	Universitas Negeri Surabaya Faculty of Postgraduate School, Master of Technology and Vocational Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Strategy in the Ptk Field	8310103038	Compulsory Study Program Subjects	T=3	P=0	ECTS=6.72	1	August 25, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Joko, M.Pd. MT.	.....	Dr. Ir. Achmad Imam Agung, M.Pd.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-6	Work together and have social sensitivity and concern for society and the environment
	PLO-7	Have extensive knowledge in the fields of general knowledge, social and humanities
	PLO-10	Able to plan, implement and evaluate innovative learning programs that are effective and efficient in Masters of Vocational Technology Education that are relevant to global industrial developments.
	PLO-12	Have comprehensive knowledge so that you can solve complex problems typical of vocational technology education master's programs and follow the rules of scientific writing
	Program Objectives (PO)	
	PO - 1	Students are able to analyze differences in evaluation, measurement and assessment, assessment systems (PAN and PAP), develop assessment instruments in the form of tests and non-tests, and conduct surveys and process the results to draw conclusions
	PLO-PO Matrix	

P.O	PLO-6	PLO-7	PLO-10	PLO-12
PO-1				

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																

Short Course Description	This course equips students' abilities regarding the concepts of evaluation, measurement, and assessment or assessment in vocational technology education (PTK), assessment systems (PAN and PAP), alternative assessments (online), constructing and developing various forms of assessment, exploring various sources of information online-offline, analyzing, evaluating and concluding which is realized in the form of a paper and presented.
References	**Main :**

1. Griffin, Patricand EstherCare. 2015. Assessmentand Teaching of 21stCentury Skills.New Y ork: Springer
2. Anderson,Lorin W. 2008.Classroom Assessment Enhancing the Quality of Teacher Decision Making.London:\Lawrence Erlbaum Associates
3. Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD
4. Endang Mulyatiningsih. 2018. Asesmen pembelajaran kejuruan bidang pariwisata & tata boga. Edisi pertama. UNY Press
5. Jaap Scheerens, Cees Glas, Sally M.Thomas, 2005. Educational evaluation, assessment, and monitoring. A systemic approach. Published by: Swets & Zeitlinger Publisher, Lisse Abingdon Exton (Pa) Tokyo

Supporters:

1. Rahmi Ramadhani, dkk. 2020. Teori & Praktik. Platform asesmen untuk pembelajaran daring. Yayasan Kita Menulis.
2. Tim Penyusun, 2021. Panduan pembelajaran dan asesmen. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Supporting lecturer	Dr. Hj. Euis Ismayati, M.Pd. Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd. Dr. Dewanto, M.Pd. Prof. Dr. Joko, M.Pd., M.T.

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	1. Explain the meaning of assessment, measurement and evaluation 2. Explain the principles of assessment in the classroom assessment paradigm 3. Analyze the assessment function regarding assessment standards. 4. Applying the use of assessment and types of assessment in the learning process	1. Introduction 2. Discussion of RPS 3. Definition of assessment, assessment, measurement and evaluation 4. Principles, functions, uses, and types of assessment	**Criteria:** 1. Accuracy in explaining the meaning of assessment, assessment, measurement and evaluation, max score 20 2. Accuracy in explaining assessment principles in the class assessment paradigm, max score 10 3. The accuracy of the results of the assessment function analysis is related to the assessment standards, maximum score 10 4. Accuracy of implementing assessments according to the type in the learning process, max score 10 5. Participative, min score 50 **Form of Assessment** : Participatory Activities	Presentations, searching for sources of information, discussions, and assignments to make papers and PPT 2 X 50		**Material:** Assessment, evaluation, measurement and evaluation **References:** *Griffin, Patricand EstherCare. 2015. Assessment and Teaching of 21stCentury Skills. New Y ork: Springer*	6%
2	1. Explain the meaning of assessment, measurement and evaluation 2. Explain the principles of assessment in the classroom assessment paradigm 3. Analyze the assessment function regarding assessment standards. 4. Applying the use of assessment and types of assessment in the learning process	1. Definition of assessment, assessment, measurement and evaluation 2. Principles, functions, uses, and types of assessment	**Criteria:** 1. Accuracy in explaining the meaning of assessment, assessment, measurement and evaluation, max score 20 2. Accuracy in explaining assessment principles in the class assessment paradigm, max score 10 3. The accuracy of the results of the assessment function analysis is related to the assessment standards, maximum score 10 4. Accuracy of implementing assessments according to the type in the learning process, max score 10 5. Participative, min score 50 **Form of Assessment** : Participatory Activities, Portfolio Assessment		Group presentation, discussion, reflection 2 X 50	**Material:** Assessment, evaluation, measurement and evaluation **References:** *Griffin, Patricand EstherCare. 2015. Assessment and Teaching of 21stCentury Skills. New Y ork: Springer*	4%

