



**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
Evaluation of Learning and Learning	8821002275	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																			
	PLO-11	Able to apply and develop fine art skills to create innovative media and learning resources.																																																																		
	Program Objectives (PO)																																																																			
	PO - 1	Students understand the essence of fine arts teaching assessment including principles, types of tools, development procedures and techniques for processing assessment results to diagnose student learning difficulties																																																																		
	PO - 2	Students are able to understand the flow of evaluation processes and learning outcomes and formulate fine arts education assessment instruments																																																																		
	PLO-PO Matrix																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-11</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> </table>	P.O	PLO-11	PO-1		PO-2																																																													
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	PO-1																																																																			
	PO-2																																																																			
PO Matrix at the end of each learning stage (Sub-PO)																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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PO-2																																																																				

Short Course Description	This course provides an understanding of knowledge about the nature of fine arts teaching assessment including principles, types of tools, development procedures and techniques for processing assessment results to diagnose student learning difficulties, and practice preparing fine arts education assessment instruments, with theoretical and practical strategies.
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References	Main :	
		<ol style="list-style-type: none"> 1. Sudjana, Nana. 2010. Penilaian Hasil Proses Belajar Mengajar . Bandung: Remaja Rosdakarya. 2. Arikunto, Suharsimi. 2013. Dasar-dasar Evaluasi Pendidikan . Jakarta: PT. Bumi Aksara. 3. Soeharjo AJ. 1986. Petunjuk Pengajaran Seni Rupa . Malang ; IKIP Malang. 4. Jazuli, M. 2008. Paradigma Kontekstual Pendidikan Seni . Surabaya: Unesa University Press. 5. Kementerian Pendidikan dan Kebudayaan. 2014. Panduan Penilaian Pencapaian Kompetensi Peserta Didik Sekolah Menengah Pertama . Jakarta.
	Supporters:	

Supporting lecturer	Drs. Imam Zaini, M.Pd. Dra. Siti Mutmainah, M.Pd.
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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 nature & scope of Learning Assessment	1.Explain the nature of learning assessment 2.Explain the scope of learning assessment	Criteria: able to explain the nature & scope of learning assessment Form of Assessment : Participatory Activities, Tests	Lectures, discussions, questions and answers 2 X 50		Material: nature & scope of Learning Assessment Reader: <i>Arikunto, Suharsimi. 2013. Basics of Educational Evaluation. Jakarta: PT. Literary Earth.</i>	2%
2	Definition, function and objectives of assessment	1. Explain the meaning of learning assessment. 2. Explain the function of learning assessment. 3. Explain the purpose of learning assessment	Criteria: able to explain correctly the meaning, function and objectives of learning assessment Form of Assessment : Test	Lectures, discussions, questions and answers 2 X 50		Material: Definition, function and objectives of learning assessment Reader: <i>Sudjana, Nana. 2010. Assessment of Teaching and Learning Process Results. Bandung: Rosdakarya Youth.</i>	3%
3	Types & scoring systems	1.Compare formative, summative, diagnostic, selective assessments. 2.Comparing the assessment system based on norm references (PAN) and assessment systems based on benchmark references (PAP)	Criteria: able to correctly describe formative, summative, diagnostic, selective assessments and compare assessment systems based on norm references and benchmark references Form of Assessment : Portfolio Assessment, Test	Lectures, discussions, questions and answers 2 X 50		Material: types and assessment systems Reader: <i>Sudjana, Nana. 2010. Assessment of Teaching and Learning Process Results. Bandung: Rosdakarya Youth.</i>	5%
4	Assessment of Learning Processes and Outcomes	1.Explain the principles of assessment 2.Explain the assessment steps	Criteria: explains the principles of assessment covering competency attitudes, knowledge and learning skills. Learning processes and steps Form of Assessment : Test	Lectures, questions and answers, assignments 2 X 50		Material: assessment of learning outcomes and processes References: <i>Ministry of Education and Culture. 2014. Guide to Assessment of Competency Achievement of Junior High School Students. Jakarta.</i>	10%

