



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																		
Big Ball Learning	8520103264	Compulsory Study Program Subjects	T=0 P=0 ECTS=0	4	February 15, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																		
	Yuni Fitriyah Ningsih, S.Pd., M.Pd.		Dr. Setiyo Hartoto, M.Kes		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	Able to analyze types, each characteristic, introduce the concept of professional ethics in the world of sports, big ball learning																																																					
	PLO-PO Matrix																																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> </table>				P.O	PO-1																																																
P.O																																																							
PO-1																																																							
	PO Matrix at the end of each learning stage (Sub-PO)																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>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> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
P.O	Week																																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																							
PO-1																																																							
Short Course Description	This course is a course that discusses the application and implementation of big ball learning in theory and practice, namely football, basketball and volleyball which includes professional ethics, as a teacher and implementer of matches/simulations, both actual rules, modified ones or learning processes at various levels. Lectures are conducted to measure the achievement of learning competencies using project based learning and problem based learning approaches, discussions, questions and answers, assignments. Assessment is carried out by performance, written tests and portfolios.																																																						
References	Main :																																																						
	<ol style="list-style-type: none"> 1. Nugraha, A. C. (2012). Mahir sepakbola. Nuansa Cendekia. 2. Agustina, R. S. (2020). Buku Jago Sepak Bola. Ilmu Cemerlang Group. 3. Lukyani, L., & Agustina, R. S. (2020). Buku Jago Bola Basket. Ilmu Cemerlang Group. 4. Faruq, M. M. (2009). Mningk Kbugarn Mll... Bola Basket. Grasindo. 5. Tawakal, I. (2020). Buku Jago Bola Voli. Ilmu Cemerlang Group. 6. National Federation of State High School Associations. (2018). Basketball Rules Book. Indiana: Author. 7. FIBA. (2019). Official Basketball Rules. Switzerland: Author. 8. Silver, A. (2019). NBA Official Rulebook. New York: Author. 9. Patterson, K. (2010). Referee's Handbook. Champaign, IL: Human Kinetics. 10. NCAA. (2018). 2018-19 Men's Basketball Rules and Interpretations. Indianapolis: Author. 11. Light, R. (2013). Teaching in Further Education: An Outline of Principles and Practice. Routledge 12. Laurillard, D. (2012). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. Routledge. 13. Kolb, D. A. (2014). Experiential learning: Experience as the source of learning and development. FT press. 14. Bredemeier, B. J., & Shields, D. L. (2010). Sport and character: Reclaiming the principles of sportsmanship. Human Kinetics. 15. Danish, S. J., Petitpas, A. J., & Hale, B. D. (1993). Life development intervention for athletes: Life skills through sports. The Counseling Psychologist, 21(3), 352-385 16. FIVB. (2017). Refereeing Guidelines 2017-2020. 17. FIBA. (2018). Official Basketball Rules 2018. 																																																						
	Supporters:																																																						
	1. https://journal.unnes.ac.id/sju/index.php/peshr/article/view/264																																																						

Supporting lecturer		Prof. Dr. Drs. Abdul Rachman Syam Tuasikal, M.Pd. Drs. Sudarso, M.Pd. Dr. Nanik Indahwati, S.Pd., M.Or. Dr. Dwi Cahyo Kartiko, S.Pd., M.Kes. Nanang Indriarsa, S.Pd., M.Psi.T. Dr. Taufiq Hidayat, S.Pd., M.Kes. Dr. Mochamad Ridwan, S.Pd., M.Pd. Muchamad Arif Al Ardha, S.Pd., M.Ed., Ph.D. Moh. Fathur Rohman, S.Pd., M.Pd. Yuni Fitriyah Ningsih, 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	Able to analyze types of big ball learning	<ol style="list-style-type: none"> 1.Students can identify the duties and responsibilities of officiating at a major football match. 2.Students can analyze officiating decisions taken in big football matches. 3.Students can develop strategies to improve officiating duties in big football matches. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to identify duties and responsibilities in officiating at major football matches. 2.Student analysis of officiating decisions taken in big football matches. 3.Students' ability to develop strategies to improve officiating tasks in big football matches. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Lecture Discussion Individual and group assignments Practicum 2 X 50	Online Discussion	<p>Material: Duties and responsibilities in officiating at big football matches. Ethics and integrity in officiating in big football matches.</p> <p>References: <i>Nugraha, AC (2012). Skilled at football. Scholarly Nuance.</i></p> <p>Material: Able to analyze types of big ball learning.</p> <p>Library: <i>National Federation of State High School Associations. (2018). Basketball Rules Book. Indiana: Author.</i></p>	4%

