Guidelines for Course Assessment and Evaluation
UIN Syarif Hidayatullah Jakarta 2018

Director

Person in charge

Team Lead

Members
Foreword

UIN Syarif Hidayatullah Jakarta has the vision to become a world class university with excellence in the integration of science, Islam and Indonesianness. UIN is determined to always be at the forefront of education and learning. Presidential Regulation number 2 of 2015 on the National Development Plan for Medium Term 2015-2019 explains that the development target in education sector include improving the quality of education services, providing a reliable curriculum, and providing a comprehensive assessment system.

In 2018, UIN Syarif Hidayatullah Jakarta published the Guideline for Course Assessment and Evaluation in response to the results of evaluation of academic audit related to the implementation of the curriculum and its supporting elements in 2013-2016. This guideline can be a reference for lecturers in conducting course assessments and evaluations to improve the quality of education and learning as well as improving the quality of graduates at UIN Syarif Hidayatullah Jakarta. This guideline contains the concept of assessment and evaluations by lecturers which includes attitudes, knowledge, and skills. This guideline aims to facilitate lecturers in planning and implementing assessments, processing and utilizing the results of the assessment.

To those who have supported this publication, we thank you.

Jakarta, September 2018
Deputy Rector for Academic Affairs

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Chapter 1

Introduction

A. Background

To face the industrial era 4.0 in the 21st century, many must be prepared by universities in providing relevant competencies. Universities are competing to equip their students with soft skills and hard skills in cognitive, affective, and psychomotor domains. Along with the development of competencies to face such era, changes and innovations are needed to assess these competencies. Educational assessment in university courses needs to be adapted to suit this kind of developments and necessity.
The Quality Assurance Agency of UIN Syarif Hidayatullah Jakarta [LPM] - the academic quality assurance institution established to control the quality of student learning outcomes from assessments by lecturers - has written a guideline for assessing education and evaluation for courses. The guidelines which was developed by LPM referred to the Republic of Indonesia Minister of Education and Culture Regulation number 023 of 2016 concerning Educational Assessment Standards and number 49 of 2014 concerning National Standards for Higher Education, which consist of:

1. standards for graduate competency;
2. standards for learning content;
3. standards for learning process;
4. standards for learning assessment;
5. standards for lecturers and education staff;
6. standards for learning facilities and infrastructure;
7. standards for learning management; and
8. standard of learning funding.

The results of audit and of monitoring the implementation of the 2012 KBK Curriculum showed that lecturers had difficulties in implementing the Curriculum. The main difficulties faced by lecturers are formulating indicators, arranging instrument items, and carrying out attitude assessments using a variety of techniques. In addition, many lecturers lacked confidence in conducting skills assessments. This is because they do not fully understand how to develop instruments and rubrics for skills assessment.

Taking into account the above issues, a guideline for course assessment and evaluation needs to be developed. This assessment guideline is expected to facilitate lecturers in planning, implementing, reporting and utilizing the results of the assessment in the aspects of attitudes, of knowledge, and of skills.

B. Purpose of Writing Guidelines

Based on the aforementioned consideration, UIN Syarif Hidayatullah Jakarta is necessary to write a Guideline for Course Assessment and Evaluation. This guideline is expected to provide benefits to:

1. Lecturer as a guideline in carrying out the learning assessment process for students so that the assessment process is valid, objective, fair, integrated, open, comprehensive, systematic, referenced and accountable. It is also for improving the learning or lecturing process. Progress report for daily learning, midterm learning and end of semester learning.
2. Students as an evaluation of how to learn and attend courses related to attitudes, knowledge, and skills. Knowing the achievement of competencies they have.
3. Institutions as guarantees to the stakeholders that the implementers of the learning process and assessment are transparent and accountable; As a foundation for quality improvement and development in accordance with the current times; As a basic reference for implementing internal quality assurance.

