



**Universitas Negeri Surabaya**  
**Faculty of Educational Sciences**  
**Bachelor of Education Management Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Evaluation of Educational Programs	8620402152	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	May 18, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO) PLO study program that is charged to the course

**PLO-8** Able to apply and utilize research in the field of education management independently or in groups to provide alternative solutions to problems in the field of education management

**PLO-10** Able to communicate both written and orally in accordance with academic values, norms and ethics

**Program Objectives (PO)**

**PO - 1** Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of educational management.

**PO - 2** Master the theory/concept of Educational Program Evaluation in depth and be able to apply it according to needs in the field of education

**PO - 3** Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups.

**PO - 4** Responsible for self-learning performance, agreement with group colleagues by applying relevant studies in the field of Educational Program Evaluation

**PLO-PO Matrix**

	P.O	PLO-8	PLO-10
PO-1		✓	
PO-2		✓	
PO-3		✓	✓
PO-4		✓	✓

**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
PO-1	✓	✓	✓	✓	✓											
PO-2						✓	✓			✓						
PO-3								✓	✓		✓	✓				
PO-4													✓	✓	✓	✓

**Short Course Description** This course examines the basic concept of evaluating educational programs with supporting components and indicators of their effectiveness to be identified and then evaluated systematically, systemically and sustainably. The substance of this course is directed at evaluating educational programs with stages: (1) preparing instruments; (2) data collection, (3) data analysis; (4) reporting evaluation results; to the preparation of a Follow-up Plan (RTL) based on evaluation results to improve effectiveness/performance. Problem solving through active learning with a combination of discussion, question and answer methods, giving assignments and practice, overall with the help of presentation media and the use of a laptop/PC.

References	Main :	

1. Chelimsky, Eleanor & Shadish, William R. 1997. Evaluation for The 21 st Century; A handbook . International Educational and Professional Publisher Thousand Oaks London New Delhi: Sage Publications
2. Fernandes, H.J.X. 1984. Evaluation of Educational Programs . Jakarta: National Educational Planning and Curriculum Development.
3. Isaac S, & Michael, W.B. 1983. Handbook in Research and Evaluation, San Diago, California.
4. aaa Morris, Lynn Lyons, Carol Taylor Fitz Gibbon, Marie E. Freeman. 1987. How to Communicate Evaluation Findings, Center for the Study of Evaluation. University of California, Los Angeles, Beverly Hills: Sage.
5. Peraturan Pemerintah Nomor 32 Tahun 2013 tentang Standar Nasional Pendidikan. 2013. Jakarta: Depdikbud.
6. Suharsimi Arikunto dan Cepi Safruddin Abd. Jabar. 2010. Evaluasi Program Pendidikan, Pedoman Teoretis Praktis bagi Mahasiswa dan Praktisi Pendidikan. Edisi Kedua . Jakarta: Bumi Aksara.
7. Stufflebeam, D.L & Shinkfield, A.J. 1987. Evaluation and Enlightenment for Decion Making, Columbus, OH: Ohio State University, Evaluation Center.
8. Tayibnafis, Farida Yusuf . 2000. Evaluasi Program . Jakarta: Rineka Cipta. Torres, Rosalie T., Preskill,
9. Hallie S & Piontek, Mary E. 1996. Evaluating Strategis for Communicating and Reporting; Enchancing Learning in Organizations , International Educational and Professional Publisher Thousand Oaks London New Delhi: Sage Publications.
10. Patton,M.Q. 1987. How to Use Qualitative Methodes in Evaluation . Center for the Study of Evaluation, University of California, Los Angeles, Beverly Hills: Sage
11. Tatang M Amirin. 1992. Pokok-Pokok Teori Sistem . Jakarta: Rajawali
12. Worthen, B.R & Sanders, J.R. 1973. Evaluating Educational and Social Program: Guidelines for Proposal Review Onsite Evaluation Contracts and Technical Assistance, Boston: Kluwer Nyhoff.
13. Worthen , B.R & Sanders, J.R. .1988. Educational Evaluation; Alternative Approaches and Practical Guidelines. New York & London: Longman.
14. Hasil penelitian relevan dengan kajian evaluasi program pendidikan yang dipublikasikan pada jurnal internasional maupun nasional dan peraturan-peraturan yang relevan.

