



**Universitas Negeri Surabaya**  
**Faculty of Educational Sciences**  
**Bachelor of Education Management Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Program Evaluation	8620403033		T=3 P=0 ECTS=4.77	4	July 18, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																										
	.....		.....		Syunu Trihantoyo, S.Pd., M.Pd.																																										
<b>Learning model</b>	Project Based Learning																																														
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Chelimsky, Eleanor &amp; Shadish, William R. 1997. Evaluation for The 21 st Century; A handbook . International Educational and Professional Publisher Thousand Oaks London New Delhi: Sage Publications</li> <li>2. Fernandes, H.J.X. 1984. Evaluation of Educational Programs . Jakarta: National Educational Planning and Curriculum Development.</li> <li>3. Isaac S, &amp; Michael, W.B. 1983. Handbook in Research and Evaluation, San Diago, California.</li> <li>4. aaa Morris, Lynn Lyons, Carol Taylor Fitz Gibbon, Marie E. Freeman. 1987. How to Communicate Evaluation Findings, Center for the Study of Evaluation. University of California, Los Angeles, Beverly Hills: Sage.</li> <li>5. Peraturan Pemerintah Nomor 32 Tahun 2013 tentang Standar Nasional Pendidikan. 2013. Jakarta: Depdikbud.</li> <li>6. Suharsimi Arikunto dan Cepi Safruddin Abd. Jabar. 2010. Evaluasi Program Pendidikan, Pedoman Teoretis Praktis bagi Mahasiswa dan Praktisi Pendidikan. Edisi Kedua . Jakarta: Bumi Aksara.</li> <li>7. Stoffebeam, D.L &amp; Shinkfield, A.J. 1987. Evaluation and Enlightenment for Decion Making, Columbus, OH: Ohio State University, Evaluation Center.</li> <li>8. Tayibnafis, Farida Yusuf . 2000. Evaluasi Program . Jakarta: Rineka Cipta. Torres, Rosalie T., Preskill,</li> <li>9. Hallie S &amp; Piontek, Mary E. 1996. Evaluating Strategis for Communicating and Reporting; Enchancing Learning in Organizations , International Educational and Professional Publisher Thousand Oaks London New Delhi: Sage Publications.</li> <li>10. Patton,M.Q. 1987. How to Use Qualitative Methodes in Evaluation . Center for the Study of Evaluation, University of California, Los Angeles, Beverly Hills: Sage</li> <li>11. Tatang M Amirin. 1992. Pokok-Pokok Teori Sistem . Jakarta: Rajawali</li> <li>12. Worthen, B.R &amp; Sanders, J.R. 1973. Evaluating Educational and Social Program: Guidelines for Proposal Review Onsite Evaluation Contracts and Technical Assistance, Boston: Kluwer Nyhoff.</li> <li>13. Worthen , B.R &amp; Sanders, J.R. .1988. Educational Evaluation; Alternative Approaches and Practical Guidelines. New York &amp; London: Longman.</li> <li>14. Hasil penelitian relevan dengan kajian evaluasi program pendidikan yang dipublikasikan pada jurnal internasional maupun nasional dan peraturan-peraturan yang relevan.</li> </ol>																																														

		<b>Supporters:</b>					
<b>Supporting lecturer</b>		Dr. Erny Roesminingsih, M.Si. Dr. Nunuk Hariyati, S.Pd., M.Pd. Ainur Rifqi, S.Pd., M.Pd. Aditya Chandra Setiawan, 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	Students know the expected competency achievements in educational program evaluation courses; Students know the structure of lectures, assignments and learning contracts. Students know references that are relevant to lectures.	<ol style="list-style-type: none"> <li>1.Students clearly understand the achievements of lecture competencies.</li> <li>2.Students can understand the structure of lectures, assignments and things that are agreed upon for the smooth running of lectures.</li> <li>3.Students can find out and identify sources or references that are relevant to lecture material.</li> </ol>	<b>Criteria:</b> -	Lectures and questions and answers 3 X 50			0%
2	Students master the concept of educational program evaluation; Students illustrate the position of program evaluation in the education system;	<ol style="list-style-type: none"> <li>1.Students are able to clearly interpret the elements that are keywords in terms of educational program evaluation.</li> <li>2.Students are able to differentiate the meaning of evaluation from assessment, measurement and monitoring appropriately;</li> <li>3.Students are able to identify the objectives and functions of educational program evaluation rationally;</li> <li>4.Students can discuss the position of program evaluation in the education system rationally;</li> <li>5.Students can make inferences about regulations related to the proper implementation of educational program evaluations.</li> </ol>	<b>Criteria:</b> Attached	Lecture and question and answer methods, and group discussions. 3 X 50			0%

3	Students understand the principles of educational program evaluation and good evaluation criteria. Students identify the general stages in conducting program evaluation within an education system framework.	<ol style="list-style-type: none"> <li>1. Students are able to generalize good evaluation principles and criteria using causality sentences correctly;</li> <li>2. Students are able to provide examples of the implementation of good evaluation principles and criteria correctly;</li> <li>3. Students are able to group the activities carried out in each stage of educational program evaluation appropriately.</li> <li>4. Students are able to rationally differentiate evaluation principles at each stage.</li> </ol>	<b>Criteria:</b> Attached	Lecture method, question and answer, and group discussion 3 X 50			0%
4	Students are able to understand and explain approaches to evaluating educational programs.	<ol style="list-style-type: none"> <li>1. Students are able to explain approaches in evaluating educational programs according to their characteristics;</li> <li>2. Students are able to illustrate the implementation of educational program evaluation approaches in different contexts appropriately.</li> </ol>	<b>Criteria:</b> Attached	Lecture, question and answer and discussion methods. 3 X 50			0%
5	Students are able to understand and explain program evaluation models in the context of the education system.	<ol style="list-style-type: none"> <li>1. Students are able to understand and explain the CIPP model comprehensively;</li> <li>2. Students are able to understand and explain the Need Assessment model comprehensively;</li> <li>3. Students are able to understand and explain the Stake model comprehensively;</li> <li>4. Students are able to understand and explain the Brikerhoff model comprehensively;</li> </ol>	<b>Criteria:</b> Attached	Lecture, question and answer and group discussion methods. 3 X 50			0%