2	Able to analyze types of big ball learning	<ol style="list-style-type: none"> 1. Students can identify the duties and responsibilities of officiating at a major football match. 2. Students can analyze officiating decisions taken in big football matches. 3. Students can develop strategies to improve officiating duties in big football matches. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students' ability to identify duties and responsibilities in officiating at major football matches. 2. Student analysis of officiating decisions taken in big football matches. 3. Students' ability to develop strategies to improve officiating tasks in big football matches. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Lecture Discussion Individual and group assignments Practicum 9 X 50	Online Discussion	<p>Material: Officiating techniques in big football matches. Analysis of officiating decisions in big football matches.</p> <p>References: Nugraha, AC (2012). <i>Skilled at football. Scholarly Nuance.</i></p> <hr/> <p>Material: Officiating techniques in big football matches. Analysis of officiating decisions in big football matches.</p> <p>References: Patterson, K. (2010). <i>Referee's Handbook. Champaign, IL: Human Kinetics.</i></p> <hr/> <p>Material: Able to analyze types of big ball learning.</p> <p>Reference: Agustina, RS (2020). <i>Football Good Book. Ilmu Cemerlang Group.</i></p>	5%
3	Able to analyze types of big ball learning	<ol style="list-style-type: none"> 1. Students can identify the duties and responsibilities of officiating at a major football match. 2. Students can analyze officiating decisions taken in big football matches. 3. Students can develop strategies to improve officiating duties in big football matches. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students' ability to identify duties and responsibilities in officiating at major football matches. 2. Student analysis of officiating decisions taken in big football matches. 3. Students' ability to develop strategies to improve officiating tasks in big football matches. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Lecture Discussion Individual and group assignments Practicum 9 X 50	Online Discussion	<p>Material: Officiating techniques in big football matches. Analysis of officiating decisions in big football matches.</p> <p>References: Patterson, K. (2010). <i>Referee's Handbook. Champaign, IL: Human Kinetics.</i></p> <hr/> <p>Material: Development of strategies to improve officiating tasks in big football matches.</p> <p>References: Patterson, K. (2010). <i>Referee's Handbook. Champaign, IL: Human Kinetics.</i></p>	5%

4	Able to analyze each characteristic of big ball learning	<p>1. Students are able to identify the learning characteristics of big balls.</p> <p>2. Students are able to analyze the advantages and disadvantages of each characteristic of learning big balls.</p> <p>3. Students are able to consider the learning context in choosing appropriate big ball learning characteristics.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students' ability to identify the learning characteristics of big balls. 2. Student analysis of the advantages and disadvantages of each characteristic of big ball learning. 3. Students' ability to consider the learning context in choosing appropriate big ball learning characteristics. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Discussion: Students will be divided into small groups and will be given problems related to the learning characteristics of large balls. Each group will be asked to discuss the problem and present the results of their discussion in front of the class.</p> <p>Observation: Each group will observe a different big ball learning process, such as the learning process in class, outside class, or on the training ground.</p> <p>Presentation: Each group will present the results of their observations and discuss the characteristics of big ball learning that they identified in the observed learning process.</p> <p>9 X 50</p>	exploration of online material	<p>Material: Characteristics of big ball learning</p> <p>Reference: Laurillard, D. (2012). <i>Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology</i>. Routledge.</p>	5%
---	----------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

