

## Universitas Negeri Surabaya Faculty of Education Undergraduate Guidance and Counseling Study Program

Document Code

## SEMESTER LEARNING PLAN

Courses		CODE			1	Cour	se Fa	mily		Crec	lit We	ight	S	EMESTE	R	Cor Dat	npilat e	ior
Developmen Instruments	t of Measuring	86201	02113							T=2	P=0	ECTS=3.	18	4		July	/ 17, 2	02
AUTHORIZA	TION	SP De	veloper						Cours	se Clu	ster C	Coordinato	r S	tudy Pro	gram	Coord	inato	
		Dr. Ari	Khusum	adewi,	S.Pd, I	M.Pd			Dr. De Kons	enok S	Setiaw	ati, M.Pd.,	[	Dr. Evi W	'iningsi	h, S.P	d., M.I	۶d
Learning model	Project Based	Learning																
Program	PLO study pr	ogram which	is charg	ed to	the co	ourse	•											
Learning Outcomes	PLO-7	Mastering the	concept	s and p	ractice	es of g	juidan	ice a	nd cou	nselin	g in va	arious cont	exts a	nd probl	ems			
(PLO)	PLO-9	Able to design	n, impler	ient and	d utilize	e the	result	s of r	eeds a	assess	sment	s for guida	nce ar	nd couns	eling se	ervices	6	
	Program Obj	ectives (PO)																
	PO - 1	Compile a sci upload it to th				ie res	ults of	f the	study a	above	in the	e form of a	thesis	or final	assigni	nent r	eport,	an
	PO - 2	Able to be res assigned to w							o work	resul	ts and	supervise	and e	evaluate	the co	npletio	on of \	vo
	PO - 3	Able to develo	op plagia	ism-fre	e mea	suring	g tools	6										
	PO - 4	Designing psy	chologic/	al meas	suring i	instru	ments	s bas	ed on s	studer	nt nee	ds						
	PLO-PO Matr	İ	P.O PLO-7 PLO-9															
		P.0						.0-9 •										
				-		_												
		PO-2		-		_		/										
		PO-3						/ /										
	PO Matrix at	the end of eac	h learni:	ng sta	.ge (Si	ub-P	0)											
		P.0								,	Week							1
			1	2	3	4	5	6	7	8	9	10 1	1	2 13	14	15	16	
		PO-1	~	1	~	1	~	~	1									-
		PO-2		+						1	1		+					1
		PO-3		+						1			-		1	~		1
		PO-4															1	
Short Course Description	measurement a scores, item an	xamines the r areas and meas alysis and selec using the project	urement ction proc	area co edures	nfirmā , item i	ition e reliab	xercis	ses, i oced	em wr ures, i	iting for tem va	ormats alidity	s and respo procedure	onse fo	ormats, s	caling	and de	etermi	nin
References	Main :																	

