



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences
Sports Science Doctoral Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																	
Analysis of Sports Pedagogy	8900102074	Study Program Elective Courses	T=2	P=0	ECTS=5.04	2	April 30, 2023																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																		
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Learning model	Project Based Learning																																							
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																							
	PLO-5	Able to internalize academic values, norms and ethics in completing sports science assignments professionally																																						
	PLO-7	Able to discover or develop new scientific theories/conceptions/ideas, contribute to the development and practice of science and/or technology in the field of sports science which pays attention to and applies humanities values by producing scientific research based on scientific methodology, logical, critical, systematic and systematic thinking. creative.																																						
	PLO-11	Skilled in solving problems in the field of sports science using scientific and data-based principles (evidence based).																																						
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-7</td> <td>PLO-11</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>							P.O	PLO-5	PLO-7	PLO-11																													
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PO Matrix at the end of each learning stage (Sub-PO)																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">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
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Short Course Description	1. Able to understand the meaning of sports pedagogy 2. Able to understand the development of sports pedagogy in Indonesia and internationally 3. Able to understand facts about PJOK in Indonesia																																							
References	Main :																																							
	<ol style="list-style-type: none"> 1. Tinning, Richard. 2010. Pedagogy and Human Movement: Theory, practice, research. NY: Routledge 2. Schipper-van Veldhoven, N. 2017. Sports and physical education from a pedagogical perspective: a golden opportunity. The Netherlands: Windesheim 3. Shane Pill. 2016. PPT Sport Education in Physical Education - APPEC-Shane-Pill. 4. Grohom, George. 1993. AMTP Pedagogy Course Study Guides. Virginia: Human Kinetics Publishers 5. Sugiyanto. 2001. Dimensi Kajian Ilmu Keolahragaa. Sport Science, 2001 Vol 01 No 01 6. UNESCO. 2014. World-wide Survey of School Physical Education: Final Report. 7. Siedentop. 1983. Developing Teaching Skills in PE. CA: Myfield Publishing Company 																																							
	Supporters:																																							
	1. Kemenpora. 2006. aporan Riset PDPJOL.																																							
Supporting lecturer	Prof. Dr. Nurhasan, M.Kes. Prof. Drs. Suroto, M.A., Ph.D.																																							

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	Introduction/Introduction to MK	Mastering the characteristics of the course	Criteria: liveliness Form of Assessment : Participatory Activities	Discussion 2x50		Material: General concepts of sports pedagogy Reference: <i>Tinning, Richard. 2010. Pedagogy and Human Movement: Theory, practice, research. NY: Routledge</i>	5%
2	1.Students can explain at least 80% correctly about: Understanding Sports Pedagogy and Jssmani Education 2.The Relationship between Sports Pedagogy, Curriculum, Teaching, Learning, and Learning Goals/Targets	Mastering the Understanding of Sports Pedagogy and Jssmani Education. The Relationship between Sports Pedagogy, Curriculum, Teaching, Learning, and Learning Goals/Targets	Form of Assessment : Project Results Assessment / Product Assessment	Discussion 2x50		Material: Sports pedagogy in physical education Reference: <i>Tinning, Richard. 2010. Pedagogy and Human Movement: Theory, practice, research. NY: Routledge</i>	10%
3	Students can explain at least 80% correctly about: The development of sports pedagogy in Indonesia and internationally	Mastering the development of sports pedagogy in Indonesia and internationally	Criteria: report Form of Assessment : Project Results Assessment / Product Assessment	Discussion 2x50		Material: Development of sports pedagogy at the international level. Reference: <i>Tinning, Richard. 2010. Pedagogy and Human Movement: Theory, practice, research. NY: Routledge</i> Material: Development of sports pedagogy in Indonesia Reference: <i>Sugiyanto. 2001. Dimensions of Sports Science Studies. Sport Science, 2001 Vol 01 No 01</i>	10%
4	Workshops	workshop activities	Form of Assessment : Project Results Assessment / Product Assessment	discussion 2x50		Material: PDPJOI Library: <i>Ministry of Youth and Sports. 2006. PDPJOI Research report.</i>	10%

