



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program Drama Arts, Dance and Music**  
**Education**

Document Code

**SEMESTER LEARNING PLAN**

|  |   |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|--|---|----------------------|-----------------------------------|--|--------------------------|--|------------------------------|---|---|---|----|----|----|----|----|----|----|
| <b>Courses</b>                         | <b>CODE</b>   | <b>Course Family</b> | <b>Credit Weight</b>              | <b>SEMESTER</b>  | <b>Compilation Date</b>  |  |                              |   |   |   |    |    |    |    |    |    |    |
| Coaching Management                    | 8820902223  |                      | T=2 P=0 ECTS=3.18                 | 7  | July 17, 2024            |  |                              |   |   |   |    |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                   | <b>SP Developer</b>   |                      | <b>Course Cluster Coordinator</b> | <b>Study Program Coordinator</b>   |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|  | .....   |                      | .....                             | Dr. Welly Suryandoko,<br>S.Pd., M.Pd.  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
| <b>Learning model</b>                  | Case Studies  |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b> | PLO study program that is charged to the course   |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|  | Program Objectives (PO)   |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|  | PLO-PO Matrix   |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|  |   | P.O                  |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|  | PO Matrix at the end of each learning stage (Sub-PO)  |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|  | P.O   | Week                 |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|  |   | 1                    | 2                                 | 3  | 4                        | 5  | 6                            | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| <b>Short Course Description</b>        | Providing students with basic concepts of arts training management, arts training management models, planning, implementing and assessing arts training programs  |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
| <b>References</b>                      | <b>Main :</b>   |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|  | 1. Hamalik, O. 2005. Pengembangan Sumber Daya Manusia: Manajemen Pelatihan Ketenagakerjaan Pendekatan Terpadu. Jakarta: PT Bumi Aksara.<br>2. Nadler, L. 1982. Designing Training Programs: The Critical Events Model. Reading Massachusetts: Addison Wesley Publishing Company.<br>3. Atmodiwirio, S. 2002. Manajemen Pelatihan. Jakarta: PT Ardadizya Jaya.<br>4. Lembaga Administrasi Negara (LAN) RI. 2008. Manajemen SDM, Keuangan dan Materil. Modul Pendidikan dan Pelatihan Kepemimpinan Tingkat IV. Jakarta: LAN.<br>5. Barbazette, Jean. 2006. Training Needs Assessment. San Fransisco: Pfeiffer.<br>6. Laird, Dugan. 2003. Approaches to Training and Development. United States of America: Perseus Publishing.<br>7. Mujiman.2007. Haris. Manajemen Pelatihan, Berbasis mandiri. Yogyakarta: Pustaka pelajar<br>8. Silberman dan Carol, 2013.Active Training.Bandung, Nusa Media<br>9. Kamil, Mustofa. 2010. Model Pendidikan dan pelatihan (Konsep dan Aplikasi)., Bandung: Alfabeta |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
|  | <b>Supporters:</b>  |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
| <b>Supporting lecturer</b>             | Dr. Subianto Karoso, M.Kes.<br>Dr. Arif Hidayad, S.Sn., M.Pd.   |                      |                                   |  |                          |  |                              |   |   |   |    |    |    |    |    |    |    |
| <b>Week-</b>                           | <b>Final abilities of each learning stage (Sub-PO)</b>  | <b>Evaluation</b>    |                                   | <b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b> |                          | <b>Learning materials [ References ]</b> | <b>Assessment Weight (%)</b> |   |   |   |    |    |    |    |    |    |    |
|  |   | <b>Indicator</b>     | <b>Criteria &amp; Form</b>        | <b>Offline ( offline )</b>   | <b>Online ( online )</b> |  |                              |   |   |   |    |    |    |    |    |    |    |

