



Universitas Negeri Surabaya
Faculty of Engineering
, Electrical Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
Learning Evaluation	8320103032		T=3 P=0 ECTS=4.77	4	July 18, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																											
		Dr. Nur Kholis, S.T., M.T.																																											
Learning model	Project Based Learning																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <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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References	Main : <ol style="list-style-type: none"> 1. Anderson, Lorin W. 2008. Classroom Assessment Enhancing the Quality of Teacher Decision Making . London: Lawrence Erlbaum Associates, 2. Brookhart, Susan M. 2008. How to Give Effective Feedback to Your Students . USA: ASCD 3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD 4. Griffin, Patric and Esther Care. 2015. A sssessment and Teaching of 21st Century Skills. New York: Springer 5. Joughin, Gordon. 2009. Assessment, Learning and Judgement in Higher Education . New York: Springer 6. Samuel, Andrew. 2006. Make and Test Projects in Engineering Design Creativity, Engagement and Learning . London: Springer 7. Van Blerkom, Malcolm L. 2009. Measurement and Statistics for Teachers. London: Routledge 																																															
	Supporters:																																															
Supporting lecturer	Prof. Dr. Ismet Basuki, M.Pd. Dr. Meini Sondang Sumbawati, M.Pd. Yulia Fransisca, 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	Able to understand the concept and understanding of assessment, process evaluation and evaluation of learning outcomes	- Explain the meaning of assessment, process evaluation and learning outcomes evaluation - Discuss examples of implementation, process evaluation and learning outcomes evaluation - Discuss problems that are often found in exam implementation	Criteria: 1.1. Students' ability to answer questions 2.2. Student activity in asking questions and responding	DISCUSSION AND ASSIGNMENT 3 X 50			0%
2	Students are able to understand assessment techniques	- Explain the basic principles of assessment - Explain the characteristics of assessment - Explain the cognitive domain as an object for assessing learning outcomes - Explain the affective domain as an assessment of learning outcomes - Explain the psychomotor domain as an object for assessing learning outcomes - Explain techniques in evaluating learning outcomes - Create test indicators - Create test grids	Criteria: If you answer correctly the score is 100	Presentation, discussion, reflection and assignment 3 X 50			0%
3	Students are able to understand assessment techniques	- Explain the basic principles of assessment - Explain the characteristics of assessment - Explain the cognitive domain as an object for assessing learning outcomes - Explain the affective domain as an assessment of learning outcomes - Explain the psychomotor domain as an object for assessing learning outcomes - Explain techniques in evaluating learning outcomes - Create test indicators - Create test grids	Criteria: If you answer correctly the score is 100	Presentation, discussion, reflection and assignment 3 X 50			0%
4	Students are able to understand & make types of tests	- Explaining the meaning of a test - Explaining the function of a test - explaining the types of tests - developing a Multiple Choice test	Criteria: Test preparation equipment includes Syllabus, RPP, Question Grid, Questions, Answer Key	Discussion, assignments, exercises, looking for library sources and other references, group work 3 X 50			0%

5	Students are able to develop multiple choice questions for certain KD	make a minimum of 20 Multiple Choice questions according to the indicators in the selected RPP	Criteria: Test preparation completeness includes Syllabus, RPP, Question Grid, Questions, Answer Key, multiple choice question assessment criteria	Discussion, group work, 3 X 50			0%
6	Students are able to understand & make tests and non-tests as evaluation of learning outcomes	- Explaining the meaning of tests - Explaining the function of tests - Making RB tests - Explaining observations - Explaining interviews - Explaining questionnaires - Explaining document inspection - Explaining portfolio assessment - Making product assessments - Making attitude assessments - Making skills assessments - Making project assessments - Self-assessment	Criteria: Answering correctly gets a score of 100	Discussions, assignments, exercises, searching for library sources and other references 9 X 50			0%
7	Students are able to process learning test results	- Explain PAN and PAP. - Explain the central tendency figures (mean, mode & mid) - Explain the variance and standard deviation. - Explain the techniques for implementing learning outcomes tests	Criteria: Answering correctly gets a score of 100	Presence, Discussion, exercises and assignments 3 X 50			0%
8	Students are able to process learning test results	- Explain PAN and PAP. - Explain the central tendency figures (mean, mode & mid) - Explain the variance and standard deviation. - Explain the techniques for implementing learning outcomes tests	Criteria: Answering correctly gets a score of 100	Presence, Discussion, exercises and assignments 3 X 50			0%
9	UTS 1st to 8th meeting	meetings 1st to 8th	Criteria: Students who answer correctly get a score of 100	exam or written test 3 X 50			0%

