

Universitas Negeri Surabaya Faculty of Social and Political Sciences, Bachelor of History Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses			CODE		Course Famil	у	Cred	lit We	ight	SEMESTER	Compilation Date		
Evaluation of Learning	f Learning and		8720102216		Basic Skills Courses		T=2	P=0	ECTS=3.18	3	August 19, 2021		
AUTHORIZA [*]	TION		SP Developer			Cours	se Clu	ıster (Coordinator	Study Program	Coordinator		
			Mastuti, M.Hum, Co	Dr. Agus Suprijono, M.Si, Dra. Sri Mastuti, M.Hum, Cory Liana, S.Pd, M.Pd, Riyadi, S.Pd, MA., Dinar Rizky istyaputri, M.Pd.					o, M.Si	Dr. Wisnu, M.Hum.			
Learning model	Project Based	Based Learning											
Program	PLO study pr	rogram	that is charged to	the co	urse								
Learning Outcomes (PLO)	PLO-8		ing logical, critical, s velopments in scienc			l thinkir	ng in s	solving	history educa	ation problems wi	th the impact		
	PLO-10	Applying psychopedagogy to history learning											
	Program Obj	ectives	(PO)										
	PO - 1	Analyz	zing the concept of le	earning e	evaluation								
	PO - 2	Applyi	ng the concept of hig	gh schoo	ol learning evalu	uation							
	PO - 3	Analyz	ze the scoring syster	m									
	PO - 4	Applyi	ng an assessment s	system to	learning evalu	ation in	seco	ndary	schools				
	PO - 5	Analyz	ze assessment techr	niques ar	nd forms								
	PO - 6	Applyi	ng techniques and fo	orms of a	assessment in l	nigh scl	hool le	earnin	g evaluation				
	PO - 7	Analyz	Analyze the HOTS concept and metacognitive skills										
	PO - 8	Applyi	ng the HOTS conce	pt and m	netacognitive sk	ills to le	earnin	g eva	luation in high	school			
	PO - 9	Evalua	ate the results of lear	rning ass	sessment repor	ting							
	PO - 10	Develo	op documents report	ting resu	lts of high scho	ol learr	ning a	ssess	ments				
	PLO-PO Matr	ix						PLO-PO Matrix					

P.O	PLO-8	PLO-10
PO-1		
PO-2		
PO-3		
PO-4		
PO-5		
PO-6		
PO-7		
PO-8		
PO-9		
PO-10		

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
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																
PO-6																
PO-7																
PO-8																
PO-9																
PO-10																

Short Course Description

Conduct studies and provide an understanding of the role of assessment in the education and learning process that adapts to the curriculum applicable in schools. Basic concepts of authentic, alternative and classroom-based assessment including assessment instrument development workshops. Implementation of assessments, processing of assessment results data as well as techniques and various forms of authentic assessment. Learning is carried out by applying a constructivist approach. The learning activity ends with an exercise in making a specific assessment rubric by each student in group discussion and reflection activities

References

Main:

- 1. Nana Sudjana. (2005). Penilaian Hasil Proses Belajar Mengajar. Bandung : Remaja
- Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York-London: John Wiley & Sons.
- 3. Suharsimi Arikunto. (1990). Dasar Dasar Evaluasi Pendidikan. Jakarta: Bina Aksara
- 4. Nana Sudjana. (2017). Penilaian Hasil Proses Belajar Mengajar. Bandung: PT. Remaja Rosdakarya.
- R.Arifin Nugroho. (2018). KemampuanberpikirTingakat Tinggi: konsep, Pembelajaran, Penilaian, dan Soal-soal. Jakarta: Grasindo.
- Nana Supriatna & Neni Maulidah. (2020). Pedagogi Kreatif: Menumbuhkan kreativitas dam pembelajaran sejarah dan IPS. Bandung:Rosdah Karya.
- Guru dan Tenaga Kependidikan, Dirjen. (2018). Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berfikit Tingkat Tinggi. Program Pengembangan Kompetensi Pembelajaran Berbasis Zonasi. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Supporters:

- 1. Asrul., Ananda, R., & Rosnita. (2015). Evaluasi Pembelajaran.Bandung: Citapustaka Media
- 2. Arifin Zainal. (2009). Evaluasi Pembelajaran. Bandung: PT Remaja Rosdakarya.