	2. 4 3. 6 5. 4 6. 6 7. 7 8. 1 9. F 10. 11.2 12.1 13.1	<ol> <li>Anastasi, Anne.1997. Psychological Testing . New Jersey : Prentice Hall Inc.</li> <li>Azwar, Saifudin. 2002. Tes Prestasi . Yogyakarta : Liberty.</li> <li>Calton, D. &amp; Covert, R.W. 2007. Designing and Constructing Instruments for Social Research and Evaluation . San Fransisc John Wiley &amp; Sons, Inc.</li> <li>Cronbach, L. J. 1998. Psychological Testing . New Jersey: Prentice-Hall, Inc.</li> <li>Muhid, A., Suhadiyanto, &amp; Nurhidayat, D. 2015. Pengembangan Alat Ukur Psikologi . Surabaya: digilib.uinsby.ac.id</li> <li>Gay, L.R. 1985. Educational Evaluation And Measurement: Competencies for analysis and application . New York: Bell ar Howell company.</li> <li>Tuckman. 1999. Conducting Eductional Research, Fifth edition . USA: Harcourt Brance &amp; Company.</li> <li>Lane, S., Raymond, M. R., &amp; Haladyna, T. M. (2015). Handbook of Test Development. Routledge.</li> <li>Reynolds, C. R., Altmann, R. A., &amp; Allen, D. N. (2011). Mastering modern psychological testing: Theory and Methods. Springe Nature.</li> <li>Urbina, S. (2014). Essentials of psychological testing. John Wiley &amp; Sons.</li> <li>Zanon, C., Hutz, C. S., Yoo, H. H., &amp; Hambleton, R. K. (2016). An application of item response theory to psychological te development. Psicologia: Reflexão e Crítica, 29.</li> <li>Duffy, R. D., Gensmer, N., Allan, B. A., Kim, H. J., Douglass, R. P., England, J. W., &amp; Blustein, D. L. (2019). Developing validating, and testing improved measures within the Psychology of Working Theory. Journal of Vocational Behavior, 112, 199 215.</li> <li>Lorelle, S., Atkins, K., &amp; Michel, R. (2021). Enhancing social justice and multicultural counseling competence through cultur immersion: A guide for faculty. Journal of Counselor Preparation and Supervision, 14(1), 4.</li> </ol>						
	<ol> <li>Khusumadewi, A., WS, H. W., &amp; Wiyono, B. D. (2017). Pengembangan modul cultural awareness untuk konselor sebaya. Jurnal Bikotetik (Bimbingan dan Konseling: Teori dan Praktik), 1(1), 30-36.</li> <li>Khusumadewi, A., &amp; Pramesti, M. (2023, December). Development of Psychological Well-Being Scale for Students in Islamic Boarding Schools. In International Joint Conference on Arts and Humanities 2023 (IJCAH 2023) (pp. 1098-1104). Atlantis Press.</li> <li>Khusumadewi, A., Hanurawan, F., Hambali, I. M., &amp; Atmoko, A. (2024). Psychometric Properties of Psychological Well-being for Students in Boarding Schools: A Rasch Analysis. Migration Letters, 21(2), 425-437.</li> <li>Khusumadewi, A., Hariastuti, R. T., Wiryosutomo, H. W., &amp; Paramatatwa, Z. D. (2023). PELATIHAN PENYUSUNAN INSTRUMEN ADIKSI GAME PADA SISWA SEKOLAH MENENGAH PERTAMA. Transformasi dan Inovasi: Jurnal Pengabdian Masyarakat, 3(2), 85-89.</li> </ol>							
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	ting Dra. Titin Dr. Deno Dr. Ari Kl Final abilitie each learnin stage	Indah Prativ k Setiawati, nusumadewi s of	wi, M.Pd. M.Pd., Kons. , S.Pd., M.Pd.	uation	Lear Stude	elp Learning, rning methods, nt Assignments, <mark>stimated time]</mark>	Learning materials	
lecturer	ting Dra. Titin Dr. Deno Dr. Ari Kl Final abilitie each learnin	Indah Prativ k Setiawati, nusumadewi s of	wi, M.Pd. M.Pd., Kons. , S.Pd., M.Pd.	uation Criteria & Form	Lear Stude	rning methods, nt Assignments,	Learning	Al Pengabdian

1	Understand the measurement and the forms of psychological measurement instruments	<ol> <li>Students are able to understand lecture regulations</li> <li>Students are able to understand the measurements</li> <li>Students are able to understand the development of psychological measurement efforts</li> <li>Students are able to understand the area of psychological measurement and the steps of psychological measurement</li> <li>Students are able to for psychological measurement</li> <li>Students are able to find and provide several examples of psychological measurement instruments</li> </ol>	Criteria: Tests and Quizzes Form of Assessment : Participatory Activities	Discussion 2 X 50	Discussion 2 X 50	Material:PsychologicalTestingLiterature:Anastasi,Anne.1997.PsychologicalTesting. NewJersey : PrenticeHall Inc.Material:Achievement TestReader: Azwar,Saifudin. 2002.AchievementTests: Yogyakarta: Liberty.Material:PsychologicaltestingReference:Cronbach, LJ1998.Psychologicaltesting. NewJersey: Prentice-Hall, Inc.Material:ConductingEducationalResearch.Bibliography:Tuckman. 1999.ConductingEducationalResearch, Fifthedition. USA:Harcourt Brance& Company.Material:Development ofPsychologicalMeasuringInstrumentsReferences:Suryabrata,Surgali. 2000.Development ofPsychologicalMeasuringInstrumentsReferences:Suryabrata,Surgali. 2000.Development ofPsychologicalMeasuringInstruments.References:Surgali. 2000.Development ofPsychologicalMeasuringInstruments.References:Surgali. 2000.Development ofPsychologicalMeasurin	2%

