SEMESTER LESSON PLAN
(RPS)

COURSES	:	Educational Research and Evaluation
COURSES	:	Construction of Measuring Instruments
WEIGHT	:	3 credits
LECTURERS	:	1. Prof.Dr. Gaguk Margono, M.Ed 2. Prof.Dr. Awaluddin Tjalla, M.Pd

POSTGRADUATE
JAKARTA STATE UNIVERSITY
2022

	JAKARTA STATE UNIVERSITY POSTGRADUATE EDUCATIONAL RESEARCH AND EVALUATION STUDY PROGRAM

SEMESTER LESSON PLAN

(RPS)

COURSES	CODE	WEIGHTS (CREDITS)	SEMESTER	TIME	DATE OF DRAFTING
Construction of Measuring Instruments	……..	3 (Three)	6	16 Minggu (September-December 2022)	April 2022
AUTHORIZATION	**Lecturers**		**Reviewer/Quality Assurance**		**□the advantage of Prodi**
	1. Prof.Dr. Gaguk Margono, M.Ed 2. Prof.Dr. Awaluddin Tjalla, M.Pd		……..		……..

DESCRIPTION	In general, this course aims to make students have the ability and skills in developing valid and reliable assessment tools and research instruments to solve educational problems through an interdisciplinary or multidisciplinary approach. Meanwhile, specifically after attending this lecture, students are expected to be able to skillfully compile instrument items, analyze data, interpret them in accordance with research objectives, and be able to communicate and make decisions in the context of solving problems in science development. Learning is held using a student-centered approach, namely *inquiry-based learning* and *project-based learning* with a case-solving method or project-based group learning (*team-based project*).		
GRADUATE LEARNING OUTCOMES (CPL)	CPL	CPMK	SubCPMK
	1. Demonstrate an attitude of responsibility for work in their field of expertise independently (S-1)	1. Analyze the function of instruments in measurement, assessment, evaluation and research of Education.	1. Clearly describe definitions, terms, and concepts in measurement for educational evaluation and research
	2. Have the ability to communicate ideas and research results, make decisions in the context of solving	2. Development of measuring instruments (Instruments) in	2. Analyzing measurement objects within the scope of evaluation and research education

	problems in the development of science (KU-1)	the evaluation and research of Education.	
	3. Have the ability to cooperate, manage, develop and maintain networks with colleagues, colleagues in institutions in accordance with professional ethics (KU-2)	4. Testing, analyzing the quality and standardizing measuring instruments (instruments)	3. Identifying the types and variety of measuring instruments (instruments) of measurement in accordance with the objects measured in the evaluation and research of Education
	5. Able to develop assessment tools and standard instruments to solve educational problems with an interdisciplinary approach based on academic values, norms, and ethics (P-2)	6. Presenting and packaging Instrument Development Results	4. Identify and analyze the types of measurement errors caused by the quality of the measuring instrument (Instrument).
	7. Able to apply PEP science professionally and sustainably through research, development of literacy and numeracy (P-4)		5. Applying Theories and Methods of Development of cognitive domain measurement instruments.
	8. Skilled in making research planning, compiling instrument items, data analysis and interpretation in accordance with research objectives (KK-1)		6. Applying Theories and Methods of Development of affective domain measurement instruments
	9.		7. Applying theories and Methods of Development of Psychomotor domain measurement instruments
	10.		8. Applying Theories and Methods of Development of Performance Measurement Instruments (performance)
	11.		9. Planning and developing expert tests (non-elective) measuring instruments

			(instruments) evaluation and Educational Research
	12.		10. Applying the rater formula to test the validity of non-empirical measuring instruments (instruments) for evaluation and educational research
	13.		11. Planning and applying empirical tests and conducting analysis of measurement items / instruments in education
	14.		12. Develop guidelines using educational evaluation and research measuring instruments
	15.		13. Presenting Instrument Development Processes and results in front of small groups
	16.		14. Packaging reports on the results of the development of the Instrument in the form of journal articles
	17.		15. Packaging instrument development results in a device/Computer Application
Study Materials	**STUDY MATERIALS/ SUBJECT MATTER**	**SUB- STUDY MATERIALS /SUB-SUBJECT MATTER**	
	1. Introduction to Measuring Instrument Construction	1.1. The concept of measurement, assessment and evaluation 1.2. The role of measurement, assessment, and evaluation in improving the quality of education 1.3. Types of data according to the results of their measurements	
	2. Areas (objects) of measurement in educational evaluation and research	2.1 Scope of measurement 2.2 Competence of student learning outcomes	

