



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

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Evaluation of Learning and Learning	8720102216	Basic Skills Courses	T=2	P=0	ECTS=3.18	3	August 19, 2021
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Agus Suprijono, M.Si, Dra. Sri Mastuti, M.Hum, Cory Liana, S.Pd, M.Pd, Riyadi, S.Pd, MA., Dinar Rizky Listyaputri, M.Pd.		Dr. Agus Suprijono, M.Si			Dr. Wisnu, M.Hum.	

Learning model	Project Based Learning																																			
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																			
	PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology																																		
	PLO-10	Applying psychopedagogy to history learning																																		
	<b>Program Objectives (PO)</b>																																			
	PO - 1	Analyzing the concept of learning evaluation																																		
	PO - 2	Applying the concept of high school learning evaluation																																		
	PO - 3	Analyze the scoring system																																		
	PO - 4	Applying an assessment system to learning evaluation in secondary schools																																		
	PO - 5	Analyze assessment techniques and forms																																		
	PO - 6	Applying techniques and forms of assessment in high school learning evaluation																																		
	PO - 7	Analyze the HOTS concept and metacognitive skills																																		
	PO - 8	Applying the HOTS concept and metacognitive skills to learning evaluation in high school																																		
	PO - 9	Evaluate the results of learning assessment reporting																																		
	PO - 10	Develop documents reporting results of high school learning assessments																																		
	<b>PLO-PO Matrix</b>																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-8</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td></tr> <tr><td>PO-7</td><td></td><td></td></tr> <tr><td>PO-8</td><td></td><td></td></tr> <tr><td>PO-9</td><td></td><td></td></tr> <tr><td>PO-10</td><td></td><td></td></tr> </tbody> </table>			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		
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																				

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																
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<b>Short Course Description</b>	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
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Nana Sudjana. (2005). Penilaian Hasil Proses Belajar Mengajar. Bandung : Remaja</li> <li>2. Thorndike &amp; Hagen. (1961). Measurement and Evaluation in Psychology and Education.,New York-London: John Wiley &amp; Sons.</li> <li>3. Suharsimi Arikunto. (1990). Dasar – Dasar Evaluasi Pendidikan. Jakarta : Bina Aksara</li> <li>4. Nana Sudjana. (2017). Penilaian Hasil Proses Belajar Mengajar. Bandung: PT. Remaja Rosdakarya.</li> <li>5. R.Arifin Nugroho. (2018). KemampuanberpikirTingkat Tinggi: konsep, Pembelajaran, Penilaian, dan Soal-soal. Jakarta: Grasindo.</li> <li>6. Nana Supriatna &amp; Neni Maulidah. (2020). Pedagogi Kreatif: Menumbuhkan kreativitas dam pembelajaran sejarah dan IPS. Bandung:Rosdah Karya.</li> <li>7. 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.</li> </ol> <p><b>Supporters:</b></p> <ol style="list-style-type: none"> <li>1. Asrul., Ananda, R., &amp; Rosnita. (2015). Evaluasi Pembelajaran.Bandung: Citapustaka Media</li> <li>2. Arifin Zainal. (2009). Evaluasi Pembelajaran. Bandung: PT Remaja Rosdakarya.</li> </ol>
<b>Supporting lecturer</b>	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 (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	Analyze the legal basis, principles and function of evaluation in history learning at school	<ol style="list-style-type: none"> <li>1. Formulate definitions of learning evaluation from various experts.</li> <li>2. Formulate the principles of learning evaluation</li> <li>3. Formulate the learning evaluation function</li> <li>4. Drawing up bibliographic annotations</li> </ol>	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Test</p>	small group discussion, 2 X 50 recitation 2 X 50	small group discussion, 2 X 50 recitation 2 X 50	<p><b>Material:</b> Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school.</p> <p><b>Bibliography:</b> Suharsimi Arikunto. (1990). <i>Basics of Educational Evaluation</i>. Jakarta: <i>Developing Literacy</i></p> <hr/> <p><b>Material:</b> Definitions, concepts, principles,</p>	5%

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

**Bibliography:**  
*Thorndike & Hagen. (1961). 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.

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

**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.

**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	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	recitation 2 X 50	recitation 2 X 50	<p><b>Material:</b> Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school. <b>Reader:</b> Nana Sudjana. (2005). <i>Assessment of Teaching and Learning Process Results</i>. Bandung: Teenagers</p> <p><b>Material:</b> Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school. <b>Bibliography:</b> Thorndike &amp; Hagen. (1961). <i>Measurement and Evaluation in Psychology and Education</i>, New York-London: John Wiley &amp; Sons.</p> <p><b>Material:</b> Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school. <b>Bibliography:</b> Suharsimi Arikunto. (1990). <i>Basics of Educational Evaluation</i>. Jakarta: Developing Literacy</p> <p><b>Material:</b> Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in</p>	5%

