



**Universitas Negeri Surabaya  
Faculty of Social Sciences and Law  
Sociology Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Educational Evaluation Studies	6920102281		T=2 P=0 ECTS=3.18	6	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Dr. Agus Machfud Fauzi, M.Si.																																	
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	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: 10%;">P.O</td></tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <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	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Able to understand the material on educational assessment, describe the basic concepts of evaluation, study subjects, targets, evaluation principles, study the basic concepts of a test, study written tests for learning achievement, understand the measurement of cognitive, effective and psychomotor aspects in learning outcomes evaluation activities, study methods - how to determine the amount of validity, reliability, a measuring tool in evaluating learning processes and outcomes, reviewing ways to determine the passing limit and position (ranking) of students in a class, reviewing written tests for learning achievement, reviewing measurements of cognitive, effective and psychomotor skills in evaluating learning outcomes, reviewing ways to determine the amount of validity, reliability, a measuring tool in evaluating learning processes and outcomes, and reviewing ways to determine the passing limit and position (ranking) of students in a class, as well as reviewing the steps in compiling learning outcomes tests.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Arikunto Suharsimi, 2001. Dasar-dasar Evaluasi Pen didikan, Jakarta: Bumi Aksara</li> <li>2. Purwanto Ngalim, 1991. Prinsip-prinsip Evaluasi Pendidikan, Jakarta: Rineka Cipta</li> <li>3. Universitas Terbuka, 2012. Evaluasi Program, Jakarta: Depdikbud</li> <li>4. Usman Uzer; Dkk. 1999. Upaya Optimalisasi KBM. Bandung Remaja Rosdakarya</li> <li>5. Sudjana Nana. 2000. Dasar-dasar proses belajar mengajar. Bandung. Sinar Baru</li> <li>6. Jaenal Arifin, 2009. Evaluasi Pembelajaran. Bandung Remaja Rosdakarya</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Agus Machfud Fauzi, M.Si. Moh. Mudzakkir, S.SoS., M.A., Ph.D.																																					
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 concept of educational assessment and evaluation	Examining the concept of educational assessment and evaluation	<b>Criteria:</b> Able to compose a narrative of the basic concepts of educational assessment and evaluation correctly with clear sources.  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem finding/Problem solving/Literature search 2 X 50			5%																															

2	Mastering the subject, targets, principles of educational assessment and evaluation	Examines the subject, targets, principles of educational assessment and evaluation	<p><b>Criteria:</b> Able to correctly narrate basic concepts about subjects, targets, principles of educational assessment and evaluation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry/PBL/problem solving/internet and literature search 2 X 50		<p><b>Material:</b> . <b>Bibliography:</b> <i>Arikunto Suharsimi, 2001. Basics of Educational Evaluation, Jakarta: Bumi Aksara</i></p> <p><b>Material:</b> . <b>Reader:</b> <i>Purwanto Ngalm, 1991. Principles of Educational Evaluation, Jakarta: Rineka Cipta</i></p>	5%
3	Master the basic concepts of a test	Correctly examine the basic concepts of a test	<p><b>Criteria:</b> Able to narrate correctly about the basic concepts of a test</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry/PBL/Problem solving/Library and internet search 2 X 50		<p><b>Material:</b> . <b>References:</b> <i>Jaenal Arifin, 2009. Learning Evaluation. Bandung Youth Rosdakarya</i></p> <p><b>Material:</b> . <b>Reader:</b> <i>Usman Uzer; et al. 1999. KBM Optimization Efforts. Bandung Youth Rosdakarya</i></p>	5%
4	Able to prepare learning outcomes test steps	Review the literature about the steps in preparing learning outcomes tests	<p><b>Criteria:</b> Able to narrate and present findings regarding the steps for preparing learning outcomes tests.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry/PBL/Problem Solving/Literature and internet search 2 X 50		<p><b>Material:</b> . <b>Bibliography:</b> <i>Arikunto Suharsimi, 2001. Basics of Educational Evaluation, Jakarta: Bumi Aksara</i></p> <p><b>Material:</b> . <b>References:</b> <i>Open University, 2012. Program Evaluation, Jakarta: Depdikbud</i></p> <p><b>Material:</b> . <b>Reader:</b> <i>Usman Uzer; et al. 1999. KBM Optimization Efforts. Bandung Youth Rosdakarya</i></p>	5%
5	Able to compose written tests for learning achievement	Develop written tests correctly for learning achievement	<p><b>Criteria:</b> Able to compose learning achievement tests with correct rules.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry/PBL/Problem solving/Library and internet search 2 X 50			5%
6	Able to examine differences in measurements of cognitive, affective and psychomotor aspects	Correctly distinguish between measurements of cognitive, affective and psychomotor aspects in evaluating learning outcomes	<p><b>Criteria:</b> Able to organize correctly based on KKO which originates from the taxonomy of thinking.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry/PBL/problem solving/library search 2 X 50			5%

