

		<div>Universitas Negeri Surabaya</div> <div>Faculty of Social and Political Sciences</div> <div>History Education Undergraduate Study Program</div>										<div>Document</div> <div>Code</div>																																
<div>SEMESTER LEARNING PLAN</div>																																												
Courses			CODE		Course Family		Credit Weight			SEMESTER		Compilation Date																																
Assessment of Learning Processes and Outcomes			8720103008				T=3 P=0 ECTS=4.77			4		July 17, 2024																																
AUTHORIZATION			SP Developer			Course Cluster Coordinator			Study Program Coordinator																																			
					Dr. Wisnu, M.Hum.																																			
Learning model		Project Based Learning																																										
Program Learning Outcomes (PLO)		PLO study program that is charged to the course																																										
		PLO-8		Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology																																								
		PLO-10		Applying psychopedagogy to history learning																																								
		PLO-15		Mastering educational science as a psychopedagogical basis for learning history																																								
		Program Objectives (PO)																																										
		PLO-PO Matrix																																										
				<table border="1"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-10</td> <td>PLO-15</td> </tr> </table>										P.O	PLO-8	PLO-10	PLO-15																											
		P.O	PLO-8	PLO-10	PLO-15																																							
PO Matrix at the end of each learning stage (Sub-PO)																																												
		<table border="1"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>										P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																												
Short Course Description		This lecture aims to provide knowledge, insight, abilities and skills to prospective history teacher students to develop and carry out evaluations in history learning																																										
References		Main :																																										
		<ol style="list-style-type: none"> Depdikbud, 2002., Keterampilan Dasar Mengajar, Jakarta: Kemendikbudn Asmawi Zainul dan Noehi Nasution. 1997. Penilaian Hasil Belajar . Jakarta: UT Asmawi Zainul. 2001. Alternative Assessment . Jakarta: UT Drake, Frederick. 2000. Using Alternative Assessment To Improve The Teaching and Learning of History . E 1. Nana Sudjana. (2005). Penilaian Hasil Proses Belajar Mengajar. Bandung : Remaja 2. Thorndike & Hagen. (1961). Measurement and Evaluation in Psychology and Education,.New York-London: John Wiley & Sons. 3. Suharsimi Arikunto. (1990). Dasar – Dasar Evaluasi Pendidikan. Jakarta : Bina Aksara 4. Nana Sudjana. (2017). Penilaian Hasil Proses Belajar Mengajar. Bandung: PT. Remaja Rosdakarya. 5. R.Arifin Nugroho. (2018). Kemampuan berpikir Tingkat Tinggi: konsep, Pembelajaran, Penilaian, dan Soal-soal. Jakarta: Grasindo. 6. Nana Supriatna & Neni Maulidah. (2020). Pedagogi Kreatif: Menumbuhkan kreativitas dan pembelajaran sejarah dan IPS. Bandung:Rosdah Karya. 7. Guru dan Tenaga Kependidikan, Dirjen. (2018). Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berfikir Tingkat Tinggi. Program Pengembangan Kompetensi Pembelajaran Berbasis Zonasi. Jakarta: Kementerian Pendidikan dan Kebudayaan. 																																										
		Supporters:																																										
		<ol style="list-style-type: none"> Asrul., Ananda, R., & Rosnita. (2015). Evaluasi Pembelajaran.Bandung: Citapustaka Media Arifin Zainal. (2009). Evaluasi Pembelajaran. Bandung: PT Remaja Rosdakarya. 																																										