		2.3 Variables and objects of measurement in the field of educational evaluation and research
	3. The terms of a good instrument and errors in the measurement of education	3.1 Good instrument terms 3.2 The concept of error in the measurement of Education 3.3 Types of measurement errors
	4. Validity, reliability, and objectivity of measurement in education and how to estimate it	4.1 The concept of validity, reliability, and objectivity in the measurement of Education 4.2 Functions of validity, reliability, and objectivity in the measurement of Education 4.3 Types of validity and reliability 4.4 How to estimate validity and reliability
	5. Standard procedure for instrument development	5.1 Basic concepts of instrument development 5.2 Instrument development procedure
	6. Theories and methods of development of cognitive attribute measuring instruments	6.1 The concept of developing instrument measuring instruments for measuring the cognitive realm 6.2 Methods of development of instruments of the cognitive realm
	7 Theories and methods of developing noncognitive attribute measuring instruments	7.1 Concepts and methods of development of instruments for measuring the affective realm 7.2 Concepts and methods of development of instruments for measuring the psychomotor realm 7.3 Concepts and methods of instrument development to measure the realm of performance
	8 Analysis of educational measurement items / instruments	8.1 The concept of analysis of educational measurement items / instruments 8.2 Measurement item analysis techniques in education
	9 Standardization of measuring instruments in the measurement of piercing	9.1 The concept of standardization of measurements 9.2 Procedures and mechanisms of standardization of measurements in education
	10 Development of instrument use guidelines	10.1 The concept of measurement instrument guidelines 10.2 Strategies for developing measurement instrument guidelines
	11 Interpretation and utilization of measurement results in education	11.1 Interpretation and utilization of measurement results in Education 11.2 Follow-up and utilization of measurement results in education

	12 Analyzing measurements in education and national education policy	12.1 Concepts in education and national education policy 12.2 Measurement procedures in education and national education policy
LEARNING ACTIVITIES	Pendekatan	*Student centered learning..*
	Methods/strategies	Lectures, questions and answers, discussions, *assignments, cased methods, project based learning.*
	Fashionactually	Online *learning: Synchronous and Asynchronous models.*
	Assignment	Reviewing journals, constructing measuring instruments, creating articles, presentations
VALUATION	Methods/techniques	Written exams, Performance Appraisal, Product Appraisal, Attitude Assessment.
	Instrument	Writing questions and Rubrics *(Rubrics).*
REFERENCE	Main	1. Gronlund, Norman E. (1993). Constructing achievement tests. London: Prentice-Hall International, Inc. 2. Kubiszyn, Tom., & Borich, Gary. (2007). Educational testing and measurement: Classroom application and practice. Seventh Edition. Third Avenue, New York: John Wiley & Sons. 3. Osterlind, Steven J. (2010). Modern measurement: Theory, principles, and applications of mental appraisal. Second Edition. Boston: Pearson. 4. Reynolds, Cecil R., Livingston, Ronald B., & Willson, Victor. (2010). Measurement and assessment in education. Second Edition. New Jersey: Pearson Education International. 5. Moore, B., Stanly, T. (2010). Critical thinking and formative assessments. Larchmount, NY: Eye On Education, Inc.
	Supporter	1. Aiken, Lewis R. (1998). Rating scales and checklists: Evaluating behaviour personality and attitudes. New York: John Wiley & Sons, Inc. 2. Anita J. Harrow. (1972). A taxonomy of the psychomotor domain: A guide for developing behavioral objectives. New York: McKay Co. 3. Benjamin S. Bloom (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, Cognitive Domain. New York: Longmans, Green & Co.