C. Scope

This guideline includes the concept of assessment, assessment by lecturers, and assessment by the institution. The concept of assessment includes: understanding, approaches, principles, and judgments in the KKNI Curriculum. Assessment by lecturers includes: assessment of attitude aspects, assessment of aspects of knowledge, and assessment of aspects of skills. Each aspect includes definition, technique, planning, implementation, processing, utilization, and follow-up of assessment results. Assessment of learning outcomes by institutions includes understanding, scope, form of assessment, instruments, criteria for class upgrade, graduation criteria, planning, implementation, processing, utilization, and follow-up of assessment results.

D. Target User Guidelines

This guideline is intended primarily for the following parties:
1. Lecturers as guidelines in planning, carrying out assessments, processing and utilizing the results of the assessment;
2. Quality Assurance Agency [LPM] to design academic audit programs related to assessment by lecturers in study programs; and
3. Other institutions related to the assessment of student competency achievement.

E. Legal Basis

The legal bases that are used as the foundations in developing guidelines for course assessment and evaluation are:

1. The 1945 Constitution: the opening of the 1945 Constitution, article 31 (5).
2. Law number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 number 78, Supplement to the State Gazette of the Republic of Indonesia number 4301). Articles of Law number 20 of 2003 concerning the National Education System state that learning is a process of interaction between students and educators and learning resources in a learning environment. Article 35 (1) essentially means that the standard of the learning process must be improved in a planned and periodic manner. This is intended to improve local excellence, and national interests.
3. Law number 14 of 2005 concerning Teachers and Lecturers. Law number 14 of 2005 concerning Teachers and Lecturers Article 60 (letter b) states that the professional task of lecturer is to plan, carry out the learning process, and assess and evaluate learning outcomes.

4. Government Regulation number 19 of 2005 concerning National Education Standards which have been amended several times, the latest by Government Regulation number 13 of 2015 concerning Second Amendment to Government Regulation number 19 of 2005 concerning National Education Standards (State Gazette of the Republic of Indonesia of 2015 number 45, Supplement State Gazette of the Republic of Indonesia number 5670).

5. Government Regulation number 19 of 2005 concerning National Education Standards, Article 20 of the regulation number 19 of 2005 on National Education Standards stated that the planning of learning process includes syllabus and learning implementation plan that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes.

6. Presidential Regulation number 8 of 2012 concerning the KKNI national qualification framework.

7. Regulation of the Minister of Education and Culture of the Republic of Indonesia number 49 of 2014 concerning the Indonesian National Standards for Higher Education. The National Education Standards consist of: (a) graduate competency standards; (b) content learning standards; (c) the standard of the learning process; (d) learning assessment standards; (e) standards for lecturers and education staff; (f) learning facilities and infrastructure standards; (g) learning management standards; and (h) learning funding standards.


9. Presidential Regulation number 7 of 2015 concerning the Organization of the Ministry of State Institutions (State Gazette of the Republic of Indonesia of 2015 number 8).


11. Regulation of the Rector of UIN Syarif Hidayatullah Jakarta number 10 of 2015 concerning Guidelines for curriculum development at UIN Syarif Hidayatullah Jakarta. Article 7 from Chapter V of Graduate’s Competency Standards states that the minimum criteria for graduates' abilities which include attitudes, knowledge, and skills.

12. Regulation of the Minister of Education and Culture of the Republic of Indonesia number 23 of 2016 concerning Educational Assessment Standards.
Chapter II
The Concept of Assessment

A. Definition

Assessment is a series of processes of collecting, processing, analyzing, and interpreting information to measure and make decisions on the achievement of student’s learning outcomes. The collection of information can be taken through various assessment techniques using various instruments which originates from various relevant sources and this must be carried out systematically and continuously.

Some other terms in this guideline are:

1. Educational Assessment Standards are criteria regarding the scope, objectives, benefits, principles, mechanisms, procedures, and instruments for the assessment of student's learning outcomes that are used as a basis in evaluating student learning outcomes.
2. Assessment is the process of collecting and processing information to measure student’s learning outcomes.
3. Learning is a process of interaction among students, between students and lecturers and learning resources in a learning environment.
4. Middle Semester Examination is an activity carried out to measure the achievement of student competencies in recognition of learning.
achievements and/or completion of studies at the 8th of 16-course meetings or adjusted to the distribution of teaching materials.