						<p>the learning process in school.</p> <p><b>Reader:</b> Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results</i>. Bandung: PT. Rosdakarya Teenager.</p> <hr/> <p><b>Material:</b> Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school.</p> <p><b>References:</b> <i>Teachers and Education Personnel, Director General</i>. (2018). <i>Learning Handbook Oriented to Higher Level Thinking Skills. Zone-Based Learning Competency Development Program</i>. Jakarta: Ministry of Education and Culture.</p>	
3	Analyzing the norm reference assessment system (PAN) and benchmark reference assessment (PAP)	<ol style="list-style-type: none"> <li>1. Formulate a norm reference assessment system</li> <li>2. Formulate a benchmark assessment system (PAP)</li> <li>3. Drawing up bibliographic annotations</li> </ol>	<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test</p>	<p>small group discussion and recitation 2 X 50</p>	<p>small group discussion and recitation 2 X 50</p>	<p><b>Material:</b> Norm reference assessment system (PAN) and benchmark assessment (PAP)</p> <p><b>References:</b> Thorndike &amp; Hagen. (1961). <i>Measurement and Evaluation in Psychology and Education</i>, New York-London: John Wiley &amp; Sons.</p> <hr/> <p><b>Material:</b> Norm reference assessment system (PAN) and benchmark assessment (PAP)</p> <p><b>Reference:</b> Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results</i>. Bandung: PT. Rosdakarya Teenager.</p> <hr/> <p><b>Material:</b> Norm reference assessment system (PAN) and benchmark</p>	5%

						<p>assessment (PAP)  <b>References:</b>  <i>Asrul., Ananda, R., &amp; Rosnita. (2015). Learning Evaluation. Bandung: Citapustaka Media</i></p> <p><b>Material:</b> Norm reference assessment system (PAN) and benchmark assessment (PAP)  <b>Reference:</b>  <i>Arifin Zainal. (2009). Learning Evaluation. Bandung: PT Teen Rosdakarya.</i></p> <p><b>Material:</b> Norm reference assessment system (PAN) and benchmark assessment system (PAP)  <b>References:</b>  <i>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.</i></p>	
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)	<p><b>Criteria:</b>  Completeness of the results report</p> <p><b>Form of Assessment :</b>  Portfolio Assessment</p>	recitation 2 X 50	recitation 2 X 50	<p><b>Material:</b> Norm reference assessment system (PAN) and benchmark assessment (PAP)  <b>Reference:</b>  <i>Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager.</i></p> <p><b>Material:</b> Norm reference assessment system (PAN) and benchmark assessment (PAP)  <b>References:</b>  <i>Thorndike &amp; Hagen. (1961). Measurement and Evaluation in Psychology and Education, New York-London: John</i></p>	5%

						<p>Wiley &amp; Sons.</p> <p><b>Material:</b> Norm reference assessment system (PAN) and benchmark assessment system (PAP)</p> <p><b>References:</b> <i>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.</i></p> <p><b>Material:</b> Norm reference assessment system (PAN) and benchmark assessment (PAP)</p> <p><b>References:</b> <i>Asrul., Ananda, R., &amp; Rosnita. (2015). Learning Evaluation. Bandung: Citapustaka Media</i></p> <p><b>Material:</b> Norm reference assessment system (PAN) and benchmark assessment (PAP)</p> <p><b>Reference:</b> <i>Arifin Zainal. (2009). Learning Evaluation. Bandung: PT Teen Rosdakarya.</i></p>	
5	Analyzing test and non-test instruments as assessment tools in learning evaluation	<ol style="list-style-type: none"> <li>1. Formulate written and oral test instruments</li> <li>2. Formulate non-test instruments</li> <li>3. Create a test and non-test grid</li> </ol>	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Test</p>	small group discussion and recitation 2 X 50	small group discussions and recitations	<p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments.</p> <p><b>Library:</b> <i>Thorndike &amp; Hagen. (1961). Measurement and Evaluation in Psychology and Education, New York-London: John Wiley &amp; Sons.</i></p> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>Reader:</b> <i>Nana Sudjana.</i></p>	5%