5	Students can explain at least 80% correctly about: Systematic Observation Instruments	Understanding Methods and Instruments for Systematic Observation of Physical Education Learning	Criteria: liveliness	Discussion 2x50		Material: observation Bibliography: <i>UNESCO. 2014. World-wide Survey of School Physical Education: Final Report.</i>	2%
6	Students can explain at least 80% correctly about: Event Recording	Mastering observation techniques using the Event Recording method	Criteria: workshops Form of Assessment : Project Results Assessment / Product Assessment	Discussion 2x50		Material: Practice of Event Recording in PJOK learning Library: <i>Siedentop. 1983. Developing Teaching Skills in PE. CA: Myfield Publishing Company</i>	10%
7	Students can explain at least 80% correctly about: Event Recording	Mastering observation techniques using the Event Recording method	Criteria: workshops Form of Assessment : Project Results Assessment / Product Assessment	Discussion 2x50		Material: Practice of Duration Recording in PJOK learning Library: <i>Siedentop. 1983. Developing Teaching Skills in PE. CA: Myfield Publishing Company</i>	10%
8		Midterm exam		2x50			15%
9	Students can explain at least 80% correctly about: the relationship between process variables and product variables	Able to explain the relationship between process variables and product variables in PJOK	Form of Assessment : Participatory Activities, Tests	Discussion 2x50		Material: Assessing the relationship between process variables and product variables PJOK Library: <i>Siedentop. 1983. Developing Teaching Skills in PE. CA: Myfield Publishing Company</i>	2%
10	Students can explain at least 80% correctly about: Developing learning content	Understand techniques for developing learning content	Criteria: liveliness Form of Assessment : Participatory Activities	Discussion 2x50		Material: Developing PJOK learning content Reader: <i>Tinning, Richard. 2010. Pedagogy and Human Movement: Theory, practice, research. NY: Routledge</i>	2%
11	Students can explain at least 80% correctly about: Providing feedback	Understand the techniques of providing feedback	Criteria: liveliness Form of Assessment : Participatory Activities, Tests	Discussion 2x50			2%

12	Students can explain at least 80% correctly about: Learning Evaluation Techniques	Understand techniques for assessing the effectiveness of PJO learning	Form of Assessment : Participatory Activities, Tests	Discussion 2x50		Material: Effectiveness of teaching PJOK Reader: <i>Tinning, Richard. 2010. Pedagogy and Human Movement: Theory, practice, research. NY: Routledge</i>	2%
13	Students can explain at least 80% correctly about: Indicators of teaching effectiveness	Understand the process of preparing learning plans	Criteria: liveliness Form of Assessment : Participatory Activities, Tests	Discussion 2x50		Material: PJOK learning planning Reader: <i>Tinning, Richard. 2010. Pedagogy and Human Movement: Theory, practice, research. NY: Routledge</i>	2%
14	Students can explain at least 80% correctly about: learning environment and classroom management	Understand how to create a learning environment and classroom management	Criteria: liveliness Form of Assessment : Participatory Activities	Discussion 2x50		Material: Creating a learning environment and managing PJOK classes Reader: <i>Tinning, Richard. 2010. Pedagogy and Human Movement: Theory, practice, research. NY: Routledge</i>	2%
15	Students can explain at least 80% correctly about: Routine activities	Understand techniques for developing routine activities	Form of Assessment : Participatory Activities, Tests	Discussion 2x50		Material: PJOK routine activities Reader: <i>Grohom, George. 1993. AMTP Pedagogy Course Study Guides. Virginia: Human Kinetics Publishers</i>	3%
16		Final exams		2x50			15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	5.5%
		70%

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.

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.