**Supporters:**

**Supporting lecturer**

Dr. Amrozi Khamidi, S.Pd., M.Pd.  
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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 can understand the basic concepts of educational program evaluation	1.Students know the Tuition Contract in one semester 2.Students know the Semester Study Plan (RPS) 3.Students know the basic concepts of educational program evaluation	<b>Criteria:</b> 1.Value Criteria: 2.Special: 90-100; 3.Very Good: 76-89; 4.Fair: 56-75; 5.Less: 0-55  <b>Form of Assessment :</b> Participatory Activities	Lectures and Questions and Answers 2 X 50			5%
2	Students can understand the basic concepts of educational program evaluation	1.Students know the Tuition Contract in one semester 2.Students know the Semester Study Plan (RPS) 3.Students know the basic concepts of educational program evaluation	<b>Criteria:</b> 1.Value Criteria: 2.Special: 90-100; 3.Very Good: 76-89; 4.Fair: 56-75; 5.Less: 0-55  <b>Form of Assessment :</b> Participatory Activities	Lectures and Questions and Answers 2 X 50			5%

3	Students can understand the Object-Oriented Approach (Objective-Oriented Approach)	<ol style="list-style-type: none"> <li>1.Students know the meaning of the Object-Oriented Approach (Objective-Oriented Approach)</li> <li>2.Students know the principles and objectives of the Object-Oriented Approach</li> <li>3.Students know the process and characteristics of the Object-Oriented Approach.</li> <li>4.Students know the problems of implementing the Object-Oriented Approach (min 1 case study/case example)</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria:</li> <li>2.Special: 90-100;</li> <li>3.Very Good: 76-89;</li> <li>4.Fair: 56-75;</li> <li>5.Less: 0-55</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures and Questions and Answers 2 X 50			5%
4	Students can understand the Management-Oriented Approach	<ol style="list-style-type: none"> <li>1.Students know the meaning of Management-Oriented Approach</li> <li>2.Students know the principles and objectives of the Management-Oriented Approach</li> <li>3.Students know the process and characteristics of the Management-Oriented Approach</li> <li>4.Students know the problems of implementing a Management-Oriented Approach (min 1 case study/case example)</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria:</li> <li>2.Special: 90-100;</li> <li>3.Very Good: 76-89;</li> <li>4.Fair: 56-75;</li> <li>5.Less: 0-55</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lectures and Questions and Answers 2 X 50			5%
5	Students can understand the Naturalistic-Participant Approach	<ol style="list-style-type: none"> <li>1.Students know the meaning of the Participatory-Natural Approach (Naturalistic-Participant Approach)</li> <li>2.Students know the principles and objectives of the Naturalistic-Participant Approach</li> <li>3.Students know the process and characteristics of the Naturalistic-Participant Approach</li> <li>4.Students know the problems of implementing the Naturalistic-Participant Approach (min 1 case study/case example)</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria:</li> <li>2.Special: 90-100;</li> <li>3.Very Good: 76-89;</li> <li>4.Fair: 56-75;</li> <li>5.Less: 0-55</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment, Test</p>	Lectures and Questions and Answers 2 X 50			5%

6	Students can understand the Context-Input-Process-Output (CIPP) Evaluation Model/Stufflebeam's Model	<ol style="list-style-type: none"> <li>1.Students know the meaning of the Context-Input-Process-Output (CIPP) Evaluation Model/Stufflebeam's Model</li> <li>2.Students know the Problems/Examples of implementation of the Context-Input-Process-Output (CIPP) Evaluation Model/Stufflebeam's Model (min 1 case study/case example)</li> <li>3.Students know the process and characteristics of the Context-Input-Process-Output (CIPP) Evaluation Model/Stufflebeam's Model</li> <li>4.Students know the principles and objectives of the Context-Input-Process-Output (CIPP) Evaluation Model/Stufflebeam's Model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria: 90-100;</li> <li>2.Special: 90-100;</li> <li>3.Very Good: 76-89;</li> <li>4.Fair: 56-75;</li> <li>5.Less: 0-55</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures and Questions and Answers 2 X 50			5%
7	Students can understand the Contenance/Stake's Evaluation Model	<ol style="list-style-type: none"> <li>1.Students know the meaning of the Contenance/Stake's Evaluation Model</li> <li>2.Students know the Problems/Examples of implementation of the Contenance Evaluation Model/Stake's Model (min 1 case study/case example)</li> <li>3.Students know the process and characteristics of the Contenance/Stake's Evaluation Model</li> <li>4.Students know the principles and objectives of the Contenance/Stake's Evaluation Model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria: 90-100;</li> <li>2.Special: 90-100;</li> <li>3.Very Good: 76-89;</li> <li>4.Fair: 56-75;</li> <li>5.Less: 0-55</li> </ol> <p><b>Form of Assessment :</b> Test</p>	Lectures and Questions and Answers 2 X 50			5%
8	UTS		<p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Tests</p>	2 X 50			15%