3	Understand the classroom assessment paradigm, analyze assessments based on assessment standards/policies, and apply assessment in the learning process	1. Classroom assessment paradigm 2. Assessment by educators 3. Assessment by educational unit 4. Assessment by the government based on law 5. Participative	**Form of Assessment** : Portfolio Assessment		Presentations, exploring sources of information, discussions, and project assignments summarizing or brief papers on the 2 X 50 assessment paradigm material	**Material:** Class assessment paradigm and assessment based on legislation. **Reader:** *Endang Mulyatiningsih. 2018. Vocational learning assessment in the field of tourism & culinary. First edition. UNY Press*	4%
4	Plan, implement, and analyze assessment results	1. Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participative	**Criteria:** 1. Portfolio assessment, max score 10 2. Process assessment, max score 10 3. Product rating, max score 15 4. Scientific assessment, max score 15 5. Participative, max score 50 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment		Discussions, tracing sources of information, discussions, assignments to make papers and PPTs about portfolio assessment and process assessment, product assessment, scientific assessment. 2 X 50	**Material:** Planning, implementing and analyzing assessment results **Reader:** *Endang Mulyatiningsih. 2018. Vocational learning assessment in the field of tourism & culinary arts. First edition. UNY Press*	3%
5	Plan, implement, and analyze assessment results	1. Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participative	**Criteria:** 1. Portfolio assessment, max score 10 2. Process assessment, max score 10 3. Product rating, max score 15 4. Scientific assessment, max score 15 5. Participative, max score 50 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment		Discussions, tracing sources of information, discussions, assignments to make papers and PPTs about portfolio assessment and process assessment, product assessment, scientific assessment. 2 X 50	**Material:** Planning, implementing and analyzing assessment results **Reader:** *Endang Mulyatiningsih. 2018. Vocational learning assessment in the field of tourism & culinary arts. First edition. UNY Press*	3%
6	Plan, implement, and analyze assessment results	1. Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participative	**Criteria:** 1. Portfolio assessment, max score 10 2. Process assessment, max score 10 3. Product rating, max score 15 4. Scientific assessment, max score 15 5. Participative, max score 50 **Form of Assessment** : Participatory Activities, Portfolio Assessment		Discussions, tracing sources of information, discussions, assignments to make papers and PPTs about portfolio assessment and process assessment, product assessment, scientific assessment. 2 X 50	**Material:** Planning, implementing and analyzing assessment results **Reader:** *Endang Mulyatiningsih. 2018. Vocational learning assessment in the field of tourism & culinary arts. First edition. UNY Press*	3%

7	Plan, implement, and analyze assessment results	1. Portfolio assessment 2. Process assessment 3. Product assessment 4. Scientific assessment 5. Participative	**Criteria:** 1. Portfolio assessment, max score 10 2. Process assessment, max score 10 3. Product rating, max score 15 4. Scientific assessment, max score 15 5. Participative, max score 50 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Group presentation on portfolio assessment and process assessment, discussion and question and answer 2 X 50		**Material:** Planning, implementing and analyzing assessment results **Reader:** *Endang Mulyatiningsih. 2018. Vocational learning assessment in the field of tourism & culinary arts. First edition. UNY Press*	5%
8	UTS meeting materials 1-7		**Form of Assessment** : Participatory Activities, Tests		UTS 2 X 50		15%
9	Follow up analysis results and report results	1. Reporting analysis results 2. Partition[ative	**Criteria:** 1. Report accuracy, max score 25 2. Paper accuracy, max score 25 3. Participative, min score 50 **Form of Assessment** : Participatory Activities, Portfolio Assessment		Discussion, tracing sources of information, discussions, presenting analysis results reports, and writing assessment mechanism papers for SMK 2 X 50 students	**Material:** Report on analysis results **Library:** *Endang Mulyatiningsih. 2018. Vocational learning assessment in the field of tourism & culinary arts. First edition. UNY Press*	5%
10	Planning, implementing and reporting evaluation results	1. Written test (true and false, fill-in-the-blank, matching, multiple choice, essay) 2. Oral test 3. Performance test 4. Participative	**Criteria:** 1. Accuracy for written test, max score 20 2. Oral test accuracy, max score 15 3. Performance test accuracy, max score 15 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment		Lecturer presentations, exploring sources of information, discussions, and assignments to make papers about techniques for developing scoring evaluations for vocational school students in the cognitive domain and presenting 2 X 50	**Material:** Reporting evaluation results **Reader:** *Endang Mulyatiningsih. 2018. Vocational learning assessment in the field of tourism & culinary. First edition. UNY Press*	5%
11	Planning, implementing and reporting evaluation results	1. Written test (true and false, fill-in-the-blank, matching, multiple choice, essay) 2. Oral test 3. Performance test 4. Participative	**Criteria:** 1. Accuracy for written test, max score 20 2. Oral test accuracy, max score 15 3. Performance test accuracy, max score 15 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment		Lecturer presentations, exploring sources of information, discussions, and assignments to make papers about techniques for developing scoring evaluations for vocational school students in the cognitive domain and presenting 2 X 50	**Material:** Reporting evaluation results **Reader:** *Endang Mulyatiningsih. 2018. Vocational learning assessment in the field of tourism & culinary. First edition. UNY Press*	5%