5	Able to analyze each characteristic of big ball learning	<ol style="list-style-type: none"> 1. Students are able to identify the learning characteristics of big balls. 2. Students are able to analyze the advantages and disadvantages of each characteristic of learning big balls. 3. Students are able to consider the learning context in choosing appropriate big ball learning characteristics. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students' ability to identify the learning characteristics of big balls. 2. Student analysis of the advantages and disadvantages of each characteristic of big ball learning. 3. Students' ability to consider the learning context in choosing appropriate big ball learning characteristics. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Monitoring Project 9 X 50	<p>Online discussions: Students will participate in online discussion forums that focus on problems characteristic of learning big balls. Students will be asked to contribute to discussions and provide feedback on their friends' contributions.</p> <p>Individual assignment: Students will be asked to analyze the learning characteristics of a large ball in a given study case. Students will be asked to write their analysis in the form of an individual report.</p> <p>Consultation with lecturers via email or chat: Students can consult with lecturers via email or chat regarding the individual assignments they are working on.</p>	<p>Material: Characteristics of big ball learning Reference: Laurillard, D. (2012). <i>Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology</i>. Routledge.</p> <hr/> <p>Material: Advantages and disadvantages of each characteristic of big ball learning Reference: Kolb, DA (2014). <i>Experiential learning: Experience as the source of learning and development</i>. FT press.</p> <hr/> <p>Material: Learning context in choosing appropriate big ball learning characteristics References: Light, R. (2013). <i>Teaching in Further Education: An Outline of Principles and Practice</i>. Routledge</p>	5%
---	----------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

6	Able to analyze each characteristic of big ball learning	<ol style="list-style-type: none"> 1. Students are able to identify the learning characteristics of big balls. 2. Students are able to analyze the advantages and disadvantages of each characteristic of learning big balls. 3. Students are able to consider the learning context in choosing appropriate big ball learning characteristics. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students' ability to identify the learning characteristics of big balls. 2. Student analysis of the advantages and disadvantages of each characteristic of big ball learning. 3. Students' ability to consider the learning context in choosing appropriate big ball learning characteristics. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Discussion: Students will be divided into groups and given the task of designing a big ball learning program that integrates the big ball learning characteristics they identified in the previous meeting. Each group will present their learning program and discuss the advantages and disadvantages of the program.</p> <p>Group presentation: Each group will present their learning program and discuss the advantages and disadvantages of the program.</p> <p>Self-evaluation: Students will be asked to self-evaluate their contributions to the group and learn from their learning experiences. 9 X 50</p>	explore online learning resources	<p>Material: Characteristics of big ball learning</p> <p>Reference: <i>Laurillard, D. (2012). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. Routledge.</i></p> <hr/> <p>Material: Advantages and disadvantages of each characteristic of big ball learning</p> <p>Reference: <i>Kolb, DA (2014). Experiential learning: Experience as the source of learning and development. FT press.</i></p> <hr/> <p>Material: Learning context in choosing appropriate big ball learning characteristics</p> <p>References: <i>Light, R. (2013). Teaching in Further Education: An Outline of Principles and Practice. Routledge</i></p>	5%
---	----------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----

7	<p>1.Introducing the concept of professional ethics in the world of sports</p> <p>2.Explains the importance of professional ethics in learning big football</p> <p>3.Group discussion regarding professional ethics in big ball learning</p>	<p>1.Students' ability to understand the concept of professional ethics in learning football is big</p> <p>2.Students' ability to analyze professional ethics cases in learning football is big</p> <p>3.Students' ability to develop strategies and action plans for implementing professional ethics in learning about big football</p>	<p>Criteria:</p> <ol style="list-style-type: none"> Attendance and active participation in group discussions and online forums Quality of case analysis and prepared solutions Quality of strategies and action plans for implementing professional ethics <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Lectures and group discussions 9 X 50</p>	<p>Forum discussions and individual assignments</p>	<p>Material: Introduction to professional ethics in sports. Ethical principles in learning big football. Reference: <i>Bredemeier, B.J, & Shields, DL (2010). Sport and character: Reclaiming the principles of sportsmanship. Human Kinetics.</i></p> <hr/> <p>Material: Case study of professional ethics in big ball learning. Strategy for implementing professional ethics in big ball learning. References: <i>Danish, S.J, Petitpas, A.J, & Hale, BD (1993). Life development intervention for athletes: Life skills through sports. The Counseling Psychologist, 21(3), 352-385</i></p>	5%
8	UTS	<p>Students' ability to understand professional concepts and ethics in learning football is big</p>	<p>Criteria: Attendance and active participation in group discussions and online forums</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	9 X 50 Exam	Exam	<p>Material: Introduction to professional ethics in sports. Ethical principles in learning big football. Reference: <i>Bredemeier, B.J, & Shields, DL (2010). Sport and character: Reclaiming the principles of sportsmanship. Human Kinetics.</i></p> <hr/> <p>Material: Case study of professional ethics in big ball learning. Strategy for implementing professional ethics in big ball learning. References: <i>Danish, S.J, Petitpas, A.J, & Hale, BD (1993). Life development intervention for athletes: Life skills through sports. The Counseling Psychologist, 21(3), 352-385</i></p>	10%

