



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business,**  
**Master of Economics Education 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>																																																																																																																																							
Education Evaluation	8710302088	Compulsory Study Program Subjects	T=2 P=0 ECTS=4.48	2	July 17, 2024																																																																																																																																							
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																																																																																																								
	.....		Dr. Luqman Hakim, S.Pd., S.E., M.SA	Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.																																																																																																																																								
<b>Learning model</b>	Project Based Learning																																																																																																																																											
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																																																											
	<b>Program Objectives (PO)</b>																																																																																																																																											
	<b>PO - 1</b>	Students are able to assess the learning process and outcomes which refer to the overall goals of education																																																																																																																																										
	<b>PO - 2</b>	Students are able to have knowledge and skills related to understanding the nature of learning evaluation																																																																																																																																										
	<b>PO - 3</b>	Students are able to have knowledge and skills related to planning, implementing and utilizing educational evaluation results																																																																																																																																										
	<b>PO - 4</b>	Students are able to have knowledge and skills related to scoring test results and processing them																																																																																																																																										
	<b>PO - 5</b>	Students are able to have knowledge and skills related to test development (as a type of evaluation instrument																																																																																																																																										
	<b>PO - 6</b>	Students are able to have knowledge and skills related to test quality analysis, as well as analysis of test question items																																																																																																																																										
	<b>PLO-PO Matrix</b>																																																																																																																																											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> <tr><td>PO-6</td></tr> </table>					P.O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6																																																																																																																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																																												
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>					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																	PO-5																	PO-6																
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<b>Short Course Description</b>	This course aims to make students proficient in abstracting theoretical concepts and innovating in the application of approaches, techniques, methods and development of educational evaluation and supervision instruments through literature and comprehensive studies. This course requires active student involvement in analyzing the implementation of educational evaluation and supervision through projects. Students carry out mini research in groups to solve problems and/or develop educational evaluation and supervision instruments at various levels of education. So the output of this course is in the form of program evaluation instruments and supervision instruments.																																																																																																																																											
<b>References</b>	<b>Main :</b>																																																																																																																																											

<ol style="list-style-type: none"> <li>1. 1. Supriyadi. 2021. Evaluasi Pendidikan. Penerbit NEM.</li> <li>2. 2. Dr. Muhammad Hasan, S.Pd., M.Pd, Dr. Yeni Nuraeni, M.Pd., Wahyudin, M.Pd, Ririn Oktariyani, S.Pd, Lusiani, S.Pd.Si.,M.Pd., Nuri Huda, M.Pd, Endah Setioningsih, S.Pd. Fitri Yati, A.Md.RO.,SKM.,M.Pd, Laila Hidayatul Amin, S.Pd.,M.Pd.I. Dr. Srie Faizah Lisnari, M.Si. 2022. Evaluasi Pembelajaran. Media Sains Indonesia</li> </ol>							
<b>Supporters:</b>							
<b>Supporting lecturer</b>		Prof. Dr. Jun Surjanti, S.E., M.Si. Dr. Luqman Hakim, S.Pd., S.E., M.SA. Dr. Meylia Elizabeth Ranu, S.Pd., M.S.M.					
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	Students are able to build a study commitment in 1 semester through a study contract	Explain: <input type="checkbox"/> The meaning of test, measurement, assessment, evaluation and assessment. <input type="checkbox"/> Purpose, function, basis, characteristics, principles and types of assessment <input type="checkbox"/> Definition of diagnostic, formative and summative placement evaluation <input type="checkbox"/> Definition of written test and performance assessment <input type="checkbox"/> Characteristics of written test and performance assessment	<b>Criteria:</b> 1.Participatory Activities 2. Practice/Performance 3.Test 4.Portfolio Assessment  <b>Forms of Assessment :</b> Participatory Activities, Practice/Performance, Tests	Discussion Lectures, questions and answers, assignments 150 minutes		<b>Material:</b> Definition of tests, measurements, assessments, evaluations and assessments. <input type="checkbox"/> Purpose, function, basis, characteristics, principles and types of assessment <input type="checkbox"/> Definition of diagnostic, formative and summative placement evaluation <input type="checkbox"/> Definition of written tests and performance assessment <input type="checkbox"/> Characteristics of written tests and performance assessment <b>References: 1.</b> Supriyadi. 2021. Education Evaluation. NEM Publishers.	35%

