



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																																																			
Basic Gymnastics Skills	8520103245	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	1	May 20, 2023																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																				
		Prof. Dr. Abdul Rachman Syam Tuasikal, M.Pd.			Dr. Mochamad Ridwan, 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	Students can understand, analyze and dare to try advanced movements in instrumental gymnastics and rhythmic activities																																																								
	PLO-PO Matrix																																																									
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> <tr><td style="width: 50px; height: 20px;">PO-1</td></tr> </table>						P.O	PO-1																																																	
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PO-1																																																										
PO Matrix at the end of each learning stage (Sub-PO)																																																										
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td><td style="width: 20px;">5</td><td style="width: 20px;">6</td><td style="width: 20px;">7</td><td style="width: 20px;">8</td><td style="width: 20px;">9</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td><td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">16</td> </tr> <tr> <td style="width: 50px; height: 20px;">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><td></td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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PO-1																																																										
Short Course Description	Skills and dexterity in basic gymnastics and rhythmic activities in learning activities using S team, Hots and Blended Learning approaches through digital media.																																																									
References	Main :																																																									
	<ol style="list-style-type: none"> 1. FIG, 2013. <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. Mahendra, 2001. <i>Pembelajaran Senam</i> (Pendekatan Pola Gerak Dominan untuk Siswa SLTP). Direktorat jenderal pendidikan dasar dan menengah bekerjasama dengan direktorat jenderal olahraga. DEPDIKBUD 5. Sholeh, 1992. <i>Olahraga Pilihan Senam</i> . Direktorat jenderal pendidikan tinggi proyek pembinaan tenaga kependidikan. DEPDIKBUD 6. Soewandi, 1998. <i>Perkembangan Senam Dasar</i> . Unipress Unesa 7. Febriyanti, dkk, 2017. <i>Keterampilan Dasar Senam</i>. Unipress Unesa 																																																									
	Supporters:																																																									
	<ol style="list-style-type: none"> 1. Hadjarati, H., & Haryanto, A. I. (2020). Motivasi untuk hasil pembelajaran senam lantai. <i>Multilateral Jurnal Pendidikan Jasmani Dan Olahraga</i>, 19(2), 137. 2. Andriyani, F. (2012). <i>Dr. Olahraga Menjelaskan Senam Lantai</i>. Pt Balai Pustaka (Persero). 3. Mabur, M., Setiawan, A., & Mubarak, M. Z. (2021). Pengaruh Model Pembelajaran Direct Instruction Terhadap Hasil Belajar Teknik Dasar Guling Depan Senam Lantai. <i>Physical Activity Journal (PAJU)</i>, 2(2), 193-204. 4. Zulbahri, Z., & Astuti, Y. (2020). Pengembangan Media Belajar Pjok Pada Materi Senam Lantai (Artistik). <i>Jurnal Ilmu Keolahragaan Undiksha</i>, 8(2), 86-91. 																																																									
Supporting lecturer	Drs. Sudarso, M.Pd. 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	-Summarizes the history of national and world gymnastics, as well as definitions of types of gymnastics. - Categorize the basic movements of floor exercise	- Examining the history of gymnastics in general - Classifying the core equipment in floor gymnastics and simulating how to introduce supporting equipment in gymnastics.	Criteria: Able to review the history of gymnastics in general and classify the core equipment in floor exercise Form of Assessment : Participatory Activities	- Lecture - Discuss - Product report 3 X 50		Material: about the history of national and world gymnastics, as well as definitions of types of gymnastics. - Categorizing the basic movements of floor gymnastics. Reference: <i>Mahendra, 2001. Gymnastics Learning (Dominant Movement Pattern Approach for Junior High School Students). The directorate general of primary and secondary education collaborates with the directorate general of sports. Department of Education and Culture</i>	3%
2	Combining the basic techniques of front roll and back roll bending	- Explaining the basic technique of front roll and back roll bending - Identifying the basic technique of front roll and back roll bending - Analyzing the basic technique of front roll and back roll bending - Practicing the basic technique of front roll and back roll bending	Criteria: 1.Analyze the basic techniques of front roll and back roll bending 2.Practice basic front roll and back roll bending techniques Form of Assessment : Practice / Performance	- Lecture - Observation - Performance - Product report - Discussion - Mastery - Skill assessment sheet - Product assessment sheet 3 X 50		Material: basic front roll and back roll bending techniques Reference: <i>Sholeh, 1992. Selected Sports Gymnastics . Directorate general of higher education educational staff development project. Department of Education and Culture</i>	5%
3	Combining the basic techniques of a straight back roll and kopstand	- Explaining the basic technique of straight back roll and kopstand - Identifying the basic technique of straight back roll and kopstand - Analyzing the basic technique of straight back roll and kopstand - Practicing the basic technique of straight back roll and kopstand	Criteria: 1.Analyze the basic techniques of straight back roll and kopstand 2.Practice the basic techniques of a straight back roll and kopstand Form of Assessment : Practice / Performance	- Lecture - Observation - Performance - Product report - Discussion - Mastery - Skill assessment sheet - Product assessment sheet 3 X 50		Material: basic straight back roll and kopstand techniques Reference: <i>Febriyanti, et al, 2017. Basic Gymnastics Skills. Unipress Unesa</i>	5%
4	Combining the basic cartwheel and round off techniques	- Explaining the basic cartwheel and round off techniques - Identifying the basic cartwheel and round off techniques - Analyzing the basic cartwheel and round off techniques - Practicing the basic cartwheel and round off techniques	Criteria: 1.Identify the basic cartwheel and round off techniques 2.Analyze basic cartwheel and round off techniques Form of Assessment : Practice / Performance	- Lecture - Observation - Performance - Product report - Discussion - Mastery - Skill assessment sheet - Product assessment sheet 3 X 50		Material: Basic techniques for cartwheels and round offs Reference: <i>Febriyanti, et al, 2017. Basic Gymnastics Skills. Unipress Unesa</i>	5%

