



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Bachelor of Physical Education, Health & Recreation Study
Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Advanced Gymnastics	8520102169		T=2 P=0 ECTS=3.18	2	July 18, 2024

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																
	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

Short Course Description This course discusses the concepts of advanced artistic gymnastics techniques and basic rhythmic gymnastics movements, as well as rhythmic activities, mastery of artistic and rhythmic gymnastics skills, judging (officiating), as well as organization with its application and mastery of the material in the learning process.

References	Main :
	1. FIG, 2017. <i>Code Of Points de Gymnastics Artistic</i> . Available from : http://www.fig-gymnastics.com/site/index.php 2. Internet website : <i>Safety First for Gymnast in Gymnasium</i> . 3. Mahendra, 2000. <i>Senam</i> . Direktorat jenderal pendidikan dasar dan menengah bagian proyek penataran guru SLTP setara D-III. DEPDIKBUD 4. Sholeh, 1992. <i>Olahraga Pilihan Senam</i> . Direktorat jenderal pendidikan tinggi proyek pembinaan tenaga kependidikan. DEPDIKBUD 5. Soewandi, 1998. <i>Perkembangan Senam Dasar</i> . Unipress Unesa
	Supporters:

Supporting lecturer Irma Febriyanti, S.Or., M.Kes.

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 the types/types, as well as facilities and infrastructure in gymnastics	- Students can explain gymnastics in general - Students can identify types, as well as facilities and infrastructure in gymnastics	Criteria: Students can explain the types/types, as well as facilities and infrastructure in gymnastics	- Listen to explanations from lecturers about types/types, as well as facilities and infrastructure in gymnastics - Discuss types/types, as well as facilities and infrastructure in gymnastics 3 X 50			0%
2	Students can explain equipment regulations and assessment systems according to COP	- Students can explain the rules for the multi-level bar apparatus - Students can identify gymnastic movements according to the basic symbols of gymnastics	Criteria: Students can explain equipment regulations and assessment systems according to COP	- Listen to the lecturer's explanation regarding the material regarding the rules for using even bars. - Discuss the material regarding gymnastic movements according to the basic symbols of gymnastics and the assessment according to COP 3 X 50			0%
3	Students can explain equipment regulations and assessment systems according to COP	- Students can explain the rules for the multi-level bar apparatus - Students can identify gymnastic movements according to the basic symbols of gymnastics	Criteria: Students can explain equipment regulations and assessment systems according to COP	- Listen to the lecturer's explanation about the material on the rules for the balance beam - Discuss the material on gymnastic movements according to the basic symbols of gymnastics and the assessment according to COP 3 X 50			0%
4	Students can explain equipment regulations and assessment systems according to COP	- Students can explain the rules for the multi-level bar apparatus - Students can identify gymnastic movements according to the basic symbols of gymnastics	Criteria: Students can explain equipment regulations and assessment systems according to COP	- Listen to the lecturer's explanation about floor exercise rules - Discuss the material on gymnastic movements according to the basic symbols of gymnastics and the assessment according to COP 3 X 50			0%

5	Students can explain equipment regulations and assessment systems according to COP	- Students can explain the rules for the multi-level bar apparatus - Students can identify gymnastic movements according to the basic symbols of gymnastics	Criteria: Students can explain equipment regulations and assessment systems according to COP	- Listen to the lecturer's explanation regarding the rules for the vaulting table - Discuss the material for gymnastic movements according to the basic symbols of gymnastics and the assessment according to COP 3 X 50			0%
6	Students can perform basic techniques and explain the forward roll and kip roll movements on the jump box	- Students can describe the stages of forward roll and roll kip movements on the jump box - Students can practice forward roll and roll kip movements on the jump box - Students improve the forward roll and roll kip movements on the jump box	Criteria: Students can perform basic techniques and explain the forward roll and kip roll movements on the jump box	- Listen to the lecturer's explanation about the basic techniques of forward roll and roll kip movements on the jump box - Practice the basic techniques of forward roll and roll kip movements on the jump box based on the reference book 3 X 50			0%
7	Students can perform basic techniques and explain the head kip and handspring movements on the vault	- Students can describe the stages of the head kip and handspring movements on the vault - Students can practice the head kip and handspring movements on the vault - Students improve the head kip and handspring movements on the vault	Criteria: Students can perform basic techniques and explain the head kip and handspring movements on the vault	- Listen to the lecturer's explanation about the basic techniques for the head kip and handspring movements on the jump box - Practice the basic techniques for the head kip and handspring movements on the jump box based on the reference book 3 X 50			0%

