



**Universitas Negeri Surabaya
Faculty of Engineering
, Information Technology Education Undergraduate Study
Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Learning Evaluation	8320703018		T=3 P=0 ECTS=4.77	3	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Drs. Bambang Sujatmiko, M.T.																																	
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
	<table border="1" style="margin: auto;"> <tr> <td style="width: 20%; text-align: center;">P.O</td> <td colspan="16"></td> </tr> </table>					P.O																																
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>					P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : 1. Bond, T.G., & Fox, C.M. (2001). <i>Applying the Rasch model</i> . Mahwah, NJ: Lawrence Erlbaum Associate, Inc. Brooks, G.P. (2002). <i>Test Analysis Program (Version 4.2.5)</i> Ekohariadi. (2012). <i>Tes hasil belajar berdasarkan teori tes klasik dan modern</i> . Surabaya: Unesa. Ekohariadi. (2016). <i>Asesmen pembelajaran</i> . Surabaya: Unesa. Kubiszyn, T., & Borich, G. (2003). <i>Educational testing and measurement: Classroom application and practice</i> . Hoboken, NJ: John Wiley & Sons, Inc. Reynolds, C.R., Livingston, R.B., Willson, V. (2010). <i>Measurement and assessment in education</i> (2nd ed.). Upper Saddle River, NJ: Perason Education, Inc. Wu, M., & Adams, R. (2007). <i>Applying the Rasch model to psycho-social measurement</i> . Melbourne: Educational Measurement Solutions. Wu, M.L., Adams, R.J., Wilson, M.R. (1998). <i>ConQuest: Generalised item response modeling software</i> . Carberwell: Australian Council for Educational Research Supporters:																																					
Supporting lecturer	Prof. Dr. Ekohariadi, 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	Understand the meaning of tests, measurements, assessment of learning outcomes, reference framework for interpreting scores.	<ol style="list-style-type: none"> 1.Explain the meaning of assessment, evaluation and evaluation of learning outcomes 2.Explain the purpose of the assessment 3.Explain the function of assessment in learning 4.explain assessment classifications 5.State the frame of reference for interpreting scores 	Criteria: Diligent student participation in answering	Presentation, group discussion and reflection 3 X 50			0%
2	Students are able to make cognitive learning outcomes tests	<ol style="list-style-type: none"> 1.Create a test grid. 2.Constructing choice and free response format tests 	Criteria: Participation of students who answer questions orally.	Presentation, discussion and reflection 3 X 50			0%
3	Students are able to make performance tests	<ol style="list-style-type: none"> 1.Constructing performance tests. 2.Create a performance test scoring rubric. 	Criteria: Assessing students' abilities creates a performance test assessment rubric	Presentations, discussions and workshops 3 X 50			0%
4	Students are able to make performance tests	<ol style="list-style-type: none"> 1.Explain the attitude construct being assessed. 2.Create Likert and Semantic Differential attitude scales. 	Criteria: Student participation during lectures and assignment reports	Presentations, discussions and workshops 3 X 50			0%
5	Understand descriptive statistics	<ol style="list-style-type: none"> 1.Explain descriptive statistics 2.Process research data with descriptive statistics 	Criteria: Student participation during lectures and independent assignment reports	Presentations, discussions and workshops 3 X 50			0%
6	Process results based on z scores and T scores.	<ol style="list-style-type: none"> 1.Process data based on Z scores 2.Process data based on T scores 	Criteria: Student participation during lectures and independent assignment reports	Presentations, discussions and workshops 3 X 50			0%
7	Process results based on z scores and T scores.	- Explain the concept of item analysis. - Analyze test items using software programs	Criteria: Student participation during lectures and independent assignment reports	Presentations, discussions and workshops 3 X 50			0%
8	Sub Summative Exam	Students are able to complete sub-summative exam questions	Criteria: The questions and answer keys have been uploaded to Siakadu	3 X 50			0%
9	Process results based on z scores and T scores.	- Understand the concept of reliability. - Estimating reliability indices using software programs	Criteria: Student participation during lectures and independent assignment reports	Presentations, discussions and workshops 3 X 50			0%

10	Understand measurement errors		Criteria: Student participation during lectures and independent assignments	Presentations, discussions and workshops 3 X 50			0%
11	Understand the concept of validity related to content, criteria and constructs.	- Explain the concept of validity related to content, criteria and constructs. - Analyze predictive validity using real data		Presentations, discussions and workshops 3 X 50			0%
12	Understand the concept of validity related to content, criteria and constructs.	Analyzing construct validity using real data.		3 X 50			0%
13	Understanding item response theory (item response theory)	Distinguish between classical test theory and item response theory.		Presentations, discussions and workshops 3 X 50			0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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** 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.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.