Supporting lecturer

Dr. Agus Suprijono, M.Si. Dra. Sri Mastuti Purwaningsih, M.Hum. Corry Liana, S.Pd., M.Pd. Riyadi, S.Pd., M.A. Dinar Rizky Listyaputri, M.Pd.

Week-	Final abilities of each learning stage	Eva	luation	Lea Stude	lelp Learning, rning methods, ent Assignments, estimated time]	Learning materials [References]	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (<i>online</i>)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Analyze the legal basis, principles and function of evaluation in history learning at school	1.Formulate definitions of learning evaluation from various experts. 2.Formulate the principles of learning evaluation 3.Formulate the learning evaluation function 4.Drawing up bibliographic annotations	Criteria: Benchmark assessment (PAP) Form of Assessment : Test	small group discussion, recitation 2 X 50	small group discussion, recitation 2 X 50	Material: Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school. Bibliography: Suharsimi Arikunto. (1990). Basics of Educational Evaluation. Jakarta: Developing Literacy Material: Definitions, concepts, principles,	5%

functions and uses of tests, measurements, evaluations and assessments in the learning process in school. Bibliography: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York-London: John Wiley & Sons.

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References:

References: Asrul., Ananda, R., & Rosnita. (2015). Learning Evaluation. Bandung: Citapustaka Media

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Reader: Nana Sudjana. (2005). Assessment of Teaching and Learning Process Results. Bandung: Teenagers

Material:

Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school.

References:

Teachers and Education Personnel, Director General. (2018). Learning

Handbook Oriented to Higher Level

						Thinking Skills. Zone-Based Learning Competency Development Program. Jakarta: Ministry of Education and Culture.	
2	Applying the definition, principles and functions of high school learning evaluation	Prepare a conceptual study report on the definition, principles and function of learning evaluation	Criteria: Benchmark assessment (PAP) Form of Assessment: Portfolio Assessment	recitation 2 X 50	recitation 2 X 50	Material: Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school. Reader: Nana Sudjana. (2005). Assessment of Teaching and Learning Process Results. Bandung: Teenagers Material: Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school. Bibliography: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York-London: John Wiley & Sons. Material: Definitions, concepts, principles, functions and uses of tests, measurement and Evaluation in Psychology and Education, New York-London: John Wiley & Sons. Material: Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school. Bibliography: Suharsimi Arikunto. (1990). Basics of Educational Evaluation. Jakarta: Developing Literacy Material: Definitions, concepts, principles, princ	5%

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3	Analyzing the norm reference assessment system (PAN) and benchmark reference assessment (PAP)	1.Formulate a norm reference assessment system 2.Formulate a benchmark assessment system (PAP) 3.Drawing up bibliographic annotations	Form of Assessment : Project Results Assessment / Product Assessment, Test	discussion and recitation	small group discussion and recitation 2 X 50	Material: Norm reference assessment system (PAN) and benchmark assessment (PAP) References: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York-London: John Wiley & Sons. Material: Norm	5%
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						Material: Norm reference assessment system (PAN) and benchmark assessment system (PAP) References: Teachers and Education Personnel, Director General. (2018). Learning Handbook Oriented to Higher Level Thinking Skills. Zone-Based Learning Competency Development Program. Jakarta: Ministry of Education and Culture.	
4	Applying PAN and PAP in learning evaluation	Prepare a conceptual study report on the implementation of norm reference assessments and benchmark reference assessments (PAN and PAP)	Criteria: Completeness of the results report Form of Assessment : Portfolio Assessment	recitation 2 X 50	recitation 2 X 50	Material: Norm reference assessment system (PAN) and benchmark assessment (PAP) Reference: Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager.	5%
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							Wiley & Sons.	
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							Material: Norm reference assessment system (PAN) and benchmark assessment (PAP) References: Asrul., Ananda, R., & Rosnita. (2015). Learning Evaluation. Bandung: Citapustaka Media	
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	5	Analyzing test and non-test instruments as assessment tools in learning evaluation	1.Formulate written and oral test instruments 2.Formulate non-test instruments 3.Create a test and non-test grid	Criteria: Benchmark assessment (PAP) Form of Assessment: Test	small group discussion and recitation 2 X 50	small group discussions and recitations	Material: Subjective tests, objective tests, oral tests, and non- test instruments. Library: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York- London: John Wiley & Sons.	5%
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						R.Arifin Nugroho.	
						(2018). Higher	
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					Material: Subjective tests, objective tests, oral tests, and nontest instruments References: Teachers and Education Personnel, Director General. (2018). Learning Handbook Oriented to Higher Level Thinking Skills. Zone-Based Learning Competency Development Program. Jakarta: Ministry of Education and Culture.
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8	Applying test and non-test instruments in the design of learning evaluation in high school	Create test and non-test instruments	Criteria: Benchmark assessment (PAP) Form of Assessment : Project Results Assessment / Product Assessment	recitation 2 X 50	recitation 2 X 50	Material: Subjective tests, objective tests, oral tests, and non-test instruments. Library: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York-London: John Wiley & Sons. Material: Subjective tests, objective tests, and non-test instruments Reader: Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager. Material: Subjective	10%