6	Students are able to understand and explain program evaluation models in the context of the education system.	<ol style="list-style-type: none"> <li>1. Students are able to understand and explain the SPEC model comprehensively;</li> <li>2. Students are able to understand and explain the Glaser model comprehensively;</li> <li>3. Students are able to understand and explain the comprehensive Metfessel model;</li> <li>4. Students are able to understand and explain Michael's model comprehensively;</li> </ol>	<b>Criteria:</b> Attached	Lecture, question and answer and group discussion methods. 3 X 50			0%
7	Students understand the mechanisms and important aspects in preparing educational program evaluation plans.	<ol style="list-style-type: none"> <li>1. Students identify the need for careful evaluation of educational programs based on existing information;</li> <li>2. Students prepare a comprehensive educational program evaluation plan;</li> </ol>	<b>Criteria:</b> Attached	Lecture, question and answer and group discussion methods. 3 X 50			0%
8	Students master the concept of educational program evaluation; Students illustrate the position of program evaluation in the education system; Students understand the principles of educational program evaluation and good evaluation criteria; Students identify the general stages in conducting program evaluation within an educational system framework; Students are able to understand and explain the approach - approaches to evaluating educational programs; Students are able to understand and explain program evaluation models in the context of the education system; Students understand the mechanisms and important aspects in preparing educational program evaluation plans.	<ol style="list-style-type: none"> <li>1. Students are able to generalize educational program evaluations conceptually;</li> <li>2. Students are able to analyze the relationship between educational program evaluation and relevant regulations in order to rationally determine educational evaluation criteria;</li> <li>3. Students are able to concretize the principles of educational program evaluation through precise real examples;</li> <li>4. Students are able to describe the use/benefits of approaches and models in evaluating educational programs;</li> <li>5. Students are able to describe the preparation of a comprehensive educational program evaluation plan.</li> </ol>	<b>Criteria:</b> Attached	- 3 X 50			0%

9	Students understand the various instruments and important aspects in developing educational program evaluation instruments.	1.Students understand the various evaluation instruments and their uses comprehensively; 2.Students are able to determine instruments that are appropriate for the evaluation of educational programs according to the evaluation planned at the 7th meeting	<b>Criteria:</b> Attached	Lecture and group discussion method 3 X 50			0%
10	Students understand the various instruments and important aspects in developing educational program evaluation instruments.	Students are able to develop educational program evaluation instruments in accordance with established instrument development criteria and evaluation plans.	<b>Criteria:</b> Attached	Lecture and group discussion method 3 X 50			0%
11	Students understand the various instruments and important aspects in developing educational program evaluation instruments.	Students are able to develop educational program evaluation instruments in accordance with established instrument development criteria and evaluation plans.	<b>Criteria:</b> Attached	Lecture and group discussion method 3 X 50			0%
12	Designing educational program evaluation data collection	1.Students understand various data collection techniques in comprehensive educational program evaluation; 2.Students are able to choose data collection techniques to obtain data about the implementation of educational programs appropriately; 3.Students design data collection for educational program evaluations.	<b>Criteria:</b> Attached	Lecture and group discussion method 3 X 50			0%
13	Analyze and interpret data from educational program evaluation results	1.Students are able to analyze data in evaluating educational programs appropriately; 2.Students are able to interpret the results of data analysis correctly;	<b>Criteria:</b> Attached	Lecture and group discussion method 3 X 50			0%

14	Prepare reports on educational program evaluation results	<ol style="list-style-type: none"> <li>1.Students understand the systematics and components of educational program evaluation reports;</li> <li>2.Students prepare program evaluation reports in a systematic and systemic manner</li> <li>3.Make recommendations in evaluation reports and Follow-up Plans (RTL) that lead to appropriate improvement and development of educational programs.</li> </ol>	Criteria: Attached	Preparation of educational program evaluation results reports. 3 X 50			0%
15	Review program evaluation reports	<ol style="list-style-type: none"> <li>1.Students are able to examine educational program evaluation reports from the content and systematic aspects of report writing;</li> <li>2.Students are able to provide recommendations to the compilers of educational program evaluation reports appropriately and carefully.</li> </ol>	Criteria: Attached	Role Playing and FGD online if needed 3 X 50			0%
16	Students master educational program evaluation, both at the conceptual and practical levels.	<ol style="list-style-type: none"> <li>1.Students are able to answer conceptual and contextual questions rationally and comprehensively regarding: Educational program evaluation planning;</li> <li>2.Educational program evaluation instruments;</li> <li>3.Data collection techniques in carrying out educational evaluations;</li> <li>4.Data analysis and data interpretation in educational program evaluation;</li> <li>5.Preparation of educational program evaluation results reports.</li> </ol>	Criteria: Attached	- 3 X 50			0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
		0%

## 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.