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2	Able to understand measuring areas and practice confirming measuring areas	<ol> <li>Understanding psychological Attributes as hypothetical constructs</li> <li>Able to understand the dimensions of attributes and behavioral indicators</li> <li>Able to create operational variables and definitions</li> <li>Able to present a blue- print</li> <li>Able to make grids</li> </ol>	Criteria: Tests and Quizzes Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL • Presenting material • Asking & answering questions • Conducting class discussions • Practice creating variables and operational definitions, creating grids and presenting blue-prints 2 X 50	PBL 2 X 50	Material:PsychologicalTestingLiterature:Anastasi,Anne.1997.PsychologicalTesting. NewJersey : PrenticeHall Inc.Material:Achievement TestReader: Azwar,Saifudin. 2002.AchievementTests. Yogyakarta: Liberty.Material:PsychologicaltestingReference:Cronbach, LJ1998.Psychologicaltesting. NewJersey: Prentice-Hall, Inc.Material:ConductingEducationalResearch.Bibliography:Tuckman. 1999.ConductingEductionalResearch, Fifthedition. USA:Harcourt Brance& Company.Material:Development ofPsychologicalMeasuringInstrumentsReferences:Suryabrata,Sumadi. 2000.Development ofPsychologicalMeasuringInstruments.Yogyakarta: AndiOffsetMaterial:PsychologicalTesting. NewJersey: PrenticeHall Inc.	3%

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3	Able to understand measuring areas and practice confirming measuring areas	<ol> <li>Understanding psychological Attributes as hypothetical constructs</li> <li>Able to understand the dimensions of attributes and behavioral indicators</li> <li>Able to create operational variables and definitions</li> <li>Able to present a blue- print</li> <li>Able to make grids</li> </ol>	Criteria: Tests and Quizzes Form of Assessment : Project Results Assessment / Product Assessment	PBL • Presenting material • Asking & answering questions • Conducting class discussions • Practice creating variables and operational definitions, creating grids and presenting blue-prints 2 X 50	PBL 2 X 50	Material: Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Psychological testing Reference: Cronbach, LJ 1998. Psychological Testing. New	3%
						Jersey: Prentice- Hall, Inc. Material: Conducting Educational Research. Bibliography: Tuckman. 1999. Conducting Eductional Research, Fifth edition. USA: Harcourt Brance & Company.	
						Material: Development of Psychological Measuring Instruments References: Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset	
						Material: Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.	

4	Able to understand measuring areas and practice confirming measuring areas	<ul> <li>1.Able to understand the format for writing items and responses</li> <li>2.Able to create examples of item writing formats in various forms</li> <li>3.Able to create examples of response writing formats in various forms</li> </ul>	Criteria: Tests and Quizzes Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lectures and questions and answers • Explaining the contents of the paper • Asking & answering questions • Conducting class discussions • Practice creating formats for writing items and responses 2 X 50	Lectures and questions and answers 2 X 50	Material: Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Conducting Educational Research Library: Tuckman. 1999. Conducting Educational Research Library: Tuckman. 1999. Conducting Eductional Research, Fifth edition. USA: Harcourt Brance & Company. Material: Development of Measuring Instruments. Yogyakarta: Andi Offset	3%
5	Able to understand measuring areas and practice confirming measuring areas	<ol> <li>Able to understand the format for writing items and responses</li> <li>Able to create examples of item writing formats in various forms</li> <li>Able to create examples of response writing formats in various forms</li> </ol>	Criteria: Tests and Quizzes Form of Assessment : Project Results Assessment, Portduct Assessment, Portfolio Assessment	Lectures and questions and answers • Explaining the contents of the paper • Asking & answering questions • Conducting class discussions • Practice creating formats for writing items and responses 2 X 50	Lectures and questions and answers 2 X 50	Material: Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Conducting Educational Research Library: Tuckman. 1999. Conducting Educational Research Library: Tuckman. 1999. Conducting Eductional Research, Fifth edition. USA: Harcourt Brance & Company. Material: Development of Measuring Tools Literature: Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset	3%

6	Understand scaling and scoring	<ol> <li>Understand scaling and scoring</li> <li>Able to understand stimulus scaling</li> <li>Able to understand response scaling</li> <li>Able to make score scaling</li> </ol>	Criteria: Tests and Quizzes Form of Assessment : Project Results Assessment / Product Assessment	Lectures and questions and answers • Explaining the contents of the paper • Asking & answering questions • Conducting class discussions • Practice scoring on a 2 X 50 scale	Lectures and questions and answers 2 X 50	Material: Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Conducting Library Research: Tuckman. 1999. Conducting Eductional Research, Fifth edition. USA: Harcout Brance & Company. Material: Development of Measuring Tools Literature: Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset	4%
7	Understand scaling and scoring	<ol> <li>Understand scaling and scoring</li> <li>Able to understand stimulus scaling</li> <li>Able to understand response scaling</li> <li>Able to make score scaling</li> </ol>	Criteria: Tests and Quizzes Form of Assessment : Project Results Assessment / Product Assessment	Lectures and questions and answers • Explaining the contents of the paper • Asking & answering questions • Conducting class discussions • Practice scoring on a 2 X 50 scale	Lectures and questions and answers 2 X 50	Material: Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Conducting Library Research: Tuckman. 1999. Conducting Eductional Research, Fifth edition. USA: Harcout Brance & Company. Material: Development of Measuring Tools Literature: Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset	4%

