



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																																																		
Gymnastics Learning	8520102261	Compulsory Study Program Subjects	T=0 P=2 ECTS=3.18	4	May 21, 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 have the courage to try advanced movements of apparatus gymnastics and rhythmic activities and practice them in the form of simple sequences by preparing various safety equipment.																																																					
	PLO-PO Matrix																																																						
		<table border="1" style="margin: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> <tr><td style="padding: 5px;">PO-1</td></tr> </table>				P.O	PO-1																																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">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																
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PO-1																																																							
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 :																																																						
	<ol style="list-style-type: none"> 1. FIG, 2017. Code Of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/site/index.php 2. Internet website : Safety First for Gymnast in Gymnasium . 3. Mahendra, 2000. Senam . Direktorat jenderal pendidikan dasar dan menengah bagian proyek penataran guru SLTP setara D-III. DEPDIKBUD 4. Sholeh, 1992. Olahraga Pilihan Senam . Direktorat jenderal pendidikan tinggi proyek pembinaan tenaga kependidikan. DEPDIKBUD 5. Soewandi, 1998. Perkembangan Senam Dasar . Unipress Unesa 																																																						
	Supporters:																																																						
	<ol style="list-style-type: none"> 1. Asri, A. (2022). Pengaruh Motivasi Terhadap Kemampuan Lemparan Simpai Senam Ritmik Atlet Daradaeng Gymnastic Club. Sportify Journal, 2(1), 1-8. 2. Faridah, E., & Nugroho, S. (2022). PEMBELAJARAN PRA NEW NORMAL (Model Blended Learning Pola Komplementer Materi Senam Ritmik). Penerbit Widina. 3. Basri, B. (2019). Meningkatkan Perkembangan Motorik melalui Senam Ritmik pada Siswa Kelas VI Sekolah Dasar. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 4(3), 387-392. 4. Ulfah, A. A., Dimiyati, D., & Putra, A. J. A. (2021). Analisis Penerapan Senam Irama dalam Meningkatkan Kemampuan Motorik Kasar Anak Usia Dini. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 5(2), 1844-1852. 																																																						
Supporting lecturer	Drs. Sudarso, M.Pd. Irma Febriyanti, S.Or., M.Kes. Suryanto Agung Prabowo, 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	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 Form of Assessment : Participatory Activities	- 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		Material: Can explain the types/types, as well as facilities and infrastructure in gymnastics. Library: <i>Internet website: Safety First for Gymnasts in Gymnasium.</i>	5%
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 Form of Assessment : Participatory Activities, Portfolio Assessment	- Listen to the lecturer's explanation regarding the material on the rules for the uneven bars - Discuss the material on gymnastic movements according to the basic symbols of gymnastics and the assessment according to COP 3 X 50		Material: Students identify gymnastic movements according to the basic symbols of gymnastics. Reference: <i>FIG, 2017. Code of Points de Gymnastics Artistic. Available from : http://www.fig-gymnastics.com/...</i>	6%
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 Form of Assessment : Participatory Activities, Portfolio Assessment	- 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		Material: Students identify gymnastic movements according to the basic symbols of gymnastics. Reference: <i>FIG, 2017. Code of Points de Gymnastics Artistic. Available from : http://www.fig-gymnastics.com/...</i>	6%
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 Form of Assessment : Participatory Activities, Portfolio Assessment	- 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		Material: Students identify gymnastic movements according to the basic symbols of gymnastics. Reference: <i>FIG, 2017. Code of Points de Gymnastics Artistic. Available from : http://www.fig-gymnastics.com/...</i>	6%

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	<p>Criteria: Students can explain equipment regulations and assessment systems according to COP</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	- 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		<p>Material: Students identify gymnastic movements according to the basic symbols of gymnastics.</p> <p>Reference: FIG, 2017. <i>Code of Points de Gymnastics Artistic</i>. Available from : http://www.fig-gymnastics.com/...</p>	6%
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	<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>	- 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 - Discuss the basic techniques of forward roll and roll kip movements on the jump box based on the reference book 3 X 50		<p>Material: Students practice forward roll and kip roll movements on 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>	6%
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	<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</p>	- 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 - Discuss the basic techniques for the head kip and handspring movements on the jump box based on the reference book 3 X 50		<p>Material: Students perform basic techniques and explain the head kip and handspring movements in the chest vault.</p> <p>Reference: <i>Sholeh, 1992. Selected Sports Gymnastics. Directorate general of higher education education staff development project. Department of Education and Culture</i></p>	6%

