



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences,**  
**Pancasila and Citizenship Education Undergraduate Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Evaluation of Civics Learning Process and Outcomes	8720502167	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	Dr. Oksiana Jatningsih, M.Si.		Dr. Oksiana Jatningsih, M.Si.			Maya Mustika Kartika Sari, S.Sos., M.IP.	

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																								
<b>PLO-6</b>	Able to make appropriate decisions in the context of solving problems in their field of expertise, based on the results of information and data analysis																																																																																																								
<b>PLO-7</b>	Able to plan, implement, evaluate and develop Civics learning using creatively relevant approaches by utilizing various science and technology-based learning resources, which are in line with the changing needs of the country and society.																																																																																																								
<b>PLO-12</b>	Able to master knowledge about the basics of education and teaching/pedagogy																																																																																																								
	<b>Program Objectives (PO)</b>																																																																																																								
<b>PO - 1</b>	Students are able to utilize learning resources and technology-based media in assessing learning processes and outcomes, to carry out learning assessments that are objective, authentic and educative																																																																																																								
<b>PO - 2</b>	Students are able to master the concepts of assessment and their application to examine issues regarding the assessment of learning processes and outcomes in Civics learning																																																																																																								
<b>PO - 3</b>	Students are able to make decisions to resolve problems assessing learning processes and outcomes in Civics learning.																																																																																																								
<b>PO - 4</b>	Students are able to be responsible for their own and group learning performance in achieving optimal learning outcomes in the Learning Process and Outcome Assessment course to create meaningful learning.																																																																																																								
	<b>PLO-PO Matrix</b>																																																																																																								
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																								
	<table border="1" style="margin: auto;"> <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> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>				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																
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<b>Short Course Description</b>	This course studies and understands the role of assessment in education and learning, various types of assessment according to the applicable curriculum, the preparation of various types of good questions and their assessment rubrics. The basic concepts of evaluation, authentic assessment, alternative and class-based assessment and the applicable curriculum include workshops on developing assessment instruments, along with analysis of test items both manually using the Excel program and using test item software. References for assessment and learning completeness are presented theoretically, through presentations and discussions, case studies, and project assignments.
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<b>References</b>	<p><b>Main :</b></p> <p>1. 1. Arikunto, Suharsimi, 2021. Dasar-Dasar Evaluasi Pendidikan. Edisi 3. Jakarta: Bumi Aksara.</p> <p><b>Supporters:</b></p>
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1. Bloom, BS., et.al. 1956. Taxonomy of Education Objectives: The classification of Educational Goals (Handbook I : Cognitive domain) Ann Arbor, Michigan: Longmans.
2. Anderson, Lorin W. Dan David R. Krathwohl, 2001. A Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
3. Arifin, Zaenal, 2073. Evaluasi Pembelajaran. Cetakan ke-10. Bandung: Remaja Rosdakarya Offset.
4. Sufyadi, Susanti dkk. 2021. Panduan Pembelajaran dan Asesmen Jenjang Pendidikan Dasar, dan Menengah Jakarta: Pusat Asesmen dan Pembelajaran dan Perbukuan. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.
5. herman, Ujang dan Vipti Nugraheni. 2019. Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi PPKn. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas. Direktorat Jenderal Pendidikan Dasar Dan Menengah.

**Supporting lecturer**

Dr. Oksiana Jatningsih, M.Si.  
Rianda Usmi, 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	Distinguish between the concepts of assessment and assessment. Explain the basic concepts of assessment.	1.Explain the meaning of assessment, measurement, assessment and evaluation 2.Explain the purpose of the assessment activity	<b>Criteria:</b> Scoring Guidelines  <b>Form of Assessment :</b> Test	Classical/instructional, questions and answers 2 X 50	Asynchronous: SIDIA  Synchronous: Zoom Meeting 2 X 50	<b>Material:</b> Basic concepts of assessment <b>Literature:</b>  <b>Material:</b> Basic concepts of assessment <b>References:</b> 1. Arikunto, Suharsimi, 2021. Basics of Educational Evaluation. Edition 3. Jakarta: Bumi Aksara.	5%
2	Distinguishing taxonomic characteristics in Assessment	1.Explain the characteristics and levels of the cognitive domain 2.Explain the characteristics and levels of the affective domain 3.Explain the characteristics and levels of the psychomotor domain	<b>Criteria:</b> Scoring Guidelines  <b>Form of Assessment :</b> Participatory Activities	Discussion, PBL, Discovery 2 X 50	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Taxonomic Characteristics in <b>Literature Assessment:</b> Bloom, BS., et.al. 1956. Taxonomy of Educational Objectives: The classification of Educational Goals (Handbook I : Cognitive domain) Ann Arbor, Michigan: Longmans.  <b>Material:</b> Cognitive, Affective and Psychomotor Domains <b>References:</b> 1. Arikunto, Suharsimi, 2021. Basics of Educational Evaluation. Edition 3. Jakarta: Bumi Aksara.	5%

