



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Doctoral Study Program in Educational Technology**

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>
Program Evaluation, Education and Training	8600302027		T=2	P=0	ECTS=5.04	3	July 18, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Prof. Dr. Mustaji, M.Pd.	
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>						
	<b>Program Objectives (PO)</b>						
	<b>PLO-PO Matrix</b>						
		P.O					
<b>Short Course Description</b>	This course discusses the meaning of objectives, functions, and various approaches/models used, as well as obstacles that are often encountered in the practice of evaluating educational programs through scientific learning.						
<b>References</b>	<b>Main :</b>						
	1. 1. <b>Arikunto, Suharsimi &amp; Safrudin, Cep</b> . 2008. <i>Evaluasi Program Pendidikan</i> . Jakarta: Bumi Aksara 2. <b>Arikunto, Suharsimi</b> . 2008. <i>Dasar-dasar Evaluasi Pendidikan</i> . Jakarta: Bumi Aksara						
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Prof. Dr. Rusijono, 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	Understand the concept of class-based assessment	Can explain: 1. The meaning of tests, measurements and assessments. 2. Difference between assessment and evaluation. 3. Objectives, functions, basis, characteristics, principles and types of assessment		Collaborative learning, discussion 2 X 50			0%
2	Understand the concept of class-based assessment	Can explain: 1. The meaning of tests, measurements and assessments. 2. Difference between assessment and evaluation. 3. Objectives, functions, basis, characteristics, principles and types of assessment		Collaborative learning, discussion 2 X 50			0%
3	Understand the types of evaluation	Can explain the meaning of placement, diagnostic, formative and summative evaluation		Group discussion, collaborative learning 2 X 50			0%
4	Understand evaluation methods	Can explain: 1. Definition of written test and performance assessment 2. Characteristics of written test and performance assessment		Group discussion, collaborative learning 2 X 50			0%
5	Examining types of evaluation tools	Can explain the types of evaluation tools: tests (written, oral, action), non-tests, and portfolios.		Group discussion 2 X 50			0%
6	Review test development	1. Can explain types of tests and test development procedures 2. Can develop test measuring tools		Group discussion, collaborative learning 2 X 50			0%
7	Develop non-test evaluation tools	1. Can explain the types of non-tests and procedures for developing non-tests 2. Can develop non-test measuring instruments		Group discussion, collaborative learning 2 X 50			0%
8	Sub Summative Exam			2 X 50			0%

9	Understand the basic concepts of portfolios & be able to design evaluation tools in the form of portfolios	1. Can explain the meaning, function, objectives, principles and characteristics of a portfolio. 2. Can understand the stages of assessment using a portfolio and designing a portfolio		Group discussion, collaborative learning 2 X 50			0%
10	Able to administer learning evaluations	Can carry out and score: 1. Written test 2. Oral test 3. Action test 4. Non-test portfolio		collaborative learning 2 X 50			0%
11	Understand basic concepts and be able to analyze question items	1. Can explain the basic concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can carry out analysis to find validity, reliability, level of difficulty, and differentiability of question items.		collaborative learning 2 X 50			0%
12	Understand basic concepts and be able to analyze question items	1. Can explain the basic concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can carry out analysis to find validity, reliability, level of difficulty, and differentiability of question items.		collaborative learning 2 X 50			0%
13	Understand basic concepts and be able to analyze question items	1. Can explain the basic concepts of validity, reliability, level of difficulty, and differentiability of test items. 2. Can carry out analysis to find validity, reliability, level of difficulty, and differentiability of question items.		collaborative learning 2 X 50			0%
14	Understand the learning evaluation processing process	Able to explain and carry out individual and group learning evaluation processing (including score conversion)		Collaborative learning 2 X 50			0%
15	Understand the learning evaluation reporting process	1. Able to explain the learning evaluation reporting process. 2. Able to make learning evaluation reports		Collaborative learning 2 X 50			0%

16	UAS	UAS		2 X 50			0%
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**Evaluation Percentage Recap: Case Study**

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.