



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																																																											
Innovative Teaching of Physical Education	8520103190		T=3	P=0	ECTS=4.77	4	May 23, 2023																																																											
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																												
		Prof. Drs. Suroto, M.A., Ph.D.			Dr. Mochamad Ridwan, S.Pd., M.Pd.																																																												
Learning model	Project Based Learning																																																																	
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																	
	Program Objectives (PO)																																																																	
	PO - 1	Students are able to understand, perform, improve skills and apply them																																																																
	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																																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																																		
	<table border="1" style="margin-left: auto; margin-right: 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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																		
PO-1																																																																		
Short Course Description	This course examines learning models with direction (direct instruction), concept attainment model, meaningful learning and discussion (discussion model of learning), SET-oriented learning, and learning strategies. strategies). The assessment is carried out through the presentation of concepts, presentation of operational examples of each learning model in the form of learning tools, workshops on developing learning tools by students oriented towards each learning model and strategy. The assessment activity ends with an exercise in implementing a particular learning model by each student in a peer teaching forum followed by discussion and reflection activities as well as cognitive internships at junior high schools.																																																																	
References	Main :																																																																	
	<ol style="list-style-type: none"> 1. Permendikbud No. 20 tahun 2016 ttg Standar Kompetensi Lulusan 2. Permendikbud No. 21 tahun 2016 ttg Standar Isi 3. Permendikbud No. 22 tahun 2016 ttg Standar Proses 4. Permendikbud No. 23 tahun 2016 ttg Standar Penilaian 5. Dirjen PSMP. 2016. Panduan Pembelajaran untuk Sekolah Menengah Pertama. Jakarta: Kementerian Pendidikan dan Kebudayaan. 6. Joyce, B., Weil, M., dan Calhoun, E. 2009. Models of Teaching: Model-model Pengajaran (edisi kedelapan). Yogyakarta: Pustaka Belajar. 7. Rink, Judith E. 1993. Teaching Physical Education for Learning (second edition). USA: Mosby-Year Book, Inc. 8. Metzler, Michael W. 2000. Instructional Models for Physical Education. US: Allyn and Bacon 9. Arends, Richard I. 2012. Learning to Teach (9th edition). New York: McGraw-Hill Education. 10. Suroto dan Khory, F.D. 2013. Peningkatan Keterampilan Mengelola Pembelajaran Siswa Aktif melalui Pendekatan Lesson Study (Studi pada Guru Penjasorkes SDN di Kecamatan Taman Sidoarjo). Laporan Penelitian Hibah Bersaing Universitas Negeri Surabaya. 11. Escartí, A., Gutiérrez, M., Pascual, C., & Llopis, R. 2010. Implementation of the personal and social responsibility model to improve self-efficacy during physical education classes for primary school children. International Journal of Psychology and Psychological Therapy , 10(3). 12. Walsh, D. S. 2007. Supporting youth development outcomes: An evaluation of a responsibility model-based program. Physical Educator , 64(1), 48. 13. Webb, P., & Pearson, P. 2012. Creative unit and lesson planning through a thematic/integrated approach to Teaching Games for Understanding (TGfU). New Zealand Physical Educator , 45(3), 17. 14. Perlman, D. 2012. The influence of the Sport Education Model on amotivated students' in-class physical activity. European Physical Education Review, 18(3), 335-345. 																																																																	
	Supporters:																																																																	
<ol style="list-style-type: none"> 1. https://d1wqtxs1xzle7.cloudfront.net/41170972/MODEL_MODEL_PEMBELAJARAN-libre.pdf?1452841901=&response-content-disposition=inline%3B+filename%3DMODEL_MODEL_PEMBELAJARAN.pdf&Expires=1684817401&Signature=Su-F2tgcMBKnmTCiKZkTw3YZhz7VCPg-P1ls-Mj8xWWRaRSPbZPWsdsbyTokr720E5L63055jamjFNHJY-mw-0gVNwei3zoBpbcw5Rmc576bvgsJL5tLZgZqTl-fbGWbncD7iMUTN6cK433g5YPmXocePm-URBfgJN1x0kMPPn44w8haHar57rPGnrH8nGFM6-zAXhaCOPHGhcF2LPfrqU38lQ-gnpt66YaDuDZgCpriwnWpARS1JxapT5ADNY117hUpYHm2RgsvmYwG4uZRY2enogsAnPfeuQQc6uBG3WinathGL-Qcuz9qfP4yLIA25z9gBD-eSBuwYJU3Q__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA 																																																																		
Supporting lecturer	Prof. Drs. Suroto, M.A., Ph.D. Dr. Mochamad Ridwan, S.Pd., M.Pd. 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	1.Analyzing four national standards (SKL, content standards, process standards, assessment standards) 2.Analyzing the recommended K-13 learning 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 : Project Results Assessment / Product Assessment	Lectures, questions and answers, assignments 3 X 50		Material: Able to identify K-13 learning demands Reader: <i>Director General of PSMP. 2016. Learning Guide for Junior High Schools. Jakarta: Ministry of Education and Culture.</i>	7%
2	Able to evaluate the Basic Teaching Skills of PJOK teachers through Video	1.Analyze the skills required in KBM PJOK 2.Grouping types of teaching skills for the purposes of teaching a material	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, group work. 3 X 50		Material: Able to evaluate the Basic Teaching Skills of PJOK teachers through Video Library: https://d1wqtxts1xzle7.cloudfront.net/...	8%
3	Able to create learning innovation products in a scientific model	1.Analyze the ideal scientific model based on K-13 recommendations 2.Analyze scientific models according to PJOK learning needs 3.Has scientific learning innovation products which are realized in the form of lesson plans	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, discussions, group work. 3 X 50		Material: Able to create innovative learning products using a scientific model Reference: <i>Minister of Education and Culture Regulation No. 21 of 2016 concerning Content Standards</i>	5%
4	Able to create learning innovation products in the Project Based Learning model	1.Analyzing the ideal Project Based Learning model based on K-13 recommendations 2.Analyze the Project Based Learning model according to PJOK learning needs 3.Has a Project Based Learning innovation product which is realized in the form of a lesson plan	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, discussions, group work. 3 X 50		Material: Able to create innovative learning products using the Project Based Learning model. Reference: <i>Minister of Education and Culture Regulation No. 23 of 2016 concerning Assessment Standards</i>	7%