5. Final Semester Examination is an activity carried out to measure the achievement of student competencies in recognition of learning achievement and/or completion of studies at the 16th of 16-course meetings.

B. Assessment Function

The assessment function is to find out the target of student competency achievement in responding to learning that has been given - both the process and the learning outcomes - based on predetermined indicators. The assessment function can provide feedback to students for what they have done during learning.

C. Principle of Assessment

The principle of assessment is a guideline that is fundamentally applied in the assessment to be accountable. Assessment should be acceptable to all parties either by the assessor (lecturer), the assessed party (students) or other parties (stakeholders) who will use the results of the assessment. For this reason, it is necessary to formulate the principles of assessment that can keep the assessment orientation consistent on the framework and in accordance with standard operating procedures (SOP).

1. Educatve Principles

This assessment is intended for students to have motivation to
a. Improve planning and learning methods
b. Achieve graduate’s learning objectives

This principle is carried out in order for the students to have clear and planned learning patterns which in turn leads to student’s learning outcomes which can be measured.

2. Authentic Principles

This assessment is oriented towards a continuous learning process and learning outcomes that reflect students' abilities when learning takes place. This principle is carried out to see the consistency of students' true effort in following the learning process from beginning to end.

3. Objective Principles

This assessment is based on standards agreed upon between lecturers and students and are free from the influence of the subjectivity of the assessor and those being
assessed. This principle requires the openness of student assessment criteria which was agreed before during the study contract between lecturers and students.

4. Accountable Principles

This assessment is carried out in accordance with clear procedures and criteria and is agreed upon at the beginning of the course, and is understood by students. This principle is carried out with the goal that the assessment of lecturers towards students is through a mechanism that can be accounted for to avoid misunderstandings between lecturers and students.

5. Transparent Principles

This assessment has procedures and results of assessment that can be accessed by all stakeholders. This principle requires all assessment outputs starting from the task / formative component, the Midterm Examination, and the Final Semester Examination which can be seen by both lecturers and students.

D. Assessment in KKNI Curriculum

The assessment is based on gradual levelling in learning outcomes which is the internalization and accumulation of attitudes, general / special knowledge and skills achieved through a structured educational process and this includes a particular field of science / expertise or through work experience.
Chapter III
Assessment by Lecturers

A. Assessment of Attitude

Attitude assessment is an activity to find out the attitudes and values of students that can be observed in daily life, both inside and outside the classroom as educational outcomes. Attitude assessment is intended to determine the attainment or development of student attitudes and facilitate the development of student behavior and other values set by educational institutions.

Assessment technique

Attitude assessment is carried out using observation techniques or other relevant techniques. The technique of observation assessment can use instruments in the form of observation sheets, or journal books. Other assessment techniques that can be used are self-assessment and evaluation between friends. Self-assessment and assessment between friends can be applied in order to foster and shape the character of students in which the results can be used as one of the confirmation data and clarification of the results of attitude assessment by lecturers.

a. Observation

The application of observation techniques uses an observation sheet. The observation sheet is an instrument that can be used by lecturers to make it easier to write observational reports on student behavior concerning attitudes and values. The observed attitude is the attitudes listed in the Achievement of Study Program Learning (CPPS - Capaian Pembelajaran Program Studi) and attitudes mentioned in the Achievement of Subject Learning (CPM - Capaian Pembelajaran Mata Kuliah).

Attitudes and values in CPPS are faithful to the Almighty God and be able to show a religious attitude, uphold the values of humanity, respect diversity, obey the law, uphold academic values, have an inclusive attitude and display the self as an honest person, noble in the lives of individuals, communities and nations.
Attitudes and values CPM are faithful to the Almighty God, uphold humanity's attitudes and values, obey the rule of entrepreneurship law, and being honest, noble person in entrepreneurship life.

1) Closed Observation Sheet

When using a closed observation sheet, lecturers systematically determine the points of behavior that are observed along with the indicators.

**Example of Closed Observation Sheet**

Name : ..............................................................................................................
Class : ...............................................................................................................
Semester : ...........................................................................................................

