f lea ds ar	rning nd as	planı sessn	ning, nent,	learn curric	ing d culum	develo anal	pmer ysis, į	nt mo prepa	dels, ring l	learning earning	stra tools	ategies which	, deve	eloping les the	teaching syllabus,
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- Daftar Literatur/Referensi Dewi Salma P. 2006. Prinsip-prinsip Desain Pembelajaran. Jakarta: Prenada
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- Wina Sanjaya. 2008. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Prenad
   Ibrahim, R. Dan Syaodih. 2003. Perencanaan Pembelajaran. Jakarta: Rineka Cipta.
- 4. Munthe Bermawi, 2009. Desain Pembelajaran . Yogyakarta : Pustaka Insan Madani

Supporters:

Supporting lecturer

Dr. Tri Sudarwanto, S.Pd., MSM. Septyan Budy Cahya, S.Pd., M.Pd. Winaika Irawati, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)		uation  Criteria & Form	Learı Studer	Ip Learning, ning methods, nt Assignments, timated time] Online ( online )	Learning materials [ References ]	Assessment Weight (%)
	,			offline )			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to understand the concept and meaning of assessment, evaluation and evaluation of learning outcomes	1.Explain the meaning of assessment, evaluation and assessment of learning outcomes 2.Explain the purpose of the assessment 3.Explain the function of assessment in learning 4.Able to explain assessment classifications	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100  Form of Assessment: Project Results Assessment / Product Assessment	Presentation, discussion and reflection 2 X 50		Material: 1. basic principles of assessment 2. characteristics of assessment 3. cognitive, affective and psychomotor domains as objects of assessment of learning outcomes 4. techniques in evaluating learning outcomes Reader: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta	5%
2	Students are able to understand assessment techniques	1.Explain the basic principles of assessment 2.Explain the characteristics of the assessment 3.Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes 4.Explains techniques in evaluating learning outcomes	Criteria: Mastery of material and presentation skills  Form of Assessment: Project Results Assessment / Product Assessment	Presentation, discussion and reflection 2 X 50		Material: 1. basic principles of assessment 2. characteristics of assessment 3. cognitive, affective and psychomotor domains as objects of assessment of learning outcomes 4. techniques in evaluating learning outcomes Reader: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta	3%

3	Students are able to understand assessment techniques	1.Explain the basic principles of assessment 2.Explain the characteristics of the assessment 3.Explains the cognitive, affective and psychomotor domains as objects for assessing learning outcomes 4.Explains techniques in evaluating learning outcomes	Criteria: Mastery of material and presentation skills  Form of Assessment : Project Results Assessment / Product Assessment	Presentation, discussion and reflection 2 X 50	Material: 1. basic principles of assessment 2. characteristics of assessment 3. cognitive, affective and psychomotor domains as objects of assessment of learning outcomes 4. techniques in evaluating learning outcomes Reader: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta	3%
4	Students are able to understand tests and non-tests as evaluation of learning outcomes	1.Explain the meaning of the test 2.Explain the function of the test 3.Explain observations 4.Explaining the interview 5.Explaining the questionnaire 6.Explain document checking 7.Explain portfolio assessment 8.Product assessment 9.Attitude assessment 10.Skills assessment 11.Project assessment 12.Self-assessment	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100  Form of Assessment : Project Results Assessment / Product Assessment	Discussion, assignments, practice 2 X 50	Material: Test and Non-Test forms of assessment as Evaluation of Learning Outcomes Library: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta	3%
5	Students are able to understand tests and non-tests as evaluation of learning outcomes	1.Explain the meaning of the test 2.Explain the function of the test 3.Explain observations 4.Explaining the interview 5.Explaining the questionnaire 6.Explain document checking 7.Explain portfolio assessment 8.Product assessment 9.Attitude assessment 10.Skills assessment 11.Project assessment 12.Self-assessment	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100  Form of Assessment: Project Results Assessment / Product Assessment	Discussion, assignments, practice 2 X 50	Material: Test and Non-Test forms of assessment as Evaluation of Learning Outcomes Library: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta	4%