Supporting lecturer		Dr. Agus Suprijono, M.Si. Corry Liana, S.Pd., M.Pd. Riyadi, S.Pd., M.A. Laily Maulida Septiana Harti, S.S., M.AppLing.					
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 have insight and understanding regarding the meaning, objectives and functions of tests, measurements, evaluations and assessments in history learning	1. Formulate definitions of learning evaluation from various experts. 2. Formulate the principles of learning evaluation. 3. Formulate the learning evaluation function. 4. Drawing up bibliographic annotations	Criteria: Benchmark Assessment (PAP) Form of Assessment : Participatory Activities, Portfolio Assessment	Project Base Learning 3 X 50			4%
2		Explaining the meaning of test, measurement, evaluation and assessment in your own words. Distinguishing the functions of tests, measurement, evaluation and assessment in learning. Identifying the use of tests, measurement, evaluation and assessment in learning. Explaining the role of formative assessment and summative assessment in learning. Distinguishing the function of formative assessment and summative assessment in learning. Explaining in your own words the influence of construction Question items regarding the quality of learning outcomes tests Recognizing test ethics that must be understood by educators/teachers Recognizing various types of evaluation tools that can be used in history learning Connecting the suitability of evaluation tools with predetermined learning objectives and processes Concluding the role of tests, measurement, evaluation and assessment in improving the learning process in schools	Criteria: 1. Report completeness 2. completeness of answers and sources Form of Assessment : Participatory Activities, Portfolio Assessment	Project Base Learning 3 X 50		Material: Definitions, concepts, principles, functions and uses of tests, measurements, evaluations and assessments in the learning process in school. References:	4%

3		1. Formulate a norm reference assessment system (PAN) 2. Formulate a benchmark assessment system (PAP)	Criteria: 1. Report completeness 2. completeness of answers and sources Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Project Base Learning 3 X 50		Material: Norm reference assessment system (PAN) and Benchmark reference assessment (PAP) References: 3. Suharsimi Arikunto. (1990). <i>Basics of Educational Evaluation</i> . Jakarta: <i>Developing Literacy</i>	4%
4	Applying PAN and PAP in learning evaluation	Prepare a conceptual study report on the application of norm reference assessment (PAN) and benchmark reference assessment (PAP)	Criteria: 1. Report completeness 2. completeness of answers and sources Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Project Base Learning 3 X 50		Material: Norm reference assessment system (PAN) and Benchmark reference assessment (PAP) References: 3. Suharsimi Arikunto. (1990). <i>Basics of Educational Evaluation</i> . Jakarta: <i>Developing Literacy</i>	4%
5	Analyzing test and non-test instruments as assessment tools in learning evaluation.	1. Formulate written and oral test instruments. 2. Formulate non-test instruments 3. Create a test and non-test grid.	Criteria: Suitability of the test design with the test grid Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Project Base Learning 3 X 50	learn to be independent of him	Material: Types of Tests Literature: 4. Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results</i> . Bandung: PT. Rosdakarya Teenager.	4%
6	Analyzing test and non-test instruments as assessment tools in learning evaluation.	1. Formulate written and oral test instruments. 2. Formulate non-test instruments 3. Create a test and non-test grid.	Criteria: Suitability of the test design with the test grid Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Project Base Learning 3 X 50	learn to be independent of him	Material: Types of Tests Literature: 4. Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results</i> . Bandung: PT. Rosdakarya Teenager.	4%
7	Analyzing test and non-test instruments as assessment tools in learning evaluation.	1. Formulate written and oral test instruments. 2. Formulate non-test instruments 3. Create a test and non-test grid.	Criteria: Suitability of the test design with the test grid Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Project Base Learning 3 X 50	learn to be independent of him	Material: Types of Tests Literature: 4. Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results</i> . Bandung: PT. Rosdakarya Teenager.	4%
8	Applying test and non-test instruments in the design of learning evaluation in high school.	Create test and non-test instruments.	Criteria: Suitability with instruments for making questions in the form of descriptions and PG Form of Assessment : Project Results Assessment / Product Assessment	UTS 3 X 50		Material: Types of Tests Literature: 4. Nana Sudjana. (2017). <i>Assessment of Teaching and Learning Process Results</i> . Bandung: PT. Rosdakarya Teenager.	10%