**Instructions**: Give a check mark (√) in the "Yes" or "No" column according to the actual situation.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Implementation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faith in Allah SWT by showing religious attitudes</td>
<td>Praying before learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Upholding humanity values</td>
<td>Greetings at the beginning and the end of courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Respect for diversity</td>
<td>Respect and Appreciate other people's opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Law-abiding attitude</td>
<td>Comply with the rules of institutions / universities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Upholding academic values</td>
<td>Following the rules of the courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Have an inclusive attitude</td>
<td>Easy to get along</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Honest person</td>
<td>Talk and act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Noble</td>
<td>Courtesy and politeness towards lecturers and friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Responsible</td>
<td>Do something that has been mandated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: The implementation can be changed or added according to the points of attitude statement based on CPPS and CPPM

2) Open Observation Sheet

When using an open observation sheet, lecturers do not prepare systematically about what will be observed because the lecturer does not focus observations on certain points of behavior. In observing, lecturers do not use standard instruments but only observation signs. Table 3.2 below is an example of an open observation sheet, which can also be referred to as a journal or diary.

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Name</th>
<th>Notes on Behavior</th>
<th>Points on Attitude</th>
<th>Follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2. Example of Open Observation Sheet

Journals or diaries are usually used to record “extreme” student behavior. Journals are not only based on what is seen directly by lecturers, but also other relevant and valid information received from various sources.

Behavior recorded in a journal is the behavior of students who emerge naturally for one semester. The behavior recorded is basically either very good or less good which related to the points of attitude listed in the aspects of attitude and values. Each note contains a description of the behavior and the duration for observing such behavior, and the student signature must be included.

If a lecturer has had a record of unfavorable attitudes, and if on another occasion the student has shown the development of attitudes (towards good or consistently good) both in indicator of the intended attitude, in the journal it must be written that the attitude of the learner has been good or even very good. Thus, what is recorded in a journal is not limited to bad and very good attitudes, but also every development towards the expected attitude. Based on the journal, lecturers make a description of their attitudes in one semester.
A. Assessment of Self

Assessment of self as a part of attitude assessment is a technique of evaluating oneself (students) by identifying their strengths and weaknesses in behaving. The results of student self-assessment can be used as confirmation data on the development of students' attitudes. In addition, self-assessment of students can also be used to foster the values of honesty and improve the ability to self-reflect [introspective].

The self-assessment instrument can be in the form of a self-assessment sheet containing the STATEMENT OF POSITIVE ATTITUDES EXPECTED with the YES and NO columns or with the Likert Scale. A self-assessment sheet can be used to assess spiritual attitudes and social attitudes at once. Table 3.3 presents an example of the self-assessment sheet.

Table 3.3 Example of a Student Self-Assessment Sheet with Two Answers

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I always pray before doing activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I came to class on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I do not disturb my friends having different views</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I dare to admit my mistake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I completed assignments on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I dare to accept the risks for the actions I take.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I returned the items I borrowed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I apologize if I make a mistake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I do practicum in accordance with the suggested steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I did my best in college assignments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** Statements can be changed or added according to the points of attitude assessed.
Table 3.4 Example of a Student Self-Assessment Sheet with Four Answers

Name : .............................................................................................................
Class : .............................................................................................................
Semester : ..........................................................................................................

**Instructions**: Put a check mark (√) in column 1 (never), 2 (sometimes), 3 (often), or 4 (always) according to your actual situation.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I always pray before doing activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I came to class on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I do not disturb my friends with different views</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I dare to admit my mistake.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I completed assignments on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I dare to accept the risks for the actions I take.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I returned the items I borrowed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I apologize if I make a mistake.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I do practicum in accordance with the suggested steps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I did my best in college assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of self-assessment need to be followed up by lecturers by facilitating students who have not shown the expected attitude.

a. **Interpersonal Assessment**
Interpersonal assessment is an assessment technique applied by a student (assessor) to other students ( assessee) with regards to attitudes or behavior. The results of this kind of assessment between classmates can be used as confirmation and clarification data. In addition, interpersonal assessment can also be used to grow some values such as honesty, tolerance, and mutual respect.

