



Universitas Negeri Surabaya
Faculty of Engineering,
Mechanical Engineering Education Undergraduate Study
Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date												
Learning Evaluation	8320303029		T=3 P=0 ECTS=4.77	5	July 18, 2024												
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator												
		Ir. Wahyu Dwi Kurniawan, S.Pd., M.Pd.												
Learning model	Project Based Learning																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	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
Short Course Description	Understanding and studying various basic principles, procedures for measuring and assessing learning outcomes in fields of study, planning the implementation of various types of tests, principles of validity and reliability, analyzing and interpreting test results, improving the formulation of cognitive, affective and psychomotor aspects, measuring psychomotor aspects of skills.																
References	Main :																
	1. Ari Kunto, Suharsimi. 1986. <i>Dasar-DasarEvaluasi Pendidikan</i> . Jakarta: Bina Aksara. Tuckman, BW. 1976. <i>MeasuringEducational Outcomes</i> . New York: Harcarl B. Javanorics.Kardi, Suparman. 1994. <i>BagaimanaMengembangkan Tes Hasil Belajar</i> . Surabaya: Unipress Ikip Surabaya.																
	Supporters:																
Supporting lecturer	Prof. Dr. H. Muchlas, M.Pd. Dr. Mochamad Cholik, 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	able to carry out measurements, assessments and evaluations, able to know the subject of evaluation, object of evaluation and target of evaluation	able to distinguish between measurement, assessment and evaluation. able to differentiate the subject of evaluation, object of evaluation and target of evaluation	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	Using lecture, discussion and presentation methods as well as 3 X 50 exercises			0%
2	able to carry out evaluation principles, able to create evaluation tools, able to create good tests	able to understand the principles of evaluation, able to distinguish between types of evaluation tools, able to analyze good tests	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	Using a scientific approach, lecture method, inquiry learning model, and underline point learning strategy. 3 X 50			0%
3	able to carry out the validity of measuring instruments, able to carry out the validity of questions or items.	able to understand the validity of measuring instruments, able to understand the validity of questions or items.	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	Using a scientific approach, lecture method, inquiry learning model, and underline point learning strategy. 3 X 50			0%
4	able to make a reliable test, able to carry out and test a reliable test.	able to understand a reliable test, able to identify a reliable test.	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad.	Using lecture, discussion and presentation methods as well as 3 X 50 exercises			0%
5	able to make a reliable test, able to carry out and test a reliable test.	able to understand a reliable test, able to identify a reliable test.	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad.	Using lecture, discussion and presentation methods as well as 3 X 50 exercises			0%
6	Able to perform scoring and value conversion. Able to process values. Able to arrange value conversions	1.Perform scoring and value conversion 2.Processing values 3.Arranging indigo conversions	Criteria: very good, good, fair, not so good, bad	Using a scientific approach, lecture method, inquiry learning model, and underline point learning strategy. 3 X 50			0%
7	Able to perform scoring and value conversion. Able to process values. Able to arrange value conversions	1.Perform scoring and value conversion 2.Processing values 3.Arranging indigo conversions	Criteria: very good, good, fair, not so good, bad	Using a scientific approach, lecture method, inquiry learning model, and underline point learning strategy. 3 X 50			0%

8	able to make standardized tests, able to make teacher-made tests, able to use standardized tests. able to use teacher-made tests	able to understand the difference between standardized tests and teacher-made tests. able to differentiate the uses of standardized tests and teacher-made tests	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	Using lecture, discussion, observation and presentation methods as well as 3 X 50 exercises			0%
9	able to make objective tests, able to make tests in the affective domain, able to make tests in the psychomotor domain, able to make specification tables	able to understand objective tests able to understand affective domain tests able to understand psychomotor domain tests able to understand specification tables	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	Using lecture, discussion and presentation methods as well as 3 X 50 exercises			0%
10	able to write the Midterm Exam	able to understand the material that has been studied	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	3 X 50 testing			0%
11	able to conduct classroom research	able to understand classroom research. able to understand forms of assessment	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	Using lecture, discussion and presentation methods as well as 3 X 50 exercises			0%
12	able to make scores able to do norm- referenced and criteria - referenced Able to process values	able to understand the meaning of scores and values, able to differentiate between norm-referenced and criterion-referenced, able to know how to process values	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	Using lecture, discussion and presentation methods as well as 3 X 50 exercises			0%
13	able to determine the position of students in the group	able to know how to determine students' positions in groups	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	Using 3 X 50 lecture, discussion and presentation methods			0%
14	able to do about the final value	able to know the factors taken into account in the assessment. able to know how to determine the final grade	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	Using lecture, discussion and presentation methods as well as 3 X 50 exercises			0%
15	able to write the Final Semester Exam	able to understand the material that has been studied	Criteria: 1.Very good, 2.Good, 3.Enough, 4.not good, 5.Bad	3 X 50 testing			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		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.