9	<p>1. Case analysis of professional ethics in big ball learning</p> <p>2. Develop solutions and recommendations in accordance with professional ethics</p> <p>3. Group discussion and presentation of case analysis results</p>	<p>1. Students' ability to understand the concept of professional ethics in learning football is big</p> <p>2. Students' ability to analyze professional ethics cases in learning football is big</p> <p>3. Students' ability to develop strategies and action plans for implementing professional ethics in learning about big football</p>	<p>Criteria:</p> <ol style="list-style-type: none"> Attendance and active participation in group discussions and online forums Quality of case analysis and prepared solutions Quality of strategies and action plans for implementing professional ethics <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Group discussion and presentation of the results of the 9 X 50 case analysis</p>	<p>Individual assignments, forum discussions and online presentations</p>	<p>Material: Introduction to professional ethics in sports. Ethical principles in learning big football.</p> <p>Reference: <i>Bredemeier, B.J, & Shields, DL (2010). Sport and character: Reclaiming the principles of sportsmanship. Human Kinetics.</i></p> <p>Material: Able to analyze the officiating of big ball games.</p> <p>Literature:</p>	5%
10	<p>1. Developing strategies for implementing professional ethics in big ball learning</p> <p>2. Group discussions to develop action plans in implementing professional ethics</p> <p>3. Presentation of group action plans</p>	<p>1. Students' ability to understand the concept of professional ethics in learning football is big</p> <p>2. Students' ability to analyze professional ethics cases in learning football is big</p> <p>3. Students' ability to develop strategies and action plans for implementing professional ethics in learning about big football</p>	<p>Criteria:</p> <ol style="list-style-type: none"> Attendance and active participation in group discussions and online forums Quality of case analysis and prepared solutions Quality of strategies and action plans for implementing professional ethics <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Group discussion and presentation of the 9 X 50 action plan</p>	<p>Individual assignments, forum discussions, and online presentations</p>	<p>Material: Introduction to professional ethics in sports. Ethical principles in learning big football.</p> <p>Reference: <i>Bredemeier, B.J, & Shields, DL (2010). Sport and character: Reclaiming the principles of sportsmanship. Human Kinetics.</i></p> <p>Material: Case study of professional ethics in big ball learning. Strategy for implementing professional ethics in big ball learning.</p> <p>References: <i>Danish, SJ, Petitpas, AJ, & Hale, BD (1993). Life development intervention for athletes: Life skills through sports. The Counseling Psychologist, 21(3), 352-385</i></p>	5%
11	<p>Able to analyze officiating big ball games</p>	<p>Analyze the tasks of match organizers in carrying out events</p>	<p>Criteria:</p> <ol style="list-style-type: none"> Quality of presentation in group discussions Suitability of answers to individual assignments <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Group discussion 3 X 50</p>	<p>Individual assignments via online learning platforms</p>	<p>Material: Able to analyze professional ethics in learning big football with full responsibility.</p> <p>References: <i>Light, R. (2013). Teaching in Further Education: An Outline of Principles and Practice. Routledge</i></p>	5%