The self-assessment instrument can be in the form of a self-assessment sheet containing the STATEMENT OF POSITIVE ATTITUDES EXPECTED by the YES and NO columns or the Likert Scale. A self-assessment sheet can be used to assess spiritual attitudes and social attitudes at once. Tables 3.5 and 3.6 provide examples of these assessment sheets between friends.

Table 3.5 Example of Interpersonal assessment format

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My friend prays before doing activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My friend worships on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My friend does not disturb my friends who have different views.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My friend does not cheat during examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My friend does not plagiarise (taking / copying someone else's work without mentioning the source) in doing each task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My friend expresses feelings for something as it is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>My friend reports data or information as is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>…….</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Statements can be changed or added in accordance with the points of attitude assessed.
Table 3.6 Example of Interpersonal assessment format with 4 answers

Name of assessed classmate: ............................................................
Name of assessor : ......................................................................
Class : ................................................................................................
Semester : ...........................................................................................

**Instructions:** Put a check mark (√) in column 1 (never), 2 (sometimes), 3 (often), or 4 (always) according to your actual situation.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My friend prays before doing the activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My friend worships on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My friend does not disturb my friends who have different views.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My friend does not cheat during examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My friend does not plagiarise (taking / copying someone else's work without mentioning the source) in doing each task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My friend expresses feelings for something as it is.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>My friend reports data or information as is.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>…..</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the assessment between friends need to be followed up by the lecturer by providing facilitation assistance to students who have not shown the expected attitude.

**B. Assessment of Knowledge**

Learning outcomes in knowledge are assessed by following Bloom's Revised Taxonomy by Lorin Anderson and David Krathwohl (2001). The realm of knowledge is a combination of knowledge dimensions which are classified into factual, conceptual, procedural, and metacognitive with dimensions of cognitive processes arranged hierarchically starting from remembering, understanding, applying, analyzing, evaluating, and creating.

Based on such description, what meant by assessment of knowledge in this guideline is the process of gathering and processing information to measure the process
and the results of achieving students competencies, namely a combination of mastery of cognitive processes (thinking skills) to remember, understand, apply, analyze, evaluate creation with factual, conceptual, procedural, and metacognitive knowledge.

Because all basic competency formulas as well as indicators or learning objectives always consist of cognitive processes, which are indicated by operational verbs, and knowledge dimensions, the assessment of knowledge is not possible without including how the knowledge is used with a variety of cognitive processes. Table 3.12 presented on page 62 are examples of activities or questions that have combined the two dimensions listed in the formulation of basic competencies, or indicators, or learning objectives.

**Assessment Techniques**

Knowledge assessment is performed using various techniques. Lectures can choose any assessment technique that best fits the characteristics of basic competency, indicators, or learning objectives that will be assessed. Everything that will be carried out in the assessment process needs to be determined in advance when designing the lesson plan. The techniques commonly used for this kind of assessment are written tests, oral tests, and assignments.

**a. Written test**

A written test is a test in which questions and answers are presented in writing in the form of multiple choices, filling in the blank, right - wrong statement, matchmaking, and description. Written test instruments are developed or prepared by following the steps below.

**1. Checking the Outcomes in Course Learning (CPC)**

Learning outcomes of lectures are usually included in the RPS (Semester Learning Plan). Indicators for specific learning outcomes should be improved, in the sense of setting a higher operational verb on the study material. For example if the operational verb is limited to understanding or explaining, then the lecturer can assign indicators to analyze or evaluate. Of course not all learning outcomes can and need to be improved operational verbs

**2. Establishing the assessment objectives**

Lecturers need to set goals for assessment; whether it is for the purpose of knowing learning outcomes or for improving the learning process, or even for both. The goals of Middle Semester Examination (UTS) can be different from the goals of Final Semester Examination (UAS). Likewise, quizzes or chapter tests are usually held to find
out the learning outcomes or to improve the learning process (formative) while UTS and UAS are generally to find out the learning outcomes.

3. Write topics in the test (kisi-kisi)
   Kisi-kisi is a specification that contains criteria for questions in the test which includes learning outcomes to be measured, learning material, indicators of questions, form of questions, and number of questions. This is written to make sure that the questions given will represent what should be measured proportionally. Factual, conceptual, procedural and metacognitive knowledge with low to high level thinking skills will be represented proportionally.

