Module designation	**PLP: Program Evaluation** **Indonesian title:** *Evaluasi Program PLP* **Course code:** 1000002049
Semester(s) in which the module is taught	Semester 6 (Third year)
Person responsible for the module	**Coordinator:** Dr. Endah Budi Rahaju, M. Pd. **Teaching staff:** Dr. Endah Budi Rahaju, M. Pd.; Prof. Dr. Masriyah, M.Pd.; Prof. Rooselyna Ekawati, M.Sc., Ph.D.; Prof. Dr. Tatag Yuli Eko Siswono, M.Pd.; Dr. Siti Khabibah, M.Pd.; Dr. Abdul Haris Rosyidi, M. Pd.; Dr. Ismail, M. Pd.; Dr. Susanah, M. Pd.; Dr. Yurizka Meliasari, M. Pd.; Dr. Nonik Indrawatiningsih, M.Pd; Dr. Ali Shodikin, M. Pd.; Dr. Sri Suryanti, M.Si.; Dr. Lestariningsih, S.Pd., M.Pd; Dr. Nia Wahyu Damayanti, M. Pd.; Nina Rinda Prihartini, M. Pd.; Yulia Ihza Elmilla, M. Pd.; Evangelista Luswindyana Palupi, M. Sc.; Dr. Mukhtamilatus Sa'diyah, M.Pd.; Novita Vindri Harini, M. Pd.; Nurus Saadah, M. Pd.
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures **Media and tools:** LCD, PowerPoint slides, worksheets
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 2 CU × 170 minutes × 16 weeks = 5,440 minutes = 90.67 hours (≈ 3.18 ECTS) **Contact hours:** lectures, 2 × 50 minutes per week × 16 weeks = 26.67 hours (class hours per week: 340 minutes = 5.67 hours, including structured activities) **Private study including examination preparation:** structured assignments, 2 × 60 minutes per week × 16 weeks = 32.00 hours; independent study, 2 × 60 minutes per week × 16 weeks = 32.00 hours (total 64.00 hours)
Credit points	2 CU (3.18 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	*Key question: what learning outcomes should students attain in the module?* *E.g. in terms of:* - *Knowledge: familiarity with information, theory and/or subject knowledge* *Skills: cognitive and practical abilities for which knowledge is used* - *Competences: integration of knowledge, skills and social and methodological capacities in working or learning situations* *E.g.: "Students know that/know how to/are able to…"*
Content	The module focuses on systematic, ethical, and evidence-based evaluation of the School Environment Introduction Programme (Pengenalan Lapangan Persekolahan, PLP), particularly mathematics

<table>
<tr><td></td><td>teaching practice. Core topics:
- purposes, scope, principles, and stages of PLP programme evaluation;
- evaluation criteria, indicators, and logic models, including context, input, process, and product (CIPP);
- evaluation of school context, learning needs, lesson plans, teaching materials, and assessment instruments;
- classroom observation, reflective journals, interviews, document analysis, and student/mentor feedback;
- evaluation of instructional implementation, classroom management, inclusion, and responsible use of educational technology;
- descriptive analysis, triangulation, evidence quality, and ethical treatment of school data;
- identification of programme achievements, constraints, and improvement priorities; and
- preparation, presentation, and reflection on the PLP evaluation report and follow-up action plan. Learning activities include guided discussion, analysis of authentic or anonymised PLP evidence, instrument development, collaborative case evaluation, report writing, and presentations.</td></tr>
<tr><td>Examination forms</td><td>Assessment as described under study and examination requirements.</td></tr>
<tr><td>Study and examination requirements</td><td>Assessment components (proposed; subject to alignment with the approved course syllabus): (1) Participation, professional conduct, and reflective engagement: 10%. (2) Evaluation framework and instrument design: 20%. (3) Analysis of PLP evidence and evaluation case assignment: 25%. (4) Mid-semester assessment: 15%. (5) Final evaluation report, presentation, and improvement plan: 30%. (6) Total: 100%. Assessment uses rubrics addressing validity of indicators, evidence quality, analytical reasoning, ethical practice, clarity of reporting, and feasibility of recommendations.
Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<tr><td>A</td><td>4.00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3.75</td><td>80 ≤ A < 85</td></tr>
<tr><td>B+</td><td>3.50</td><td>75 ≤ A < 80</td></tr>
<tr><td>B</td><td>3.00</td><td>70 ≤ A < 75</td></tr>
<tr><td>B-</td><td>2.75</td><td>65 ≤ A < 70</td></tr>
<tr><td>C+</td><td>2.50</td><td>60 ≤ A < 65</td></tr>
<tr><td>C</td><td>2.00</td><td>55 ≤ A < 60</td></tr>
<tr><td>D</td><td>1.00</td><td>40 ≤ A < 55</td></tr>
<tr><td>E</td><td>0.00</td><td>0 ≤ A < 40</td></tr>
</table></td></tr>
<tr><td>Reading list</td><td>1. Stufflebeam, D. L., & Zhang, G. (2017). The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability. Guilford Press.
2. Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). Program Evaluation: Alternative Approaches and Practical Guidelines (4th ed.). Pearson.</td></tr>
</table>

	3. Patton, M. Q. (2015). Qualitative Research & Evaluation Methods: Integrating Theory and Practice (4th ed.). SAGE Publications. 4. Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. ASCD. 5. 5. Official UNESA PLP guidelines and PLP course syllabus.