	Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Fine Arts Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Assessment of Fine Arts Learning Process and Outcomes		8821003011		T=3	P=0	ECTS=4.77	4	July 18, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator
		....		....		Fera Ratyaningrum, S.Pd., M.Pd.

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

PO Matrix at the end of each learning stage (Sub-PO)

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

Short Course Description	Examining basic concepts, principles of evaluating learning processes and outcomes, learning evaluation models, developing and testing learning evaluation tools, planning, implementing, processing and reporting arts and culture learning evaluations.

References	Main :

1. Aunurrahman.2009. Belajar dan Pembelajaran. Bandung: Alfabeta
2. Hamalik, Umar.2008. Kurikulum dan Pembelajaran. Jakarta: Bumi Aksara
3. Anderson, L.W. et al.2001. A Taxonomy for Learning, Teaching, and Assessing .New York: Longman.
4. Borg, Walter R dan Gall, Meredith Damien.1983. Education Research an Introduction. New York: Longman
5. BSNP. 2007. Panduan Penilaian Kelompok Mata Pelajaran Estetika. Jakarta: Depdiknas
6. Daryanto.2008. Evaluasi Pendidikan. Jakarta: PT Rineka Cipta
7. Diane Hart.1994. Authentic Assessment .Addison-Wesley Publishing Company Inc.USA
8. Depdiknas.2008. Sistem Penilaian KTSP Panduan Penyelenggaraan Pembelajaran Remidial. Jakarta
9. Longman, Addisson Wesley.2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom 19s Taxonomy of Education Objectives. New York: David McKay Company.Inc
10. Majid, Abdul.2005. Perencanaan Pembelajaran. Bandung: PT. Rosdakarya
11. Munthe, Bermawi.2009. Desain Pembelajaran. Yogyakarta: Pustaka Insan Madani
12. Popham, W.J.1993. Educational Evaluation .Boston: Allyn and Bacon.
13. Safari. 2004. Evaluasi Pembelajaran .Jakarta: Departemen Pendidikan Direktorat Pendidikan Dasar menengah Direktorat Tenaga Kependidikan
14. Worthen, B.R dan Sanders.J.R.2001. Educational Evaluation. New York: Longman

	Supporters:

Supporting lecturer	NUNUK GIARI MURWANDANI Dr. Martadi, M.Sn.

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	Understanding the nature of learning evaluation	Describe the meaning, objectives and function of evaluation.		3 X 50			0%
2	Understanding the nature of learning evaluation	Describe the meaning, objectives and function of evaluation.		3 X 50			0%
3	Understanding the nature of learning evaluation	Describe the principles and types of evaluation		3 X 50			0%
4	Understanding the nature of learning evaluation	Describe the meaning of class assessment, assessment principles and objectives of class assessment		3 X 50			0%
5	Understanding the nature of learning evaluation	Describe competency-based assessment		3 X 50			0%
6	Develop competence in arts and culture assessment	Developing competencies in arts and culture assessment		3 X 50			0%
7	Develop competence in arts and culture assessment	Developing competencies in arts and culture assessment		3 X 50			0%
8	Midterm exam	Taking Midterm Exams		Midterm Exam 3 X 50			0%
9	Developing techniques and forms of assessment for arts and culture learning	Develop arts and culture assessment tools based on assessment aspects		3 X 50			0%
10	Developing techniques and forms of assessment for arts and culture learning	Develop arts and culture assessment tools based on assessment aspects		3 X 50			0%
11	Developing techniques and forms of assessment for arts and culture learning	Develop techniques and forms of assessment for arts and culture subjects		3 X 50			0%
12	Developing techniques and forms of assessment for arts and culture learning	Develop techniques and forms of assessment for arts and culture subjects		3 X 50			0%
13	Developing techniques and forms of assessment for arts and culture learning	Analyzing questions in arts and culture lessons		3 X 50			0%

No							
14	Developing techniques and forms of assessment for arts and culture learning	Testing the Validity of Learning Results Tests		3 X 50			0%
15	Developing techniques and forms of assessment for arts and culture learning	Final grade determination technique		3 X 50			0%
16	Final exams	Plan, implement and evaluate arts and culture learning outcomes		Assessment of objects: Practice assessment skills for arts and culture learning objects. 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.