



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences
S1 Sports Coaching Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																																																																
Teaching Planning	8520202160	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 17, 2024																																																																																																																																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																																																																	
	Prof. Dr. I Made Sriundy M., M. Pd.		Prof. Dr. I Made Sriundy M., M. Pd.			Dr. Or. Muhammad, S.Pd., M.Pd.																																																																																																																																																	
Learning model	Project Based Learning																																																																																																																																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																																																						
	Program Objectives (PO)																																																																																																																																																						
	PO - 1	Ability to develop teaching plans for PJOK subjects in all types and levels of education																																																																																																																																																					
	PO - 2	Ability to prepare Syllabus, RPP/GBRP/SAP for PJOK subjects in all types and levels of education																																																																																																																																																					
	PO - 3	Ability to understand the existence, role and function of PJOK in the KTSP curriculum																																																																																																																																																					
	PO - 4	Ability to understand the position, role and function of PJOK in the K-13 curriculum																																																																																																																																																					
	PO - 5	Ability to plan Physical Education teaching activities at all types and levels of education																																																																																																																																																					
	PO - 6	Ability to prepare an operational curriculum for PJOK subjects for training schools (selected by students themselves) by considering at least the school's vision and mission, student characteristics, school potential, supporting infrastructure and community expectations																																																																																																																																																					
	PLO-PO Matrix																																																																																																																																																						
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																✓	PO-2														✓			PO-3																	PO-4																	PO-5																	PO-6																
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Short Course Description	Understanding and mastery of instructional systems and principles, instructional development models, identification of instructional needs, curriculum structure, setting PJOK teaching objectives, identifying and determining teaching materials and writing subject matter and sub-subject matter, identifying, establishing instructional strategies, developing syllabus, development of RPP/GBRP/SAP.																																																																																																																																																						

References		Main :					
		<ol style="list-style-type: none"> 1. Sriundy M, I Made. 2010. Pengantar Perencanaan Pengajaran: Aplikasi pada Penjasorkes . Surabaya: Unesa University Press. 2. Ibrahim R., Nana Syaodih S.2003. Perencanaan Pengajaran. Jakarta: PT. Rineka Cipta. 3. Mulyasa, E.2006. Kurikulum Tingkat Satuan Pendidikan: Suatu Panduan Praktis. Bandung: Penerbit PT. Remaja Rosdakarya. 4. Peraturan Pemerintah RI Nomor 19 Tahun 2005. 2008. Tentang Standar Nasional Pendidikan . Jakarta: Penerbit Asa Mandiri. 5. Permendiknas RI Nomor 22 Tahun 2006. 2008. Tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah . Jakarta: Penerbit Asa Mandiri. 6. Permendiknas RI Nomor 23 Tahun 2006. 2008. Tentang Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Penerbit Asa Mandiri. 7. Permendiknas RI Nomor 24 Tahun 2006. 2008. Tentang Pelaksanaan Permendiknas Nomor 22 dan 23 Tahun 2006 . Jakarta: Penerbit Asa Mandiri. 8. Permendiknas RI Nomor 6 Tahun 2007. 2007. Perubahan Perubahan Permendiknas RI Nomor 22 dan 23 Tahun 2006. Jakarta: Penerbit Asa Mandiri. 9. Soenarya E. .2000. Teori Perencanaan Pendidikan: Berdasarkan Pendekatan Sistem. Yogyakarta: Penerbit Adcita Karya Nusa. 10. Suparman Atwi. 1991. Desain Instruksional. Jakarta: Proyek Pengembangan Pusat Antar Universitas/IUC (Bank Dunia XII) Dirjendikti. 11. Undang-undang RI Nomor 20 Tahun 2003. 2008. Tentang Sistem Pendidikan Nasional. Jakarta: Penerbit Asa 					
		Supporters:					
Supporting lecturer		Prof. Dr. I Made Sri Undy Mahardika, M.Pd. Dr. Or. Muhammad, S.Pd., M.Pd. Mohammad Faruk, S.Pd., M.Kes. Muhammad Asrul Sidik, M.Pd.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can explain at least 80% correctly about: a. Instructional system b. Instructional components c. Instructional Principles d. Instructional system e. Logical steps of instructional development	Mastering: 1) Instruction as a system 2) Instructional components 3) Instructional principles 4) Instructional systems 5) Logical steps of instructional development	Criteria: understand the instructional system Form of Assessment : Participatory Activities	lecture, discussion, question and answer 2 X 50		Material: Instructional system Reader: Sriundy M, I Made. 2010. <i>Introduction to Teaching Planning: Application to Physical Education.</i> Surabaya: Unesa University Press.	5%
2	Students will be able to explain at least 80% correctly about: a. Instructional development model. b. Instructional development models	Mastering: 1) Instructional development model 2) SAFE model 3) Michigan State University model 4) Minerva model 5) TRS model BIDS model	Criteria: understand the instructional model Form of Assessment : Participatory Activities	lecture, discussion, question and answer 2 X 50		Material: SAFE Model Reference: Sriundy M, I Made. 2010. <i>Introduction to Teaching Planning: Application to Physical Education.</i> Surabaya: Unesa University Press.	7%