						<p>(2017). <i>Assessment of Teaching and Learning Process Results</i>. Bandung: PT. Rosdakarya Teenager.</p> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>Reference:</b> R.Arifin Nugroho. (2018). <i>Higher Level Thinking Skills: Concepts, Learning, Assessment, and Questions</i>. Jakarta: Grasindo.</p> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>References:</b> <i>Teachers and Education Personnel, Director General</i>. (2018). <i>Learning Handbook Oriented to Higher Level Thinking Skills. Zone-Based Learning Competency Development Program</i>. Jakarta: Ministry of Education and Culture.</p> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>References:</b> Asrul., Ananda, R., &amp; Rosnita. (2015). <i>Learning Evaluation</i>. Bandung: Citapustaka Media</p> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>Reader:</b> Arifin Zainal. (2009). <i>Learning Evaluation</i>. Bandung: PT Teen Rosdakarya.</p>	
6	Analyzing test and	1.Formulate	<b>Criteria:</b>	small	small group	<b>Material:</b>	5%



	<p>non-test instruments as assessment tools in learning evaluation</p>	<p>written and oral test instruments  2. Formulate non-test instruments  3. Create a test and non-test grid</p>	<p>Benchmark assessment (PAP)  <b>Form of Assessment :</b>  Test</p>	<p>group discussion and recitation  2 X 50</p>	<p>discussions and recitations</p>	<p>Subjective tests, objective tests, oral tests, and non-test instruments.  <b>Library:</b>  <i>Thorndike &amp; Hagen. (1961). Measurement and Evaluation in Psychology and Education, New York-London: John Wiley &amp; Sons.</i></p> <p>-----</p> <p><b>Material:</b>  Subjective tests, objective tests, oral tests, and non-test instruments  <b>Reader:</b> <i>Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager.</i></p> <p>-----</p> <p><b>Material:</b>  Subjective tests, objective tests, oral tests, and non-test instruments  <b>Reference:</b>  <i>R. Arifin Nugroho. (2018). Higher Level Thinking Skills: Concepts, Learning, Assessment, and Questions. Jakarta: Grasindo.</i></p> <p>-----</p> <p><b>Material:</b>  Subjective tests, objective tests, oral tests, and non-test instruments  <b>References:</b>  <i>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.</i></p> <p>-----</p> <p><b>Material:</b>  Subjective tests, objective tests, oral tests, and non-test</p>
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						<p>instruments  <b>References:</b>  <i>Asrul., Ananda, R., &amp; Rosnita. (2015). Learning Evaluation. Bandung: Citapustaka Media</i></p> <p><b>Material:</b>  Subjective tests, objective tests, oral tests, and non-test instruments  <b>Reader:</b> <i>Arifin Zainal. (2009). Learning Evaluation. Bandung: PT Teen</i></p>	
7	Analyzing test and non-test instruments as assessment tools in learning evaluation	<ol style="list-style-type: none"> <li>1. Formulate written and oral test instruments</li> <li>2. Formulate non-test instruments</li> <li>3. Create a test and non-test grid</li> </ol>	<p><b>Criteria:</b>  Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b>  Test</p>	small group discussion and recitation 2 X 50	small group discussions and recitations	<p><i>Rosdakarya.</i>  <b>Material:</b>  Subjective tests, objective tests, oral tests, and non-test instruments.  <b>Library:</b>  <i>Thorndike &amp; Hagen. (1961). Measurement and Evaluation in Psychology and Education, New York-London: John Wiley &amp; Sons.</i></p> <p><b>Material:</b>  Subjective tests, objective tests, oral tests, and non-test instruments  <b>Reader:</b> <i>Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager.</i></p> <p><b>Material:</b>  Subjective tests, objective tests, oral tests, and non-test instruments  <b>Reference:</b>  <i>R. Arifin Nugroho. (2018). Higher Level Thinking Skills: Concepts, Learning, Assessment, and Questions. Jakarta: Grasindo.</i></p> <p><b>Material:</b>  Subjective tests, objective tests, oral tests, and non-test instruments  <b>References:</b>  <i>Teachers and</i></p>	5%

						<p><i>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.</i></p> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>References:</b> Asrul., Ananda, R., &amp; Rosnita. (2015). <i>Learning Evaluation. Bandung: Citapustaka Media</i></p> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>Reader:</b> Arifin Zainal. (2009). <i>Learning Evaluation. Bandung: PT Teen Rosdakarya.</i></p>	
8	Applying test and non-test instruments in the design of learning evaluation in high school	Create test and non-test instruments	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	recitation 2 X 50	recitation 2 X 50	<p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments.</p> <p><b>Library:</b> Thorndike &amp; Hagen. (1961). <i>Measurement and Evaluation in Psychology and Education, New York-London: John Wiley &amp; Sons.</i></p> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>Reader:</b> Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager.</i></p> <p><b>Material:</b> Subjective</p>	10%