8	UTS	UTS	Criteria: TEST	UTS 2 X 50	<b>Material:</b> Psychological	20%
			Form of Assessment : Project Results Assessment / Product Assessment, Test		Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc.	
9	Understand analysis and item selection procedures	<ol> <li>Understand the item analysis procedure</li> <li>Understand item testing procedures</li> <li>Able to understand item parameters for psychological scales</li> <li>Able to understand how to correct spurious overlap effects</li> <li>Able to select items based on item-total correlation coefficient</li> </ol>	Criteria: Practice Assessment Rubric Form of Assessment : Project Results Assessment, Portfolio Assessment Assessment	Lectures and questions and answers • Presenting papers • Asking & answering questions • Conducting class discussions • Practice analyzing items and testing items 2 X 50	Material: Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey: Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Designing and Developing Social Research and Evaluation Instruments. References: Calton, D. & Covert, RW 2007. Designing and Developing Social Research and Evaluation Instruments. References: Calton, D. & Covert, RW 2007. Designing and Constructing Instruments for Social Research and Evaluation. San Francisco: John Wiley & Sons, Inc. Material: conducting educational research Bibliography: Tuckman. 1999. Conducting Eductional Research, Fifth edition. USA: Harcourt Brance & Company. Material: Development of Measuring Tools Literature: Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset	4%

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10	Understand analysis and item selection procedures	<ol> <li>Understand the item analysis procedure</li> <li>Understand item testing procedures</li> <li>Able to understand item parameters for psychological scales</li> <li>Able to understand how to correct spurious overlap effects</li> <li>Able to select items based on item-total correlation coefficient</li> </ol>	Criteria: Practice Assessment Rubric Form of Assessment : Project Results Assessment, Portfolio Assessment Assessment	Lectures and questions and answers • Presenting papers • Asking & answering questions • Conducting class discussions • Practice analyzing items and testing items 2 X 50	Material: Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Designing and Developing Social Research and Evaluation Instruments. References: Calton, D. & Covert, RW 2007. Designing and Constructing Instruments for Social Research and Evaluation. San Francisco: John Wiley & Sons, Inc. Material: conducting educational research Bibliography: Tuckman. 1999. Conducting Eductional Research, Fifth edition. USA: Harcourt Brance & Company. Material: Development of Measuring Tools Literature: Suryabrata, Sumadi. 2000. Development of Measuring Tools Literature: Suryabrata, Suryabrata, Suryabrata, Suryabrata, Suryabrata, Suryabrata, Suryakarta: Andi Offset	4%

11	understand item validity procedures	1.Able to understand	Criteria: Tests and Quizzes	Lectures and	Material: Psychological	4%
11					Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Conducting Educational Research Library: Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company. Material: Educational Evaluation and Measurement: Competencies for	4%
					analysis and application <b>References</b> : Gay, LR 1985. Educational Evaluation and Measurement: Competencies for analysis and application. New York: Bell and Howell company. Material: Development of Measuring Tools Literature:	
					Muhid, A., Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Surabaya: digilib.uinsby.ac.id	

