



**FAKULTI PENGAJIAN PENDIDIKAN**  
*FACULTY OF EDUCATIONAL STUDIES*

Our Ref: UPM.FPP.100-/1/2  
Date: 04<sup>th</sup> March 2022

Professor Dr. Badrun Kartowagiran  
Head of Educational Research and Evaluation Department  
Graduate School, Universitas Negeri Jogjakarta  
Jalan Colombo No. 1, Karangmalang  
Yogyakarta, Indonesia 55281

Dear Professor Dr. Badrun,

**2022 COOPERATION PLAN WITH GRADUATE SCHOOL, UNIVERSITAS NEGERI YOGYAKARTA (UNY), INDONESIA**

With reference to your letter Ref. No. 028/S3-PEP/II/2022 dated February 27, 2022, I would like to convey my highest appreciation on the collaboration we have made since 2018.

Pertaining to cooperation plan for 2022 listed in your letter, the management has decided to list details of the cooperation below:

1. The Visiting Professor Program

The course involve in this program is Assessment in Instruction Course (CNI5003). To fulfil the requirement of UPM postgraduate students enroll in this course, students are required to register CNI5003 and complete the fourteen (14) weeks of meetings during the semester. The appointed lecturer from UNY is recommended to choose eight (8) topics from the attached course outline, to complete the Visiting Professor program. The facilitator appointed from the faculty to assist the UNY lecturer in the program is Dr. Siti Salina Mustakim.

2. Academic Discussion Activity

Two Keynote Speakers recommended from the faculty in this activity are:

- i. Assoc. Prof. Dr. Soaib Asimiran  
Dean, FPP UPM  
Field of expertise: Policy and Governors
- ii. Assoc. Prof. Dr. Tajularipin Sulaiman  
Director of Sports Academy, UPM  
Field of expertise: Educational Evaluation

3. Letter of Joint Research between UNY and UPM held in 2021

I was informed by Assoc. Prof. Dr. Tajularipin Sulaiman and Dr. Siti Salina Mustakim that the 2021 collaboration research was administered successfully. Thank you for opportunities given to the faculty academic members as one of the co-researchers in your research grant. With regards to the letter you requested, I am honored to inform that I will produce a letter of funding which is related to their research expertise.

4. Appointment as Co-Researcher in the International Research Grant from UNY

Dr. Siti Salina has been collaborating with UNY since 2018, and I believe she is well-versed with the system of doing international collaboration with UNY. Thank you for choosing her again for 2022 research grant collaboration.

For further information or queries, please do not hesitate to contact me. We look forward to collaborating with you!

**“WAWASAN KEMAKMURAN BERSAMA 2030”**

**“WITH KNOWLEDGE WE SERVE”**

Yours sincerely,



**ASSOC. PROF. DR. SOAIB ASIMIRAN**

Dean, Faculty of Educational Studies

Universiti Putra Malaysia

Cc Deputy Dean (Graduate Studies and International)  
Deputy Dean (Research, Innovation and Funding)  
Head of Department of Foundations of Education  
Deputy Registrar, Faculty of Educational Studies  
Assoc. Prof. Dr. Tajularipin Sulaiman  
Dr. Siti Salina Mustakim

<b>NAMA KURSUS</b> <b>COURSE NAME</b>	: PENTAKSIRAN DALAM PENGAJARAN <i>Assessment in Instruction</i>
<b>KOD KURSUS</b> <b>COURSE CODE</b>	: CNI5003
<b>KREDIT</b> <b>CREDIT</b>	: 3(3+0)
<b>JUMLAH JAM</b> <b>PEMBELAJARAN</b> <b>PELAJAR</b> <b>NUMBER OF</b> <b>HOURS OF</b> <b>STUDENT</b> <b>LEARNING</b>	: 120
<b>PRASYARAT</b> <b>PRE-REQUISITE</b>	: Tiada No
<b>HASIL</b> <b>PEMBELAJARAN</b> <b>LEARNING</b> <b>OUTCOMES</b>	: Pelajar dapat: Students get: 1. menganalisis kesesuaian pendekatan pentaksiran tertentu berkaitan objektif dan hasil pembelajaran (C4). <i>analyze the suitability of certain assessment approaches relating to objectives and learning outcomes (C4).</i> 2. menilai suatu rancangan pentaksiran lengkap untuk tujuan pendidikan spesifik di peringkat pendidikan tertentu (C5, CTPS). <i>evaluate a complete assessment plan for specific educational purposes at a certain educational level (C5, CTPS).</i> 3. membina suatu rancangan pentaksiran yang lengkap untuk suatu tempoh panjang di peringkat pendidikan tertentu (A5, EM). <i>build a complete assessment plan for a long period of time at a certain educational level (A5, EM).</i>
<b>SINOPSIS</b> <b>SYNOPSIS</b>	: Kursus ini meliputi pelbagai aspek tentang pentaksiran dan penilaian pendidikan dengan memeriksa penggunaan pelbagai pendekatan, model, kaedah yang bersesuaian untuk tujuan tertentu berkaitan dimensi pembelajaran, kurikula dan konteks polisi tertentu.  <i>(This course covers multiple aspects of assessment and evaluation in education whilst examining the use of different approaches, models and methods which are deemed appropriate for certain purposes in relation to particular learning dimensions, curricula and policy contexts.)</i>

**KANDUNGAN KURSUS**  
**COURSE CONTENT**

**KULIAH**  
**LECTURE**

Jam  
Pembelajaran  
Bersemuka  
Face to Face  
Learning  
Hours

- : 1. Pengukuran, Pengujian, Pentaksiran, Penilaian  
*Measurement, Testing, Assessment, Evaluation*  
- Konsep  
*Concept*  
- Prinsip