3	Distinguishing taxonomic characteristics in Assessment	<ol style="list-style-type: none"> <li>1. Formulate Pancasila Education learning objectives in the cognitive aspect</li> <li>2. Formulate Pancasila Education learning objectives in the affective aspect</li> <li>3. Formulate Pancasila Education learning objectives in the psychomotor aspect</li> </ol>	<p><b>Criteria:</b> Scoring Guidelines</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Discussion, PBL, Discovery 2 X 50	<p>Asynchronous: SIDIA</p> <p>Synchronous: Zoom Meeting 2 X 50</p>	<p><b>Material:</b> Learning objectives with reference to three assessment domains</p> <p><b>Reader:</b> <i>Sufyadi, Susanti et al. 2021. Learning and Assessment Guide for Primary and Secondary Education Levels Jakarta: Center for Assessment and Learning and Books. Ministry of Education, Culture, Research and Technology.</i></p>	5%
4	Distinguishing taxonomic characteristics in Assessment	<ol style="list-style-type: none"> <li>1. Explain the meaning of authentic assessment</li> <li>2. Explain the characteristics of authentic assessment</li> <li>3. Create an example of the formulation of an assessment instrument in accordance with authentic assessment principles.</li> </ol>	<p><b>Criteria:</b> Scoring Guidelines</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Discussion, PBL, Discovery 2 X 50	<p>Asynchronous: SIDIA</p> <p>Synchronous: Zoom Meeting 2 X 50</p>	<p><b>Material:</b> Authentic assessment in learning</p> <p><b>References:</b> <i>1. Arikunto, Suharsimi, 2021. Basics of Educational Evaluation. Edition 3. Jakarta: Bumi Aksara.</i></p>	5%
5	Distinguish between authentic and non-authentic assessments	<ol style="list-style-type: none"> <li>1. Explain the meaning of HOTS-based assessment</li> <li>2. Explain the characteristics of HOTS-based assessment</li> <li>3. Create an example of an assessment instrument formulation in accordance with HOTS assessment principles</li> </ol>	<p><b>Form of Assessment :</b> Practice / Performance</p>	Discussion, PBL, Discovery 2 X 50	<p>Asynchronous: SIDIA</p> <p>Synchronous: Zoom Meeting 2 X 50</p>	<p><b>Material:</b> HOTS-based assessment</p> <p><b>Readers:</b> <i>Herman, Ujang and Vipti Nugraheni. 2019. Module for Preparing PPKn Higher Level Thinking Skills Questions. Jakarta: Directorate of Senior High School Development. Directorate General of Primary and Secondary Education.</i></p>	5%

6	Describe the characteristics of HOTS-based assessment	<ol style="list-style-type: none"> <li>1. Distinguish between types of assessment techniques</li> <li>2. Formulate objectives in accordance with the demands of Learning Achievements in accordance with the elements in the Pancasila Education Curriculum</li> <li>3. Choose assessment techniques according to the characteristics of the learning objectives being measured.</li> </ol>	<b>Criteria:</b> Scoring Guidelines  <b>Form of Assessment :</b> Practice / Performance	Discussion, PBL, Discovery 2 X 50	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Types of Assessment <b>Literature:</b> 1. Arikunto, Suharsimi, 2021. <i>Basics of Educational Evaluation. Edition 3.</i> Jakarta: Bumi Aksara.	10%
7	choosing the right type of assessment and developing tools to measure the achievement of the formulated learning objectives	<ol style="list-style-type: none"> <li>1. Developing assessment tools (instruments, answers, assessment rubrics)</li> <li>2.</li> </ol>	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion, PBL, Discovery 2 X 50	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Development of assessment tools (instruments, answers, assessment rubrics). <b>References:</b> 1. Arikunto, Suharsimi, 2021. <i>Basics of Educational Evaluation. Edition 3.</i> Jakarta: Bumi Aksara.	10%
8	MIDTERM EXAM	MIDTERM EXAM	<b>Form of Assessment :</b> Test	MID SEMESTER EXAMINATION 2 X 50			0%
9	Distinguish between the concepts of PAK and PAN assessment approaches	<ol style="list-style-type: none"> <li>1. Distinguish between the concepts of PAP and PAN. Can process and report assessment results in accordance with the assessment approach.</li> <li>2. Utilizing PAK and PAN in assessment</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Discussion, case study 2 X 50	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Concept of PAK and PAN assessment approaches <b>Reference:</b> 1. Arikunto, Suharsimi, 2021. <i>Basics of Educational Evaluation. Edition 3.</i> Jakarta: Bumi Aksara.	5%

