DESCRIPTION OF COURSE UNIT

according to the ECTS User's Guide 2015

Course unit title	Learning Assessment Instruments Development
Course unit code	22010111D29
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimest	3rd year
Semester/trimester when the course unit is delivered	Fifth Semester
Number of ECTS credits allocated	2.88 ECTS. 2 credits equal to 2.88 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88 x 27.5 hours per semester = 79,2 hours per semester
Name of lecturer(s)	Drs. A. Zuhdi, M.A
Learning outcomes of the course unit	CLO-1: Able to present the basics and functions of evaluation in Islamic Religious Education (PAI) at Schools/Madrasahs. CLO-2: Capable of composing assessment and measurement instruments in PAI learning according to the social, cultural context, and school/madrasah characteristics. CLO-3: Capable of composing objective and subjective questions based on higher-order thinking skill principles. CLO-4: Able to analyze the forms of assessing attitudes in PAI learning at schools/madrasahs according to evaluation theories and regulations. CLO-5: Able to construct learning evaluation outcomes in the form of learning result reports.
Mode of delivery (face-to-face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	
Course Content	1. Basic Concepts of Assessment in Islamic Religious Education (PAI) and Its Scope in Madrasahs/Schools; (understanding of tests, measurement, assessment, and

	evaluation); objectives and functions of assessment in learning; general principles of learning assessment, types of learning assessment; objects and subjects of learning assessment; differences between testing, measurement, assessment, and evaluation. Relationship between measurement, testing, assessment, and evaluation. 2. Evaluation Techniques of Learning Outcomes (learning system; learning process and outcomes), domains of cognitive, affective, and psychomotor learning outcomes, along with examples in Islamic Religious Education. 3. Procedures for Developing Learning Evaluation (evaluation planning includes steps for test development, question matrix creation, and examples in the subject of Islamic Religious Education in madrasahs/schools; evaluation implementation; data processing; reporting, and use of evaluation results). 4. Classroom-Based Assessment Vs Authentic Assessment (meaning; characteristics; benefits; strengths and weaknesses; types; examples in the subject of Islamic Religious Education in madrasahs/schools). 5. Development of Evaluation Instruments: Test Types (meaning; characteristics of a good test; standardized tests Vs teacher-made tests; various types of objective tests; various types of essay tests) based on Higher Order Thinking Skills (HOTS) and contextual learning. 6. Portfolio Assessment (meaning of portfolio; objectives, principles, and functions of a portfolio; planning and assessment methods for portfolios). 7. Cognitive and non-cognitive diagnostic tests (meaning, objectives, benefits, various methods for cognitive diagnostic tests, non-cognitive diagnostic tests, interpretation of results) related to differentiated learning, Problem-Based Learning (PBL), and Project-Based Learning (PJBL). 8. Mid-Semester Exams + COLLECTING COMPLETE SAMPLES OF TEST INSTRUMENTS soft files (blueprint, questions, and discussions) 9. Procedures for Developing Instruments and Utilizing Attitude Assessment in Islamic Education Learning 10. Development of non-test evaluation instruments (compiling observation instruments, interviews, questionnaires, portfolios, attitude scales (such as Likert, Guttman, or scalogram, Rating Scale, Thurstone Scale, and semantic differential); composing performance and practice assessments; Process assessment). 11. Techniques for testing the validity of evaluation instruments (meaning; various types of validity; ways to test them; examples).

	12. Techniques for testing the reliability of evaluation instruments (meaning; various types of reliability; ways to test them; examples). 13. Techniques for analyzing the quality of item questions in evaluation instruments (difficulty level; discrimination power; distractor analysis; effectiveness of options; criteria and ways to test them; examples). 14. Techniques for processing evaluation results and their benefits (score and grade differences; scoring methods; grade conversion/scale; PAP and PAN). 15. Establishing Minimum Mastery Criteria (KKM), remedial learning, mastery learning; enrichment learning. Benefits of evaluation results and reflection on evaluation implementation (benefits of evaluation results; reflection on evaluation implementation; learning success; factors contributing to failure and supporting learning success). 16. End-of-Semester Exams + DEVELOPING ONLINE-BASED TESTS (CBT) Apart from Quizzes and Google Forms
Recommended or required reading and other learning resources/tools	1. Nitko, A.J. (1996). *Educational Assessment of Students*. 2nd Ed. New Jersey : Prentice Hall. 2. Linn, R.L. & Gronlund, N.E. (1997). *Measurement and Assessment in Teaching*. 7nd Ed. New York : Merrill- Prentice Hall. 3. Sudijono, Anas. (2008). *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo Persada. 4. Arifin, Zainal. (2014). *Evaluasi Pembelajaran: Prinsip, Teknik, Prosedur*. Bandung: PT Remaja Rosdakarya. 5. Soemarno, U. & Hendriana, H. (2014). *Penilaian Pembelajaran Matematika*. Bandung : Refika Aditama. 6. Hamzah Ali. (2014). *Evaluasi Pembelajaran Matematika*. Jakarta : Rajawali. 7. Arikunto, Suharsimi . (2012). *Dasar-Dasar Evaluasi Pendidikan edisi 2*. Jakarta: Bumi Aksara. 8. Basuki, I. & Hariyanto. (2014). *Asesmen Pembelajaran*. Bandung: PT Remaja Rosdakarya. 9. Mardapi, Djemari. (2012). *Pengukuran Penilaian & Evaluasi Pendidikan.* Yogyakarta: Nuha Litera. 10. Azwar, Saifuddin. (2005). *Sikap Manusia: Teori dan Pengukurannya.* Yogyakarta: Pustaka Pelajar 11. Azwar, Saifuddin. (2012). *Tes Prestasi: Fungsi dan Pengembangan Pengukuran Prestasi Belajar edisi 2*. Yogyakarta: Pustaka Pelajar. 12. Azwar, Saifuddin. (2012). *Reliabilitas dan Validitas edisi 4*. Yogyakarta: Pustaka Pelajar. 13. Retnawati, Heri. (2014). *Membuktikan Validitas Instrument dalam Pengukuran*. FMIPA UNY. Diambil tanggal 07 Januari 2020, http://evaluation-edu.com/2014/10/06/membuktikan-validitas-instrumen/