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 : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, discussions, group work. 3 X 50		<p>Material: Able to create learning innovation products using the Inquiry/Discovery model. Reader: <i>Director General of PSMP. 2016. Learning Guide for Junior High Schools. Jakarta: Ministry of Education and Culture.</i></p>	3%
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 : Participatory Activities</p>	Lectures, questions and answers, assignments, discussions, group work. 3 X 50		<p>Material: Able to create innovative learning products in the Cooperative Learning model – STAD, TGT, Jigsaw Reference: <i>Webb, P., & Pearson, P. 2012. Creative unit and lesson planning through a thematic/integrated approach to Teaching Games for Understanding (TGU) . New Zealand Physical Educator, 45(3), 17.</i></p>	7%
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 : Participatory Activities, Project Results Assessment / Product Assessment</p>	Written Test 3 X 50		<p>Material: Able to create innovative learning products in the Cooperative Learning model – STAD, TGT, Jigsaw Reference: <i>Webb, P., & Pearson, P. 2012. Creative unit and lesson planning through a thematic/integrated approach to Teaching Games for Understanding (TGU) . New Zealand Physical Educator, 45(3), 17.</i></p>	8%
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</p>	Lectures, questions and answers, assignments, discussions, group work. 3 X 50		<p>Material: Able to create innovative learning products in the Cooperative Learning model – STAD, TGT, Jigsaw Library: <i>Minister of Education and Culture Regulation No. 23 of 2016 concerning Assessment Standards</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 : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments, discussions, group work. 3 X 50		<p>Material: Able to create innovative learning products in the Problem Based Learning model. Reference: Walsh, DS 2007. <i>Supporting youth development outcomes: An evaluation of a responsibility model-based program. Physical Educator, 64(1), 48.</i></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 : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments and discussions. 3 X 50		<p>Material: Able to communicate ideas and product results from scientific models, Project Based Learning, and Inquiry/Discovery. Reference: Perlman, D. 2012. <i>The influence of the Sport Education Model on unmotivated students' in-class physical activity. European Physical Education Review, 18(3), 335-345.</i></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 : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, questions and answers, assignments and discussions. 3 X 50		<p>Material: Able to communicate ideas and product results from scientific models, Project Based Learning, and Inquiry/Discovery. Reference: Director General of PSMP. 2016. <i>Learning Guide for Junior High Schools. Jakarta: Ministry of Education and Culture.</i></p>	7%
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 : Participatory Activities</p>	Lectures, questions and answers, assignments, discussions, group work. 3 X 50		<p>Material: Able to plan an eclectic model for PJOK learning. Reader: Director General of PSMP. 2016. <i>Learning Guide for Junior High Schools. Jakarta: Ministry of Education and Culture.</i></p>	7%

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 : Participatory Activities	Lectures, questions and answers, assignments and discussions. 3 X 50	Material: Able to examine the Teaching Physical and Social Responsibility (TPSR) model to be implemented in PJOK Library: Escartí, A., Gutiérrez, M., Pascual, C., & Llopis, R. 2010. <i>Implementation of the personal and social responsibility model to improve self-efficacy during physical education classes for primary school children. International Journal of Psychology and Psychological Therapy, 10(3).</i>	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	Lectures, questions and answers, assignments and discussions. 3 X 50	Material: Able to examine the Tactical/Teaching Games for Understanding (TGfU) model. Reference: Walsh, DS 2007. <i>Supporting youth development outcomes: An evaluation of a responsibility model-based program. Physical Educator, 64(1), 48.</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. 3 X 50	Material: Able to study the Sport Education Model (SEM) Library: Suroto and Khory, FD 2013. <i>Improving Active Student Learning Management Skills through the Lesson Study Approach (Study of Elementary School Physical Education Teachers in Taman Sidoarjo District). Surabaya State University Competitive Grant Research Report.</i>	7%
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 : Participatory Activities, Project Results Assessment / Product Assessment	Written test and product (portfolio) 3 X 50	Material: Able to study the Sport Education Model (SEM) References: Perlman, D. 2012. <i>The influence of the Sport Education Model on amotivated students' in-class physical activity. European Physical Education Review, 18(3), 335-345.</i>	9%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	47.5%
2.	Project Results Assessment / Product Assessment	52.5%
		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.

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.