4. Biemer, Paul P., Groves, Robert M., Lyberg, Lars E., Mathiowetz, Nancy A., dan Sudman, Seymour. (1991). Measurement errors in surveys. New York: John Wiley & Sons, Inc.
5. Cohen, Ronald Jay., & Swerdlik, Mark E. (2010). Psychological testing and assessment: An introduction to tests and measurement. Seventh Edition. New York: McGraw-Hill Companies, Inc.
6. David R. Krathwohl, Benyamin Bloom, et. Al. (1999). Taxonomy of educational objectives: Hand books 2, affective domain. New York: John Wiley & Sons, Inc.
7. Edi Istiyono. (2020). Development of Instruments for Assessment and Analysis of Physics Learning Outcomes with Classical and Modern Test Theory. Yogyakarta: UNY Press.
8. Edwards, Allen L. (1957). Techniques of attitude scale construction. New York: Appleton-Century-Croffts, Inc.
9. Gronlund, Norman E. (2012). Measurement and evaluation in teaching. Seventh Edition. New York: Macmillan Publishing Company.
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11. Hambleton, Ronald K., Swaminathan, H., & Rogers, Jane H. (1991). Fundamental of item response theory. Newbury, California: SAGE Publication, Inc.
12. Kerlinger, Fred N. (1986). Foundations of behavioural research. Third Edition. New York: Holt, Rinehart and Winston, Inc.
13. Linn, R.L., & Burton, E. (1994). Performance-Based assessment: Implications of task specificity. Educational measurement: Issues and practice, 13 (1), 15, 5-8.
14. Linn, Robert L., & Miller, David M. (2005). Measurement and assessment in teaching. Ninth Edition. New Jersey: Pearson Education, Inc.
15. Lorin W. Anderson , David R. Kranthwohl. (2000). A taxonomy for learning, teaching, and assessing a revision of bloom's taxonomy of educational objectives.
16. Maio, Gregory R., & Haddock, Geoffrey. (2010). The psychology of attitudes and attitude change. New Delhi: SAGE Publications, India Pvt Ltd.
17. Nitko, Anthony J. (1996). Educational assessment of students. Ohio: Merril, Englewood Cliffs.
18. Oppenheim, A.N. (1966). Questionnaire design and attitude measurement. New York: Basic Books, Inc., Publishers.
19. Saifuddin Azwar. (2013). Validity and reliability. Yogyakarta: Student Library.
20. Salkind, N.J. (2013). Test & measurement for people who hate test & measurement. California: SAGE Publication, Inc.
21. Sax, G. (1980). Principles of educational and psychological measurement and evaluation(2nd ed.). San Francisco, CA: Wadsworth Publishing Co.

		22. Soeprijanto. (2010). Performance measurement, vocational practice teachers, concepts and instrument development. Jakarta: CV. Tursina. 23. Sumadi Suryabrata. (2000). Development of psychological measuring instruments. Yogyakarta: Andi Offset. 24. Thorndike, Robert M., Cunningham, George K., Thorndike, Robert L., & Hagen, Elisabeth P. (1991). Measurement and evaluation in psychology and education. Fifth Edition. Third Avenue. New York: Macmillan Publishing Company. 25. W. James Popham. (2008). Classroom Assessment: What teachers need to Know. Los Angeles, CA: Allyn and Bacon. 26. William Wiersma, Stephen G. Jurs. (1990). Educational measurement and testing. New York: Allyn & Bacon. 27. Willson, V; Livingston, R.B.; Reynold, C.R., (2008). Measurement and assessment in education. Wasington, DC: Pearson
MATA COLLEGE TERMS	…….	

DETAILS OF THE ACTIVITY PLAN								
Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
1	Clearly describe definitions, terms, and concepts in measurement for educational evaluation and research	Introduction to Measuring Instrument Construction	After studying the material students can: 1.1 describe the definition of measurement 1.2 distinguishing measurement, assessment, and evaluation terms	Virtual face-to-face via *zoom meeting:* Introductory discussion of psychology.	• Looking for references. • Read/dive into references. • make a concise paper.	TM: 2x100 BT: 2x120 BM: 2x120	• Book • Reading text • Power point	

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Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
				Lecturers facilitate / straighten out discussions carried out by students				
2	Analyzing measurement objects within the scope of evaluation and research of education Identifying the types and variety of measuring instruments (instruments) of measurement in accordance with the objects	Areas (objects) of measurement in educational evaluation and research	After studying the material students can: 2.1 identify measuring objects in educational evaluation and research	Virtual face-to-face via *zoom meeting:* Introductory discussion of psychology. Lecturers facilitate / straighten out discussions carried out by students	• Looking for references. • Read/dive into references. • make a concise paper.	TM: 2x100 BT: 2x120 BM: 2x120.	• Book • Reading text • Power point	**Assignment:** 1. Analyzing the differences between cognitive and noncognitive measuring instruments 2. Presenting the findings of his group **Assessment:** Assessment using rubrics

