



**Universitas Negeri Surabaya
Faculty of Education,
Educational Technology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
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Evaluation of Community Empowerment Programs	8620302210		T=2 P=0 ECTS=3.18	6	July 18, 2024
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AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Utari Dewi, S.Sn., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;">P.O</td> </tr> </table>	P.O																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	This course discusses the meaning of objectives, functions, and various approaches/models used, as well as obstacles that are often encountered in the practice of evaluating community empowerment programs through scientific learning. Lectures are carried out using blended learning. The assessment is carried out by means of question and answer and in writing.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Adisasmita, Rahardjo. 2010. Pembangunan Pedesaan dan Perkotaan. Yogyakarta: Graha Ilmu 2. AG, Subarsono. 2012. Analisis Kebijakan Publik (konsep, teori, dan aplikasi) . Yogyakarta: Pustaka Pelajar 3. Mardikanto, Totok, Poerwoko Soebiato. 2012. Pemberdayaan Masyarakat Dalam Perspektif Kebijakan Publik . Bandung: Alfabeta 4. Rusijono, dkk. 2020. Handout Evaluasi Program Pemberdayaan Masyarakat . Surabaya: Teknologi Pendidikan FIP Unesa <p>Supporters:</p>
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Supporting lecturer	Prof. Dr. Rusijono, M.Pd. Dr. Hari Sugiharto Setyaedhi, M.Si.
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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	Understand the concept of assessment	Can explain: 1. The meaning of tests, measurements and assessments. 2. Difference between assessment and evaluation. 3. Objectives, functions, basis, characteristics, principles and types of assessment	Criteria: Have a discussion about a program and what can be evaluated from the program	Direct learning and 4 X 50 questions and answers		0%
2	: Understand the basic concepts of program evaluation models	Can explain: 1. Objectives, functions and principles of program evaluation 2. Understanding program evaluation models 3. Differences in the concepts of program evaluation and learning evaluation	Criteria: activeness and quality of opinions expressed during the discussion	Group discussion about the evaluation function of the 4 X 50 program		0%
3	Understand CIPP model evaluation	Can explain the basic concepts and scope of the CIPP evaluation model	Criteria: activeness and quality of opinions expressed	Direct learning and discussion 4 X 50		0%
4	Understand Kirkpatrick's evaluation model	Can explain: stages of Kirkpatrick's evaluation model	Criteria: accuracy and suitability of products produced with the Kirkpatrick concept	Group discussion, collaborative learning 4 X 50		0%
5	Understand the Phillips evaluation model	Can explain: stages of the Phillips evaluation model	Criteria: accuracy and suitability of products produced with the Phillips concept	Group discussion, collaborative learning 4 X 50		0%
6	Understand the CIRO evaluation model	Can explain: stages of the CIRO evaluation model	Criteria: accuracy and suitability of products produced with the CIRO concept	Group discussion, collaborative learning 4 X 50		0%
7	Understand the IPO evaluation model	Can explain: stages of the IPO evaluation model	Criteria: accuracy and suitability of the product produced with the IPO concept	Group discussion, collaborative learning 4 X 50		0%
8	Sub Summative Exam		Criteria: suitability of work results with the material presented	4 X 50		0%
9	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	Criteria: suitability of the evaluation model to the program being evaluated	practice and collaborative learning, problem based learning 4 X 50		0%
10	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	Criteria: suitability of the evaluation model to the program being evaluated	practice, collaborative learning, Problem based learning 4 X 50		0%

11	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	Criteria: suitability of the evaluation model to the program being evaluated	practice, collaborative learning, Problem based learning 4 X 50		0%
12	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	Criteria: suitability of the evaluation model to the program being evaluated	practice, collaborative learning, Problem based learning 4 X 50		0%
13	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	Criteria: suitability of the evaluation model to the program being evaluated	practice, collaborative learning, problem based learning 4 X 50		0%
14	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	Criteria: suitability of the evaluation model to the program being evaluated	practice, collaborative learning, problem based learning 4 X 50		0%
15	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	Criteria: suitability of the evaluation model to the program being evaluated	practice, collaborative learning, problem based learning 4 X 50		0%
16	UAS	UAS		2 X 50		0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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** 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