2	Able to abstract the position of educational evaluation and educational supervision in educational unit management	<p>Explain: <input type="checkbox"/> The meaning of tests, measurements, assessments, evaluations and assessments.</p> <p><input type="checkbox"/> Purpose, function, basis, characteristics, principles and types of assessment <input type="checkbox"/> Definition of diagnostic, formative and summative placement evaluation <input type="checkbox"/> Definition of written test and performance assessment <input type="checkbox"/> Characteristics of written test and performance assessment</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participatory Activities</li> <li>2. Test</li> <li>3. Practice/Performance</li> <li>4. Portfolio Assessment</li> </ol> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical / Performance, Tests</p>	Discussion Lectures, questions and answers, assignments 150 minutes		<p><b>Material:</b> Definition of tests, measurements, evaluation assessments and assessments.</p> <p><input type="checkbox"/> Purpose, function, basis, characteristics, principles and types of assessment <input type="checkbox"/> Definition of diagnostic, formative and summative placement evaluation <input type="checkbox"/> Definition of written tests and performance assessment <input type="checkbox"/> Characteristics of written tests and performance assessment</p> <p><b>References:</b> 2. <i>Dr. Muhammad Hasan, S.Pd., M.Pd., Dr. Yeni Nuraeni, M.Pd., Wahyudin, M.Pd., Ririn Oktariyani, S.Pd, Lusiani, S.Pd.Si., M.Pd., Nuri Huda, M.Pd, Endah Setioningsih, S.Pd. Fitri Yati, A.Md.RO., SKM., M.Pd, Lailla Hidayatul Amin, S.Pd., M.Pd.I. Dr. Srie Faizah Lisnasari, M.Sc. 2022. Learning Evaluation. Indonesian Science Media</i></p>	30%
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3	Understand the concept of class-based assessment. Types of evaluation and evaluation methods	Explain: <input type="checkbox"/> The meaning of test, measurement, assessment, evaluation and assessment. <input type="checkbox"/> Purpose, function, basis, characteristics, principles and types of assessment, Definition of diagnostic, formative and summative placement evaluation <input type="checkbox"/> Definition of written test and performance assessment <input type="checkbox"/> Characteristics of written test and performance assessment	<b>Criteria:</b> 1.Participatory Activities 2. Practice/Performance 3.Test 4.Portfolio Assessment  <b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	Discussion Lectures, questions and answers, assignments 150 minutes	<b>Material:</b> Definition of tests, measurements, assessments, evaluations and assessments. <input type="checkbox"/> Purpose, function, basis, characteristics, principles and types of assessment <input type="checkbox"/> Definition of diagnostic, formative and summative placement evaluation <input type="checkbox"/> Definition of written tests and performance assessment <input type="checkbox"/> Characteristics of written tests and performance assessment <b>References:</b> 2. Dr. Muhammad Hasan, S.Pd., M.Pd, Dr. Yeni Nuraeni, M.Pd., Wahyudin, M.Pd, Ririn Oktariyani, S.Pd, Lusiani, S.Pd.Si., M.Pd., Nuri Huda, M.Pd, Endah Setioningsih, S.Pd. Fitri Yati, A.Md.RO., SKM., M.Pd, Lailla Hidayatul Amin, S.Pd., M.Pd.I. Dr. Srie Faizah Lisnasari, M.Si. 2022. Learning Evaluation. Indonesian Science Media	35%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	27.92%
2.	Portfolio Assessment	16.25%
3.	Practice / Performance	27.92%
4.	Test	27.92%
		100%

#### 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.