DETAILS OF THE ACTIVITY PLAN								
Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
	measured in the evaluation and research of Education							
3	Identify and analyze the types of measurement errors caused by the quality of the measuring instrument (Instrument).	The terms of a good instrument and errors in the measurement of education	After studying the material mahasiswa can: 3.1 explain the requirements of a good instrument 3.2 analyzing errors in the measurement of education	Virtual face-to-face via *zoom meeting:* Introductory discussion of psychology. Lecturers facilitate / straighten out discussions carried out by students	• Looking for references. • Read/dive into references. • make a concise paper.	TM: 2x100 BT: 2x120 BM: 2x120.	• Book • Reading text • Power point	
4	Applying the rater formula to test the	Validity, reliability, and objectivity of measurement in	After studying the material students can:	Virtual face-to-face via	• Looking for	TM: 2x100	• Book • Reading text	**Assignment:** 1. Constructing cognitive measuring instruments

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Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
	validity of non-empirical measuring instruments (instruments) for evaluation and educational research Planning and applying empirical tests and conducting analysis of measurement items / instruments in education	education and how to estimate it	1.1 describes the validity, reliability, and objectivity of measurements 1.2 applying formulas for estimating validity and reliability	*zoom meeting:* Introductory discussion of psychology. Lecturers facilitate / straighten out discussions carried out by students	references. • Read/dive into referents • make a concise paper.	BT: 2x120 BM: 2x120.	• Power point	2. Constructing cognitive measuring instruments **Assessment:** Assessment using rubrics
5	Planning and developing expert test (non-empirical) measuring instruments	Standard procedure for instrument development	After studying the material students can: 5.1 implementing standard instrument development procedures	Virtual face-to-face via *zoom meeting:*	• Looking for references. • Read/dive into	TM: 2x100 BT: 2x120 BM:	• Book • Reading text • Power point	

DETAILS OF THE ACTIVITY PLAN								
Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
	(instruments) evaluation and educational research			Introductory discussion of psychology. Lecturers facilitate / straighten out discussions carried out by students	references. • make a concise paper.	2x120.		
6	Applying Theories and Methods of Developing cognitive domain measurement instruments	Theories and methods of development of cognitive attribute measuring instruments	After studying the material students can: 6.1 explains the theory and methods of developing cognitive attribute measuring instruments 6.2 applying theories and methods of developing cognitive attribute measuring instruments	Virtual face-to-face via *zoom meeting:* Introductory discussion of psychology.	• Looking for references. • Read/dive into references. • make a concise paper.	TM: 2x100 BT: 2x120 BM: 2x120.	• Book • Reading text • Power point	

DETAILS OF THE ACTIVITY PLAN								
Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
				Lecturers facilitate / straighten out discussions carried out by students				
7	Applying Theories and Methods of Developing affective realm measurement instruments	Theories and methods of developing noncognitive attribute measuring instruments	After studying the material mahasiswa can: 7.1 explains the theory and methods of developing affective attribute measuring instruments 7.2 applying theories and methods of developing affective attribute measuring instruments	Virtual face-to-face via *zoom meeting:* Introductory discussion of psychology. Lecturers facilitate / straighten out discussions carried out by students	• Looking for references. • Read/dive into references. • make a concise paper.	TM: 2x100 BT: 2x120 BM: 2x120.	• Book • Reading text • Power point	

DETAILS OF THE ACTIVITY PLAN								
Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
8	UAS							
9-10	Applying Theories and Methods of Developing Psychomotor measurement instruments Applying Theories and Methods of Developing Performance Measurement Instruments (*performance*)	Theories and methods of developing noncognitive attribute measuring instruments	After studying the material students can: 10 explains the theory and methods of developing measuring instruments of psychomotor attributes 10.1 applying theories and methods of developing measuring instruments of psychomotor attributes 10.1 Explain the theory and methods of developing performance attribute measuring *instruments (performance*) 10.2 Applying theories and methods of developing performance attribute measuring *instruments (performance*)	Virtual face-to-face via *zoom meeting:* Introductory discussion of psychology. Lecturers facilitate / straighten out discussions carried out by students	• Looking for references. • Read/dive into references. • make a concise paper.	TM: 4x100 BT: 4x120 BM: 4x120.	• Book • Reading text • Power point	
11	Planning and implementing empiric tests	Analysis of educational	After studying the material students can:	Virtual face-to-face via	• Looking for	TM: 2x100	• Book • Reading text	**Assignment:** 1. Creating scientific articles

