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
Outdoor Activities	8520102267		T=0	P=0	ECTS=0	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	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 Understand the concepts and benefits of out-of-class activities. Able to choose and plan activities outside of class that are relevant to your field of study and personal interests. Understand the safety and health factors that need to be considered in activities outside the classroom. Able to prepare proposals for out-of-class activities and create cost budgets. Able to carry out activities outside the classroom well and correctly. Understand the importance of time and resource management in out-of-class activities. Able to understand and apply evaluation techniques for out-of-class activities. Have the ability to respond to changes in situations and take appropriate action if problems occur in activities outside the classroom. Able to make presentations about activities outside the classroom and present the results of activities effectively. Understand effective presentation techniques, including techniques for using visual aids and using body language. Able to adapt to different audiences and answer questions clearly and systematically. Have the ability to respond to feedback from the audience

PLO-PO Matrix

P.O
PO-1

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

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 will present the content, methods, and safety procedures for a variety of cooperative and initiative fun games in the physical education classroom. Students will learn about the concept of out-of-class activities, various outward bound games, rope courses, exploration and several adventure sports. The emphasis in lectures will be more on practice and planning learning activities outside of school. Evaluation is based on active student participation, assignments, and final semester exams.

References	**Main :**

1. Alwasilah. A., Chaedar. 2008. Filsafat Pramuka. Bandung: Rosdakarya
2. Azrul Azwar. 2012. Mengenal gerakan pramuka. Jakarta: Esensi Erlangga Group.
3. Boden Powel. 1982. Memandu Untuk Putera. De Nederlandse Padvinders
4. Elly Rusda. 2007. Gerakan Pramuka . Jakarta: Raih Asa Sukses.
5. Boden Powel. 1954. Mengembara Menuju Bahagia. Jakarta: Yayasan Pendidikan Masyarakat.
6. Takijoedin. 1977. Tuntunan Pemimpin Regu. Bandung: Ganaco NV.
7. Kwarnas. 1987. Kursus Dasar B. Jakarta.
8. Kwarnas. 2001. Gerakan Pramuka. Jakarta.
9. Kwarnas 1983 Kursus Orientasi Gerakan Pramuka. Jakarta

Supporters:

1. Abulraihan (2008. Komponen-komponen Kurikulum Pendidikan: Abulraihan.wordpress.com. diakses pada 12 Mei 2008
2. Anggani S. 2000. Sumber Belajar dan Alat Permainan. Jakarta. Grasindo
3. Arief Komarudin, 2000. Pojok Penjas: http://pojokpenjas.blogspot.com/2007/12/bab-ipendahuluan-rasional.htm
4. Fince Herry. 2008. Membangun Pendidikan Alam.pioda.multiply.com/reviews/item/1- 29k. diakses pada 28 -9-2008 pukul 08.28 wib

Supporting lecturer	Nanang Indriarsa, S.Pd., M.Psi.T.
	Afifan Yulfadinata, S.Pd., M.Pd.
	Diva Ristie Valentina, 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 are able to explain the philosophical basis of scouting methods	Explain the philosophical basis of scouting methods (written test)	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	1. Method: Cooperative Learning, questions and answers and assignments 2. Media: class, computer, LCD, whiteboard, web 2 X 50		**Material:** Scouting Philosophy **Literature:** *Alwasilah. A., Chaedar. 2008. Scouting Philosophy. Bandung: Rosdakarya*	4%
2	Students are able to explain the History of Scouting; World Scout Pioneers, Scouting Education Ideas.	Explaining the History of Scouting; World Scout Pioneers, Scouting Education Ideas.	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	1. Method: Cooperative Learning, questions and answers and assignments 2. Media: class, computer, LCD, whiteboard, web 2 X 50		**Material:** Explaining the History of Scouting; World Scout Pioneers, Scouting Education Ideas. **Reader:** *Azrul Azwar. 2012. Getting to know the scout movement. Jakarta: Essence of Erlangga Group.*	5%
3	Students are able to explain the founding of the Indonesian National Scout Movement and the history of the founding of the scout movement	Explains the founding of the Indonesian National Scout Movement, and the history of the founding of the scout movement	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Project Results Assessment / Product Assessment, Test	1. Method: Presentation, questions and answers and assignments 2. Media: class, computer, LCD, whiteboard, web 2 X 50		**Material:** explains the founding of the Indonesian National Scout Movement, and the history of the founding of the scout movement **. Reader:** *Azrul Azwar. 2012. Getting to know the scout movement. Jakarta: Essence of Erlangga Group.*	9%
4	Students are able to explain the Five Factors of Scouting Education; Basics and goals of education, Education. Students, educational environment and educational materials.	Explaining the Five Factors of Scouting Education; Basics and goals of education, Education. Students, educational environment and educational materials.	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Project Results Assessment / Product Assessment	1. Method: Presentation, questions and answers and assignments 2. Media: class, computer, LCD, whiteboard, web 2 X 50		**Material:** Explaining the Five Factors of Scouting Education **Library:** *Boden Powel. 1982. Driving for the Son. De Nederlandse Padvinders*	9%
5	Students are able to explain the Scout Movement Organization; Scout organizational structure, Role of Advisory Council, Functions of Quarters, Front Group.	Explain the Organization of the Scout Movement; Scout organizational structure, Role of Advisory Council, Functions of Quarters, Front Group.	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Participatory Activities	1. Method: Presentation, questions and answers and assignments 2. Media: class, computer, LCD, whiteboard, web 2 X 50		**Material:** Scout Movement Organization; Scout organizational structure, Role of Advisory Council, Functions of Quarters, Front Group. **Bibliography:** *Boden Powel. 1982. Driving for the Son. De Nederlandse Padvinders*	7%
6	Students are able to explain basic metaphors. Systems and Methods: Voluntarism, Moral promises and provisions, Team system. A sign of proficiency. Educational game. Compatibility of soul, modesty of life. Development of taste, intention and work.	Explain basic metaphors. Systems and Methods: Voluntarism, Moral promises and provisions, Team system. A sign of proficiency. Educational game. Compatibility of soul, modesty of life. Development of taste, intention and work.	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Participatory Activities	1. Method: Cooperative Learning, questions and answers and assignments 2. Media: class, computer, LCD, whiteboard, web 2 X 50		**Material:** Explaining basic figures of speech. Systems and Methods **Bibliography:** *Boden Powel. 1982. Driving for the Son. De Nederlandse Padvinders*	8%
7	Students are able to explain Administration in Scouting; Gudep work program, Bookkeeping, outgoing/incoming correspondence.	Students are able to explain Administration in Scouting; Gudep work program, Bookkeeping, outgoing/incoming correspondence.	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	1. Method: Presentation, questions and answers and assignments 2. Media: class, computer, LCD, whiteboard, web 2 X 50		**Material:** Administration in Scouting; Gudep work program, Bookkeeping, outgoing/incoming correspondence. **Reader:** *Elly Rusda. 2007. Scout Movement. Jakarta: Achieve the Hope of Success.*	8%