5	Test and Non-Test assessment tools	<ol style="list-style-type: none"> 1.Explain the advantages & disadvantages of subjective tests 2.Explain the advantages & disadvantages of objective tests 3.Explain non-test assessment tools 	<p>Criteria: explain the advantages & disadvantages of subjective tests, objective tests, non-test assessment tools</p> <p>Form of Assessment : Test</p>	Presentation, Question and answer 2 X 50		<p>Material: Test and Non-Test assessment tools</p> <p>References: <i>Sudjana, Nana. 2010. Assessment of Teaching and Learning Process Results. Bandung: Rosdakarya Youth.</i></p>	5%
6	Test and Non-Test assessment tools	<ol style="list-style-type: none"> 1.Explain the advantages & disadvantages of subjective tests 2.Explain the advantages & disadvantages of objective tests 3.Explain non-test assessment tools 	<p>Criteria: explain the advantages & disadvantages of subjective tests, objective tests, non-test assessment tools</p> <p>Form of Assessment : Test</p>	Presentation, Question and answer 2 X 50		<p>Material: Test and Non-Test assessment tools</p> <p>References: <i>Sudjana, Nana. 2010. Assessment of Teaching and Learning Process Results. Bandung: Rosdakarya Youth.</i></p>	4%

7	UTS	Materials 1 to 6	<p>Criteria: explains the nature and scope of learning assessment, Definition, function and objectives of assessment, Types & systems of assessment, Assessment of Learning Processes and Outcomes, Test and Non-Test assessment tools,</p> <p>Form of Assessment : Test</p>	2 X 50		<p>Material: essence & scope of Learning Assessment, Library: <i>Sudjana, Nana. 2010. Assessment of Teaching and Learning Process Results. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Definition, function and objectives of learning assessment References: <i>Arikunto, Suharsimi. 2013. Basics of Educational Evaluation. Jakarta: PT. Literary Earth.</i></p> <hr/> <p>Material: Test and Non-Test assessment tools Library: <i>Ministry of Education and Culture. 2014. Guide to Assessment of Competency Achievement of Junior High School Students. Jakarta.</i></p>	5%
8	Visual Arts Learning Assessment Based on the 2013 Curriculum	<ol style="list-style-type: none"> 1.Explain the characteristics of assessments based on K-13 2.Explain technique 3.assessment based on K - 13 	<p>Criteria: explains the characteristics of assessment based on K-13, including learning tools, learning assessment standards</p> <p>Form of Assessment : Portfolio Assessment, Test</p>	Presentation and Question and Answer 2 X 50		<p>Material: Visual Arts Learning Assessment Based on the 2013 Curriculum Reader: <i>Soeharjo AJ. 1986. Instructions for Teaching Fine Arts. Malang: IKIP Malang.</i></p>	10%
9	Assessment of affective, cognitive, psychomotor aspects	<ol style="list-style-type: none"> 1. Explain the attitude assessment procedure. 2. Explain the knowledge assessment procedure. 3. Explain the skills assessment procedure 	<p>Criteria: explains the assessment of affective, cognitive, psychomotor aspects</p> <p>Form of Assessment : Test</p>	Lectures, questions and answers, assignments 2 X 50		<p>Material: Assessment of affective, cognitive, psychomotor aspects References: <i>Jazuli, M. 2008. Contextual Paradigm of Arts Education. Surabaya: Unesa University Press.</i></p>	5%