5	Assemble basic handstand techniques	- Explaining basic handstand techniques - Identifying basic handstand techniques - Analyzing basic handstand techniques - Practicing basic handstand techniques	Criteria: 1. Identify basic handstand techniques 2. Analyze basic handstand techniques Form of Assessment : Practice / Performance	- Lecture - Observation - Performance - Product report - Discussion - Mastery - Skill assessment sheet - Product assessment sheet 3 X 50	Material: basic handstand techniques Reference: Febriyanti, et al, 2017. <i>Basic Gymnastics Skills</i> . Unipress Unesa	5%
6	Combining the basic techniques of kayang, wax, split	- Explaining the basic techniques of kayang, candle, split - Identifying the basic techniques of kayang, candle, split - Analyzing the basic techniques of kayang, candle, split - Practicing the basic techniques of kayang, candle, split	Criteria: Basic technique Kayang, candle, split Form of Assessment : Practical Assessment	- Lecture - Observation - Performance - Product report - Discussion - Mastery - Skill assessment sheet - Product assessment sheet 3 X 50	Material: basic techniques of kayang, candles, splits Reference: Mahendra, 2001. <i>Gymnastics Learning (Dominant Movement Pattern Approach for Junior High School Students)</i> . The directorate general of primary and secondary education collaborates with the directorate general of sports. Department of Education and Culture	8%
7	Students can describe and review the basic floor exercise techniques that have been learned from meetings 2-6	Students can explain the basic floor exercise techniques that have been learned from meetings 2-6.	Criteria: describe and review the basic floor exercise techniques that have been learned from meetings 2-6 Form of Assessment : Practice / Performance	- Present the basic floor exercise techniques that have been learned from meetings 2-6. - Discuss the basic floor exercise techniques that have been learned from meetings 2-6. based on the 3 X 50 book reference	Material: describe and review the basic floor exercise techniques that have been learned from meetings 2-6. Reference: Mahendra, 2001. <i>Gymnastics Learning (Dominant Movement Pattern Approach for Junior High School Students)</i> . The directorate general of primary and secondary education collaborates with the directorate general of sports. Department of Education and Culture Material: describe and review the basic floor exercise techniques that have been learned from meetings 2-6. Reference: Febriyanti, et al, 2017. <i>Basic Gymnastics Skills</i> . Unipress Unesa	8%

