



**Universitas Negeri Surabaya
Faculty of Education,
Special Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																														
Learning Evaluation	8620202062		T=2 P=0 ECTS=3.18	4	July 18, 2024																																														
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																															
	Dr. H. Pamuji, M.Kes.																																															
Learning model	Project Based Learning																																																		
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																		
	Program Objectives (PO)																																																		
	PLO-PO Matrix																																																		
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="16"></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 style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <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
P.O	Week																																																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																			
Short Course Description	The Learning Evaluation course is a course that provides understanding and knowledge, as well as experience and skills to students through the basic concepts of learning evaluation, namely: understanding, objectives, functions, principles, characteristics, processes, assessment techniques, forms, types of tests, how to process results. tests, validity, reliability of tests and can plan, develop, write, compile, analyze tests, evaluate programs and problems related to learning evaluation and equip students to be able to make decisions in applying learning evaluation programs to find alternative solutions in solving problems in the field of learning evaluation. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.																																																		
References	Main :																																																		
	<ol style="list-style-type: none"> 1. Brinkerhoff, Robert O. Brethower, Dale M. Hluchyj, Terry. Nowakowski, Jeri Ridings. 1983. Program Evaluation, a Practitioners Guide for Trainers and Educators . Boston: Kluwer-Nijhoff Publishing 2. Ngalim Purwanto, 1991. Prinsip-prinsip Evaluasi Pendidikan, Jakarta: RinekaCipta 3. Nana Sudjana. 2000. Dasar-dasar proses belajar mengajar . Bandung. Sinar Baru.Royse, David. Thyer, Bruce A. and Padgett, Deborah K. 2010. Program Evaluation- An Introduction fifth edition . Wadsworth:Cengage Learning 4. Suharsimi Arikunto, 2001. Dasar-dasar Evaluasi Pen didikan, Jakarta: Bumi Aksara 																																																		
	Supporters:																																																		
Supporting lecturer	Dra. Hj. Siti Mahmudah, M.Kes.																																																		
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 and know the basic concepts of learning evaluation: meaning, objectives, benefits, learning evaluation	Explain the basic concepts of learning evaluation: meaning, definition and objectives, learning evaluation	Criteria: 1.4: if you can explain the meaning, definition, goals, benefits and objectives of learning evaluation 2.3: if you can explain the meaning, definition and objectives of learning evaluation 3.2: if you can explain the benefits and objectives of learning evaluation 4.1: if you can't answer everything	scientific and collaborative 2 X 50			0%
2	Understand and explain the basic concepts of learning planning: definition, goals, objectives and benefits, learning evaluation	Explaining the objectives of learning evaluation. Explaining the benefits of learning evaluation	Criteria: 1.4: if you can explain the 4 criteria for learning evaluation principles. 2.3: if you can explain the 3 criteria for learning evaluation principles 3.2: if you can explain the 2 criteria for learning evaluation principles 4.1: if you can explain 1 criteria for learning evaluation principles	Scientific and collaborative 2 X 50			0%
3	Know and understand the principles, functions and processes of learning evaluation	· Explain the principles of learning evaluation	Criteria: 1.4: if you can explain the principles, classifications, differences in learning evaluation. 2.3: if you can explain the 3 principles of learning evaluation 3.2: if you can explain the 2 principles of learning evaluation 4.1: if you can explain 1 principle of learning evaluation	Scientific and collaborative 2 X 50			0%

4	Know and understand the principles, functions and processes of learning evaluation	Mention the functions of learning evaluation	Criteria: 1.4: if you can mention the functions of learning evaluation 2.1: if you cannot mention the functions of learning evaluation	Scientific 2 X 50			0%
5	Know and understand the principles, functions and processes of learning evaluation	Explaining the evaluation process in learning. Discussing the evaluation process in learning	Criteria: 1.4: if you can explain the learning evaluation process 2.1: if you cannot explain the learning evaluation	Collaborative scientific 2 X 50			0%
6	Know, understand and describe learning evaluation techniques, forms and tools	Shows the differences in learning evaluation techniques and forms of evaluation	Criteria: 1.4: if you can differentiate techniques and forms of tests in learning evaluation 2.1: if you cannot differentiate between techniques and forms of tests in learning evaluation	Scientific and Humanistic 2 X 50			0%
7	Know, understand, describe and implement techniques, forms and evaluation tools in learning	Describe evaluation tools in learning. Apply evaluation tools in learning for children with special needs	Criteria: 1.4: if you can describe evaluation tools in learning 2.1: if you cannot describe evaluation tools in learning 3.4: if you can apply evaluation tools in learning 4.1: if you cannot apply evaluation tools in learning	Scientific and humanistic 2 X 50			0%
8	UTSKnows students' abilities during the middle of the semester			2 X 50			0%
9	Understand and know the domain and procedures for learning evaluation	Explain the domain of learning evaluation. Discuss learning evaluation procedures	Criteria: 1.Score 4, if you can answer everything correctly 2.1 mark if you can't answer all of them	Scientific Humanistic 2 X 50			0%
10	Planning, developing, writing, compiling, analyzing tests, evaluating programs and learning evaluation problems	Write formative questions. Write learning outcomes tests/formative tests	Criteria: 1.Score 4 if in a complete report 2.Score 3 if the performance report is incomplete 3.Score 2 if the performance report is incomplete	humanistic and collaborative 2 X 50			0%

11	Plan, develop, write, compile, analyze learning evaluation tests	Write a summative question grid. Write a learning outcomes test/summative test	Criteria: 1.4: if you can write a grid of formative questions 2.and make questions according to the question grid 3.1: if you cannot write a formative question grid 4.and making questions that do not match the question grid	Scientific and humanistic 2 X 50			0%
12	Processing, analyzing learning evaluation test results	Processing the validity of formative test results. Interpreting formative test results	Criteria: 1.4: if you can write down the results of the content validity of the formative test 2.and make correct interpretations of test results 3.1: if you cannot write down the content validity of the formative test results 4.and unable to interpret formative test results	Scientific and collaborative 2 X 50			0%
13	Processing, analyzing learning evaluation test results	Processing the validity of summative test results. Interpreting summative test results	Criteria: 1.4: if you can write down the validity of the summative test results 2.and make correct interpretations of test results 3.1: if you cannot write down the summative test results 4.and cannot interpret summative test results	Scientific and humanistic 2 X 50			0%
14	Processing, analyzing learning evaluation test results	Processing the reliability of formative test results. Interpreting formative test results	Criteria: 1.4: if you can write down the reliability of the formative test results and interpret the test results correctly 2.1: if you cannot write down the results of the formative test and cannot interpret the results of the formative test	Scientific and humanistic 2 X 50			0%
15	Processing, analyzing learning evaluation test results	Processing the reliability of summative test results. Interpreting summative test results	Criteria: 1.4: if you can write down the reliability of summative test results and interpret the test results correctly 2.1: if you cannot write down the reliability of the summative test results and cannot interpret the summative test results	Scientific and humanistic 2 X 50			0%

16							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.