4. Write questions based on kisi-kisi and guideline for writing questions

5. Prepare scoring guidelines

b. Oral test
   Oral tests are questions given by lecturers verbally and students will need to respond to these questions verbally during the learning process.
   In addition to aiming to check the mastery of students' knowledge (assessment of learning), oral tests are mainly used for improvement of learning (learning for learning). Oral tests can also foster willingness to give opinion, confidence, and the ability to communicate effectively. Oral tests can also be used to see students' interest in the material taught and the motivation of students in learning (assessment as learning).

c. Assignment
   Assignment is carried out by giving assignments to students to measure and / or facilitate students to gain or increase knowledge. Assignments to measure knowledge can be carried out after the learning process. On the other hand, assignments to increase knowledge are given before and / or during the learning for learning process.

C. Assessment of Skills
   Skills assessment is an assessment carried out to measure the ability of students to apply knowledge in completing certain tasks in various contexts according to the indicators of outcome learning. Assessment of these skills includes thinking and acting. The thinking skills include reading, writing, calculating, and composing skills. The acting skills include, among others, using, describing, arranging, modifying, and creating.

   Skills assessment can be carried out with a variety of techniques, including practice assessment, product assessment, project assessment and portfolio assessment. The skills assessment technique used is chosen based on the characteristics of learning outcomes. The following is a brief description of the skills assessment techniques.
a. Practice Assessment

Practice assessment is an assessment that demands a response in the form of a skill in carrying out an activity based on the demands of competence. Thus, the aspect assessed in practical assessment is the quality of the process of doing a task.

Practice assessment aims to be able to assess students' abilities in demonstrating their skills in carrying out an activity. Practical assessment is more authentic than paper and pencil assessments because the assignments reflect more to the abilities needed in the practice of everyday life.

Examples of practical assessment are reading literature, reading speeches (reading aloud during English class), using laboratory equipment when required, playing musical instruments and others.

b. Product Rating

Product assessment is an assessment of students’ skills in applying their knowledge into a product in a certain time based on the criteria that have been set in the process and the final results. Product assessment is carried out on the quality of a product produced.

Product assessment aims to (1) assess students' skills in making certain products in connection with achieving learning objectives (2) assess mastery of skills as a condition for learning the next skill; and (3) assess the ability of students to explore and develop ideas in designing and showing innovation and creation.

Some examples of activities for product assessment include making research journals, making literature, making trial reports, making student presentation modules, making maps, making paintings, arranging music, making drama scripts, and so on.
c. Project Assessment

Project assessment is an activity to determine the ability of students to apply their knowledge through the completion of a project in a certain period / time. Project assessments is carried out to measure one or several learning outcomes. Project assessment includes a series of activities ranging from planning, data collection, organizing data, processing and presenting data, and reporting.

Project assessment aims to develop and monitor student skills in planning, implementing plans and reporting on project results. In this context, students can demonstrate their experience and knowledge of a topic, formulate questions and investigate the topic through reading, travel and interviews. Assessing the results of project reports can be performed by presenting the results through visual displays or written reports.

An example of a project assessment is conducting an investigation of the types of Indonesian biodiversity, making food and drinks from fresh fruit, making conversations video and others.

d. Portfolio Assessment

A portfolio is a continuous assessment based on a collection of reflective-integrative information that shows the development of students' abilities in a given period.

The main purpose of applying a portfolio is to determine the work and process of how such work is obtained as one of the evidence that can show students’ learning achievement, namely achieving learning outcomes and indicators that have been set. In addition to functioning as a place to store the results of student work, the portfolio also functions to determine the development of student competencies.

There are several types of portfolios namely documentation portfolio, process portfolio, and exhibition portfolio. Lecturers can choose the type of portfolio according to the characteristics of the basic competency and / or context of the subject. At the end of a period, the results of their works are collected and assessed by the lecturer and students. Based on the results of these assessments, lectures and students can assess the development of students' abilities and continue to make improvements. Thus the portfolio can show the progress of student learning progress through their works.