9	Students can understand the Goal Free/Scriven's Model Evaluation Model	<ol style="list-style-type: none"> <li>1.Students know the meaning of the Goal Free/Scriven's Model Evaluation Model</li> <li>2.Students know the principles and objectives of the Goal Free/Scriven's Model Evaluation Model</li> <li>3.Students know the process and characteristics of the Goal Free/Scriven's Model Evaluation Model</li> <li>4.Students know the Problems/Examples of implementation of the Goal Free Evaluation Model/Scriven's Model (min 1 case study/case example)</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria: 90-100;</li> <li>2.Special: 76-89;</li> <li>3.Very Good: 56-75;</li> <li>4.Fair: 0-55</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lectures and Questions and Answers 2 X 50		5%
10	Students can understand the CSE- UCLA/University of California in Los Angeles's Evaluation Model	<ol style="list-style-type: none"> <li>1.Students know the meaning of the CSE- UCLA/University of California in Los Angeles's Evaluation Model</li> <li>2.Students know the Problems/Examples of implementation of the CSE- UCLA/University of California in Los Angeles's Evaluation Model (min 1 case study/case example)</li> <li>3.Students know the process and characteristics of the CSE- UCLA/University of California in Los Angeles's Evaluation Model</li> <li>4.Students know the principles and goals of the CSE- UCLA/University of California in Los Angeles's Evaluation Model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria: 90-100;</li> <li>2.Special: 76-89;</li> <li>3.Very Good: 56-75;</li> <li>4.Fair: 0-55</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lectures and Questions and Answers 2 X 50		5%

11	Students can understand the Brinkerhoff Evaluation Model/Brinkerhoff's Model	<ol style="list-style-type: none"> <li>1.Students know the meaning of the Brinkerhoff Evaluation Model/Brinkerhoff's Model</li> <li>2.Students know the Problems/Examples of implementation of the Brinkerhoff Evaluation Model/Brinkerhoff's Model (min 1 case study/case example)</li> <li>3.Students know the process and characteristics of the Brinkerhoff Evaluation Model/Brinkerhoff's Model</li> <li>4.Students know the principles and objectives of the Brinkerhoff Evaluation Model/Brinkerhoff's Model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria:</li> <li>2.Special: 90-100;</li> <li>3.Very Good: 76-89;</li> <li>4.Fair: 56-75;</li> <li>5.Less: 0-55</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Lectures and Questions and Answers 2 X 50		5%
12	Students can understand the Metfessel Evaluation Model/Metfessel & Michael's Model	<ol style="list-style-type: none"> <li>1.Students know the meaning of the Metfessel Evaluation Model/Metfessel &amp; Michael's Model</li> <li>2.Students know the problems/examples of implementation of the Metfessel Evaluation Model/Metfessel &amp; Michael's Model (min 1 case study/case example)</li> <li>3.Students know the process and characteristics of the Metfessel Evaluation Model/Metfessel &amp; Michael's Model</li> <li>4.Students know the principles and objectives of the Metfessel Evaluation Model/Metfessel &amp; Michael's Model</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria:</li> <li>2.Special: 90-100;</li> <li>3.Very Good: 76-89;</li> <li>4.Fair: 56-75;</li> <li>5.Less: 0-55</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Lectures and Questions and Answers 2 X 50		5%
13	Students can understand Planning in Educational Program Evaluation	<ol style="list-style-type: none"> <li>1.Students know the principles and objectives of planning in educational program evaluation</li> <li>2.Students know the Problems/Examples of Planning Implementation in Educational Program Evaluation (min 1 case study/case example)</li> <li>3.Students know the process and characteristics of planning in educational program evaluation</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Value Criteria:</li> <li>2.Special: 90-100;</li> <li>3.Very Good: 76-89;</li> <li>4.Fair: 56-75;</li> <li>5.Less: 0-55</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Lectures and Questions and Answers 2 X 50		5%

14	Students can understand Data Collection Techniques and Instruments in Educational Program Evaluation	<ol style="list-style-type: none"> <li>Students know the principles and objectives of Data Collection Techniques and Instruments in Educational Program Evaluation</li> <li>Students know the Problems/Examples of implementation of Data Collection Techniques and Instruments in Educational Program Evaluation (min 1 case study/case example)</li> <li>Students know the process and characteristics of Data Collection Techniques and Instruments in Educational Program Evaluation</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Value Criteria: 100;</li> <li>Special: 90-100;</li> <li>Very Good: 76-89;</li> <li>Fair: 56-75;</li> <li>Less: 0-55</li> </ol> <b>Form of Assessment :</b> Participatory Activities	Lectures and Questions and Answers 2 X 50			5%
15	Students can understand the preparation of reports in educational program evaluation	<ol style="list-style-type: none"> <li>Students know the principles and objectives of preparing reports in educational program evaluation</li> <li>Students know the Problems/Examples of implementation of Report Preparation in Educational Program Evaluation (min 1 case study/case example)</li> <li>Students know the systematics of preparing reports in educational program evaluation</li> <li>Students know the process and characteristics of preparing reports in educational program evaluation</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Value Criteria: 100;</li> <li>Special: 90-100;</li> <li>Very Good: 76-89;</li> <li>Fair: 56-75;</li> <li>Less: 0-55</li> </ol> <b>Form of Assessment :</b> Participatory Activities, Tests	Lectures and Questions and Answers 2 X 50			5%
16	UAS		<b>Form of Assessment :</b> Participatory Activities, Tests	2 X 50			15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	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.

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.