## MODULE HANDBOOK

Module Name	Evaluaci Pendidikan / Learning Evaluation			
Module level, if	Evaluasi Pendidikan / Learning Evaluation			
applicable	Undergraduate			
Code, if applicable	02143233006			
Subtitle, if applicable	-			
Courses, if applicable	-  -			
Semester(s) in which	4			
the module is taught				
Person responsible for	Basori, MPd			
the module	,			
Lecturer	Basori, MPd			
Language	Indonesian and English			
Relation to curriculum	Undergraduate degree program, compulsory course in 4th semester			
Type of teaching,	Undergraduate degree program, < 40 students			
contact hours				
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	A studen	t must have attended at least 75% of the lec	tures to sit in the	
according to the	exams			
examination				
regulations				
Recommended				
Prerequisites  Module				
		After completing this module, a student is expected to:		
objectives/intended learning outcomes		urse Learning Outcome	PLO	
learning outcomes		astering the meaning and position of	PLO-9	
		aluation/assessment in learning and veloping the ability to compose		
		sessment tools in accordance with		
		aluation principles and procedures and		
		ply them in the learning process in		
		nools/madrasahs		
		mpile and analyze the object of the	PLO-9	
		sessment of learning outcomes in		
		inciple, the steps for the preparation of the		
	I I I '	sessment instrument, data processing,		
		porting of learning outcomes		
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	Forms of examination:			
examination	No Course Learning Outcome	PLO		
requirements and	1 Mastering the meaning and position of	Oral Test (35%)		
forms of Examination	evaluation/assessment in learning and	Essay Test (10%)		
	developing the ability to compose			
	assessment tools in accordance with			
	evaluation principles and procedures and apply them in the learning process in			
	schools/madrasahs			
	2 Compile and analyze the object of the	Oral Test (15%)		
	assessment of learning outcomes in	Performance		
	principle, the steps for the preparation of	Appraisal (20%)		
	the assessment instrument, data processing,	Essay Test (20%)		
	reporting of learning outcomes			
Media employed	LCD, Whiteboard, PowerPoint Slide Presentation, Pra	ctical Guidance		
Deading list	Video, websites, etc.	au Lagurina Tagabina		
Reading list	<ol> <li>Anderson &amp; Krathwohl. (2001). A Taxonomi f and Assessing (A revision of Bloom'S Taxonomi</li> </ol>			
	Objectives), New York: Addison Wesley Longman, Inc,			
	2. Arikunto, Suharsimi. (2001). Dasar-dasar Eval			
	Yogyakarta: Bina Aksara.			
	3. Popham, W. James. (2003). Test Better, Teach Better : The			
	Instructional Role of Assessment. USA: (ASCI	•		
	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			