10	Plan and prepare appropriate assessment instruments in accordance with the Merdeka PPKn curriculum	<ol style="list-style-type: none"> <li>1.Explain the concept of diagnostic assessment, will assess cognitive aspects. Develop planned cognitive aspect assessment instruments</li> <li>2.Differentiate assessment approaches (assessment as learning, assessment for learning, assessment of learning)</li> <li>3.Provide examples of instruments for each type of assessment in learning</li> </ol>	<b>Criteria:</b> Scoring Guidelines  <b>Form of Assessment :</b> Participatory Activities	Discussion, Discovery 2 X 50	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Planning and preparing, as well as compiling appropriate assessment instruments in accordance with the PPKn Merdeka curriculum. <b>Pustaka:</b> Sufyadi, Susanti et al. 2021. <i>Learning and Assessment Guide for Primary and Secondary Education Levels</i> Jakarta: Center for Assessment and Learning and Books. Ministry of Education, Culture, Research and Technology.	5%
11	Plan and prepare appropriate assessment instruments in accordance with the Merdeka PPKn curriculum	Explains the principles of assessment in learning according to Kurmer	<b>Criteria:</b> Scoring Guidelines  <b>Form of Assessment :</b> Participatory Activities	Discussion, Discovery 2 X 50	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Principles of assessment in learning according to Kurmer <b>Library:</b> Sufyadi, Susanti et al. 2021. <i>Learning and Assessment Guide for Primary and Secondary Education Levels</i> Jakarta: Center for Assessment and Learning and Books. Ministry of Education, Culture, Research and Technology.	5%
12	Plan and prepare appropriate assessment instruments in accordance with the Merdeka PPKn curriculum	Develop assessment tools (instruments, answer keys, and assessment rubrics)	<b>Criteria:</b> Scoring Guidelines  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Based Learning 2 X 50 group assignments	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Developing assessment tools (instruments, answer keys and assessment rubrics) <b>References:</b> 1. Arikunto, Suharsimi, 2021. <i>Basics of Educational Evaluation. Edition 3.</i> Jakarta: Bumi Aksara.	10%
13	Process and utilize assessment results	<ol style="list-style-type: none"> <li>1.Distinguish between scores and grades</li> <li>2.Determining KKTP in the assessment</li> <li>3.Determine the follow-up assessment</li> </ol>	<b>Criteria:</b> Scoring Guidelines  <b>Form of Assessment :</b> Practice / Performance	Discussion, case study 2 X 50	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Processing and utilizing assessment results <b>References:</b> 1. Arikunto, Suharsimi, 2021. <i>Basics of Educational Evaluation. Edition 3.</i> Jakarta: Bumi Aksara.	10%

14	Grading homemade tests	1. Develop grids and multiple choice objective tests to be tested in the field 2. Analyze homemade tests based on field data	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion, Project Based Learning 2 X 50	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Assessing self-made tests <b>References:</b> 1. Arikunto, Suharsimi, 2021. <i>Basics of Educational Evaluation. Edition 3.</i> Jakarta: Bumi Aksara.	10%
15	Analyzing teacher-made tests	Create test results reports	<b>Criteria:</b> Scoring Guidelines  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion, Project Based Learning 2 X 50	Asynchronous: SIDIA  Synchronous: zoom Meeting 2 X 50	<b>Material:</b> Making a report on test results. <b>References:</b> 1. Arikunto, Suharsimi, 2021. <i>Basics of Educational Evaluation. Edition 3.</i> Jakarta: Bumi Aksara.	10%
16	FINAL EXAMS	FINAL EXAMS	<b>Criteria:</b> FINAL EXAMS  <b>Form of Assessment :</b> Test				0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	40%
3.	Practice / Performance	35%
4.	Test	5%
		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.
- 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.