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Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
	and conducting analysis of measurement items / instruments in education	measurement items/instruments	11.1 analyze measurement items / instruments in Education	*zoom meeting:* Introductory discussion of psychology. Lecturers facilitate / straighten out discussions carried out by students	references. • Read/dive into references. • make a concise paper.	BT: 2x120 BM: 2x120.	• Power point	2. Submitting scientific articles to related journals **Assessment:** Assessment using rubrics
12	Planning and applying empirical tests and conducting analysis of measurement items / instruments in education	Standardization of measuring instruments in the measurement of piercing	After studying the material students can: 12.1 standardizing measuring instruments in education measurements	Virtual face-to-face via *zoom meeting:* Introductory discussion	• Looking for references. • Read/dive into references.	TM: 2x100 BT: 2x120 BM: 2x120.	• Book • Reading text • Power point	

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Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
				of psychology. Lecturers facilitate / straighten out discussions carried out by students	• make a concise paper.			
13	Develop guidelines using educational evaluation and research measuring instruments	Development of instrument use guidelines	After studying the material students can: 13.1 develop instrument use guidelines	Virtual face-to-face via *zoom meeting:* Introductory discussion of psychology. Lecturers facilitate / straighten out	• Looking for references. • Read/dive into references. • make a concise paper.	TM: 2x100 BT: 2x120 BM: 2x120.	• Book • Reading text • Power point	

DETAILS OF THE ACTIVITY PLAN								
Week Upon-	**Learning Outcomes (Sub-CPMK)**	**Material (Study Material)**	**Success Indicators**	**Forms of Learning, Learning Methods, Estimatorsan**		**Time Allocation**	**Source/Media**	**Assessments/Assignments**
				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
				discussions carried out by students				
14	Presenting Instrument Development Processes and results in front of small groups	Interpretation and utilization of measurement results in education	After studying the material students can: 14.1 interpreting measurement results 14.2 utilizing measurement results in the field of education	Virtual face-to-face via *zoom meeting:* Introductory discussion of psychology. Lecturers facilitate / straighten out discussions carried out by students	• Looking for references. • Read/dive into references. • make a concise paper.	TM: 2x100 BT: 2x120 BM: 2x120.	• Book • Reading text • Power point	
15	Presenting Instrument Development	Dissemination of instrument development results	After studying the material students can:	Virtual face-to-face via	• Looking for	TM: 2x100	• Book • Reading text	

DETAILS OF THE ACTIVITY PLAN								
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				Synch.	**Asynch.**			
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
	Processes and results in front of small groups Packaging reports on the results of the development of the Instrument in the form of journal articles		15.1 disseminate the results of instrument development	*zoom meeting:* Introductory discussion of psychology. Lecturers facilitate / straighten out discussions carried out by students	references. • Read/dive into references. • make a concise paper.	BT: 2x120 BM: 2x120.	• Power point	
16	**UAS**							

ATTACHMENT

- **Task Hints**. If there is an assignment, let alone a task in the form of a project, then it is recommended that there are task instructions so that it is clear to students.

- Assignment, presentation, or attitude assessment scale/rubric

WEIGHT OF ASSESSMENT

COMPONENT	WEIGHTS (%)
Task-1 *(case based)*	20
Task-2 *(project based 1)*	25
UTS	25
UAS *(project based)*	30

GRADUATION KITERIA

MASTERY RATE (%)	LETTER	NUMBER	INFORMATION
86 – 100	A	4	Pass
81 - 85	A-	3,7	Pass
76 - 80	B+	3,3	Pass
71 - 75	B	3,0	Pass
66 - 70	B-	2,7	Haven't Graduated Yet
61 - 65	C+	2,3	Haven't Graduated Yet
56 - 60	C	2,0	Haven't Graduated Yet
51 - 55	C-	1,7	Haven't Graduated Yet
46 – 50	D	1	Haven't Graduated Yet
0 – 45	And	0	Haven't Graduated Yet

