



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
Suit Education Curriculum Study. and Or.	8520202083		T=2	P=0	ECTS=3.18	8	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Or. Muhammad, S.Pd., M.Pd.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"></td> <td style="text-align: center;">P.O</td> </tr> </table>		P.O																															
	P.O																																	
PO Matrix at the end of each learning stage (Sub-PO)	<table border="1" style="width: 100%;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	P.O		Week																															
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	Study of the meaning of curriculum, development of the school curriculum, curriculum analysis which includes task and material analysis, formulation of objectives and indicators of achievement, essential concepts and learning, misconceptions and overcoming strategies using ICT. Lectures are carried out using a system of case study analysis (curriculum, learning, and misconceptions), presentations and discussions, project assignments, and reflection.
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References	Main :
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1. Undang-Undang Dasar Negara Republik Indonesia tahun 1945 Amandemen 10 Agustus 2002.
2. Undang-Undang Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional.
3. Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan.
4. Peraturan Pemerintah Republik Indonesia Nomor 32 tahun 2013 tentang Perubahan atas Peraturan Pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan.
5. Peraturan Pemerintah Republik Indonesia Nomor 13 tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan.
6. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 61 tahun 2014 tentang Kurikulum Tingkat Satuan Pendidikan pada Pendidikan Dasar dan Pendidikan Menengah.
7. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah.
8. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 20 tahun 2016 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah.
9. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 21 tahun 2016 tentang Standar Isi Pendidikan Dasar dan Menengah.
10. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 22 tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah.
11. Undang-Undang Republik Indonesia Nomor 14 tahun 2005 tentang Guru dan Dosen.
12. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru.
13. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 13 tahun 2007 tentang Standar Kepala Sekolah/ Madrasah
14. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 12 tahun 2007 tentang Standar Pengawas Sekolah/ Madrasah
15. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 24 tahun 2007 tentang Standar Sarana dan Prasarana untuk Sekolah Dasar/ Madrasah Ibtidaiyah (SD/MI), Sekolah Menengah Pertama/ Madrasah Tsanawiyah (SMP/ MTs), dan Sekolah Menengah Atas/ Madrasah Aliyah (SMA/MA).
16. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 33 tahun 2008 tentang Standar Sarana dan Prasarana untuk Sekolah Dasar Luar Biasa (SDLB), Sekolah Menengah Pertama Luar Biasa (SMPLB), dan Sekolah Menengah Atas Luar Biasa (SMALB).
17. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 40 tahun 2009 tentang Standar Penguji pada Kursus dan Pelatihan.
18. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 19 tahun 2007 tentang Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar dan Menengah.
19. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 69 tahun 2009 tentang Standar Biaya Operasi NonPersonalia tahun 2009 untuk Sekolah Dasar/ Madrasah Ibtidaiyah (SD/MI), Sekolah Menengah Pertama/ Madrasah Tsanawiyah (SMP/MTs), Sekolah Menengah Atas/ Madrasah Aliyah (SMA/MA), Sekolah Menengah Kejuruan (SMK), Sekolah Dasar Luar Biasa (SDLB), Sekolah Menengah Pertama Luar Biasa (SMPLB), dan Sekolah Menengah Atas Luar Biasa (SMALB).
20. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 23 tahun 2016 tentang Standar Penilaian Pendidikan.

Supporters:

Supporting lecturer

Dr. Nurkholis, M.Pd.
Dr. Or. Muhammad, S.Pd., 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	Understanding of long-term national education goals, namely realizing the Characteristics of Indonesian Humans of the Golden Generation 2045	1.The two indicators in this 1st meeting are as follows. Students are able to explain the characteristics of the Golden Generation of Indonesian People 2045 2.Students are able to explain long-term national education goals	Criteria: 1.The assessment criteria at the 1st meeting are as follows. 2.Students are considered to have passed in the knowledge aspect if they get a score of 70. Students are considered to have passed in the attitude aspect if they have a good attitude during the lecture process	Read the material, follow the lecturer's presentation, discussion and question and answer 3 X 50			0%

2	Understanding the existence of standardization of education quality in Indonesia	<p>1.The three indicators of success in this 2nd meeting are as follows. Students are able to state the basis for determining national education standardization</p> <p>2.Students are able to analyze the development of national education standards</p> <p>3.Students are able to analyze education quality problems, especially physical education (PJOK)</p>	<p>Criteria:</p> <p>1.The assessment criteria at the second meeting are as follows.</p> <p>2.Students are considered to have passed in the knowledge aspect if they get a score of 70. Students are considered to have passed in the attitude aspect if they have a good attitude during the lecture process</p>	Read the material, follow the lecturer's presentation, discussion and question and answer 3 X 50			0%
3	Understanding of the existence of government products in the form of ministerial regulations that operationalize the standardization of education quality in Indonesia	<p>1.Three indicators of success in this third meeting are as follows. Students are able to name at least 8 government products that operationalize national education quality standards</p> <p>2.Students are able to analyze 8 national education standards to be applied in preparing the PJOK curriculum in schools.</p> <p>3.Students are able to analyze problems with 8 national education standards in the field of Physical Education (PJOK)</p>	<p>Criteria:</p> <p>1.The assessment criteria at the second meeting are as follows.</p> <p>2.Students are considered to have passed in the knowledge aspect if they get a score of 70. Students are considered to have passed in the attitude aspect if they have a good attitude during the lecture process</p>	Read the material, follow the lecturer's presentation, discussion and question and answer 3 X 50			0%