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6	Students are able to understand the techniques for preparing and implementing learning outcomes tests	1.Explain the characteristics of a good test 2.Explain the form of learning outcomes tests and their preparation 3.Explain the techniques for implementing learning outcomes tests	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100  Form of Assessment: Project Results Assessment / Product Assessment	Discussion, exercises and assignments 2 X 50	Material: Forms of learning outcomes tests and their preparation Reference: Permendiknas No. 53 of 2015 concerning assessment.  Material: Characteristics of a good test Reference: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta  Material: Techniques for implementing learning outcomes tests. Reference: Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD. 4. Department of National Education. Middle School Curriculum 1984, 1999, 2004, 2006 and 2013, Jakarta	5%

7	Students are able to understand the techniques for preparing and implementing learning outcomes tests	1.Explain the characteristics of a good test 2.Explain the form of learning outcomes tests and their preparation 3.Explain the techniques for implementing learning outcomes tests	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 5 marks 100  Form of Assessment: Project Results Assessment / Product Assessment	Discussion, exercises and assignments 2 x 50	Material: Forms of learning outcomes tests and their preparation Reference: Permendiknas No. 53 of 2015 concerning assessment.  Material: Characteristics of a good test Reference: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta  Material: Techniques for implementing learning outcomes tests. Reference: Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD. 4. Department of National Education. Middle School Curriculum 1984, 1999, 2004, 2006 and 2013, Jakarta	4%
8	UTS	Test	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100  Form of Assessment: Test	2 X 45	Material: Preparation and implementation of learning outcomes tests Reader: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta	20%

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9	Students are able to understand the validity of learning outcomes test items	1 Explain the techniques for testing the validity of learning outcomes tests - Explain rational testing of tests 2. Explains empirical test testing 3. Explain test testing rationally 4. Explain the meaning of learning outcome items 5. Explains techniques for testing the validity of learning outcome test items	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 5 marks 100  Form of Assessment: Project Results Assessment / Product Assessment	Discussion, assignments and exercises 2 X 50	Material: 1. techniques for testing the validity of learning outcome tests 2. rational testing of tests 3. empirical testing of tests 4. understanding of learning outcome items 6. techniques for testing the validity of test items  Reference: Supranata, Sumarna, 2004. Analysis, Validity, Reliability and Interpretation of Test Results 10. Implementation of the 2004 Curriculum.PT. Rosdakarya Youth, Bandung.  Material: 1. techniques for testing the validity of learning outcome tests 2. testing tests rationally 3. testing tests empirically 4. understanding learning outcome items 6. techniques for testing the validity of test items  Reference: Kubiszyn, Tom/I. Borich, Gary. 2007. Educational Testing and Measurement: Classroom Application and Practice. New Jersey: John Wiley & Sons.	3%

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11	Able to explain examination, scoring and processing of learning results tests. Able to explain enrichment questions and remedial questions	1 Explain the technique for checking learning outcomes test results 2.Explain examination techniques in order to assess oral test results. 3.Explain inspection techniques in order to assess manufacturing test results 4.explains the scoring on the essay test 5.explains scoring on objective tests 6.explains processing techniques and changing (converting) learning outcomes test scores into values. 7.explain the difference between scores and grades 8.explains the processing and conversion of raw scores from learning outcomes test scores into standard scores 9.explains about enrichment and remedial matters	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100  Form of Assessment: Project Results Assessment / Product Assessment	Discussion, assignments and exercises 2 X 50		Material: 1. examination, scoring and processing of learning results tests 2. enrichment questions and remedial questions References: Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD. 4. Department of National Education. Middle School Curriculum 1984, 1999, 2004, 2006 and 2013, Jakarta	3%

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12	Able to explain examination, scoring and processing of learning results tests. Able to explain enrichment questions and remedial questions	1 Explain the technique for checking learning outcomes test results 2. Explain examination techniques in order to assess oral test results. 3. Explain inspection techniques in order to assess manufacturing test results 4. Explain inspection techniques in order to assess manufacturing test results 5. Explains the scoring on the essay test 5. Explains scoring on objective tests 6. Explains processing techniques and changing (converting) learning outcomes test scores into values. 7. Explain the difference between scores and grades 8. Explains the processing and conversion of raw scores from learning outcomes tests into standard scores 9. Explains about enrichment and remedial matters	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100  Form of Assessment: Project Results Assessment / Product Assessment	Discussion, assignments and exercises 2 X 50		Material: 1. examination, scoring and processing of learning results tests 2. enrichment questions and remedial questions References: Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD. 4. Department of National Education. Middle School Curriculum 1984, 1999, 2004, 2006 and 2013, Jakarta	3%