10	Students are able to search for and determine the validity of learning outcome test items	<ul style="list-style-type: none"> - Explaining techniques for testing the validity of learning outcome tests - Explaining test testing rationally - Explaining test testing empirically - Testing analysis of selected response test items - Determining good learning outcome test items - Determining distractors that function on selected response test items 	Criteria: Students who do it correctly get a score of 100	Discussion, assignments and exercises 6 X 50			0%
11	Students are able to search for and determine the validity of learning outcome test items	<ul style="list-style-type: none"> - Explaining techniques for testing the validity of learning outcome tests - Explaining test testing rationally - Explaining test testing empirically - Testing analysis of selected response test items - Determining good learning outcome test items - Determining distractors that function on selected response test items 	Criteria: Students who do it correctly get a score of 100	Discussion, assignments and exercises 6 X 50			0%
12	Students are able to determine the reliability of learning outcomes tests	<ul style="list-style-type: none"> - Explain the technique for testing the reliability of learning test descriptions - Explain the technique for testing the reliability of learning test with selected responses - Explain the technique for testing the reliability of learning outcome tests using a single test-single trial approach - Explain the technique for testing the reliability of learning outcome tests using a test-test approach - Explain the technique for testing reliability learning outcomes test with an alternative form approach 	Criteria: Students who do it correctly get a score of 100	Discussion, assignments and exercises 3 X 50			0%

13	Able to determine the value or grade from the test results	<ul style="list-style-type: none"> - Explain the meaning of grades from learning outcomes tests - Explain the consideration of individual differences in determining grades. - Explain the various systems - Determine the final assessment system 	Criteria: Students who do it correctly get a score of 100	Discussion, assignments and exercises 3 X 50			0%
14	Able to explain techniques for determining final grades, KKM, ranking and loading learning achievement profiles	<ul style="list-style-type: none"> - explains the meaning of final grades - explains the function of final grades - explains the factors that need to be considered in determining final grades - explains techniques for preparing rankings. - Explains the meaning of rankin Types and procedures for preparing rankin - Explains techniques for making learning achievement profiles - Explains understanding learning achievement profiles - Explain the forms of learning achievement profiles - Explain the use of learning achievement profiles 	Criteria: Doing it correctly and without plagiarism gets a score of 100	Create a concept map regarding the overall assessment 9 X 50			0%
15	Able to explain techniques for determining final grades, KKM, ranking and loading learning achievement profiles	<ul style="list-style-type: none"> - explains the meaning of final grades - explains the function of final grades - explains the factors that need to be considered in determining final grades - explains techniques for preparing rankings. - Explains the meaning of rankin Types and procedures for preparing rankin - Explains techniques for making learning achievement profiles - Explains understanding learning achievement profiles - Explain the forms of learning achievement profiles - Explain the use of learning achievement profiles 	Criteria: Doing it correctly and without plagiarism gets a score of 100	Create a concept map regarding the overall assessment 9 X 50			0%

16	Able to explain techniques for determining final grades, KKM, ranking and loading learning achievement profiles	- explains the meaning of final grades - explains the function of final grades - explains the factors that need to be considered in determining final grades - explains techniques for preparing rankings. - Explains the meaning of rankin Types and procedures for preparing rankin - Explains techniques for making learning achievement profiles - Explains understanding learning achievement profiles - Explain the forms of learning achievement profiles - Explain the use of learning achievement profiles	Criteria: Doing it correctly and without plagiarism gets a score of 100	Create a concept map regarding the overall assessment 9 X 50			0%
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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.**