



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
SRIWIJAYA UNIVERSITY

FACULTY OF TEACHER TRAINING AND EDUCATION
BACHELOR PROGRAM IN MATHEMATICS EDUCATION

Jl. Raya Palembang – Prabumulih Km.32, Indralaya Ogan Ilir 30662 Website: <https://fkip.unsri.ac.id/mathedu/>

Bachelor Program in Mathematics Education

MODULE HANDBOOK

Module designation	:	Evaluation of Mathematics Learning / GMA2216
Semester	:	4 th (fourth) / Even
Person responsible for the module	:	Prof. Dr. Ratu Ilma Indra Putri, M.Si. Zuli Nuraeni, S.Pd., M.Pd. Ruth Helen Simarmata, S.Pd., M.PMat., M.Pd.
Language	:	Indonesian
Relation to the curriculum	:	Study Program Compulsory Course
Teaching methods	:	<p>The lecturing includes:</p> <ul style="list-style-type: none"> ● Expository and Class Discussion (Week 1) ● Presentation and Discussion (Week 2-6 and 9-12) ● Project based learning (Week 7, 8 and Week 13-16) <p>The project includes Experiential Learning and Project-Based Learning. Experiential Learning is integrated through hands-on activities, such as developing and testing assessment instruments to ensure practical application. Project-Based Learning engages students in designing and implementing authentic assessment projects, culminating in a report draft followed in a manuscript journal.</p>
Workload	:	<p>Semester Duration: A semester consists of 14 weeks, excluding mid-term and final exams.</p> <p>Workload per SKS: Each 1 SKS corresponds to 170 minutes of learning per week, which includes:</p> <ul style="list-style-type: none"> ● 50 minutes of synchronous learning ● 60 minutes of asynchronous learning ● 60 minutes of systematic project work <p>Weekly Workload (3 SKS): For a 3 SKS course, the total weekly learning time is 170 minutes × 3 SKS = 510 minutes (approximately 8.5 hours per week).</p> <p>Semester Workload: Over 14 weeks, the total workload is 8.5 hours × 14 weeks = 119 hours.</p> <p>ECTS Conversion: Since 1 ECTS is equivalent to 25 hours of workload, the ECTS equivalent for this course is 119 hours ÷ 25 hours = 4.8 ECTS.</p>



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Credit points	:	3 SKS = 4.8 ECTS
Prerequisite's course(s)	:	-
Module objectives	:	After taking this course, students have the ability to: CO 1: Demonstrate an attitude of responsibility and ethics in carrying out assigned tasks CO 2: Understanding concepts and definitions evaluation and assessment CO 3: Able to develop learning tools to assess the learning CO 4: Able to analyze evaluation report CO 5: Able to write the evaluation report in a manuscript journal
Content	:	This course discusses: 1. Evaluation and Assessment 2. Diagnostic diagnostic, summative, and formative test questions 3. Validity and reliability 4. Analyze items: level of difficulty, discriminatory power, effectiveness of distractors, and try out descriptive and objective questions 5. Non-test instruments (Questionnaire, Interview) 6. PISA and TIMSS questions
Examination forms	:	Examinations in this course include: 1. Affective 2. Assignments 3. Mid-term test in the 8 th meeting 4. Final project (collaborative tasks to make a resume of the course), in the 16 th meeting 5. Project
Study and examination requirements	:	It is expected that students attend 80% of the total meetings in the modules. Total Score = 10% × (affective) + 35% × (mid-test) + 40% × (final project) + 15% × (assignments) The total score is converted into a qualitative score,



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Total Score	Grade	Description
86 – 100	A	Excellent
71 – 85.99	B	Good
56 – 70.99	C	Fair
41 – 55.99	D	Bad
0 – 40.99	E	Worse

To successfully pass the module, the minimum grade required is C.

Reading lists	: 1. Putri, RII & Zulkardi. 2019. <i>Evaluasi Pembelajaran Matematika</i> . Palembang: UNSRI press. 2. Nitko, Anthony J. 2007. <i>Educational Assessment of Students</i> . Englewood Cliffs. NJ: Prentice-Hall, Inc. 3. Popham, W. James. 1995. <i>Classroom Assessment: What Teachers Need to Know</i> . Boston: Allyn and Bacon. 4. Webb, N. F. and Coxford, A.F. 1993. <i>Assessment in The Mathematics Classroom</i> . Reston, VA: National Council TM.
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Date of last amendments: January 2025

PLO	CO
PLO 1 Having good morals, ethics and personality in completing tasks as a mathematics educator.	CO 1: Demonstrate an attitude of responsibility and ethics in carrying out assigned tasks
PLO 5 Having an understanding of the basic concepts of educational philosophy, approaches, methods, models, media, evaluation/assessment, and general knowledge to support mathematics learning	CO 2: Understanding concepts and definitions evaluation and assessment



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and teacher competence in teaching practice in schools.	
PLO 6 Having an understanding of research methodology and scientific publications in the field of mathematics education.	CO 5: Able to write the evaluation report in manuscript journal
PLO 8 Able to apply innovative educational and mathematics learning concepts in teaching practice at school independently or in groups.	CO 3: Able to develop learning tools to assess the learning
PLO 9 Able to design innovative mathematics learning tools following educational concepts and school curriculum.	
PLO 10 Able to utilize technology in solving mathematics and learning problems.	CO 4: Able to analyze evaluation report