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13	Able to explain the analysis techniques for learning outcome test items	1.explains the item difficulty degree technique 2.explain differentiating power analysis techniques 3.explains distractor function analysis techniques	Criteria: The maximum score with a very good answer is: 4 with the following criteria: 1. Score 1 is poor 2. Score 2 is sufficient 3. Score 3 is good 4. Score 4 is very good  Form of Assessment: Project Results Assessment / Product Assessment	Discussion, practice and reflection 2 X 50		Material: 1. Item difficulty degree technique 2. Discriminating power analysis technique 3. Distractor function analysis technique References: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta  Material: 1. Item difficulty degree technique 2. Discriminating power analysis technique 3. Distractor function analysis technique Reference: Gronlund, NE 1991. How to Write and Use Instructional Objective. New Jersey: Prentice Hall Inc	4%

14	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	1.Explain the meaning of final value 2.Explain the final value function 3.Explain the factors that need to be considered in determining the final grade 4.Explain the technique of arranging the ranking. 5.Explain the meaning of Rankin. Types and procedures for preparing Rankin 6.Explains techniques for creating learning achievement profiles 7.Explain the meaning of learning achievement profile 8.Explain the forms of learning achievement profiles 9.Explain the use of a learning achievement profiles	Criteria: The maximum score with a very good answer is: 4 with the following criteria: 1. Score 1 is poor 2. Score 2 is sufficient 3. Score 3 is good 4. Score 4 is very good  Form of Assessment: Project Results Assessment / Product Assessment	Create a concept map regarding the overall assessment 2 X 50	Material: 1. understanding of final grades 2. function of final grades 3. factors that need to be considered in determining final grades 4. ranking techniques. 5. Definition of Rankin Types and procedures for compiling Rankin Library: Arikunto, Suharsimi. 2006. Basics of Educational Evaluation (revised edition) cet. 6. Bumiaksara: Jakarta  Material: 6. techniques for creating learning achievement profiles 7. understanding of learning achievement profiles 9. uses of learning achievement profiles 7. Understanding of learning achievement profiles 9. uses of learning achievement	4%

15	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	1.Explain the meaning of final value 2.Explain the final value function 3.Explain the factors that need to be considered in determining the final grade 4.Explain the technique of arranging the ranking. 5.Explain the meaning of Rankin. Types and procedures for preparing Rankin 6.Explains techniques for creating learning achievement profiles 7.Explain the meaning of learning achievement profile 8.Explain the forms of learning achievement profiles 9.Explain the use of a learning achievement profile	Criteria: The maximum score with a very good answer is: 4 with the following criteria: 1. Score 1 is poor 2. Score 2 is sufficient 3. Score 3 is good 4. Score 4 is very good  Form of Assessment: Project Results Assessment / Product Assessment	Create a concept map regarding the overall assessment 2 X 50	un of 2. fin fax fin fin fax f	aterial: 1. Inderstanding if inal grades function of final grades 3. Inderstanding if inal grades 3. Inderstanding if inal grades 3. Inderstanding final grades 3. Inderstanding final grades 4. Inking final grades 3. Inking final grades 4. Inking final grades 3. Inking final grades 4. Inking final grades 3. Inking final grades 3. Inking final grades 3. Inking final grades 3. Inking final grades 4. Inking final grades 4. Inking final grades 3. Inking final grades 4. Inking final grades 4. Inking final grades 3. Inking final grades 4. Inking final	3%
16	UAS	Test	Criteria: The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 mark 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 80 5. Correct 5 marks 100  Form of Assessment:	2 X 45	ted de fin KM los ac primar Re Ar St. 20 Ec Ev. (re Bt.	aterial: achniques for etermining nal grades, KM, and ading learning chievement rofiles eader: rikunto, uharsimi. 2006. Basics of ducational valuation evised edition) et. 6. umiaksara: akarta	30%

**Evaluation Percentage Recap: Project Based Learning** 

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No	Evaluation	Percentage	
1.	Project Results Assessment / Product Assessment	50%	
2.	Test	50%	
		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.
- 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.
- 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.
- 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.