



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
---------	------	---------------	---------------	----------	------------------

Innovative Learning	8520102237	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	May 22, 2023
---------------------	------------	-----------------------------------	-------------------	---	--------------

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
---------------	--------------	----------------------------	---------------------------

		Prof. Dr. Drs. 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	Have the 5 main characteristics of the Indonesian nation (religiousness, integrity, nationalism, independence, and mutual cooperation) and essential 21st century skills (communication, collaboration, critical thinking, and creativity)
--------	--

PO - 2	Able to explain the gradation of KD PJOK in K13, the contribution of PJOK learning to the school literacy movement, the contribution of PJOK learning to strengthening character education, the contribution of PJOK learning to improving essential skills for the 21st century.
--------	---

PO - 3	Able to make learning plans according to vertical and horizontal analysis criteria.
--------	---

PLO-PO Matrix	
---------------	--

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">P.O</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <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><td></td><td></td> </tr> <tr> <td></td> <td>PO-2</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><td></td> </tr> <tr> <td></td> <td>PO-3</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><td></td> </tr> </table>		P.O																			PO-1																				PO-2																				PO-3																		
	P.O																																																																															
	PO-1																																																																															
	PO-2																																																																															
	PO-3																																																																															

PO Matrix at the end of each learning stage (Sub-PO)	
--	--

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td></td> <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><td></td><td></td> </tr> <tr> <td></td> <td>PO-2</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><td></td> </tr> <tr> <td></td> <td>PO-3</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><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																				PO-2																				PO-3																		
	P.O	Week																																																																																															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																
	PO-1																																																																																																
	PO-2																																																																																																
	PO-3																																																																																																

Short Course Description	This course discusses how to innovate PJOK learning so that it meets the demands of KD, the school literacy movement, strengthening character education, and improving essential skills for the 21st century.
--------------------------	---

References	Main :
------------	--------

1. Permendiknas 16 tahun 2007 Standar Kualifikasi Akademik dan Kompetensi Guru
2. Panduan Laman Riset PJOK Indonesia User 4 – Mahasiswa (<http://risetpjokindonesia.com/panduan-member>)
3. Tips Penulisan Bukti Fisik di Laman Riset PJOK Indonesia User 4 – Mahasiswa (<http://risetpjokindonesia.com/panduan-member>)
4. Permendikbud 22 tahun 2016 tentang Standar Proses Dikdasmen
5. Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berfikir Tingkat Tinggi, Dit GTK Kemdikbud, 2018
6. Permendikbud 23 tahun 2016 tentang Standar Penilaian Dikdasmen
7. Buku Penilaian Berorientasi Higher Order Thinking Skills, Dit GTK Kemdikbud, 2018.
8. PPT Dinamika Perkembangan Kurikulum 2013, Kemdikbud, 2018
9. Permendikbud 37 Tahun 2018 ttg KI-KD Dikdasmen – Sub PJOK tingkat SD, SMP, SMA, dan SMK
10. Buku Teks PJOK tingkat SD, SMP, SMA/SMK

Supporters:	
-------------	--

1. <https://www.journals.mindamas.com/index.php/mimbardik/article/view/1117>

Supporting lecturer	Prof. Drs. Suroto, M.A., Ph.D. Dwi Lorry Juniarisca, S.Pd., M.Ed. Bayu Budi Prakoso, 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 identify K-13 learning demands	<ol style="list-style-type: none"> Analyzing four national standards (SKL, content standards, process standards, assessment standards) Analyzing the recommended K-13 learning model 	<p>Criteria:</p> <ol style="list-style-type: none"> The criteria for success in learning this meeting are: It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, 2 X 50 assignments		<p>Material: identifying K-13 learning demands References: <i>Minister of National Education Regulation 16 of 2007 Standards for Academic Qualifications and Teacher Competencies</i></p>	10%
2	Able to evaluate the Basic Teaching Skills of PJOK teachers through Video	<ol style="list-style-type: none"> Analyze the skills required in KBM PJOK Grouping types of teaching skills for the purposes of teaching a material 	<p>Criteria:</p> <ol style="list-style-type: none"> The criteria for success in learning this meeting are: It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, group work. 2 X 50		<p>Material: Basic Teaching Skills for PJOK teachers through Video Library: <i>Permendiknas 16 of 2007 Standards for Academic Qualifications and Teacher Competencies</i></p>	10%
3	Able to create learning innovation products in a scientific model	<ol style="list-style-type: none"> Analyze the ideal scientific model based on K-13 recommendations Analyze scientific models according to PJOK learning needs Has scientific learning innovation products which are realized in the form of lesson plans 	<p>Criteria:</p> <ol style="list-style-type: none"> The criteria for success in learning this meeting are: It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, discussions, group work. 2 X 50		<p>Material: Able to make sanitary products References: <i>PPT Dynamics of Curriculum Development 2013, Ministry of Education and Culture, 2018</i></p>	10%
4	Able to create learning innovation products in the Project Based Learning model	<ol style="list-style-type: none"> Analyzing the ideal Project Based Learning model based on K-13 recommendations Analyze the Project Based Learning model according to PJOK learning needs Has a Project Based Learning innovation product which is realized in the form of a lesson plan 	<p>Criteria:</p> <ol style="list-style-type: none"> The criteria for success in learning this meeting are: It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, discussions, group work. 2 X 50		<p>Material: creating innovative learning products in the Project Based Learning model Reference: <i>Minister of National Education Regulation 16 of 2007 Standards for Academic Qualifications and Teacher Competencies</i></p>	5%

