	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Undergraduate Study Program Drama Arts, Dance and Music Education**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Assessment of Arts and Culture Learning Process and Outcomes	8820903026		**T=3**	**P=0**	**ECTS=4.77**	3	July 18, 2024
AUTHORIZATION	**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
	....		....			Dr. Welly Suryandoko, 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	Study of learning evaluation carried out through presentation of concepts and presentation of operational examples of arts and culture learning assessment in techniques and forms of assessment in accordance with arts and culture learning materials

References	**Main :**

1. Permendikbud. 2016. Permendikbud Nomor 21 Tahun 2016 tentang Standar Isi Pendidikan Dasar dan Pendidikan Menengah . Jakarta: Permendikbu Permendikbud. 2016. Permendikbud Nomor 23 Tahun 2016 tentang Penilaian Hasil Belajar oleh Pendidik Pada Pendidikan Dasar dan Pendidikan Menengah . Jakarta: Permendikbud
2. Bloom, B. S. 1971. Handbook of Formative and Summative Evaluation of Student Learning . New York: Mc. Graw Hill
3. Slameto. 1988. Evaluasi Pendidikan . Jakarta: Bina Aksara
4. Purwanto, Ngalim. 1991. Prinsip-Prinsip dan Teknik Evaluasi Pengajaran . Bandung: Remaja Rosdakarya
5. Daryanto. 2005. Evaluasi Pendidikan . Jakarta: Rineka Cipta
6. Arikunto, Suharsini. 1987. Dasar-Dasar Evaluasi Pendidikan . Jakarta: Bina Aksara

Supporters:

Supporting lecturer	Prof. Dr. Hj. Warih Handayaningrum, M.Pd. Drs. Bambang Sugito, M.Sn. Dr. Sn. Retnayu Prasetyanti Sekti, M.Si. Dr. Trisakti, M.Si. Dr. Welly Suryandoko, S.Pd., 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	Explain the nature of learning evaluation	Able to describe the meaning, objectives and function of evaluation.	**Criteria:** Clarity and accuracy of answers	- Explain / lecture - Question and answer Discussion 6 X 50			0%
2	Explain the nature of learning evaluation	Able to describe the meaning, objectives and function of evaluation.	**Criteria:** Clarity and accuracy of answers	- Explain / lecture - Question and answer Discussion 6 X 50			0%
3	Explain the principles and types of evaluation	Able to describe the principles and types of evaluation	**Criteria:** Clarity and accuracy of answers	- Explaining / lecture - Questions and answers = Discussion 6 X 50			0%
4	Explain the principles and types of evaluation	Able to describe the principles and types of evaluation	**Criteria:** Clarity and accuracy of answers	- Explaining / lecture - Questions and answers = Discussion 6 X 50			0%
5	Explain the concept of competency-based class assessment.	Able to describe the meaning of class assessment, assessment principles and objectives of class assessment.	**Criteria:** 1. Assessment of learning evaluation products/tasks, scores are averaged, then weighted (3)	1. Explain / lecture 2. Question and answer 3. Discussion 3 X 50			0%
6	Explain the concept of competency-based class assessment.	Able to describe the meaning of class assessment, assessment principles and objectives of class assessment.	**Criteria:** 1. Assessment of learning evaluation products/tasks, scores are averaged, then weighted (3)	1. Explain / lecture 2. Question and answer 3. Discussion 3 X 50			0%
7	Explain the level of competency achievement	Able to describe competency-based assessments and taxonomies.	**Criteria:** 1. Assessment of learning evaluation products/tasks, scores are averaged, then weighted (3)	1. Explaining / lecture 2. Question and answer 3. Discussion 4. Practice 3 X 50			0%
8	Explain the level of competency achievement	Able to describe competency-based assessments and taxonomies.	**Criteria:** 1. Assessment of learning evaluation products/tasks, scores are averaged, then weighted (3)	1. Explaining / lecture 2. Question and answer 3. Discussion 4. Practice 3 X 50			0%
9	Developing competencies in arts and culture assessment	Able to develop competencies in arts and culture assessment	**Criteria:** 1. Assessment of learning evaluation products/tasks, scores are averaged, then given a weight (3).	1. Discussion 2. Practice 3 X 50			0%
10	Mid-term exam mastery of all the material that has been given.	Able to describe the entire material that has been given	**Criteria:** The earned score is divided by the maximum score multiplied by one hundred.	Explaining the description. 3 X 50			0%

11	Develop the steps for preparing the assessment.	Able to develop arts and culture assessment tools based on assessment aspects.	**Criteria:** 1. Assessment of learning evaluation products/tasks, scores are averaged, then weighted (3)	1. Explaining / lecture 2. Question and answer 3. Discussion 4. Practice 3 X 50			0%
12	Develop the steps for preparing the assessment.	Able to develop arts and culture assessment tools based on assessment aspects.	**Criteria:** 1. Assessment of learning evaluation products/tasks, scores are averaged, then weighted (3)	1. Explaining / lecture 2. Question and answer 3. Discussion 4. Practice 3 X 50			0%
13	Develop techniques and forms of cultural arts assessment.	Able to develop techniques and forms of assessment for arts and culture subjects.	**Criteria:** Assessment of learning evaluation products/tasks, scores are averaged, then weighted (3)	1. Explaining / lecture 2. Question and answer 3. Discussion 4. practice 3 X 50			0%
14	Develop techniques and forms of cultural arts assessment.	Able to develop techniques and forms of assessment for arts and culture subjects.	**Criteria:** Assessment of learning evaluation products/tasks, scores are averaged, then weighted (3)	1. Explaining / lecture 2. Question and answer 3. Discussion 4. practice 3 X 50			0%
15	Able to develop arts and culture assessment tools	Able to plan, implement and evaluate the results of arts and culture learning at school.	**Criteria:** 1. Assessment of learning evaluation products/tasks, scores are averaged, then given a weight (3).	1. Explaining / lecture 2. Question and answer 3. Discussion 4. Practice 3 X 50			0%
16	Final Semester Examination masters all the material that has been given.	Able to describe the entire material that has been given	**Criteria:** The earned score is divided by the maximum score multiplied by one hundred.	Explaining the description. 3 X 50			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.