12	Able to analyze officiating big ball games	Analyze the tasks of match organizers in carrying out events	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Quality of presentation in group discussions 2. Correspondence of answers to individual assignments and interactive quizzes <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Group discussion, 3 X 50 simulation	Individual assignments via online learning platforms, interactive quizzes	<p>Material: Introduction to officiating in every major ball game (volleyball, basketball, soccer) References: <i>FIBA. (2019). Official Basketball Rules. Switzerland: Author.</i></p> <p>Material: Introduction to officiating in every big ball game (volleyball, basketball, soccer) References: <i>Agustina, RS (2020). Football Good Book. Ilmu Cemerlang Group.</i></p> <p>Material: Introduction to officiating in every major ball game (volleyball, basketball, soccer) References: <i>FIVB. (2017). Refereeing Guidelines 2017-2020.</i></p>	5%
13	Able to analyze officiating big ball games	<ol style="list-style-type: none"> 1. Students are able to explain officiating in big ball games. 2. Students are able to identify the duties of officiating in big ball games. 3. Students are able to analyze the challenges and strategies in carrying out officiating in big ball games. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students' ability to explain officiating in big ball games. 2. Students' ability to identify the duties of officiating in big ball games. 3. Students' ability to analyze challenges and strategies in carrying out officiating in big ball games. 4. Student participation in group discussions and presentations. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Case-based learning: Students will be given real cases regarding the implementation of events or big football matches that require analysis of the duties of the officiating officer. Students will also engage in group discussions and group presentations to strengthen their understanding of the material. 3 X 50	Online Material Exploration	<p>Material: Introduction to officiating in big ball games. Officiating duties in big ball games. Challenges and strategies in carrying out officiating in big ball games. References: <i>Faruq, MM (2009). Mningk Kbugarn Mll... Basketball. Grasindo.</i></p>	5%

14	Able to apply big ball learning	<p>1.The student group succeeded in determining a project related to learning big balls</p> <p>2.The student group succeeded in planning their project well</p> <p>3.The student group was able to correctly apply basic big ball techniques and basic game rules to their project</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The student group was able to complete the project well 2.Student groups can correctly apply basic big ball techniques and basic rules of the game to their projects <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Method: PBL (Project-Based Learning)</p> <p>Phase 1: Orientation</p> <p>Students are introduced to the learning objectives and project that will be carried out. A brief discussion about the importance of learning big balls in everyday life.</p> <p>Phase 2: Determining the Project. Students work in groups to determine the project they want. The project they are working on must be related to major learning and must demonstrate the application of techniques taught in previous meetings.</p> <p>Phase 3: Planning. Student groups plan their project, including stages, resources, and schedule.</p> <p>Phase 4: Implementation. Student groups carry out their projects and apply the learning. big ball that has been taught 3 X 50</p>	Exploration of Online Learning Resources	<p>Material: Basic big ball techniques (soccer, basketball, volleyball)</p> <p>Basic rules of big ball games</p> <p>Reference: Kolb, DA (2014). <i>Experiential learning: Experience as the source of learning and development.</i> FT press.</p> <p>Material: Able to apply big ball learning</p> <p>References:</p>	5%
15	Able to apply big ball learning	<p>1.The student group succeeded in presenting the results of their project in a clear and structured manner</p> <p>2.Student groups can reflect well on the project process and results</p> <p>3.Students can apply advanced big ball techniques and game strategies/tactics well in the project</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Student groups can present project results well 2.Students can reflect on the project process and results well 3.Students can apply advanced big ball techniques well <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Discussion 3 X 50	<p>Learning Method: PBL (Project-Based Learning)</p> <p>Phase 5: Reflection</p> <p>Student groups present the results of their projects</p> <p>Reflective discussions about the project process and results</p>	<p>Material: Able to apply big ball learning</p> <p>Reference: Agustina, RS (2020). <i>Football Good Book. Ilmu Cemerlang Group.</i></p>	5%
16	Able to apply big ball learning	Students can work on meeting material 1-15	<p>Criteria:</p> <p>able to do all exam questions well</p> <p>Form of Assessment :</p> <p>Participatory Activities</p>	3 x 50 exams	Exam	<p>Material: Final Semester Test</p> <p>Reference: Tawakal, I. (2020). <i>Volleyball Champion Book. Ilmu Cemerlang Group.</i></p>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	56.34%
2.	Project Results Assessment / Product Assessment	36.34%
3.	Practice / Performance	6.34%
		99.02%

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.