| (1) | (2)  | (3)  | (4)   | (5)                                     | (6) | (7) | (8) |
|-----|--|--|---|---|-----|-----|-----|
| 1   | 1. Able to master the basic concepts of training management                                    | 1. Understanding Management. 2. Definition of Education and Training. 3. Management Functions 4. Basic Concepts of Education and Training Management | <b>Criteria:</b><br>1.1. Can explain the meaning of training management<br>2.2. Can explain the characteristics of training management<br>3.3. Can examine the functions of training management | Discussion<br>6 X 50                    |     |     | 0%  |
| 2   | 1. Able to master the basic concepts of training management                                    | 1. Understanding Management. 2. Definition of Education and Training. 3. Management Functions 4. Basic Concepts of Education and Training Management | <b>Criteria:</b><br>1.1. Can explain the meaning of training management<br>2.2. Can explain the characteristics of training management<br>3.3. Can examine the functions of training management | Discussion<br>6 X 50                    |     |     | 0%  |
| 3   | 1. Able to master the basic concepts of training management                                    | 1. Understanding Management. 2. Definition of Education and Training. 3. Management Functions 4. Basic Concepts of Education and Training Management | <b>Criteria:</b><br>1.1. Can explain the meaning of training management<br>2.2. Can explain the characteristics of training management<br>3.3. Can examine the functions of training management | Discussion<br>6 X 50                    |     |     | 0%  |
| 4   | 1. Able to master the concept of performing arts training management models                    | 1. Understanding the critical event model (The Critical Events Model/CEM). 2. CEM and Training   | <b>Criteria:</b><br>1.1. Can describe the Asian training management model<br>2.2. Can describe training management models   | Cooperative<br>4 X 50                   |     |     | 0%  |
| 5   | 1. Able to master the concept of performing arts training management models                    | 1. Understanding the critical event model (The Critical Events Model/CEM). 2. CEM and Training   | <b>Criteria:</b><br>1.1. Can describe the Asian training management model<br>2.2. Can describe training management models   | Cooperative<br>4 X 50                   |     |     | 0%  |
| 6   | 1. Able to master the basic concepts of the 4 functions of performing arts training management | 1. Training program planning. 2. Organizing 3. Implementing training programs. 4 Training program assessment.  | <b>Criteria:</b><br>1.1. Can identify arts organizations<br>2.1. Can describe planning<br>3.2. Can describe the movement<br>4.3. Can explain<br>5.4. Evaluate training                          | Participatory and cooperative<br>2 X 50 |     |     | 0%  |

|    |  |  |  |   |  |  |    |
|----|--|--|--|---|--|--|----|
| 7  | 1. Able to master the basic concepts of the 4 functions of performing arts training management | 1. Training program planning. 2. Organizing 3. Implementing training programs. 4 Training program assessment.  | <b>Criteria:</b><br>1.1. Can identify arts organizations<br>2.1. Can describe planning<br>3.2. Can describe the movement<br>4.3. Can explain<br>5.4. Evaluate training | Participatory and cooperative<br>2 X 50 |  |  | 0% |
| 8  | 1. Able to master the basic concepts of the 4 functions of performing arts training management | 1. Training program planning. 2. Organizing 3. Implementing training programs. 4 Training program assessment.  | <b>Criteria:</b><br>1.1. Can identify arts organizations<br>2.1. Can describe planning<br>3.2. Can describe the movement<br>4.3. Can explain<br>5.4. Evaluate training | Participatory and cooperative<br>2 X 50 |  |  | 0% |
| 9  | 1. Able to master the basic concepts of the 4 functions of performing arts training management | 1. Training program planning. 2. Organizing 3. Implementing training programs. 4 Training program assessment.  | <b>Criteria:</b><br>1.1. Can identify arts organizations<br>2.1. Can describe planning<br>3.2. Can describe the movement<br>4.3. Can explain<br>5.4. Evaluate training | Participatory and cooperative<br>2 X 50 |  |  | 0% |
| 10 | UTS  |  | <b>Criteria:</b><br>Can answer all UTS questions   | Class<br>2 X 50                         |  |  | 0% |
| 11 | 1. Able to design performing arts training   | 1. Training Needs Analysis (TNA) 2. Learning: theory and program design 3. Training delivery 4. Training evaluation  | <b>Criteria:</b><br>Produce training plans in the form of proposals  | 4 X 50<br>Project based learning        |  |  | 0% |
| 12 | 1. Able to design performing arts training   | 1. Training Needs Analysis (TNA) 2. Learning: theory and program design 3. Training delivery 4. Training evaluation  | <b>Criteria:</b><br>Produce training plans in the form of proposals  | 4 X 50<br>Project based learning        |  |  | 0% |
| 13 | 1. Able to develop performing arts training  | 1. Traditional training methods 2. E-learning and the use of technology in training 3. Personnel development 4. Issues in personnel training and development | <b>Criteria:</b><br>Can solve art training problems  | Problem based learning<br>4 X 50        |  |  | 0% |
| 14 | 1. Able to develop performing arts training  | 1. Traditional training methods 2. E-learning and the use of technology in training 3. Personnel development 4. Issues in personnel training and development | <b>Criteria:</b><br>Can solve art training problems  | Problem based learning<br>4 X 50        |  |  | 0% |

|    |  |  |  |                      |  |  |    |
|----|--|--|--|----------------------|--|--|----|
| 15 | 1. Able to simulate performing arts training | 1. Designing training<br>2. Implementing training<br>3. Evaluation of training | <b>Criteria:</b><br>Can organize training              | assignment<br>2 X 50 |  |  | 0% |
| 16 | UAS  | doing UAS  | <b>Criteria:</b><br>Can do all the questions correctly | Class<br>2 X 50      |  |  | 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.**