3	Students will be able to explain at least 80% correctly about: a. Comparison of instructional development models b. Davis model c. Selection of the best model	Mastering: 1) Differences in problem definition in each model 2) Differences in needs analysis in each model 3) Differences in evaluation in each model 4) Determination of instructional systems in each model	Criteria: able to analyze instructional models in research journals Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, assignments 2 X 50		Material: instructional development model References: <i>Sriundy M, I Made. 2010. Introduction to Teaching Planning: Application to Physical Education. Surabaya: Unesa University Press.</i>	20%
4	Students will be able to explain and write correctly at least 80% about: a. Identify PJOK teaching needs b. Formulate PJOK teaching objectives c. Technique for identifying initial behavior and character of students d. SK/KI preparation techniques as a general objective of teaching PJOK e. Technique for compiling KD as a special goal for PJOK	Have the ability to: 1) Identify instructional needs 2) identify PJOK teaching objectives 3) Analyze instructional 4) identify initial behavior and character of students 5) Understand the relationship between general instructional objectives (SK/KI) and instructional content. Writing specific instructional objectives (KD)	Criteria: Able to analyze and identify instructional needs identification models in various journals Form of Assessment : Participatory Activities	lecture, discussion, question and answer, assignment 2 X 50		Material: identification of PJOK needs Reader: <i>Sriundy M, I Made. 2010. Introduction to Teaching Planning: Application to Physical Education. Surabaya: Unesa University Press.</i>	20%
5	Students will be able to explain at least 80% correctly about: a. Curriculum structure b. Main topics and sub-topics	Have the ability to: 1) Understand the structure of the elementary, middle and high school curriculum 2) Write the main points of PJOK 3) Write sub-topics of PJOK 4) Main topics and sub-topics of PJOK 5) Competency standards and basic competencies 6) Writing descriptions of PJOK subjects 7) estimating study time Writing library sources	Criteria: able to analyze the curriculum structure and teaching of PJOK in various sources	Lectures, Questions and Answers, Discussions, Assignments 2 X 50		Material: curriculum structure References: <i>Sriundy M, I Made. 2010. Introduction to Teaching Planning: Application to Physical Education. Surabaya: Unesa University Press.</i>	20%