6

- *Principles*
- Matlamat Pendidikan  
*Educational Goals*
- Panduan Etika  
*Ethics Guide*
- Dimensi pembelajaran  
*Learning Dimensions*
- Kurikulum  
*Curriculum*
- Dasar kebangsaan  
*National Policy*

2. Jenis pengujian, pentaksiran, penilaian dalam Pendidikan

6

- Types of testing, assessment, dan evaluation in education*
- Sumatif  
*Summative*
  - Formatif  
*Formative*
  - Rujukan kriteria  
*Criterion Reference*
  - Rujukan norma  
*Norms Reference*
  - Diagnostik, penempatan, ramalan  
*Diagnostic, Placement, Prediction*
  - Pentaksiran mengenai, untuk dan sebagai pembelajaran  
*Assessment of, for, and as learning*

- |    |  |   |
|----|--|---|
| 3. | Pelaksanaan pengujian, pentaksiran, penilaian<br><i>Implementation of testing, assessment, evaluation</i><br>- Kesahan<br><i>Validity</i><br>- Kebolehpercayaan<br><i>Reliability</i><br>- Kebolehtadbiran<br><i>Accessibility</i><br>- Pentafsiran<br><i>Interpreting</i><br>- Kurikulum holistik dan bersepadu<br><i>Holistic and Integrated Curriculum</i><br>- Profail dalam dan melintang kursus serta program<br><i>Profile in and cross courses with programs</i><br>- Skor standard dan korelasi Pearson<br><i>Standard score and Pearson Correlation</i><br>- Item Analisis<br><i>Analysis Item</i> | 6 |
| 4. | Pentaksiran Hasil Pembelajaran<br><i>Assessment of Learning Outcomes</i><br>- Pentaksiran bersepadu<br><i>Integrated Assessment</i><br>- Holistik, seimbang dan berciri keusahawanan<br><i>Holistic, balanced, and entrepreneurial</i><br>- Pencapaian<br><i>Achievements</i><br>- Pengetahuan<br><i>Knowledge</i><br>- Kemahiran meta-kognitif<br><i>Meta-cognitive skills</i><br>- Kemahiran Praktikal<br><i>Practical skills</i><br>- Kemahiran Penyelesaian Masalah dan Kemahiran Sainifik<br><i>Problem solving skills and scientific skills</i>  | 6 |
| 5. | Pentaksiran Prestasi<br><i>Performance Assessment</i><br>- Kemahiran dan Tanggungjawab Sosial<br><i>Social Skills and Responsibility</i><br>- Kemahiran Berkomunikasi, Kepimpinandan Kerja Berpasukan<br><i>Communication Skills, Leadership and Teamwork</i><br>- Kemahiran Pengurusan Maklumat<br><i>Information Management Skills</i><br>- Kemahiran Mengurus dan Keusahawanan<br><i>Management skills and entrepreneurial skills</i>   | 3 |
| 6. | Model pentaksiran dalam pendidikan pada era awal<br><i>Assessment model in the early era of education</i><br>- Model Tyler<br><i>Tyler Model</i><br>- Model Stufflebeam  | 3 |

*Stufflebeam Model*

- Perbandingan pendekatan  
*Comparisons of approaches*

7. Model pentaksiran dalam pendidikan eralanjutan 3  
*Assessment model in the advanced era of education*
  - Model Kirkpatrick  
*Kirkpatrick Model*
  - Model Scriven  
*Scriven Model*
  - Model Logik  
*Logic Model*
8. Penilaian pendidikan berdasarkan perspektif 3  
dominan pada era awal  
*Educational evaluation based on the perspective of early era*
  - Orientasi-objektif  
*Objective oriented*
  - Orientasi-pengurusan  
*Management oriented*
  - Perbandingan pendekatan  
*Comparisons of approaches*
9. Penilaian pendidikan berdasarkan pelbagai 3  
perspektif pada era lanjutan  
*Assessment of education based on various perspectives in the advanced era*
  - Orientasi-konsumer  
*Consumer oriented*
  - Orientasi-kepakaran  
*Expert oriented*
  - Orientasi-naturalistik.  
*Naturalistic oriented*
10. Rancangan pentaksiran berkaitan tujuan 3  
pendidikan spesifik  
*Assessment plans related to specific educational purposes*
  - Hasil/ impak program pendidikan  
*Results/impact of educational programs*
  - Membina rancangan pentaksiran  
*Developing assessment plans*
  - Menilai rancangan pentaksiran  
*Evaluate assessment plans*
  - Penulisan laporan  
*Report writing*

**Jumlah  
Total**

42

**PENILAIAN  
EVALUATION**

:

Kerja kursus                      70%  
*Coursework*  
Peperiksaan Akhir                30%  
*Final Examination*

**RUJUKAN  
REFERENCES**

:

1. Christodoulou, D. (2017). *Making Good Progress? The Future of Assessment for Learning*. Oxford: Oxford University Press.
2. Griffin, P. & Care, E. (Eds.) (2016). *Assessment and Teaching of 21<sup>st</sup> Century skills: Methods and Approach (Educational Assessment in an Information Age)*. Dordrecht: Springer.
3. Peacock, A. (2016) *Assessment for Learning without Limits*. London: Open University Press.
4. Spaulding, D. T. (2014) *Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis. (2<sup>nd</sup> Revised Edition)*. San Francisco: John Wiley & Sons.
5. William, D. (2016) *Leadership for Teacher Learning: Creating a Culture Where All Teachers Improve So That All Learners Succeed*. London: Learning Sciences International.