9	Analyzing the concept of HOTS thinking and the concept of metacognitive thinking in learning evaluation	Identifying the strengths and weaknesses of multiple choice tests Recognizing the principles of composing multiple choice questions Compiling ordinary multiple choice questions for history learning Compiling complex multiple choice questions for history learning Compiling multiple choice questions about relationships between things for history learning Compiling multiple choice questions case analysis, tables, diagrams, pictures, graphs for history learning	Criteria: 1. Formulate the concept of HOTS thinking 2. Formulate the concept of metacognitive thinking 3. Drawing up bibliographic annotations. Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	Project Base learning 3 X 50	Independent Learning with Sidia	Material: HOTS concept and Metacognitive skills concept in learning evaluation References: 7. <i>Teachers and Education Personnel, Director General. (2018). Learning Handbook Oriented to Higher Level Thinking Skills. Zone-Based Learning Competency Development Program. Jakarta: Ministry of Education and Culture.</i>	7%
10	Applying higher order thinking concepts and metacognitive thinking processes to learning evaluation instruments in high school.	Evaluating test and non-test instruments in high school	Criteria: Accuracy with the guidelines for making objective questions Form of Assessment : Project Results Assessment / Product Assessment	Project based learning 3 X 50	Independent Study in Sidia	Material: HOTS and the concept of metacognitive thinking Reference: 5. <i>R. Arifin Nugroho. (2018). Higher Level Thinking Skills: Concepts, Learning, Assessment, and Questions. Jakarta: Grasindo.</i>	7%
11	Applying higher order thinking concepts and metacognitive thinking processes to learning evaluation instruments in high school.	Evaluating test and non-test instruments in high school	Criteria: Accuracy with the guidelines for making objective questions Form of Assessment : Project Results Assessment / Product Assessment	Project based learning 3 X 50	Independent Study in Sidia	Material: Learning evaluation Reader: Arifin Zainal. (2009). <i>Learning Evaluation. Bandung: PT Teen Rosdakarya.</i>	7%
12	Evaluate the results of learning assessment reports		Form of Assessment : Project Results Assessment / Product Assessment	Project based learning 3 X 50	Independent Study in Sidia	Material: Learning evaluation Reader: Arifin Zainal. (2009). <i>Learning Evaluation. Bandung: PT Teen Rosdakarya.</i>	7%
13	Evaluate the results of learning assessment reports	Assess the results of learning assessment reports	Criteria: Suitability and completeness of learning outcomes reports Form of Assessment : Project Results Assessment / Product Assessment	Project based learning 3 X 50	Independent Study in Sidia	Material: Learning evaluation Reader: Arifin Zainal. (2009). <i>Learning Evaluation. Bandung: PT Teen Rosdakarya.</i>	7%

14	Prepare reports on learning assessment results	Create a report on learning assessment results	Criteria: 1. Calculation accuracy 2. Suitability and completeness of learning outcomes reports Form of Assessment : Project Results Assessment / Product Assessment	Project based learning 3 X 50	Independent Learning with Sidia	Material: Report on learning assessment results References: <i>Asrul., Ananda, R., & Rosnita. (2015). Learning Evaluation. Bandung: Citapustaka Media</i>	7%
15	Prepare reports on learning assessment results	Create a report on learning assessment results	Criteria: 1. Calculation accuracy 2. Suitability and completeness of learning outcomes reports Form of Assessment : Project Results Assessment / Product Assessment	project based learning 3 X 50	Independent Learning with Sidia	Material: Report on learning assessment results References: <i>Asrul., Ananda, R., & Rosnita. (2015). Learning Evaluation. Bandung: Citapustaka Media</i>	7%
16	UAS		Form of Assessment : Project Results Assessment / Product Assessment, Test	UAS 3 X 50			13%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	8.99%
2.	Project Results Assessment / Product Assessment	67.16%
3.	Portfolio Assessment	14.99%
4.	Practice / Performance	2.33%
5.	Test	6.5%
		99.97%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