8	UTS	<ul style="list-style-type: none"> - Students can practice forward roll and roll kip movements on the jump box. - Students can practice head kip and handspring movements on the jump box. 	Criteria: UTS	<ul style="list-style-type: none"> - Practicing the basic techniques of forward roll and roll kip movements on the chest jump - Practicing the basic techniques of head kip and handspring movements on the 3 X 50 chest jump 		0%
9	Students can explain and practice basic rhythmic techniques using mace	<ul style="list-style-type: none"> - Students can describe the mace technique - Students can describe and practice foot movements with the mace - Students can describe and practice hand movements with the mace 	Criteria: Students can explain and practice basic rhythmic techniques using mace	<ul style="list-style-type: none"> - Listen to the lecturer's explanation about basic rhythmic techniques using the mace - Practice basic foot and hand movement techniques with the mace - Discuss the basic techniques of foot and hand movements based on the book reference 3 X 50 		0%
10	Students can explain and perform various rhythmic movements	<ul style="list-style-type: none"> - Students can describe balance, jumping and pivot movements - Students can practice balance, jumping and pivot movements - Students improve balance and jump movements (jumping) and rotation (pivot) 	Criteria: Students can explain and perform various rhythmic movements	<ul style="list-style-type: none"> - Listen to lecturers' explanations about balance movement techniques (balance, jumping and pivoting) - Practicing balance, jumping and pivot movement techniques - Discussing balance movement techniques, jumps and pivots 3 X 50 		0%

11	Students can perform basic techniques and explain rhythmic movements using mace tools	<ul style="list-style-type: none"> - Students can describe balance movements, jumps and turns using a club - Students can practice balance movements, jumps and turns using a club - Students improve balance movements, jumps and turns using a club 	Criteria: Students can perform basic techniques and explain rhythmic movements using mace tools	<ul style="list-style-type: none"> - Listen to the lecturer's explanation about the basic techniques of balance movements, jumps and turns using a club - Practice the basic techniques of balance movements, jumps and turns using a club - Discuss the basic techniques of balance movements, jumps and turns using a club 3 X 50			0%
12	Evaluation	<ul style="list-style-type: none"> - Students can practice balance movements, jumps and turns using a club 	Criteria: Students can perform basic rhythmic movement techniques using maces accompanied by musical rhythms	<ul style="list-style-type: none"> - Practicing basic techniques for balance movements, jumps and turns using a 3 X 50 club 			0%
13	Students can create and sequence movements from a combination of martial arts sports and rhythmic activities accompanied by music	<ul style="list-style-type: none"> - Students combine movements from a combination of martial arts sports with rhythmic activities - Students create variations of movements from a combination of martial arts sports and rhythmic activities 	Criteria: Students can create and sequence movements from a combination of martial arts sports and rhythmic activities accompanied by music	<ul style="list-style-type: none"> - Discussing techniques for making a series of movements from a combination of martial arts sports with rhythmic activities - Practicing techniques for making a series of movements from a combination of martial arts sports with rhythmic activities accompanied by music 3 X 50			0%
14	Students can perform basic techniques and explain basic aerobic movements	<ul style="list-style-type: none"> - Students can describe the stages of basic aerobic movements - Students can practice basic aerobic movements - Students can improve basic aerobic movements - Students can combine aerobic movements 	Criteria: Students can perform basic techniques and explain basic aerobic movements	<ul style="list-style-type: none"> - Listen to lecturers' explanations about basic aerobic movement techniques - Practice basic aerobic movement techniques - Discuss basic aerobic movement techniques based on the reference book 3 X 50			0%

15	Students can create and perform a series of basic aerobic movements accompanied by music	- Students combine the basic aerobic movements that have been given - Students make variations of the basic aerobic movements that have been given	Criteria: Students can create and perform a series of basic aerobic movements accompanied by music	- Discussing techniques for making a series of basic aerobic movements accompanied by music - Practicing techniques for making a series of basic aerobic movements accompanied by music 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.