Module Descriptions

Module designation	*Chemistry for High School*
Semester(s) in which the module is taught	3
Person responsible for the module	*Rr. Lis Permana Sari, M.Si.*
Language	*Indonesia*
Relation to curriculum	*Compulsory / ~~elective / specialisation~~*
Teaching methods	*Lecture, discussion, project*
Workload (incl. contact hours, self-study hours)	Total workload of the activity is 91 hours per semester for 16 weeks which consist of*:* *100 minutes/week for class learning* *120 minutes/week for structured activities* *120 minutes/week for individual study*
Credit points	*2 SKS (3.2 ECTS)*
Required and recommended prerequisites for joining the module	*Chemistry curriculum study*
Module objectives/intended learning outcomes	*On successful completion of the course students should be able to:* 1. *Demonstrate a responsible attitude, independence, and the courage to express one's own opinions and respect the opinions of others* 2. *analyzing procedures in designing learning assessment, as well as test assessment techniques and instruments and non-test* 3. *Determine procedures for developing valid and reliable cognitive, attitude, and skills assessment tests.* 4. *Communicate the implementation of the principles of Assessment of Learning, Assessment for Learning, and Assessment as Learning in designing innovative chemistry learning assessments.* 5. *Create student learning outcome report simulation according to school criteria and conduct program evaluations for the chemistry learning process at the school level.*

<table>
<tr><td>Content</td><td>Chemistry Learning Assessment is a chemistry education discipline, which studies the problems of planning, implementing, and reporting the assessment of chemistry learning outcomes. Lecture material begins with the introduction of various terms commonly used in the assessment of chemistry learning outcomes, followed by techniques and instruments for evaluating chemistry learning outcomes, how to compile instruments for evaluating chemistry learning outcomes, processing assessment results, analyzing assessment instruments, and compiling reports. Various new approaches discussed in this lecture include the use of objective statements in the form of competencies, competency classification based on the dimensions of cognitive processes and alternative dimensions of knowledge and assessment.</td></tr>
<tr><td>Examination forms</td><td>Project report and presentation, written tests</td></tr>
<tr><td>Study and examination requirements</td><td>Minimum attendance at lectures is 75%
Final score (NA) is calculated as follows:
<table>
<tr><th>Learning Outcome</th><th>Weight (%)</th><th>Technique of Assesment</th></tr>
<tr><td>1</td><td>5</td><td>Participation</td></tr>
<tr><td>2,3</td><td>10</td><td>Task</td></tr>
<tr><td>1,2,3</td><td>10</td><td>Mid-term Test</td></tr>
<tr><td>4</td><td>25</td><td>Presentation and Observation</td></tr>
<tr><td>5</td><td>25</td><td>Project (report and presentation)</td></tr>
<tr><td>1,4,5</td><td>20</td><td>Final exam</td></tr>
</table></td></tr>
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Reading list	1. Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia. Panduan Pembelajaran dan Asesmen (Edisi Revisi 2024). 2. Anderson, L. W. and D. R. Kathwohl (Ed.). (2001). A Taxonomy for Learning, Teaching, and Assessing. New York: Longman 3. Gronlund, N. E . (1981). Measurement and Evaluation in Teaching, 5th Ed. New York MacMillan Publishing Co. 4. Radha Mohan. Measurement, Evaluation and Assessment in Education. Publisher: Phi Learning PVT. Ltd. ; 1st edition. 2016. 5. Rr. Lis Permana Sari, (2023), Buku Materi Kuliah Penilaian Pembelajaran Kimia, Yogyakarta : FMIPA UNY 6. Andre A. Rupp and Jacqueline P. Leighton (Editor). The Wiley Handbook of Cognition and Assessment: Frameworks, Methodologies, and Applications 7. (Wiley Handbooks in Education) 1st Edition. Publisher: Wiley-Blackwell. 2016. 8. Harry Torrance (Editor). Educational Assessment and Evaluation (Major Themes in Education) 1st Edition. Publisher: Routledge. 2012. 9. Thomas Holme. Assessment and Quality Control in Chemistry Education. Journal of Chemical Education • Vol. 80 No. 6 June 2003. 10. Kemendikbud. (2020). Desain Pengembangan Soal Asesmen Kompetensi Minimum (AKM). 11. Kemendikbud. (2020). “AKM dan Implikasinya pada Pembelajaran.” Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan.

Prepared by	Verified by:	Authorized by:
		
Rr. Lis Permana Sari, M.Si.		Program Study Coordinator