



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																																					
Assessment and Learning Outcomes Process	8721103003		T=3	P=0	ECTS=4.77	4	July 18, 2024																																																																																																																					
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																																						
	Veni Rafida, S.Pd., M.Pd.		Saino, M.Pd.			Dr. Tri Sudarwanto, S.Pd., MSM.																																																																																																																						
Learning model	Project Based Learning																																																																																																																											
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																											
	PLO-10	Able to apply the concepts of Business and Marketing and other allied scientific fields to support the mastery of knowledge relevant to the development of science and technology																																																																																																																										
	PLO-12	Able to make appropriate decisions to solve problems in the educational and scientific fields in Business and Marketing based on information and data analysis by utilizing technology and information																																																																																																																										
	Program Objectives (PO)																																																																																																																											
	PO - 1	Able to study the concept and meaning of assessment, evaluation and evaluation of learning outcomes																																																																																																																										
	PO - 2	Able to understand assessment techniques																																																																																																																										
	PO - 3	Able to understand tests and non-tests as evaluation of learning outcomes																																																																																																																										
	PO - 4	Able to understand the validity of learning outcome test items																																																																																																																										
	PO - 5	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles																																																																																																																										
	PLO-PO Matrix																																																																																																																											
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>P.O</td> <td>PLO-10</td> <td>PLO-12</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-10	PLO-12					PO-1							PO-2							PO-3							PO-4							PO-5																																																																																	
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Short Course Description	Study and understanding of the role of assessment in education and learning. various kinds of assessments according to the applicable curriculum, preparation of various types of good questions along with assessment rubrics. The basic concepts of authentic, alternative and classroom-based assessment and the applicable curriculum include workshops on developing assessment instruments. along with analysis of the question items both manually using the Excel program and using question item software. References for assessment and learning completion, presented theoretically. workshops and practical/empirical. Lectures are carried out using a system of case study analysis, presentations and discussions, and reflections. The final product of this lecture is a portfolio of assessment tasks and learning outcomes processes.																																																																																																																											

References		Main :					
		<ol style="list-style-type: none"> 1. Dr. Abdul Ghofur, dkk, Pola Induk Pengembangan Sistem Penilaian, 2003. 2. Dr. Suharsimi Arikunto, Dasar 13 Dasar Evaluasi Pendidikan, 1991. 3. Dr. Suke Silverius, Evaluasi Hasil Belajar dan Umpan Balik, 1991. 4. Drs. Slameto, Evaluasi Pendidikan, 1988. 5. Pusat Kurikulum Balitbang Depdiknas, Kurikulum Berbasis Kompetensi, 2002. 6. Dr. Oemar Hamalik, Teknik Pengukuran Dan Evaluasi Pendidikan, 1989. 7. Brookhart, Susan M. 2010. How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria: ASCD 					
		Supporters:					
		<ol style="list-style-type: none"> 1. Sudarwanto, Tri. 2019. Efektivitas Pembelajaran Daring Pada Mata Kuliah Media Pembelajaran di Masa Covid 19.2021 					
Supporting lecturer		Drs. Saino, M.Pd. Putri Hestiningrum, 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	Able to understand the concept and meaning of assessment, evaluation and assessment of learning outcomes	<ol style="list-style-type: none"> 1. Explain the meaning of assessment, evaluation and evaluation 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: Scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		3%
2	Students are able to understand assessment techniques	<ol style="list-style-type: none"> 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 	Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		3%

3	Students are able to understand assessment techniques	<ol style="list-style-type: none"> 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 	Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		3%
4	Students are able to understand tests and non-tests as evaluation of learning outcomes	<ol style="list-style-type: none"> 1.Explain the meaning of the test 2.Explain observations 3.Explaining the interview 4.Explaining the questionnaire 5.Explain document checking 6.Explain portfolio assessment 7.Product assessment 8.Attitude assessment 9.Skills assessment 10.Project assessment 11.Self-assessment 	Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		3%
5	Students are able to understand tests and non-tests as evaluation of learning outcomes	<ol style="list-style-type: none"> 1.Explain the meaning of the test 2.Explain observations 3.Explaining the interview 4.Explaining the questionnaire 5.Explain document checking 6.Explain portfolio assessment 7.Product assessment 8.Attitude assessment 9.Skills assessment 10.Project assessment 11.Self-assessment 	Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		3%

6	Students are able to understand the techniques for preparing and implementing learning outcomes tests	<ol style="list-style-type: none"> 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: Scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		4%
7	Students are able to understand the techniques for preparing and implementing learning outcomes tests	<ol style="list-style-type: none"> 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: Scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		4%
8	Midterm exam		Form of Assessment : Test				20%
9	Students are able to understand the validity of learning outcomes test items	<ol style="list-style-type: none"> 1.Explains techniques for testing the validity of learning outcomes tests 2.Explain test testing rationally 3.Explains empirical test testing 4.Explain test testing rationally 5.Explain test testing rationally 6.Explain the meaning of learning outcome items 7.Explains techniques for testing the validity of learning outcome test items 	Criteria: Scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		3%

10	Students are able to understand the reliability test of learning outcomes tests	<ol style="list-style-type: none"> 1.Explains techniques for testing the reliability of essay learning tests 2.Explains techniques for testing the reliability of objective learning tests 3.Explains the technique for testing the reliability of learning outcomes tests using a single test-single trial approach 4.Explain the technique for testing the reliability of learning outcomes tests using a test-test approach 5.Explains techniques for testing the reliability of learning outcomes tests using alternative form approaches 	Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		4%
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11	Able to explain examination, scoring and processing of learning results tests. Able to explain enrichment questions and remedial questions	<ol style="list-style-type: none"> 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 scoring on essay tests 5.explains scoring on objective tests 6.explains processing techniques and changing (converting) learning outcomes test scores into grades 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.Explaining enrichment and remedial matters 	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes	4%
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12	Able to explain examination, scoring and processing of learning results tests. Able to explain enrichment questions and remedial questions	<ol style="list-style-type: none"> 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 scoring on essay tests 5.explains scoring on objective tests 6.explains processing techniques and changing (converting) learning outcomes test scores into grades 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.Explaining enrichment and remedial matters 	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		4%
13	Able to explain techniques for analyzing learning outcome test items	<ol style="list-style-type: none"> 1.explains the item difficulty degree technique 2.explain differentiating power analysis techniques 3.explains distractor function analysis techniques 	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		4%

14	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	<ol style="list-style-type: none"> 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 preparation procedures 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 	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		4%
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15	Able to explain techniques for determining final grades, KKM, and loading learning achievement profiles	<ol style="list-style-type: none"> 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 preparation procedures 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: Scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Demonstration, Structured assignments 3x50 minutes	Discussion, Demonstration, Structured assignments 3x50 minutes		4%
16	Final exams		Form of Assessment : Test				30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	50%
2.	Test	50%
		100%

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.