8	Students are able to explain the Function and Role of Scouting in the Nation's Education Process; The main tasks of the scout movement, implementation of scout education, nature of scouting.	Explaining the Function and Role of Scouting in the Nation's Education Process; The main tasks of the scout movement, implementation of scout education, nature of scouting.	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Project Results Assessment / Product Assessment	1. Method: Discussion, question and answer and group assignments. 2. Media: class, computer, LCD, whiteboard, web 2 X 50		**Material:** Function and Role of Scouting **Library:** *Arief Komarudin, 2000. Physical Education Corner: http://pojokpenjas.blogspot.com/...*	5%
9	Students are able to explain the Scouting Philosophy	Explaining the Scouting Philosophy	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	1. Method: Discussion, question and answer and group assignments. 2 X 50		**Material:** Explaining the Philosophy of Scouting **Library:** *Takijoedin. 1977. Team Leader's Guide. Bandung: Ganaco NV.*	5%
10	Students are able to explain First Aid	explain first aid	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Project Results Assessment / Product Assessment	1. Method: Discussion, question and answer and group assignments. 2 X 50		**Material:** proposals for out-of-class activities. **Bibliography:** *Abulraihan (2008. Components of the Education Curriculum: Abulraihan.wordpress.com. accessed on 12 May 2008*	5%
11	Students are able to practice Scout Skills I; Campfire, Drawing techniques, panoramas, Field markings and trail markings, Wide Game.	Practicing Scout Skills I; Campfire, Drawing techniques, panoramas, Field markings and trail markings, Wide Game.	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	1. Method: Practice 2. Media: field, firewood, drawing tools, compass 2 X 50		**Material:** proposals for out-of-class activities **References:** *Kwarnas 1983 Scout Movement Orientation Course. Jakarta*	5%
12	Students are able to practice Scout Skills I; Campfire, Drawing techniques, panoramas, Field markings and trail markings, Wide Game.	Practicing Scout Skills I; Campfire, Drawing techniques, panoramas, Field markings and trail markings, Wide Game.	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Form of Assessment** : Project Results Assessment / Product Assessment	1. Method: Practice 2. Media: field, firewood, drawing tools, compass 2 X 50		**Material:** proposals for out-of-class activities. **Library:** *Kwarnas. 2001. Scout Movement. Jakarta.*	8%
13	Students are able to practice Scout Skills II; Cipher & Morse, Semaphore, Air Communication, Knots & Bonds.	Practicing Scout Skills II; Cipher & Morse, Semaphore, Air Communication, Knots & Bonds.	**Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities. **Forms of Assessment** : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	2 X 50		**Material:** proposals for out-of-class activities. **Library:** *Kwarnas. 1987. Basic Course B. Jakarta.*	5%
14	Students are able to practice Scout Skills II; Cipher & Morse, Semaphore, Air Communication, Knots & Bonds.	Practicing Scout Skills II; Cipher & Morse, Semaphore, Air Communication, Knots & Bonds.	**Criteria:** Criteria: Test Form: Practice Test **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Students practice Scout Skills II; Cipher & Morse, Semaphore, Air Communication, Knots & Bonds. 2 X 50		**Material:** Code & Morse, Semaphore, Air Communication, Knots & Links **Library:** *Elly Rusda. 2007. Scout Movement. Jakarta: Achieve the Hope of Success.*	8%

| 15 | Students are able to practice Scout Skills III; Various Ceremonies, Marches, March Forms, Scout Songs. | Practicing Scout Skills III; Various Ceremonies, Marches, March Forms, Scout Songs. | **Criteria:** Clarity, accuracy, and depth of proposals for out-of-class activities.

Form of Assessment : Project Results Assessment / Product Assessment | 1. Method: Practice 2. Media: field, flag, rope, stick 2 X 50 | | **Material:** Various Ceremonies, Marching, Marching Forms, Scout Songs.
Library: *Kwarnas. 2001. Scout Movement. Jakarta.* | 6% |
| 16 | UAS | UAS | **Criteria:** Criteria: Test Form: Written test

Form of Assessment : Test | Final exams | | **Material:** UAS
Reader: *Boden Powel. 1982. Driving for the Son. De Nederlandse Padvinders* | 2% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	27.67%
2.	Project Results Assessment / Product Assessment	54.51%
3.	Portfolio Assessment	2.67%
4.	Practical Assessment	3.34%
5.	Practice / Performance	4.34%
6.	Test	6.5%
		99.03%

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.