						<p>tests, objective tests, oral tests, and non-test instruments</p> <p><b>Reader:</b> R.Arifin Nugroho. (2018). <i>Higher Level Thinking Skills: Concepts, Learning, Assessment, and Questions</i>. Jakarta: Grasindo.</p> <hr/> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>References:</b> <i>Teachers and Education Personnel, Director General</i>. (2018). <i>Learning Handbook Oriented to Higher Level Thinking Skills. Zone-Based Learning Competency Development Program</i>. Jakarta: Ministry of Education and Culture.</p> <hr/> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>References:</b> Asrul., Ananda, R., &amp; Rosnita. (2015). <i>Learning Evaluation</i>. Bandung: Citapustaka Media</p> <hr/> <p><b>Material:</b> Subjective tests, objective tests, oral tests, and non-test instruments</p> <p><b>Reader:</b> Arifin Zainal. (2009). <i>Learning Evaluation</i>. Bandung: PT Teen Rosdakarya</p>	
9	Analyzing the concept of HOTS thinking and the concept of metacognitive thinking in learning evaluation	<ol style="list-style-type: none"> <li>1. Formulate the concept of HOTS thinking</li> <li>2. Formulate the concept of metacognitive thinking</li> <li>3. Drawing up bibliographic annotations</li> </ol>	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	small group discussion and recitation 2 X 50	small group discussions and recitations	<p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>Bibliography:</b> Thorndike &amp; Hagen. (1961). <i>Measurement and Evaluation in Psychology</i></p>	5%

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Wiley & Sons.

**Material:**  
HOTS concept  
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**Reader:** Nana  
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(2017).  
*Assessment of  
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Bandung: PT.  
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**Bibliography:**  
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and Questions.*  
Jakarta:  
Grasindo.

**Material:**  
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skills concept  
in learning  
evaluation.

**Reader:** Nana  
Supriatna &  
Neni Maulidah.  
(2020).  
*Creative  
Pedagogy:  
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creativity and  
learning history  
and social  
studies.*  
Bandung:  
Rosdah Karya.

**Material:**  
HOTS concept  
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**References:**  
*Teachers and  
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Personnel,  
Director  
General.*  
(2018).  
*Learning  
Handbook  
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Thinking Skills.  
Zone-Based  
Learning  
Competency  
Development  
Program.*  
Jakarta:  
Ministry of

						<p><i>Education and Culture.</i></p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>References:</b> <i>Asrul., Ananda, R., &amp; Rosnita. (2015). Learning Evaluation. Bandung: Citapustaka Media</i></p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>Reader:</b> <i>Arifin Zainal. (2009). Learning Evaluation. Bandung: PT Teen Rosdakarya.</i></p>	
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	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning 2 X 50	Problem based learning 2 X 50	<p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>Bibliography:</b> <i>Thorndike &amp; Hagen. (1961). Measurement and Evaluation in Psychology and Education, New York-London: John Wiley &amp; Sons.</i></p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>Reader:</b> <i>Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager.</i></p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>Bibliography:</b> <i>R. Arifin Nugroho. (2018). Higher Level Thinking Skills: Concepts, Learning, Assessment, and Questions. Jakarta: Grasindo.</i></p>	5%

						<p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation. <b>Reader:</b> Nana Supriatna &amp; Neni Maulidah. (2020). <i>Creative Pedagogy: Fostering creativity and learning history and social studies</i>. Bandung: Rosdah Karya.</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation. <b>References:</b> <i>Teachers and Education Personnel, Director General</i>. (2018). <i>Learning Handbook Oriented to Higher Level Thinking Skills. Zone-Based Learning Competency Development Program</i>. Jakarta: Ministry of Education and Culture.</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation. <b>References:</b> Asrul., Ananda, R., &amp; Rosnita. (2015). <i>Learning Evaluation</i>. Bandung: Citapustaka Media</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation. <b>Reader:</b> Arifin Zainal. (2009). <i>Learning Evaluation</i>. Bandung: PT Teen Rosdakarya.</p>	
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	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning 2 X 50	Problem based learning 2 X 50	<p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation. <b>Bibliography:</b> Thorndike &amp;</p>	5%

Hagen. (1961). *Measurement and Evaluation in Psychology and Education*, New York-London: John Wiley & Sons.