6	Students will be able to explain at least 80% correctly about: a. Curriculum structure b. Main topics and sub-topics	Have the ability to: 1) Understand the structure of the elementary, middle and high school curriculum 2) Write the main points of PJOK 3) Write sub-topics of PJOK 4) Main topics and sub-topics of PJOK 5) Competency standards and basic competencies 6) Writing descriptions of PJOK subjects 7) estimating study time Writing library sources	Criteria: able to analyze the curriculum structure and teaching of PJOK in various sources Form of Assessment : Practice / Performance	Lectures, Questions and Answers, Discussions, Assignments 2 X 50		Material: curriculum structure References: <i>Sriundy M, I Made. 2010. Introduction to Teaching Planning: Application to Physical Education. Surabaya: Unesa University Press.</i>	20%
7	Students are able to explain and organize at least 90% correctly about: Instructional strategies	Have skills: 1) Understanding instructional strategies 2) Choosing the sequence of PJOK instructional activities 3) Instructional method 4) Lecture method 5) Demonstration method 6) Discussion method Tutorial method	Form of Assessment : Participatory Activities	lecture, discussion, question and answer, assignment 2 X 50		Material: instructional strategies References: <i>Sriundy M, I Made. 2010. Introduction to Teaching Planning: Application to Physical Education. Surabaya: Unesa University Press.</i>	0%
8	Mid-semester exam	Midterm exam	Form of Assessment : Test	Midterm Exam 2 X 50		Material: material 1-7 References: <i>Sriundy M, I Made. 2010. Introduction to Teaching Planning: Application to Physical Education. Surabaya: Unesa University Press.</i>	20%

9	Students are able to explain and organize at least 90% correctly about: Instructional strategies	Have skills: 1) Seminar method and its application in PJOK 2) Simulation method and its application in PJOK 3) Performance method and its application in PJOK 4) Symposium method and its application in PJOK 5) Case study method and its application in PJOK 6) Independent study method and its application in PJOK 7) Deductive method and its application in PJOK 8) Inductive method and its application in PJOK CTL method and its application in PJOK		lecture, discussion, question and answer, assignment 2 X 50			0%
10	Students are able to explain at least 90% correctly about: a. Instructional Media Instructional Media for Physical Education teaching	Have skills regarding: 1) learning media in PJOK 2) Graphic media and its application in PJOK 3) Sketch media and its application in PJOK 4) Diagram media and its application in PJOK 5) Chart media and its application in PJOK 6) Graphic media and its application in PJOK 7) Still projection media and its application in PJOK Audio, audio-visual media and its application in PJOK	Criteria: Analyze and identify instructional media in various journals	lecture, discussion, question and answer 2 X 50			0%
11	Students are able to explain at least 90% correctly about: a. Instructional Media Instructional Media for Physical Education teaching	Have skills regarding: 1) learning media in PJOK 2) Graphic media and its application in PJOK 3) Sketch media and its application in PJOK 4) Diagram media and its application in PJOK 5) Chart media and its application in PJOK 6) Graphic media and its application in PJOK 7) Still projection media and its application in PJOK Audio, audio-visual media and its application in PJOK	Criteria: Analyze and identify instructional media in various journals Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	lecture, discussion, question and answer 2 X 50			1%

12	Students are able to explain at least 90% correctly about: a. Instructional Media Instructional Media for Physical Education teaching	Have skills regarding: 1) learning media in PJOK 2) Graphic media and its application in PJOK 3) Sketch media and its application in PJOK 4) Diagram media and its application in PJOK 5) Chart media and its application in PJOK 6) Graphic media and its application in PJOK 7) Still projection media and its application in PJOK Audio, audio-visual media and its application in PJOK	Criteria: Analyze and identify instructional media in various journals Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	lecture, discussion, question and answer 2 X 50			1%
13			Form of Assessment : Portfolio Assessment	Field practice at training schools, Q&A, discussions,			0%
14	make teaching plans		Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests				5%
15			Form of Assessment : Participatory Activities, Practice/Performance	Lectures, questions and answers, discussions, assignments			0%
16			Form of Assessment : Participatory Activities, Practice/Performance	Lectures, questions and answers, discussions, assignments			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	53.91%
2.	Project Results Assessment / Product Assessment	1.91%
3.	Practice / Performance	21.91%
4.	Test	21.25%
		98.98%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and

unbiased. Criteria can be quantitative or qualitative.

7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.