12 understand it
12 understand it validity procedures

13     Understand tem reliability procedures 2.Able to model and the set-relist approach reliability of the set-relist approach able to set-relist approach reliability of 4.Able to understand the alpha reliability of 4.Able to understand the alpha reliability computing with variance analysis 5.Able to understand the meaning of the reliability complicing 4.Able to understand the meaning of the reliability complicing the meaning of the reliability coefficient     Contecting the substand reliability complicing the meaning of the reliability coefficient     Contecting the meaning of the reliability coefficient     Material: the meaning of the reliability coefficient     Able to understand the meaning of the reliability coefficient     Material: the meaning of the reliability coefficient     Contecting the meaning of the reliability coefficient     Material: the meaning of the reliability coefficient     Material: the meaning of the reliability coefficient     The the the meaning of the reliability coefficient     Material: the meaning of the reliability coefficient     Material: the the the the meaning of the reliability coefficient     Material: the the the the the the the the the the the meaning of the reliability coefficient     Material: the t	-		1	1	1	1	1	I
		reliability	item reliability procedures 2.Able to understand the test-retest approach 3.Able to understand the alpha reliability coefficient 4.Able to understand reliability computing with variance analysis 5.Able to understand the meaning of the reliability	Tests and Quizzes Form of Assessment : Project Results Assessment / Product Assessment, Portfolio	and questions and answers • Presenting papers • Asking & answering questions • Conducting class discussions • Practice determining the reliability coefficient of 2 X 50		Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey: Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Conducting Educational Research Library: Tuckman. 1999. Conducting Educational Research Fifth edition. USA: Harcourt Brance & Company. Material: Educational Research, Fifth edition. USA: Harcourt Brance & Company. Material: Educational Evaluation and Measurement: Competencies for analysis and application References: Gay, LR 1985. Educational Evaluation and Measurement: Competencies for analysis and application. New York: Bell and Howell company. Material: Development of Measuring Tools Literature: Muhid, A., Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Surabaya:	4%

14	Understand item	1.Understand	Criteria:	Lectures	Material:	4%
14	Understand item reliability procedures	<ol> <li>Understand item reliability procedures</li> <li>Able to understand the test-retest approach</li> <li>Able to understand the alpha reliability coefficient</li> <li>Able to understand reliability computing with variance analysis</li> <li>Able to understand the meaning of the reliability coefficient</li> </ol>	Criteria: Tests and Quizzes Form of Assessment : Project Results Assessment / Product Assessment	Lectures and questions and answers • Presenting papers • Asking & answering questions • Conducting class discussions • Practice determining the reliability coefficient of 2 X 50 items	Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey : Prentice Hall Inc. Material: Achievement Test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Conducting Educational Research Library: Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company. Material: Educational Evaluation and Measurement: Competencies for analysis and application References: Gay, LR 1985. Educational Evaluation and Measurement: Competencies for analysis and application. New York: Bell and Howell company. Material: Development of Measuring Tools Literature: Muhid, A.,	4%
					Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Surabaya: digilib.uinsby.ac.id	

15	Understand item reliability procedures	<ol> <li>Understand score interpretation procedures</li> <li>Able to understand categorization based on the normal distribution model</li> <li>Able to understand categorization based on the significance of differences</li> <li>Able to understand non-level (nominal) categorization</li> <li>Able to understand standard error considerations in measurements</li> </ol>	Criteria: 1.Criteria: Practice Assessment Rubric 2.Form of Assessment : Project Results Assessment / Product Assessment	Lectures and questions and answers • Presenting papers • Asking & answering questions • Conducting class discussions • Interpreting exercises 4 X 50	Material: Psychological Testing Literature: Anastasi, Anne.1997. Psychological Testing. New Jersey: Prentice Hall Inc. Material: achievement test Reader: Azwar, Saifudin. 2002. Achievement Tests. Yogyakarta : Liberty. Material: Conducting Educational Research Library: Tuckman. 1999. Conducting Educational Research Library: Tuckman. 1999. Conducting Educational Research, Fifth edition. USA: Harcourt Brance & Company. Material: Educational Evaluation and Measurement: Competencies for analysis and application. New York: Bell and Howell company. Material: Development of Measuring Tools Literature: Muhid, A., Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Literatures Muhid, A., Suhadiyanto, & Nurhidayat, D. 2015. Development of Psychological Measuring Tools. Literatures Muhid, A., Suhadiyanto, Kang Measuring Tools. Literatures Muhid, A., Suhadiyanto, Kang Measuring Tools. Literatures Muhidayat, D. 2015. Development of Psychological Measuring Tools. Literatures Muhidayat, D. 2015. Development of Psychological Measuring Tools. Literatures Muhidayat, D. 2015. Development of Psychological Measuring Tools. Surabaya:	4%
16	UAS	UAS	Criteria:	UAS		30%
			TEST Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	2 X 50	Development of Measuring Tools Literature: Suryabrata, Sumadi. 2000. Development of Psychological Measuring Instruments. Yogyakarta: Andi Offset	

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## Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage	
1.	Participatory Activities	14.5%	
2.	Project Results Assessment / Product Assessment	53%	
3.	Portfolio Assessment	12.5%	
4.	Test	20%	
		100%	

## 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.
- 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 abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.