10	Assessment of affective, cognitive, psychomotor aspects	1. Explain the attitude assessment procedure. 2. Explain the knowledge assessment procedure. 3. Explain the skills assessment procedure	Criteria: explains the assessment of affective, cognitive, psychomotor aspects Form of Assessment : Participatory Activities, Tests	Lectures, questions and answers, assignments 2 X 50		Material: Assessment of affective, cognitive, psychomotor aspects References: Jazuli, M. 2008. <i>Contextual Paradigm of Arts Education</i> . Surabaya: Unesa University Press.	5%
11	Assessment of affective, cognitive, psychomotor aspects	1. Explain the attitude assessment procedure. 2. Explain the knowledge assessment procedure. 3. Explain the skills assessment procedure	Criteria: explains the assessment of affective, cognitive, psychomotor aspects Form of Assessment : Participatory Activities, Tests	Lectures, questions and answers, assignments 2 X 50		Material: Assessment of affective, cognitive, psychomotor aspects References: Jazuli, M. 2008. <i>Contextual Paradigm of Arts Education</i> . Surabaya: Unesa University Press.	5%
12	Visual Arts Learning Assessment Based on the 2013 Curriculum	1.Explain the characteristics of assessments based on K-13 2.Explain technique 3.assessment based on K-13	Criteria: Visual Arts Learning Assessment Based on the 2013 Curriculum (includes tools, assessment instruments, learning media) Form of Assessment : Project Results Assessment / Product Assessment, Test	Presentation and Question and Answer 2 X 50		Material: Visual Arts Learning Assessment Based on the 2013 Curriculum Reader: Soeharjo AJ. 1986. <i>Instructions for Teaching Fine Arts</i> . Malang; IKIP Malang.	10%
13	Assessment of aspects of attitudes, knowledge and skills	1.Explain the attitude assessment procedure 2.Explain the knowledge assessment procedure 3.Explain the skills assessment procedure	Criteria: explain correctly the assessment of aspects of attitudes, knowledge and skills Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Lectures, questions and answers, assignments 2 X 50		Material: Assessment of aspects of attitudes, knowledge and skills References: Jazuli, M. 2008. <i>Contextual Paradigm of Arts Education</i> . Surabaya: Unesa University Press.	5%
14	Assessment of aspects of attitudes, knowledge and skills	1.Explain the attitude assessment procedure 2.Explain the knowledge assessment procedure 3.Explain the skills assessment procedure	Criteria: explain correctly the assessment of aspects of attitudes, knowledge and skills Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Lectures, questions and answers, assignments 2 X 50		Material: Assessment of aspects of attitudes, knowledge and skills References: Jazuli, M. 2008. <i>Contextual Paradigm of Arts Education</i> . Surabaya: Unesa University Press.	5%

15	Assessment of aspects of attitudes, knowledge and skills	<ol style="list-style-type: none"> 1.Explain the attitude assessment procedure 2.Explain the knowledge assessment procedure 3.Explain the skills assessment procedure 	<p>Criteria: explain correctly the assessment of aspects of attitudes, knowledge and skills</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Lectures, questions and answers, assignments 2 X 50		<p>Material: Assessment of aspects of attitudes, knowledge and skills</p> <p>References: <i>Jazuli, M. 2008. Contextual Paradigm of Arts Education. Surabaya: Unesa University Press.</i></p>	5%
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16	UAS	all meeting materials 1-15	<p>Criteria: explains the nature of assessment, test and non-test assessment, learning based on the 2013 curriculum, assessment of aspects of attitudes, knowledge and skills</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Accuracy of test results		<p>Material: nature & scope of Learning Assessment Reader: <i>Sudjana, Nana. 2010. Assessment of Teaching and Learning Process Results. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: types and assessment systems References: <i>Arikunto, Suharsimi. 2013. Basics of Educational Evaluation. Jakarta: PT. Literary Earth.</i></p> <hr/> <p>Material: Visual Arts Learning Assessment Based on the 2013 Curriculum Reader: <i>Soeharjo AJ. 1986. Instructions for Teaching Fine Arts. Malang; IKIP Malang.</i></p> <hr/> <p>Material: Test and Non-Test assessment tools References: <i>Jazuli, M. 2008. Contextual Paradigm of Arts Education. Surabaya: Unesa University Press.</i></p> <hr/> <p>Material: Definition, function and objectives of learning assessment Reference: <i>Ministry of Education and Culture. 2014. Guide to Assessment of Competency Achievement of Junior High School Students. Jakarta.</i></p>	15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	16.01%
2.	Project Results Assessment / Product Assessment	10%
3.	Portfolio Assessment	12.51%
4.	Test	60.51%
		99.03%

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.