		Universitas Negeri Surabaya Faculty of Education, Undergraduate Study Program in Out-of-School Education	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Education Evaluation		8620503041			T=3	P=0	ECTS=4.77	3	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		....		....			Rivo Nugroho, S.Pd., M.Pd.		

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)
	P.O Week

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Examining the concept of evaluation, evaluation objectives, evaluation criteria, evaluation approaches, and elements being evaluated, evaluation models, contains evaluation models that can be developed. Evaluation methods, containing evaluation methods in PLS, the relationship between evaluation methods and evaluation elements, and the use of evaluation methods. Evaluation techniques and data, reviewing evaluation techniques and evaluation data. Data processing in program evaluation, contains data processing and analysis, use of statistics in evaluation, operational variables. Technical instructions for preparing evaluation reports, discussing the systematics of evaluation reports, and descriptions of evaluation report chapters. through explanations, discussions, presentations and assignments.

References	**Main :**
	1. Skager, R dan Dave, RH. 1977. Curriculum Evaluation for Lifelong Education. New York: Perganon Press.
	2. Skager, R. 1979. Lifelong Education and Evaluation Practice. New York. Perganon Press.
	3. Sudjana, D. 2006. Evaluasi Program Pendidikan Luar Sekolah. Bandung: Falah Production.
	4. Sudjana, D. 2004. Manajemen Program Pendidikan untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production.
	5. Arikunto, S. 2014. Evaluasi Pendidikan (Edisi Revisi). Jakarta:
	Supporters:

Supporting lecturer	Dr. Soedjarwo, M.S. Dr. Heryanto Susilo, 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 are expected to understand the concept of program evaluation. Students are able to explain and understand the objectives of program evaluation. Students are expected to be able to explain and understand the PNF program evaluation criteria. Able to understand the approach and elements of PNF program evaluation. Able to understand and apply PNF program evaluation models, methods and techniques. | Able to understand the concept of evaluation Able to differentiate between evaluation, measurement and assessment Able to state the objectives of program evaluation Able to explain the objectives of program evaluation Able to state PNF program evaluation criteria Able to explain PNF program evaluation criteria Able to understand the two PNF program evaluation approaches Able to state the elements of PNF program evaluation Understand the elements of PNF program evaluation PNF curriculum evaluation Able to understand PNF program evaluation models Understand PNF program evaluation methods Able to understand data collection techniques Skilled in making PNF program evaluation data collection instruments | | LECTURE HD DISCUSSION 3 X 50 | | | 0% |

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8	UTS			3 X 50			0%
9	Able to collect PNF program evaluation data. Able to process data from evaluation data collection. Understand program evaluation variables. Able to make PNF program evaluation reports	Understand the definition of data. Be able to mention types of data. Be able to collect PNF program evaluation data		LECTUREHDDISCUSSION CASE STUDIES 3 X 50			0%
10	Able to collect PNF program evaluation data. Able to process data from evaluation data collection. Understand program evaluation variables. Able to make PNF program evaluation reports	Understand the definition of data. Be able to mention types of data. Be able to collect PNF program evaluation data		LECTUREHDDISCUSSION CASE STUDIES 3 X 50			0%

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12	Able to collect PNF program evaluation data. Able to process data from evaluation data collection. Understand program evaluation variables. Able to make PNF program evaluation reports	Understand the definition of data. Be able to mention types of data. Be able to collect PNF program evaluation data		LECTUREHDDISCUSSION CASE STUDIES 3 X 50			0%
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15	Able to collect PNF program evaluation data. Able to process data from evaluation data collection. Understand program evaluation variables. Able to make PNF program evaluation reports	Understand the definition of data. Be able to mention types of data. Be able to collect PNF program evaluation data		LECTUREHDDISCUSSION CASE STUDIES 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

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.