

Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Javanese Language and Literature Education Study Program

Document Code

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SEMESTER LEARNING PLAN Courses CODE **Course Family** Credit Weight SEMESTER Compilation Date Evaluation of Learning and 8820202188 Compulsory Study Program Subjects T=2 P=0 ECTS=3.18 4 July 17. 2024 Learning AUTHORIZATION SP Developer Course Cluster Coordinator Study Program Coordinator Latif Nur Hasan, S.Pd., M.Pd. Dr. Octo Dendy Andriyanto, M.Pd. Prof. Udjang Pairin, M.Pd. Learning **Project Based Learning** model Program PLO study program which is charged to the course Learning PLO-6 Mastering the theoretical concepts of learning Javanese by utilizing information technology; Outcomes (PLO) PLO-11 Able to apply Javanese language learning theory by utilizing information technology; Program Objectives (PO) PO - 1 Utilizing science and technology to obtain, collect and process various evaluation data on learning outcomes, as well as the ability to develop evaluation tools in order to assess and improve the Javanese language learning process Mastering theoretical concepts regarding evaluating learning outcomes, as well as the ability to develop evaluation tools, and being able to formulate solutions to various problems in the Javanese language learning process PO - 2 procedurally Make strategic decisions based on information and data analysis, and provide guidance in selecting various alternative solutions in resolving and resolving problems related to evaluating learning outcomes, as well as the ability to develop PO - 3 evaluation tools to assess and improve the Javanese language learning process. Have a commitment and attitude of responsibility for your own and group learning performance in solving various problems in preparing Javanese language and literature learning evaluation tools at school. PO - 4 **PLO-PO** Matrix P.O PLO-6 PLO-11 PO-1 . PO-2 1 PO-3 1 1 PO-4 1 1 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 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 Javanese language learning process to improve the resolution of various learning evaluation problems and their application in Javanese language learning in schools 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. Short Course Description References Main :