8	Can make a simple series of floor exercise movements	UTS	<p>Criteria: Can combine the floor exercise movements given at meetings 2-7</p> <p>Form of Assessment : Test</p>	using the Offline / Offline 3x50 method		<p>Material: Can make a simple series of floor exercise movements.</p> <p>Reference: <i>Mahendra, 2001. Gymnastics Learning (Dominant Movement Pattern Approach for Junior High School Students). The directorate general of primary and secondary education collaborates with the directorate general of sports. Department of Education and Culture</i></p>	8%
9	Students can explain equipment regulations and assessment systems according to COP	Students can explain equipment regulations and assessment systems according to COP	<p>Criteria: assessment materials and gymnastics rules according to the COP on the multi-level bars</p> <p>Form of Assessment : Participatory Activities</p>	using the Offline / Offline 3x50 method		<p>Material: assessment material and gymnastics rules according to COP on the multi-level bar.</p> <p>Reference: <i>FIG, 2013. Code of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/...</i></p>	5%
10	Students can explain equipment regulations and assessment systems according to COP	<p>1.Students can explain the rules for multi-level crossbars</p> <p>2.Students can identify gymnastic movements according to basic gymnastics symbols</p>	<p>Criteria: Students can explain equipment regulations and assessment systems according to COP</p> <p>Form of Assessment : Participatory Activities</p>	using the Offline / Offline 3x50 method		<p>Material: Students can explain equipment regulations and assessment systems according to COP</p> <p>Library: <i>FIG, 2013. Code of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/...</i></p>	5%
11	Students can explain equipment regulations and assessment systems according to COP	Students can describe the stages of the forward roll and kip roll movements in the jump box	<p>Criteria: Students can perform basic techniques and explain the forward roll and kip roll movements on the jump box</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	using the Offline / Offline 3x50 method		<p>Material: Students can perform basic techniques and explain forward roll and roll kip movements on the chest jump.</p> <p>Reference: <i>Soewandi, 1998. Development of Basic Gymnastics . Unipress Unesa</i></p>	8%
12	Students can perform basic techniques and explain the head kip and handspring movements on the vault	<p>1.Students can describe the stages of the head kip and handspring movements in the jumping box</p> <p>2.Students can practice head kip and handspring movements on the vault</p>	<p>Criteria: Students can perform basic techniques and explain the head kip and handspring movements on the vault</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	using the Offline / Offline 3x50 method		<p>Material: Students can perform basic techniques and explain the head kip and handspring movements in the chest jump.</p> <p>Reference: <i>Mahendra, 2000. Gymnastics . The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	8%

13	Students can explain and practice basic rhythmic techniques using mace	<ol style="list-style-type: none"> 1.Students can explain mace techniques 2.Students can describe and practice foot movements with a mace 	<p>Criteria: Students can explain and practice basic rhythmic techniques using mace</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	using the Offline / Offline 3x50 method		<p>Material: Students can explain and practice basic rhythmic techniques using mace.</p> <p>Reference: <i>Soewandi, 1998. Development of Basic Gymnastics . Unipress Unesa</i></p>	8%
14	Students can explain and perform various rhythmic movements	<ol style="list-style-type: none"> 1.Students can explain the movements of balance, jumping and pivoting. 2.Students can practice balance movements, jumping and pivoting. 	<p>Criteria: Students can explain and perform various rhythmic movements</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	using the Offline / Offline 3x50 method		<p>Material: Students can explain and perform various rhythmic movements</p> <p>Reference: <i>Mahendra, 2001. Gymnastics Learning (Dominant Movement Pattern Approach for Junior High School Students). The directorate general of primary and secondary education collaborates with the directorate general of sports. Department of Education and Culture</i></p>	8%
15	Students can perform basic techniques and explain rhythmic movements using mace tools	<ol style="list-style-type: none"> 1.Students can describe balance movements, jumps and turns using a club 2.Students can practice balance movements, jumps and turns using a club 	<p>Criteria: Students can perform basic techniques and explain rhythmic movements using mace tools</p> <p>Form of Assessment : Participatory Activities</p>	using the Offline / Offline 3x50 method		<p>Material: Students can perform basic techniques and explain rhythmic movements using mace.</p> <p>Reference: <i>Mahendra, 2001. Gymnastics Learning (Dominant Movement Pattern Approach for Junior High School Students). The directorate general of primary and secondary education collaborates with the directorate general of sports. Department of Education and Culture</i></p>	8%
16	UAS	Students can create and perform a series of basic aerobic movements accompanied by music	<p>Criteria: Students can create and perform a series of basic aerobic movements accompanied by music</p> <p>Form of Assessment : Participatory Activities, Tests</p>	using the Offline / Offline 3x50 method		<p>Material: Students can create and perform a series of basic aerobic movements accompanied by music.</p> <p>Reference: <i>Mahendra, 2001. Gymnastics Learning (Dominant Movement Pattern Approach for Junior High School Students). The directorate general of primary and secondary education collaborates with the directorate general of sports. Department of Education and Culture</i></p>	3%

No	Evaluation	Percentage
1.	Participatory Activities	38.5%
2.	Practical Assessment	8%
3.	Practice / Performance	44%
4.	Test	9.5%
		100%

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.