



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

Document Code

SEMESTER LEARNING PLAN

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|--|---|----------------------|-----------------------------------|--|--------------------------------------|--|------------------------------|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | |
| Classroom action research | 8520102118 | | T=2 P=0 ECTS=3.18 | 6 | July 18, 2024 | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | Study Program Coordinator | | |
| | | | | | Dr. Mochamad Ridwan, S.Pd., M.Pd. | | |
| Learning model | Case Studies | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | |
| | Program Objectives (PO) | | | | | | |
| | PLO-PO Matrix | | | | | | |
| | | P.O | | | | | |
| Short Course Description | This course contains the concept and nature of Classroom Action Research (PTK), PTK reasoning flow, PTK requirements and targets, PTK implementation procedures, and its application in preparing PTK proposals in the field of Fine Arts - accompanied by discussions and literature searches | | | | | | |
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| References | Main : | | | | | | |
| | 1. Arikunto, Suharsimi, dkk. 2016. Penelitian Tindakan Kelas (Edisi Revisi). Jakarta: PT. Bumi Aksara. 2. Setiawan, Risky. 2017. Penelitian Tindakan Kelas (Action Research) Teori dan Praktik. Yogyakarta: Parama Publishing. 3. Sukardi. 2015. Metode Penelitian Pendidikan Tindakan Kelas: Implementasi dan Pengembangannya. Jakarta: Bumi Aksara. | | | | | | |
| | Supporters: | | | | | | |
| Supporting lecturer | Prof. Dr. Ali Maksum, S.Pd., M.Si. Dr. Anung Priambodo, S.Pd., M.Psi.T. | | | | | | |
| 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) |

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| 1 | Understand the scope of the substance and concept of PTK | Can explain: 1. Objectives and scope of PTK2. PTK concept | Criteria: The answer is subjective but must be in accordance with the main outline of the problem | Lecture, question and answer 2 X 50 | | | 0% |
| 2 | Understand the meaning and principles of PTK | 1. Explain the meaning of PTK. 2. Explain the principles of PTK | Criteria: According to the signs | Lecture, question and answer 2 X 50 | | | 0% |
| 3 | Understanding PTK's flow of reasoning | Create a "PTK Reasoning Flow" chart. | | Lectures, questions and answers, 2 X 50 Assignments | | | 0% |
| 4 | Understanding PTK's flow of reasoning | Create a "PTK Reasoning Flow" chart. | | Lectures, questions and answers, 2 X 50 Assignments | | | 0% |
| 5 | Understand PTK requirements and objectives | 1. State the PTK requirements. 2. Explain the PTK objectives | | Lecture, question and answer 2 X 50 | | | 0% |
| 6 | Understand PTK implementation procedures | 1. State the steps for implementing PTK. 2. Explain the steps for implementing PTK | | Lectures, questions and answers, 2 X 50 Assignments | | | 0% |
| 7 | Understand PTK implementation procedures | 1. State the steps for implementing PTK. 2. Explain the steps for implementing PTK | | Lectures, questions and answers, 2 X 50 Assignments | | | 0% |
| 8 | UTS | material for meetings 1 to 7 | | 2 X 50 | | | 0% |
| 9 | Understand the PTK proposal format | Prepare a PTK proposal format | | Lectures, questions and answers, 2 X 50 Assignments | | | 0% |
| 10 | Understand data collection & data analysis techniques | 1. Explain data collection techniques. 2. Explain data analysis techniques | | Lecture, question and answer 2 X 50 | | | 0% |
| 11 | Understand the PTK report format | Prepare the PTK report format | | Lectures, questions and answers, 2 X 50 Assignments | | | 0% |
| 12 | Prepare a PTK Proposal | 1. Prepare a PTK proposal 2. Present it in front of the class | | Lecture, question and answer, presentation 2 X 50 | | | 0% |
| 13 | Prepare a PTK Proposal | 1. Prepare a PTK proposal 2. Present it in front of the class | | Lecture, question and answer, presentation 2 X 50 | | | 0% |
| 14 | Prepare a PTK Proposal | 1. Prepare a PTK proposal 2. Present it in front of the class | | Lecture, question and answer, presentation 2 X 50 | | | 0% |

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| 15 | Prepare a PTK Proposal | 1. Prepare a PTK proposal 2. Present it in front of the class | | Lecture, question and answer, presentation 2 X 50 | | | 0% |
| 16 | UAS | Meeting material 9 to 15 | | 2 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.**