SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Evaluation of Learning and Learning		8820502300	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	January 24, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-6	Able to make strategic decisions based on information and data analysis in Japanese scientific principles
	PLO-11	Able to analyze and apply theories, concepts, approaches in learning Japanese; and produce innovative learning designs for Japanese language learning.
	PLO-15	Mastering the basic concepts of Japanese education pedagogy including learning theory, strategies, planning and evaluation of learning in Japanese
	Program Objectives (PO)	
	PO - 1	Utilize several learning resources and ICT to develop assessments
	PO - 2	Demonstrate critical thinking skills in selecting assessments that are appropriate to the learning indicators to be achieved
	PO - 3	Skilled in managing various forms of assessment that are relevant to students' knowledge, skills and attitudes
	PO - 4	Master the concepts and principles of evaluation, measurement, assessment and be able to apply them in assessing learning processes and outcomes
	PO - 5	Create instruments to assess learning processes and outcomes in affective, cognitive, psychomotor domains that are in accordance with learning indicators and able to develop assessment signs
	PLO-PO Matrix	

P.O	PLO-6	PLO-11	PLO-15
PO-1			
PO-2			
PO-3			
PO-4			
PO-5			

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																

Short Course Description	This course contains an examination of the basics of learning outcomes evaluation theory, as well as the ability to develop evaluation tools to assess and improve the Japanese language learning process to improve the resolution of various learning evaluation problems and their application in Japanese language learning at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection.

References	**Main :**

1. Arifin, Zainal. 2012. Evaluasi Pembelajaran. Bandung: Remaja Rosdakarya.
2. Nurgiyantoro, Burhan. 2001. Penilaian Dalam Pengajaran Bahasa dan Sastra Indonesia. Yogyakarta: BPFE.
3. Sutedi, Dedi. 2019. Evaluasi Hasil Belajar Bahasa Jepang (Teori dan Praktik). Bandung: Humaniora

Supporters:

1. Purwanto, Ngalim. 1986. Prinsip-Prinsip dan Teknik Evaluasi Pengajaran . Bandung: Remaja Karya.
2. Kunandar. 2014. Penilaian Autentik. Jakarta: Rajawali Pers

Supporting lecturer	Amira Agustin Kocimaheni, S.Pd., 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	Mastering the context orientation of the Learning and Learning Evaluation course	Discussing the context orientation of the Learning and Learning Evaluation course	**Criteria:** Weighting and Rubrics **Form of Assessment** : Participatory Activities	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** Learning and Learning Evaluation concept map **References:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	2%
2	Mastering the general principles of educational assessment.	1.Explain the differences in the concepts of assessment, measurement and tests in the learning process. 2.Explain the position of assessment in the learning process 3.Explain the purpose of assessment in learning. 4.Explain the various types of assessment in learning 5.Explain the benefits/function of assessment in learning	**Criteria:** Weighting and Rubrics	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** General principles of educational assessment **Reference:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	3%
3	Mastering assessment categories and being able to develop assessment tools.	1.Explain the differences between test and non-test assessment tools in the learning process. 2.Explain the criteria for preparing assessment tools.	**Criteria:** Weighting and Rubrics	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** Assessment categories and preparation of assessment tools **References:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	2%
4	Mastering assessment categories and being able to develop assessment tools.	1.Explain the differences between test and non-test assessment tools in the learning process. 2.Explain the criteria for preparing assessment tools.	**Criteria:** Weighting and Rubrics **Form of Assessment** : Participatory Activities	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** Assessment categories and preparation of assessment tools **References:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	3%

5	Mastering general principles in developing competency-based assessment tools.	1. Identify competency-based assessment tools 2. Differentiating competency-based assessment tools. 3. Independent Curriculum based assessment 4. Identify assessments based on Permendikbud	**Criteria:** Weighting and rubrics **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** Competency-based assessment tools. **References:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	5%
6	Mastering the general principles of HOTS-Based Assessment	1. 1) Explain the general concept of HOTS 2. Develop a HOTS-based assessment tool	**Criteria:** 1. Weighting 2. Rubric **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Project Based Learning (PjBL) 2 X 50		**Material:** General principles of HOTS Based Assessment **Reference:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	5%
7	Mastering concepts and being able to develop language assessment tools.	1. Explain the concept of language skills tests. 2. Explain the concept of oral tests 3. Explain the concept of written tests	**Criteria:** 1. Weighting 2. Rubric **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning (PjBL) 2 X 50		**Material:** Language assessment tool **Reference:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	5%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	**Criteria:** 1. Weighting 2. Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning (PjBL) 2 X 50		**Material:** Language assessment tool **Reference:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	20%
9	Mastering techniques for developing authentic instruments and computer-based tests (CBT)	1. Able to develop authentic assessment instruments 2. Able to develop computer-based tests (CBT)	**Criteria:** 1. Weighting 2. Rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** Developing authentic assessment instruments **Reader:** *Kunandar. 2014. Authentic Assessment. Jakarta: Rajawali Press*	2%
10	Mastering assessment tool assessment techniques	1. Explain the concept of assessment tool assessment. 2. Explain the concept of constructing standardized tests	**Criteria:** 1. Weighting 2. Rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** Assessment techniques for assessment tools. **Reference:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	3%

11	Mastering the technique of writing Student Worksheet books (LKPD)	Identify and explain techniques for writing Student Worksheet books (LKPD)	**Criteria:** 1. Weighting 2. Rubric **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** Techniques for writing Student Worksheets (LKPD) **Books:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	2%
12	Mastering the technique of writing Student Worksheet books (LKPD)	Identify and explain techniques for writing Student Worksheet books (LKPD)	**Criteria:** 1. Weighting 2. Rubric **Form of Assessment** : Practice / Performance	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** Techniques for writing Student Worksheets (LKPD) **Books:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	3%
13	Mastering techniques for analyzing test result data.	1. Differentiate the meaning of the concepts of score and value. 2. Differentiate between the concepts of PAK/PAP and PAN	**Criteria:** 1. Weighting 2. Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Contextual Direct/Cooperative Learning Questions and Answers Discussion 2 X 50		**Material:** Techniques for analyzing test result data. **Reference:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	5%
14	Mastering the calculation of standard values	1. Explain the concept of percentile levels. 2. Explain the concept of z-score 3. Explain the concept of T-score	**Criteria:** 1. Weighting 2. Rubric **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning (PjBL) 2 X 50		**Material:** Calculation of standard values **References:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	5%
15	Mastering the preparation of final grades	Make reports on student success in the learning process	**Criteria:** 1. Weighting 2. Rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Project Based Learning (PjBL) 2 X 50		**Material:** Preparation of final grades **Reference:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	10%
16	Final Semester Examination (UAS)	Final Semester Examination (UAS)	**Criteria:** 1. Weighting 2. Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning (PjBL) 2 X 50		**Material:** Language assessment tool **Reference:** *Arifin, Zainal. 2012. Learning Evaluation. Bandung: Rosdakarya Youth.*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	19%
2.	Project Results Assessment / Product Assessment	70%
3.	Practice / Performance	11%
		100%

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** 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.