Student portfolios are stored in a folder and given a date of creation so that the quality development can be seen from time to time. Portfolios can be used as one of the assessment materials. The results of the portfolio assessment along with other assessments are considered for filling out the report card / student competency
assessment report. Portfolios are part of authentic assessment, which can directly represent students' attitudes, knowledge and skills.

Portfolio assessment is carried out to assess student works in stages and at the end of a period the work is collected and selected jointly by lecturers and students. The best works according to lecturers and students are stored in the portfolio document folder. Lecturers and students must have the same reasons why the works are stored in portfolio documents. Every work on a portfolio document must have meaning or usefulness for students, lecturers, and institutions.

Student works that can be stored as portfolio documents include: research journals, novels, books, awards / certificates, photos of achievements, and the likes. Portfolio documents can foster a sense of pride for students so they can encourage them to achieve better learning outcomes. Lecturers can take advantage of portfolios to encourage students to achieve success and build self-pride. In addition, lecturers feel more determined in making assessment decisions because they are supported by authentic evidence that has been achieved and collected by students.

In order for portfolio assessments to be effective, lecturers and students need to determine the scope of portfolio use, among others:

1. Each student has his own portfolio document that contains learning outcomes in each subject or each competency
2. Determine the type of work that needs to be collected / stored.
3. Lecturers give feedbacks containing comments and input to be followed up by students.
4. Students must read lecturers’ notes with their own awareness and follow up on lecturers’ input to improve their work.
5. Lecturers’ feedbacks and improvements by students are dated, so that the progress of student learning progress can be seen.
Chapter IV
Assessment in the Course

A. Definition

The assessment system at UIN Syarif Hidayatullah Jakarta State includes assessment of the process and of student's learning outcomes. The effectiveness of learning can be seen by comparing the entry level with their abilities at the end of the program or its exit level. Furthermore, these results can be used as the basis for mapping the qualifications of graduates from study programs [Prodi].

Based on the results of this mapping, Study Program [Prodi] can provide mentoring or scouting programs if applicable. Students who have not reached the learning completion criteria must take a tutorial and remedial program in accordance with the required standards.

B. Scope

There are three terms that are often used in evaluations, namely tests, measurements, and assessments. The test is one way to estimate a student's ability indirectly, namely through a student's response to a stimulus or question (Djemari Mardapi, 2008: 67). The test is one of the tools to make measurements, namely a tool to collect information on the characteristics of an object. This object can be in the form of students' abilities, attitudes, interests, and motivations. The response of the test participants to a number of questions describes abilities in a particular field. The test is the narrowest part of the evaluation.
Assessment is an inseparable part of the planning and implementation of learning. Ideally, the assessment activities will not only be carried out at the end of the learning process, but continuously and thoroughly can be held at the beginning, in the middle and at the end of the course. Learning activities which carried out, regardless of their name, should be able to change knowledge (cognition, knowledge), attitudes (affections, values, attitudes, morals) and skills (conation / psychomotor / skills) students in a better direction, both in quantity and quality. The assessment of learning processes and results must be carried out by upholding the principles of educative, authentic, objective, accountable, transparent and carried out in an integrated manner.

The assessment is carried out starting from the planning stage, giving assignments or questions, observing performance and returning the results of observations of performance and giving final grades.

C. Form of Assessment

The scoring system used is formative assessment, which is carried out to obtain information used to improve the learning / lecturing process (program delivery), and summative assessment, which is intended to assess the achievement of student learning outcomes. Operationally, the assessment consists of assessment of courses, of semester, of continuing studies feasibility, and of final program. These four assessments are an integrated unit.

D. Instrument

1. The results of the course assessment are uploaded by each lecturer in AIS and are recorded offline in the Score Primary Book [Buku Induk Nilai] by the Study Program [Prodi].

2. The range of assessment results in courses is expressed in the following ranges:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Number</th>
<th>Range of scores</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>80-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60-69</td>
<td>Adequate</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50-59</td>
<td>Failed</td>
</tr>
</tbody>
</table>
3. The results of the assessment are announced to students after one learning phase in accordance with the learning plan.

4. The results of the assessment must be uploaded to the AIS system no later than two weeks after the final semester exam is held.