	14. Retnawati, Heri. (2015). *Reliabilitas*. FMIPA UNY. Diambil tanggal 07 Januari 2020, http://evaluation-edu.com/2015/03/28/estimasi-reliabilitas-skor-hasil-pengukuran/ 15. Wahidmurni, A. M., & Ridho, A. (2010). Evaluasi Pembelajaran: Kompetensi dan Praktik. *Yogyakarta: Nuha Letera*. 16. Febriana, R. (2021). *Evaluasi pembelajaran*. Bumi Aksara. 17. Rukajat, A. (2018). *Teknik evaluasi pembelajaran*. Deepublish. 18. Qomari, R. (2008). Pengembangan instrumen evaluasi domain afektif. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, *13*(1), 87-109. 19. Sani, R. A. (2022). *Penilaian autentik*. Bumi Aksara. 20. Kementerian Pendidikan dan Kebudayaan & Abduh, M. (2019). Panduan penulisan soal HOTS-higher order thinking skills.
Planned learning activities and teaching methods	Lecture, Cooperative, Case Studies, Cooperative Problem-Based Learning (PBL), Project-Based Learning (PBL), Problem-Based Learning (PBL).
Language of instruction	Indonesian
Assessment methods and criteria	Observation, Written Tests, Portfolio

DISCUSSION ASSESSMENT GUIDELINES

Course Name : _____

Name of Lecturer : _____

Departement : Islamic Religious Education

A. Assessment Rubric

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	**2**	**3**	**4**	**5**
1	**Active Participation** (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	**Material Understanding** (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	**Argumentative Ability** (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	**Listening Skills** (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	**Teamwork** (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently

B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- $_{i}$ score is the score obtained by the student on the i-th task
- Subtances$_{i}$ is the weight (in fractional form) of the i-th task
- The sum is done for all indicators, from indicators 1 to 5.

C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

D. Assessment Sheet

DISCUSSION ASSESSMENT SHEET

Student Name : _____

NIM : _____

Group Name : _____

Class : _____

Course Content : _____

Lecturer : _____

Assessment Date : _____

Ninth Meeting : _____

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	**Active Participation** (25%)						
2	**Material Understanding** (25%)						
3	**Argumentative Ability** (20%)						
4	**Listening Skills** (15%)						
5	**Teamwork** (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

Malang, _____

Lecturer

_____

MATRIX CALCULATION
FINAL COURSE SCORE
DEPARTMENT OF ISLAMIC EDUCATION

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfolio/Mind Map (Substance 20%)	Discussion/Presentation/Observation/Case Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self-Assessment/Peer Assessment)	Practice

B. Final Course Score Calculation

Na = Cognitive Aspect Score (CA)+ Affective Aspect Score (AA)+ Psychomotor Aspect Score (PA)

$$Na = CA\left(\begin{array}{c}\left(Midterm\ Exam\ Score\ x\ \frac{30}{100}\right)+\left(Final\ Exam\ Score\ x\ \frac{40}{100}\right)+\\ Task\ Accumulation\ I(\sum_{i=1}^{n} Score_i\ x\ \frac{15}{100})+\\ Task\ Accumulation\ I(\sum_{i=1}^{n} Score_i\ x\frac{15}{100})\end{array}\right) x\ \frac{60}{100}+AA\,x\frac{20}{100}+PA\,x\frac{20}{100}$$

Note: n = total task

I = 1st score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25