5	Able to create learning innovation products in the Inquiry/Discovery model	<ol style="list-style-type: none"> 1. Analyze the ideal Inquiry/Discovery model based on K-13 recommendations 2. Analyze the Inquiry/Discovery model according to PJOK learning needs 3. Has an Inquiry/Discovery learning innovation product which is realized in the form of a lesson plan 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The criteria for success in learning this meeting are: 2. It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, discussions, group work. 2 X 50		<p>Material: creating learning innovation products in the Inquiry/Discovery model Library: <i>PPT Dynamics of Curriculum Development 2013, Ministry of Education and Culture, 2018</i></p>	5%
6	Able to create innovative learning products in the Cooperative Learning model – STAD, TGT, Jigsaw	<ol style="list-style-type: none"> 1. Analyzing the ideal Cooperative Learning model – STAD, TGT, Jigsaw based on K-13 recommendations 2. Analyzing Cooperative Learning models – STAD, TGT, Jigsaw according to PJOK learning needs 3. Has Cooperative Learning innovation products - STAD, TGT, Jigsaw which are realized in the form of lesson plans 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The criteria for success in learning this meeting are: 2. It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, discussions, group work. 2 X 50		<p>Material: learning innovation products in the Cooperative Learning model – STAD, TGT, Jigsaw Library: https://www.journals.mindamas.com/...</p>	5%
7	UTS: master the material that has been studied from meetings 1 to 6.	Able to take written tests	<p>Criteria:</p> <p>Students are declared successful in studying if they get a minimum score of 70</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Written Test 2 X 50		<p>Material: learning innovation products in the Cooperative Learning model – STAD, TGT, Jigsaw Library: <i>PPT Dynamics of Curriculum Development 2013, Ministry of Education and Culture, 2018</i></p>	10%
8	Able to create innovative learning products in the Cooperative Learning model – STAD, TGT, Jigsaw	<ol style="list-style-type: none"> 1. Analyzing the ideal Cooperative Learning model – STAD, TGT, Jigsaw based on K-13 recommendations 2. Analyzing Cooperative Learning models – STAD, TGT, Jigsaw according to PJOK learning needs 3. Has Cooperative Learning innovation products - STAD, TGT, Jigsaw which are realized in the form of lesson plans 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The criteria for success in learning this meeting are: 2. It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, discussions, group work. 2 X 50		<p>Material: learning innovation products in the Cooperative Learning model – STAD, TGT, Jigsaw Library: <i>PPT Dynamics of Curriculum Development 2013, Ministry of Education and Culture, 2018</i></p>	5%