7	Able to examine differences in measurements of cognitive, affective and psychomotor aspects	Correctly distinguish between measurements of cognitive, affective and psychomotor aspects in evaluating learning outcomes	<b>Criteria:</b> Able to organize correctly based on KKO which originates from the taxonomy of thinking.  <b>Form of Assessment :</b> Participatory Activities	Inquiry/PBL/problem solving/library search 2 X 50			5%
8	Able to do homework assignments with authentic source studies	Answering homework assignments	<b>Criteria:</b> Able to complete home tasks in a timely manner and according to clear sources  <b>Form of Assessment :</b> Test	Inquiry/PBL/problem solving/taks home 2 X 50		<b>Material:</b> UTS <b>Reader:</b> <i>Sudjana Nana. 2000. Basics of the teaching and learning process. Bandung. New Rays</i>	15%
9	Mastering how to determine the amount of validity, reliability, a measuring tool in evaluating learning processes and outcomes	Practicing how to determine the amount of validity, reliability, a measuring tool in evaluating learning processes and outcomes	<b>Criteria:</b> Able to complete calculations of the validity and reliability of a measuring instrument.  <b>Form of Assessment :</b> Participatory Activities	Inquiry/PBL/Problem solving/Library search 2 X 50			5%
10	Mastering how to determine the amount of validity, reliability, a measuring tool in evaluating learning processes and outcomes	Practicing how to determine the amount of validity, reliability, a measuring tool in evaluating learning processes and outcomes	<b>Criteria:</b> Able to complete calculations of the validity and reliability of a measuring instrument.  <b>Form of Assessment :</b> Participatory Activities	Inquiry/PBL/Problem solving/Library search 2 X 50			5%
11	Master how to determine the passing limit and position (ranking) of students in a class	Practice calculating how to determine the passing limit and position (ranking) of students in a class	<b>Criteria:</b> Able to correctly calculate the graduation limit and be able to make class rankings according to the correct rules.  <b>Form of Assessment :</b> Participatory Activities	Inquiry/PBL/Problem solving/literature search 2 X 50		<b>Material:</b> . <b>Bibliography:</b> <i>Arikunto Suharsimi, 2001. Basics of Educational Evaluation, Jakarta: Bumi Aksara</i>  <b>Material:</b> . <b>Reader:</b> <i>Usman Uzer; et al. 1999. KBM Optimization Efforts. Bandung Youth Rosdakarya</i>	5%
12	Master how to determine the passing limit and position (ranking) of students in a class	Practice calculating how to determine the passing limit and position (ranking) of students in a class	<b>Criteria:</b> Able to correctly calculate the graduation limit and be able to make class rankings according to the correct rules.  <b>Form of Assessment :</b> Participatory Activities	Inquiry/PBL/Problem solving/literature search 2 X 50		<b>Material:</b> . <b>References:</b> <i>Open University, 2012. Program Evaluation, Jakarta: Depdikbud</i>  <b>Material:</b> . <b>Reader:</b> <i>Sudjana Nana. 2000. Basics of the teaching and learning process. Bandung. New Rays</i>	5%

13	Carrying out field studies on student exam results in high school	Analyze the score calculation up to the report card value	<b>Criteria:</b> Able to calculate scores and determine report card grades correctly using the correct rules  <b>Form of Assessment :</b> Participatory Activities	Inquiry/PBL/Problem solving/field scene 2 X 50		<b>Material:</b> . <b>References:</b> Jaenal Arifin, 2009. <i>Learning Evaluation. Bandung Youth Rosdakarya</i>  <b>Material:</b> . <b>Reader:</b> Sudjana Nana. 2000. <i>Basics of the teaching and learning process. Bandung. New Rays</i>	5%
14	Carrying out field studies on student exam results in high school	Analyze the score calculation up to the report card value	<b>Criteria:</b> Able to calculate scores and determine report card grades correctly using the correct rules  <b>Form of Assessment :</b> Participatory Activities	Inquiry/PBL/Problem solving/field scene 2 X 50		<b>Material:</b> . <b>Bibliography:</b> Arikunto Suharsimi, 2001. <i>Basics of Educational Evaluation, Jakarta: Bumi Aksara</i>	5%
15	Presenting the results of field studies regarding various forms of assessment, up to calculations and including grades in report cards.	Presenting the results of field studies regarding various forms of assessment, up to calculations and including grades in report cards.	<b>Criteria:</b> Able to present findings in the field regarding assessment in schools with correct principles.  <b>Form of Assessment :</b> Participatory Activities	Inquiry/PBL/Presentation/Practice in class 2		<b>Material:</b> . <b>Reader:</b> Sudjana Nana. 2000. <i>Basics of the teaching and learning process. Bandung. New Rays</i>  <b>Material:</b> . <b>Reader:</b> Purwanto Ngalm, 1991. <i>Principles of Educational Evaluation, Jakarta: Rineka Cipta</i>	5%
16	Able to carry out UAS	Answering UAS questions	<b>Criteria:</b> Questions are answered according to minimum standards  <b>Form of Assessment :</b> Test	Inquiry/PBL/Problem solving/UAS in class 2		<b>Material:</b> UAS <b>Literature:</b>	15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		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.
- 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.

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.