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 	<p>Criteria: UTS</p> <p>Form of Assessment : Test</p>	<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 	<p>Material: Students can perform basic techniques on the chest vault.</p> <p>Reference: <i>Sholeh, 1992. Gymnastics Choice Sport. Directorate general of higher education educational staff development project. Department of Education and Culture</i></p>	8%
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 	<p>Criteria: Students can explain and practice basic rhythmic techniques using mace</p> <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> - Listen to the lecturer's explanation about basic rhythmic techniques with the mace - Practice basic foot and hand movement techniques with the mace - Discuss the basic techniques of foot and hand movements based on the reference book 3 X 50 	<p>Material: Practicing basic foot and hand movement techniques with a mace.</p> <p>Reference: <i>Asri, A. (2022). The Influence of Motivation on the Rhythmic Gymnastics Hoop Throwing Ability of Daradaeng Gymnastics Club Athletes. Sportify Journal, 2(1), 1-8.</i></p>	6%
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) 	<p>Criteria: Students can explain and perform various rhythmic movements</p> <p>Form of Assessment : Participatory Activities</p>	<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 	<p>Material: Students practice balance, jumping and pivot movements.</p> <p>Reference: <i>Faridah, E., & Nugroho, S. (2022). PRE NEW NORMAL LEARNING (Blended Learning Model Complementary Patterns of Rhythmic Gymnastics Material). Widina Publishers.</i></p>	6%

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 	<p>Criteria: Students can perform basic techniques and explain rhythmic movements using mace tools</p> <p>Form of Assessment : Participatory Activities</p>	<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 	<p>Material: Students practice balance movements, jumps and turns using a mace.</p> <p>Reference: <i>Basri, B. (2019). Improving Motor Development through Rhythmic Gymnastics in Class VI Elementary School Students. Journal of Education: Theory, Research, and Development, 4(3), 387-392.</i></p>	6%
12	Evaluation	<ul style="list-style-type: none"> - Students can practice balance movements, jumps and turns using a club 	<p>Criteria: Students can perform basic rhythmic movement techniques using maces accompanied by musical rhythms</p> <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> - Practicing basic techniques for balance movements, jumps and turns using a 3 X 50 club 	<p>Material: performing basic rhythmic movement techniques using a mace and accompanied by musical rhythms.</p> <p>Reference: <i>Asri, A. (2022). The Influence of Motivation on the Rhythmic Gymnastics Hoop Throwing Ability of Daradaeng Gymnastics Club Athletes. Sportify Journal, 2(1), 1-8.</i></p>	6%
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 	<p>Criteria: Students can create and sequence movements from a combination of martial arts sports and rhythmic activities accompanied by music</p> <p>Form of Assessment : Participatory Activities</p>	<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 	<p>Material: creating and assembling movements from a combination of martial arts sports and rhythmic activities accompanied by music.</p> <p>Reference: <i>Faridah, E., & Nugroho, S. (2022). PRE NEW NORMAL LEARNING (Blended Learning Model Complementary Patterns of Rhythmic Gymnastics Material). Widina Publishers.</i></p>	6%
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 	<p>Criteria: Students can perform basic techniques and explain basic aerobic movements</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<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 	<p>Material: practicing basic aerobic movements</p> <p>Reference: <i>Faridah, E., & Nugroho, S. (2022). PRE NEW NORMAL LEARNING (Blended Learning Model Complementary Patterns of Rhythmic Gymnastics Material). Widina Publishers.</i></p>	6%

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 Form of Assessment : Practice / Performance	- 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	Material: make variations of the basic aerobic movements that have been given. Reference: <i>Basri, B. (2019). Improving Motor Development through Rhythmic Gymnastics in Class VI Elementary School Students. Journal of Education: Theory, Research, and Development, 4(3), 387-392.</i>	6%
16	UAS	Students practice movements from rhythmic gymnastics accompanied by music	Criteria: Students practice and create variations of rhythmic gymnastics movements accompanied by music Form of Assessment : Participatory Activities, Tests	using the Offline / Offline 3X50 method	Material: Students practice and create variations of rhythmic gymnastics movements accompanied by music. Reference: <i>Ulfah, AA, Dimiyati, D., & Putra, AJA (2021). Analysis of the Application of Rhythmic Gymnastics in Improving Gross Motor Skills in Early Childhood. Obsession Journal: Journal of Early Childhood Education, 5(2), 1844-1852.</i>	9%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	63.5%
2.	Portfolio Assessment	12%
3.	Practice / Performance	12%
4.	Test	12.5%
		100%

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.