4	Understanding the history of the journey of the Indonesian education curriculum since 1945	<p>1.Three indicators of success in this meeting are as follows. Students know the changes that have occurred in the national education curriculum from 1945-present</p> <p>2.Students are able to analyze the development of the educational curriculum that has been in effect in Indonesia since 1945-present</p> <p>3.Students are able to analyze the impact of changes to the national education curriculum on physical education (PJOK)</p>	<p>Criteria:</p> <p>1.The assessment criteria at this meeting are as follows.</p> <p>2.Students are considered to have passed in the knowledge aspect if they get a score of 70. Students are considered to have passed in the attitude aspect if they have a good attitude during the lecture process</p>	Read the material, follow the lecturer's presentation, discussion and question and answer 3 X 50			0%
5	Basic understanding of preparing KTSP documents	<p>1.Three indicators of success in this meeting are as follows. Students know the basics of preparing KTSP documents for PJOK subjects at school</p> <p>2.Students know the need for KTSP documents for PJOK subjects at school</p> <p>3.Students are able to analyze government demands regarding KTSP document standards, especially for PJOK subjects at school</p>	<p>Criteria:</p> <p>1.The assessment criteria at this meeting are as follows.</p> <p>2.Students are considered to have passed in the knowledge aspect if they get a score of 70. Students are considered to have passed in the attitude aspect if they have a good attitude during the lecture process</p>	Read the material, follow the lecturer's presentation, discussion and question and answer 3 X 50			0%

6	Understanding KTSP Document Facts	<p>1.Three indicators of success in this meeting are as follows. Students know the facts in the field about KTSP documents, especially for PJOK subjects at school</p> <p>2.Students know the facts in the field about the need for KTSP documents for PJOK subjects at school</p> <p>3.Students are able to analyze the completeness of KTSP documents, especially for PJOK subjects at school in accordance with government demands</p>	<p>Criteria: Students can be declared passed if they get a score of 70</p>	<p>The two types that will be used in this meeting are as follows. Field observation: students go to school in groups. Each group is required to observe a different school. Reporting of observation results and presentation of observation results 6 X 50</p>			0%
7							0%
8	Understanding of the material from meetings 1-7	Students were able to answer questions correctly 70% of the time	<p>Criteria: Students are declared to have passed if they are able to answer 70% of the questions correctly.</p>	Written Test 3 X 50			0%
9	Understanding the Facts of the PJOK RPP	<p>1.The four indicators of success in this meeting are as follows. Students know the facts in the field about RPP documents, especially for PJOK subjects at school</p> <p>2.Students know the facts in the field about the need for RPP documents for PJOK subjects at school</p> <p>3.Students are able to analyze the completeness of RPP documents, especially for PJOK subjects at school in accordance with government demands</p> <p>4.Students are able to assess the quality of RPP documents, especially for PJOK subjects at school.</p>	<p>Criteria: Students can be declared passed if they get a score of 70</p>	Review the RPP document as a result of observations, group discussions and 3 X 50 presentations			0%

10	Understanding PJOK Learning Facts	<p>1.The three indicators of success in this meeting are as follows. Students know the facts in the field about the PJOK learning process at school</p> <p>2.Students know the facts in the field about the quality of PJOK learning in schools</p> <p>3.Students are able to analyze the quality of PJOK learning at school</p>	<p>Criteria: Students can be declared passed if they get a score of 70</p>	Observe/record the learning process in the field 6 X 50			0%
11							0%
12	Understanding Facts about the Measurement Process and PJOK Learning Outcomes	<p>1.The three indicators of success in this meeting are as follows. Students know the facts in the field about the assessment process in PJOK learning at school</p> <p>2.Students know the facts in the field about the quality of the assessment process carried out in PJOK learning at school</p> <p>3.Students are able to analyze the quality of the assessment process carried out in PJOK learning at school</p>	<p>Criteria: Students can be declared passed if they get a score of 70</p>	Field observations: Measuring student learning outcomes; and Project report exposure 3 6 X 50			0%
13							0%
14	Preparation/ Presentation of RPP PJOK K13	<p>1.Two indicators of success in this meeting are as follows. Students are able to create lesson plans in accordance with the demands of the 2013 Curriculum</p> <p>2.Students are able to provide assessments and suggestions for the 2013 curriculum lesson plans</p>	<p>Criteria: Students can be declared passed if they get a score of 70</p>	Working in groups: Preparing RPP K13 according to learning outcomes and Presentation of RPP K13 3 X 50			0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.