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10	Applying higher order thinking concepts and metacognitive thinking processes to learning evaluation instruments in high school	Evaluating test and non-test instruments in high schools	Criteria: Benchmark assessment (PAP) Form of Assessment : Project Results Assessment / Product Assessment	Problem based learning 2 X 50	Problem based learning 2 X 50	Material: HOTS concept and metacognitive skills concept in learning evaluation. Bibliography: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York- London: John Wiley & Sons. Material: HOTS concept and metacognitive skills concept in learning evaluation. Reader: Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager. Material: HOTS concept and metacognitive skills concept in learning Process Results. Bandung: PT. Rosdakarya Teenager.	5%
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11	Applying higher order thinking concepts and metacognitive thinking processes to learning evaluation instruments in high school	Evaluating test and non-test instruments in high schools	Criteria: Benchmark assessment (PAP) Form of Assessment: Project Results Assessment / Product Assessment	Problem based learning 2 X 50	Problem based learning 2 X 50	Material: HOTS concept and metacognitive skills concept in learning evaluation. Bibliography: Thorndike &	5%

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12	Evaluate the results of learning assessment reports	Assess the results of learning assessment reports	Criteria: Benchmark assessment (PAP) Form of Assessment : Project Results Assessment / Product Assessment	Problem based learning 2 X 50	Problem based learning 2 x 50	Material: HOTS concept and metacognitive skills concept in learning evaluation. Bibliography: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York-London: John Wiley & Sons. Material: HOTS concept and metacognitive skills concept in learning evaluation. Reader: Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager. Material: HOTS concept and metacognitive skills concept in learning evaluation. Reader: Nana Sudjana. (2017). Assessment of Teaching and Learning evaluation. Reader: Nana Sudjana. (2017). Assessment of Teaching and Learning evaluation. Reader: Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results.	5%

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13	Evaluate the results of learning assessment reports	Assess the results of learning assessment reports	Criteria: Benchmark assessment (PAP) Form of Assessment : Project Results Assessment / Product Assessment	Problem based learning 2 X 50	Problem based learning 2 X 50	Material: HOTS concept and metacognitive skills concept in learning evaluation. Bibliography: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York- London: John Wiley & Sons.	5%
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14	Prepare reports on learning assessment results	Create a report on learning assessment results	Criteria: Benchmark assessment (PAP) Form of Assessment: Project Results Assessment / Product Assessment	Project Based Leaning 2 X 50	Project Based Leaning 2 X 50	Material: (1) Subjective tests, objective tests, oral tests, and non- test instruments. (2) HOTS concept and metacognitive	5%

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15	Prepare reports on learning assessment results	Create a report on learning assessment results	Criteria: Benchmark assessment (PAP) Form of Assessment : Project Results Assessment / Product Assessment	Project Based Leaning 2 X 50	Project Based Leaning 2 X 50	Material: (1) Subjective tests, objective tests, oral tests, and non- test instruments. (2) HOTS concept and metacognitive skills in learning evaluation. Bibliography: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York- London: John Wiley & Sons. Material: (1) Subjective tests, objective tests, oral tests, oral	10%
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16	Final exams	Create a report on learning assessment results	Criteria: Benchmark assessment (PAP) Form of Assessment: Project Results Assessment / Product Assessment	Project Based Leaning 2 X 50	Project Based Leaning 2 X 50	Material: (1) Subjective tests, objective tests, oral tests, and non- test instruments. (2) HOTS concept and metacognitive skills in learning evaluation. Bibliography: Thorndike & Hagen. (1961). Meansurement and Evaluation in Psychology and Education, New York- London: John Wiley & Sons.	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	65%
2.	Portfolio Assessment	12.5%
3.	Test	22.5%
		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.
- 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.
- 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.