CASE BASED LEARNING TASK INSTRUCTIONS **1**

Courses	:	Measuring Instrument Construction
Semester	:	Complete
Credits	:	3 credits
Tasks to	:	1 (one)
Purpose of the task	:	Students can: 1. Analyzing the differences between cognitive and noncognitive measuring instruments 2. Presenting the findings of his group
Task Execution Time	:	2nd Meeting
Task submission time	:	4th Meeting
Job description	:	Here are the stages of working on the 1st task: 1. Form a group with 4 – 5 members 2. Students are looking for 5 journal articles on the construction of cognitive measuring instruments and 5 articles of journals of construction of cognitive measuring instruments 3. Analyze and compile each journal 4. Make a report on the differences in the construction of cognitive measuring instruments and noncognitive measuring instruments 5. Presenting the findings of his group
Assessment criteria	:	Use rubric sheets as a tool for assessment. The points obtained depend on the completeness and quality of what is done. The range of values to be obtained is 0 – 100

PROJECT BASED LEARNING TASK INSTRUCTIONS 1

Courses	:	Measuring Instrument Construction
Semester	:	Complete
Credits	:	3 credits
Tasks to	:	1 (one)
Purpose of the task	:	Students can: 1. Constructing cognitive measuring instruments 2. Constructing cognitive measuring instruments
Task Execution Time	:	4th Meeting
Task submission time	:	11th meeting
Job description	:	Here are the stages of working on the 2nd task: 1. specifies the attribute to be measured 2. search for the appropriate theory for the selected attribute/variable 3. concretestruck instruments according to the steps of their manufacture 4. create a report
Assessment criteria	:	Use rubric sheets as a tool for assessment. The points obtained depend on the completeness and quality of what is done. The range of values to be obtained is 0 – 100

PROJECT BASED LEARNING TASK INSTRUCTIONS 2

Courses	:	Measuring Instrument Construction
Semester	:	Complete
Credits	:	3 credits
Tasks to	:	1 (one)
Purpose of the task	:	Students can: 1. Creating scientific articles 2. Submitting scientific articles to related journals
Task Execution Time	:	11th meeting
Task submission time	:	16th meeting
Job description	:	Here are the stages of working on the 3rd task: 1. Createa scientific article based on the construction report of the measuring instrument made 2. Chooseа journal that is relevant to the discussion (at least Sinta 4) 3. Mensubmit articles
Assessment criteria	:	Use rubric sheets as a tool for assessment. The points obtained depend on the completeness and quality of what is done. The range of values to be obtained is 0 – 100

ASSESSMENT SHEET
PRESENTATION

Study program : ....
Courses : .....
Semester : ……
Student name: .....
Assignment/product : presentation in a class discussion
Assessment date : .....

No	Assessed aspects	Weight (%)	Shoes (1-5)	Value (bobotxskor)
1	Communication skills	15		
2	Mastery of the material	30		
3	Ability to answer questions	20		
4	Media use	20		
5	Attitude/Personality (look/spirit/hospitality/cooperation	15		
Sum		100		
Average value (end)				

Information:
1= very lacking
2= less
3= enough
4= good
5= excellent

Jakarta..... .....
Assessment

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ASSESSMENT SHEET
WORKS

Study program : ....
Courses : .....
Semester : .....
Student name: .....
Tasks/products : .....
Assessment date :

No	Assessed aspects	Weight (%)	Shoes (1-5)	Value (bobotxskor)
1	Use of references/sources	10		
2	Theory support (relevance of theory)	10		
3	Comprehensive review (various perspectives)	10		
4	Originality of the work	15		
5	Novelty/innovation	20		
6	Practicality (ease of use)	15		
7	Product expediency/effectiveness	20		
Sum		100		
Average value (end)				

Information:
1= very lacking
2= less
3= enough
4= good
5= excellent

Jakarta..... .....
Assessment

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ASSESSMENT SHEET
ATTITUDES/PERSONALITIES

Study program : ....
Courses : .....
Semester : ……
Student name: .....
Tasks/products : .....
Assessment date :

No	Assessed aspects	VALUE (1-5)
1	Notability/participation	
2	Honesty	
3	Discipline	
4	Tangung jawab	
5	Collaborate	
AVERAGE VALUE		

Information:
1= very lacking
2= less
3= enough
4= good
5= excellent

Jakarta..... .....
Assessment

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