

MODULE HANDBOOK

Module Name	Evaluasi Pendidikan / Learning Evaluation		
Module level, if applicable	Undergraduate		
Code, if applicable	02143233006		
Subtitle, if applicable	-		
Courses, if applicable	-		
Semester(s) in which the module is taught	4		
Person responsible for the module	Basori, MPd		
Lecturer	Basori, MPd		
Language	Indonesian and English		
Relation to curriculum	Undergraduate degree program, compulsory course in 4th semester		
Type of teaching, contact hours	Undergraduate degree program, < 40 students		
Workload	Lectures: 3 x 50 = 150 minutes (2 hours 30 minutes) per week Exercise and Assignments: 3 x 60 = 180 minutes (3 hours) per week Private study: 3 x 60 = 180 minutes (3 hours) per week		
Credit points	3 SKS		
Requirements according to the examination regulations	A student must have attended at least 75% of the lectures to sit in the exams		
Recommended Prerequisites			
Module objectives/intended learning outcomes	After completing this module, a student is expected to:		
	No	Course Learning Outcome	PLO
	1	Mastering the meaning and position of evaluation/assessment in learning and developing the ability to compose assessment tools in accordance with evaluation principles and procedures and apply them in the learning process in schools/madrasahs	PLO-9
	2	Compile and analyze the object of the assessment of learning outcomes in principle, the steps for the preparation of the assessment instrument, data processing, reporting of learning outcomes	PLO-9
Content	This course discusses the concept of the meaning and position of evaluation in learning, the meaning and function of evaluation as well as		

	the usefulness of evaluation, evaluation principles, types of assessment, object of assessment of learning outcomes in principle, steps and preparation of assessment instruments, data processing, reporting. Lectures are carried out not only centered on the lecturer but students are required to be more active through presentation, discussion, practice and observation activities. ● Educational Science ● Student Development ● Learning strategies									
Study and examination requirements and forms of Examination	Forms of examination: <table><tr><th>No</th><th>Course Learning Outcome</th><th>PLO</th></tr><tr><td>1</td><td>Mastering the meaning and position of evaluation/assessment in learning and developing the ability to compose assessment tools in accordance with evaluation principles and procedures and apply them in the learning process in schools/madrasahs</td><td>Oral Test (35%) Essay Test (10%)</td></tr><tr><td>2</td><td>Compile and analyze the object of the assessment of learning outcomes in principle, the steps for the preparation of the assessment instrument, data processing, reporting of learning outcomes</td><td>Oral Test (15%) Performance Appraisal (20%) Essay Test (20%)</td></tr></table>	No	Course Learning Outcome	PLO	1	Mastering the meaning and position of evaluation/assessment in learning and developing the ability to compose assessment tools in accordance with evaluation principles and procedures and apply them in the learning process in schools/madrasahs	Oral Test (35%) Essay Test (10%)	2	Compile and analyze the object of the assessment of learning outcomes in principle, the steps for the preparation of the assessment instrument, data processing, reporting of learning outcomes	Oral Test (15%) Performance Appraisal (20%) Essay Test (20%)
No	Course Learning Outcome	PLO								
1	Mastering the meaning and position of evaluation/assessment in learning and developing the ability to compose assessment tools in accordance with evaluation principles and procedures and apply them in the learning process in schools/madrasahs	Oral Test (35%) Essay Test (10%)								
2	Compile and analyze the object of the assessment of learning outcomes in principle, the steps for the preparation of the assessment instrument, data processing, reporting of learning outcomes	Oral Test (15%) Performance Appraisal (20%) Essay Test (20%)								
Media employed	LCD, Whiteboard, PowerPoint Slide Presentation, Practical Guidance Video, websites, etc.									
Reading list	1. Anderson & Krathwohl. (2001). A Taxonomi for Learning, Teaching and Assessing (A revision of Bloom’S Taxonomi Educational Objectives), New York: Addison Wesley Longman, Inc, 2. Arikunto, Suharsimi. (2001). Dasar-dasar Evaluasi Pendidikan. Yogyakarta: Bina Aksara. 3. Popham, W. James. (2003). Test Better, Teach Better : The Instructional Role of Assessment. USA: (ASCD). 4. Sudjana,N(2001). Penilaian Hasil dan Proses Belajar Mengajar. Bandung: Rosdakarya. 5. Stiggin.R,J., Arter & Chappuis (2006). Classroom assessment for student learning : doing it right -- using it well. Princeton, NJ : Educational									