5. If the results of the assessment are not uploaded within the aforementioned duration, the student will automatically get a B.

6. The results of the assessment of the learning outcomes of graduates in each semester are expressed by the Semester Achievement Index (IPS).

7. The results of the assessment of graduate learning outcomes at the end of the study program are expressed by the Cumulative Grade Point Average (GPA).

8. The semester achievement index (IPS) is calculated by summing the multiplication between the letter values of each course taken and the corresponding credits divided by the number of credits taken in one semester.

Table 3.7. Example of Format for Assessment in Lectures

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The lecturer proposes, conveys, agrees on the stages, techniques, instruments, criteria, indicators and the weight of the assessment between the assessor and those assessed in accordance with the learning plan carried out when the learning contract begin.</td>
</tr>
<tr>
<td>2</td>
<td>For the principle of transparency, lecturers upload scores and other data online into the AIS (Academic Information System) in a timely manner.</td>
</tr>
<tr>
<td>3</td>
<td>Standardized assessment, both for assessing lecturers and for students who are assessed.</td>
</tr>
<tr>
<td>4</td>
<td>Lecturers provide learning motivation to students</td>
</tr>
</tbody>
</table>

**Instructions:** Give a check mark (√) in the "Yes" or "No" column according to the actual situation.
5. Lecturers provide information to students about what has been achieved and what has not been achieved by students

6. Lecturers determine the success rate (score) of students to meet the learning outcomes in each subject

7. Learning assessment is carried out in formative, summative, midterm test and final test

8. Compatibility between Exam and SAP questions

Total

Note: Statements can be changed or added according to the items assessed.

E. Passing Criteria

The success of students in completing each course that has been enrolled is determined by referring to the following provisions:

3.10.2.1 Benchmark of Assessment

The assessment on the students’ completion for each subject is based on the assessment of reference benchmark (PAP - Penilaian Acuan Patokan). With this benchmark, the score of student achievement on objectives / competencies is determined based on predetermined criteria.

3.10.2.2 Component of Assessment

The score of the study completion for each subject is the cumulative result of the task component, midterm test, final semester exam, and other assessment components.

For PPG students, assessment of academic ability includes student activities in group discussions, group or individual work, and peer or micro teaching. Product assessment refers to portfolio documents that contain curriculum, learning implementation plans (RPP) / (SKM / SKH), learning materials, learning media, assessment instruments, and structuring the learning environment.

In general, the PPL assessment component of PPG students consists of the ability of personal and social aspects as well as the ability to package learning devices, carry out teaching practices, and take reflective actions.

3.10.2.3 Final Values
a. The success of students in participating in a course is stated with the final score according to the following guidelines.

F. From the Education Unit

a. The minimum passing mark for D-3 and S-1 levels is D (1.0)
b. The minimum passing mark for Bachelor and Masters level is C (2.0)
c. The minimum passing grade for courses that are considered very decisive for the professional competency of graduates of a program is C (2.0) for D-3 and S-1 levels, and B (3.0) for bachelor and master's level.
d. The minimum score for the course of Field Experience Program (PPL - Program Pengalaman Lapangan) is B (3.0).
e. For students of profession education, the minimum score for workshops and PPL is B (3.0).

3.10.2.5 Failed in the Course

E (failed) is given to students if:

1) the level of mastery of students on learning material is under the minimum mastery that has been determined; and / or
2) students do not meet the requirements of the course without acceptable reasons.
c. The score of E is calculated to determine GPA at the end of the semester.

3.10.2.7 Final Semester Exams (UAS)

To be able to take part in the UAS, students must:

a. be registered as a student in the relevant subject;
b. take lectures in the relevant subject with minimum attendance of 80%; and
  c. not in the state of academic punishment.

For students of profession program, the first semester UAS is in the form of workshop evaluation and the second semester is in the form of evaluation of PPL, with the following conditions:

a. Workshop evaluation includes process and output components; which each is described in Table 11 below. Table 11 - Details of Indicators Evaluating Workshop Activities
G. Assessment Planning

H. Implementation of Assessment

I. Processing, Utilization and Follow-Up of Assessment Results

References