**Material:**  
HOTS concept and metacognitive skills concept in learning evaluation.

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						<p><i>Development Program. Jakarta: Ministry of Education and Culture.</i></p> <p>-----</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>References:</b> <i>Asrul., Ananda, R., &amp; Rosnita. (2015). Learning Evaluation. Bandung: Citapustaka Media</i></p> <p>-----</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>Reader:</b> <i>Arifin Zainal. (2009). Learning Evaluation. Bandung: PT Teen Rosdakarya.</i></p>	
12	Evaluate the results of learning assessment reports	Assess the results of learning assessment reports	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning 2 X 50	Problem based learning 2 X 50	<p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>Bibliography:</b> <i>Thorndike &amp; Hagen. (1961). Measurement and Evaluation in Psychology and Education, New York- London: John Wiley &amp; Sons.</i></p> <p>-----</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>Reader:</b> <i>Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results. Bandung: PT. Rosdakarya Teenager.</i></p> <p>-----</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation.</p> <p><b>Reader:</b> <i>Nana Sudjana. (2017). Assessment of Teaching and Learning Process Results.</i></p>	5%

Bandung: PT.  
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13	Evaluate the results of learning assessment reports	Assess the results of learning assessment reports	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Problem based learning 2 X 50	Problem based learning 2 X 50	<p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation. <b>Bibliography:</b> Thorndike &amp; Hagen. (1961). <i>Measurement and Evaluation in Psychology and Education</i>, New York-London: John Wiley &amp; Sons.</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation. <b>Reader:</b> Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results</i>. Bandung: PT. Rosdakarya Teenager.</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation. <b>Reader:</b> Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results</i>. Bandung: PT. Rosdakarya Teenager.</p> <p><b>Material:</b> HOTS concept and metacognitive skills concept in learning evaluation. <b>Bibliography:</b> R. Arifin Nugroho. (2018). <i>Higher Level Thinking Skills: Concepts, Learning, Assessment, and Questions</i>. Jakarta: Grasindo.</p> <p><b>Material:</b></p>	5%

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14	Prepare reports on learning assessment results	Create a report on learning assessment results	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> (1) Subjective tests, objective tests, oral tests, and non-test instruments. (2) HOTS concept and metacognitive</p>	5%

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*Thorndike & Hagen. (1961). Measurement and Evaluation in Psychology and Education, New York-London: John Wiley & Sons.*

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						metacognitive skills in learning evaluation. <b>Reader:</b> Arifin Zainal. (2009). <i>Learning Evaluation</i> . Bandung: PT Teen Rosdakarya.	
15	Prepare reports on learning assessment results	Create a report on learning assessment results	<p><b>Criteria:</b> Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> (1) Subjective tests, objective tests, oral tests, and non-test instruments. (2) HOTS concept and metacognitive skills in learning evaluation. <b>Bibliography:</b> Thorndike &amp; Hagen. (1961). <i>Measurement and Evaluation in Psychology and Education</i>, New York-London: John Wiley &amp; Sons.</p> <p><b>Material:</b> (1) Subjective tests, objective tests, oral tests, and non-test instruments. (2) HOTS concept and metacognitive skills in learning evaluation. <b>Bibliography:</b> Suharsimi Arikunto. (1990). <i>Basics of Educational Evaluation</i>. Jakarta: Developing Literacy</p> <p><b>Material:</b> (1) Subjective tests, objective tests, oral tests, and non-test instruments. (2) HOTS concept and metacognitive skills in learning evaluation. <b>Reader:</b> Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results</i>. Bandung: PT. Rosdakarya Teenager.</p> <p><b>Material:</b> (1) Subjective tests, objective tests, oral tests, and non-test instruments. (2) HOTS concept</p>	10%

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16	Final exams	Create a report on learning assessment results	<p><b>Criteria:</b>  Benchmark assessment (PAP)</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p><b>Material:</b> (1) Subjective tests, objective tests, oral tests, and non-test instruments. (2) HOTS concept and metacognitive skills in learning evaluation.  <b>Bibliography:</b>  <i>Thorndike &amp; Hagen. (1961). Measurement and Evaluation in Psychology and Education, New York-London: John Wiley &amp; Sons.</i></p> <hr/> <p><b>Material:</b> (1) Subjective tests, objective tests, oral tests, and non-test instruments. (2) HOTS concept and metacognitive skills in learning evaluation.  <b>Bibliography:</b>  <i>Suharsimi Arikunto. (1990). Basics of Educational Evaluation. Jakarta: Developing Literacy</i></p> <hr/> <p><b>Material:</b> (1) Subjective tests, objective tests, oral tests, and non-test instruments. (2) HOTS concept and metacognitive skills in</p>	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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.