		Penilai Educat Second	an Dalam Peng ional Outcomes:	ajaran Bah Fundamen formance .	asa dan Sast tals of Testing London and N	ra Indonesia. Yogyaka . USA: Horcourt Brace	Remaja Rosdakarya. arta: BPFE. 3) Tuckm e Jovanovich, Inc. 4) M 5) Purwanto, Ngalim. 2	an, Bruce W. 19 cNamara, T.F. 19	75. Measuring 96. Measuring
		Supporters:							
Suppor		Drs. Sukarman, Dr. Octo Dendy	M.Si. Andrivanto, S.P	d., M.Pd.					
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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/functions of assessment in learning.	Criteria: Weighting and Rubrics Form of Assessment : Participatory Activities	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 2 X 50	gei prin edu ass Biti Re 1), Zai Lea Eva Ba Ro Yo Nu Bu Bu Ba Ro Yo Nu Bu Bu Ba Ro Yo Nu Bu Bu Ba Ro Yo Nu Bu Bu Ba Co Yo Nu Bu Bu Ba Co Yo Nu Bu Bu Bu Ba Co Yo Nu Bu Bu Ba Co Yo Nu Bu Bu Bu Bu Bu Bu Bu Bu Bu Bu Bu Bu Bu	aterial: neral neral niciples of lucational sessment. bliography: eferences: Arifin, inal. 2012. arming raluation. andung: sodakarya buth. 2) urgiyantoro, urhan. 2001. ssessment Teaching donesian nguage and erature. gyakarta: PFE. 3) tokman, uce W. 175. easuring lucational utcomes: undamentals Testing. SA: Horcourt ace vanovich, c. 4) SNamara, El996. easuring cond nguage erformance. ndon and bw York: Damba S	5%
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3	Mastering	1) Explain the	Criteria:	Contextual,		Material:	5%
	assessment	differences	Weighting and	Direct/Cooperative		compiling	
	categories and being able to	between test and non-test	Rubrics	Learning,		assessment	
	develop	assessment tools		Questions and		tools.	
	assessment	in the learning	Form of	Answers,		Bibliography:	
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4	Mastering assessment	 Explain the differences 	Criteria:	Contextual,	Material:	5%
	categories and	between test and	Weighting and rubrics	Direct/Cooperative	compiling	
	being able to	non-test	rubrics	Learning,	assessment	
	develop	assessment tools	Form of	Questions and	tools.	
	assessment	in the learning		Answers,	Bibliography:	
	tools.	process. (2)	Assessment :	Discussions,	References:	
		Explain the	Project Results	Exercises,	1) Arifin,	
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6	Mastering the general principles	 Explain the general concept 	Criteria:	Contextual,	Material:	10%
	of HOTS-Based	of HOTS 2)	1.Weighting	Direct/Cooperative	general	
	Assessment	Develop a	2.Rubric	Learning,	principles of	
	,	HOTS-based		Questions and	HOTS Based	
		assessment tool	Form of	Answers,	Assessment	
			Assessment :	Discussions,	References :	
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7	Mastering	1) Explain the	Criteria:	Contextual,	Material: a	ble 5%
	concepts and	concept of	1.Weighting	Direct/Cooperative	to develop	
	being able to develop linguistic	language skills tests. 2) Explain	2.Rubric	Learning,	linguistic a	nd
	and literary	the concept of an		Questions and	literary	
	assessment	oral test. 3)	Form of	Answers,	assessmer	t
	tools.	Explain the	Assessment :	Discussions,	tools.	
		concept of a	Project Results	Exercises,	Bibliograp	hy:
		written test	Assessment /	Presentation	References	
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			Form of			Zainal. 2012.	
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9	Mastering	 Explain the 	Criteria:	Contextual,		Material:	5%
	assessment tool	concept of	1.Weighting	Direct/Cooperative	á	assessment	
	assessment techniques	assessment tool assessment. 2)	2.Rubric	Learning,	t	techniques	
	leciniques	Explain the		Questions and		References :	
		concept of	Form of	Answers,		1) Arifin,	
		compiling	Assessment :	Discussions,		Zainal. 2012.	
		standardized	Project Results	Exercises,	1	Learning	
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11	Mactoring the	Identify and	Critoria	Contoutual	Material:	5%
11	Mastering the technique of	Identify and explain	Criteria:	Contextual,		5%
	writing Student	techniques for	1.Weighting	Direct/Cooperative	writing a	
	Worksheet books	writing Student	2.Rubric	Learning,	Student	
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12	Mastering the technique of	Identify and explain	Criteria:	Contextual,	Material:	5%
	writing Student	techniques for	1.Weighting	Direct/Cooperative	writing a	
	Worksheet books	writing Student	2.Rubric	Learning,	Student	
	(LKPD)	Worksheet books		Questions and	Worksheet	
		(LKPD)	Form of	Answers,	(LKPD)	
		()	Assessment :	Discussions,	book Library:	
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			Product	Assignments	Zainal. 2012.	
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13	Mastering techniques for	 Differentiate the meaning of 	Criteria:	Contextual,	Material:	5%
	analyzing test	the concepts of	1.Weighting	Direct/Cooperative	techniques f	
	result data.	score and value.	2.Rubric	Learning,	analyzing tes	st
	rooun data.	2) Differentiate		Questions and	result data.	
		between the	Form of	Answers,	Bibliograph	y:
		concepts of	Assessment :	Discussions,	References:	
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14	Mastering the	1) Explain the	Criteria:	Contextual,	Material	5%
14	calculation of	concept of	1.Weighting	Direct/Cooperative	calculatio	
	standard values	percentile levels.		Learning,	standard	
		2) Explain the	2.Rubric	Questions and	values	
		concept of z-		Answers,	Reference	
		score. 3) Explain	Form of	Discussions,	1) Arifin,	
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15	Mastering the preparation of	Make reports on student success	Criteria:	Contextual, Direct/Cooperative			10%
	final grades	in the learning	1.Weighting			paration of	
	initial gradies	process	2.Rubric	Learning,		grades	
		F		Questions and		erences :	
			Form of	Answers,		rifin,	
			Assessment :	Discussions,		nal. 2012.	
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			Activities, Portfolio	Presentation		luation.	
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	10%
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.
- 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** 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.
- 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.