9	Able to create innovative learning products in the Problem Based Learning model	<ol style="list-style-type: none"> 1. Analyzing the ideal Problem Based Learning model based on K-13 recommendations 2. Analyze the Problem Based Learning model according to PJOK learning needs 3. Has innovative Problem Based Learning learning products which are realized in the form of lesson plans 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The criteria for success in learning this meeting are: 2. It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, discussions, group work. 2 X 50		<p>Material: learning innovation products in the Problem Based Learning model Literature: <i>Learning Handbook Oriented to Higher Level Thinking Skills</i>, Directorate of GTK Kemdikbud, 2018</p>	5%
10	Able to communicate ideas and product results from scientific models, Project Based Learning, and Inquiry/Discovery.	<ol style="list-style-type: none"> 1. Explains the idea of operationalizing scientific models, Project Based Learning, and Inquiry/Discovery regarding PJOK learning needs. 2. Summarize the results of input from students and lecturers as soon as the presentation is finished. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The criteria for success in learning this meeting are: 2. It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments and discussions. 2 X 50		<p>Material: Project Based Learning, and Inquiry/Discovery. References: Minister of Education and Culture Regulation 22 of 2016 concerning Basic Education Process Standards</p>	5%
11	Able to communicate ideas and product results of the Cooperative STAD, TGT, Jigsaw and Problem Based Learning models.	<ol style="list-style-type: none"> 1. Explain the idea of operationalizing the Cooperative STAD, TGT, Jigsaw, and Problem Based Learning models for PJOK learning needs 2. Summarize the results of input from students and lecturers as soon as the presentation is finished. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The criteria for success in learning this meeting are: 2. It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments and discussions. 2 X 50		<p>Material: communicating ideas and product results of the Cooperative STAD, TGT, Jigsaw and Problem Based Learning models. Library: <i>Tips for Writing Physical Evidence on the PJOK Indonesia Research Page User 4 – Students</i> (http://risetpjokindonesia.com/...)</p>	5%
12	Able to plan an eclectic model for PJOK learning	<ol style="list-style-type: none"> 1. Analyzing the ideal Eclectic model based on K-13 recommendations 2. Analyze the Eclectic model according to PJOK learning needs 3. Has eclectic learning innovation products which are realized in the form of lesson plans 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The criteria for success in learning this meeting are: 2. It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, discussions, group work. 2 X 50		<p>Material: Eclectic model planning for PJOK learning Library: https://www.journals.mindamas.com/...</p>	5%

13	Able to examine the Teaching Physical and Social Responsibility (TPSR) model to be applied in PJOK	1.Analyzing the syntax of the Teaching Physical and Social Responsibility (TPSR) model to be applied in PJOK 2.Analyzing domain priorities as learning objectives in implementing the Teaching Physical and Social Responsibility (TPSR) model when applied in PJOK	Criteria: 1.The criteria for success in learning this meeting are: 2.It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. Form of Assessment : Project Results Assessment / Product Assessment	Lectures, questions and answers, assignments and discussions. 2 X 50		Material: examine the Teaching Physical and Social Responsibility (TPSR) model to be applied in PJOK Library: <i>Tips for Writing Physical Evidence on the PJOK Indonesia Research Page User 4 – Students</i> (http://risetpjokindonesia.com/...)	5%
14	Able to study the Tactical/Teaching Games for Understanding (TGfU) model	1.Analyzing the syntax of the Tactical/Teaching Games for Understanding (TGfU) model for materials in PJOK 2.Analyzing domain priorities as learning objectives in implementing the Tactical/Teaching Games for Understanding (TGfU) model	Criteria: 1.The criteria for success in learning this meeting are: 2.It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, questions and answers, assignments and discussions. 2 X 50		Material: examining the Tactical/Teaching Games for Understanding (TGfU) model Reference: <i>Minister of Education and Culture Regulation 23 of 2016 concerning Basic Education Assessment Standards</i>	5%
15	Able to study the Sport Education Model (SEM) model	1.Analyzing the Sport Education Model (SEM) syntax for materials in PJOK 2.Analyzing domain priorities as learning objectives in implementing the Sport Education Model (SEM)	Criteria: 1.The criteria for success in learning this meeting are: 2.It is declared successful if the student is able to achieve a score of 70 on the written test. It is declared successful if the student is able to achieve an attitude in the good category. Form of Assessment : Project Results Assessment / Product Assessment	Lectures, questions and answers, assignments and discussions. 2 X 50		Material: reviewing the Sport Education Model (SEM) Library: <i>PJOK Indonesia Research Page Guide User 4 – Students</i> (http://risetpjokindonesia.com/...)	5%
16	UAS	Able to achieve minimum standards of attitude, knowledge and skills	Criteria: Students are considered successful in studying if they achieve a minimum score of 70 Form of Assessment : Project Results Assessment / Product Assessment	Written test and product (portfolio) 2 X 50		Material: reviewing the Sport Education Model (SEM) References: <i>National Education Minister Regulation 16 of 2007 Standards for Academic Qualifications and Teacher Competencies</i>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	90%
		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.