



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

Document Code

SEMESTER LEARNING PLAN

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|--|---|---|-----------------------------------|--|----------------------------------|--|------------------------------|------|---|----|----|----|----|----|----|----|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching Evaluation | 8820203038 | | T=3 P=0 ECTS=4.77 | 4 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Latif Nur Hasan, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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: 100px; height: 30px;">P.O</td> </tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table> | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | |
| References | <p>Main :</p> <ol style="list-style-type: none"> 1. Arifin, Zainal. 2012. Evaluasi Pembelajaran. Bandung: Remaja Rosdakarya. 2. Nurgiyantoro, Burhan. 2001. Penilaian Dalam Pengajaran Bahasa dan Sastra Indonesia. Yogyakarta: BPFE. 3. Tuckman, Bruce W. 1975. Measuring Educational Outcomes: Fundamentals of Testing. USA: Horcourt Brace Jovanovich, Inc. 4. McNamara, T.F. 1996. Measuring Second Language Performance. London and New York: Longman. 5. Purwanto, Ngalm. 1986. Prinsip-Prinsip dan Teknik Evaluasi Pengajaran. Bandung: Remaja Karya. 6. TIM.2014. Permendikbud tentang penilaian <p>Supporters:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | SRI SULISTIANI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | <p>Mastering the context orientation of the Assessment Process and Learning Outcomes course. Mastering the general principles of educational assessment.</p> | <p>Discuss the context orientation of the course Assessment Process and Learning Outcomes. Explain the differences in the concepts of assessment, measurement and tests in the learning process. Explain the position of assessment in the learning process</p> | <p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | <p>Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50</p> | | 0% |
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| 2 | Mastering the general principles of educational assessment. Mastering assessment categories and being able to develop assessment tools. | Explaining the position of assessment in the learning process. Explaining the purpose of assessment in learning. | Criteria: 1. The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2. Participation during lectures through observation (weight 2) 3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4. Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2) 5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 3 | Mastering assessment categories and being able to develop assessment tools (1). | Explain the various types of assessment in learning. Explain the differences between test and non-test assessment tools in the learning process. | Criteria: 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 4 | Mastering assessment categories and being able to develop assessment tools (2). | Explain the differences between test and non-test assessment tools in the learning process. Explain the criteria for preparing assessment tools. Identify competency-based assessment tools. | Criteria: <ol style="list-style-type: none"> 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 5 | Mastering general principles in developing competency-based assessment tools.(1) | Identify competency-based assessment tools. Differentiating competency-based assessment tools. | Criteria: 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 6 | Mastering general principles in developing competency-based assessment tools (2). | Identify competency-based assessment tools. Differentiating competency-based assessment tools. 2013 KTSP-based assessment Identifying assessments based on Permendikbud | Criteria: <ol style="list-style-type: none"> 1. The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2. Participation during lectures through observation (weight 2) 3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4. Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 7 | Mastering concepts and being able to develop linguistic and literary assessment tools. | 2013 KTSP-based assessment Identifying assessment based on the education and culture regulation Explaining the concept of language skills tests. | Criteria: 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 8 | UTSAll abilities end of meetings1-7 | All indicators confluence 1-7 | <p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 9 | Mastering assessment tool assessment techniques | Explain the concept of assessment tool assessment. | Criteria: 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are assessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 10 | Mastering the preparation of standardized tests | Explain the concept of constructing standardized tests | <p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2. Participation during lectures through observation (weight 2) 3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4. Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 11 | Mastering the technique of writing the Student Learning Sheet (LKPD) book | Identify and explain techniques for writing Student Worksheet books (LKPD) Writing Student Worksheet books (LKPD) | Criteria: 1. The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2. Participation during lectures through observation (weight 2) 3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4. Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2) 5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 12 | Mastering the technique of writing Student Worksheets (PKPD) 2. | Identify and explain book writing techniques Student Worksheets Writing LKPD books | Criteria: 1. The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2. Participation during lectures through observation (weight 2) 3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4. Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 13 | Mastering techniques for analyzing test result data. | Differentiate the meaning of the concepts of score and value. Differentiate between the concepts of PAK/PAP and PAN | Criteria: 1. The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2. Participation during lectures through observation (weight 2) 3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4. Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 14 | Mastering the calculation of standard values. | Explain the concept of percentile levels. Explain the concept of z-score. Explain the concept of T-score | Criteria: <ol style="list-style-type: none"> 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 15 | Mastering the preparation of final grades | Make reports on student success in the learning process (report cards and achievement indexes) | Criteria: 1. The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2. Participation during lectures through observation (weight 2) 3. Assignments are assessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4. Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2) 5. Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6. The final score (NA) is (participation score x 2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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| 16 | UAS | All indicators confluence 9-15 | Criteria: 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50 | | | 0% |
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Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
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| | | 0% |

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** 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.