12			**Criteria:** 1. Accuracy of non-test evaluation planning, max score 20 implementation, 2. Accuracy of non-test evaluation, maximum score 15 3. Accuracy of reporting non-test evaluation results, max score 15 4. Participative, min score 50 **Form of Assessment** : Participatory Activities		Lecturer presentations, searching for information sources, discussions, and assignments to create short papers and group presentations on planning, implementing, and reporting non-test evaluation results. 2 X 50	**Material:** Planning, implementation and reporting of non-test evaluation results. **References:** *Brookhart, Susan M. 2013. How to Create and Use Rubrics for Formative Assessment and Grading. USA: ASCD*	6%
13	Analyzing the classroom assessment paradigm in the learning process at vocational school, assessment by educators, assessment by education units, assessment by the government based on the Minister of Education and Culture, and making assessments in vocational school learning modules (Kulmer)	1. Analyzing the classroom assessment paradigm in the learning process in vocational schools 2. Analyzing assessment paradigms by educators 3. Analyzing assessment paradigms by educational units 4. Analyzing the government's assessment paradigm based on the Minister of Education and Culture 5. Making assessments in vocational school learning modules (Kulmer) 6. Participative	**Criteria:** 1. Accuracy of class assessment paradigm analysis, max score 10 2. Accuracy of assessment paradigm analysis by educators, max score 10 3. Accuracy of assessment paradigm analysis by educational unit, max score 10 4. Accuracy of assessment paradigm analysis by the government, max score 10 5. The teacher's accuracy in making assessments in the SMK (Kulmer) learning module, max score 10 6. Participative, min score 50 **Form of Assessment** : Participatory Activities, Portfolio Assessment		Lecturer presentations, tracing sources of information, discussions, and assignments to make short papers, compiling a grid of question items and presenting the results. 2 X 50	**Material:** Assessment paradigms **References:** *Jaap Scheerens, Cees Glas, Sally M. Thomas, 2005. Educational evaluation, assessment, and monitoring. A systemic approach. Published by: Swets & Zeitlinger Publisher, Lisse Abingdon Exton (Pa) Tokyo*	6%
14	Analyzing the classroom assessment paradigm in the learning process at vocational school, assessment by educators, assessment by education units, assessment by the government based on the Minister of Education and Culture, and making assessments in vocational school learning modules (Kulmer)	1. Analyzing the classroom assessment paradigm in the learning process in vocational schools 2. Analyzing assessment paradigms by educators 3. Analyzing assessment paradigms by educational units 4. Analyzing the government's assessment paradigm based on the Minister of Education and Culture 5. Making assessments in vocational school learning modules (Kulmer) 6. Participative	**Criteria:** 1. Accuracy of class assessment paradigm analysis, max score 10 2. Accuracy of assessment paradigm analysis by educators, max score 10 3. Accuracy of assessment paradigm analysis by educational unit, max score 10 4. Accuracy of assessment paradigm analysis by the government, max score 10 5. The teacher's accuracy in making assessments in the SMK (Kulmer) learning module, max score 10 6. Participative, min score 50 **Form of Assessment** : Participatory Activities, Portfolio Assessment		Lecturer presentations, tracing sources of information, discussions, and assignments to make short papers, compiling a grid of question items and presenting the results. 2 X 50	**Material:** Assessment paradigm **Reference:** *Rahmi Ramadhani, et al. 2020. Theory & Practice. Assessment platform for online learning. We Write Foundation.*	6%

15		1. Evaluation of Online Learning With Kahoot 2. Evaluation of Online Learning with Microsoft Teams 3. Evaluation of Online Learning with Quizizz 4. Evaluation of Online Learning with Google Classroom 5. Evaluation of Online Learning with Google Form 6. Evaluation of Online Learning Using Moodle 7. Evaluation of Online Learning with the ThinkWave Model 8. Evaluate online learning with Schoology 9. Evaluation of Learning Videos with Edpuzzle	**Criteria:** 1. Accuracy of using Kahoot, max score 15 2. Accuracy using Microsoft Team, max score 15 3. Accuracy using Quizizz, max score 10 4. Accuracy using Google Form, max score 10 5. Accuracy using Google Classroom, max score 10 6. Accuracy using Moodle, max score 10 7. Accuracy using the Think Wave Model, max score 10 8. Accuracy using Schoology, max score 10 9. Accuracy using Edpuzzle, max score 10 **Form of Assessment** : Participatory Activities, Portfolio Assessment		Explore sources of information, discussions and assignments to create a ppt using the 2 X 50 online learning assessment platform	**Material:** Assessment platform for online learning **References:** *Drafting Team, 2021. Learning and assessment guide. Ministry of Education, Culture, Research and Technology.*	6%
16			**Form of Assessment** : Participatory Activities, Tests		UAS 2 X 50		17%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50.01%
2.	Project Results Assessment / Product Assessment	7.01%
3.	Portfolio Assessment	26.01%
4.	Test	16%
		99.03%

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.