Document Code

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

			S	SEM	IES ⁻	ΓER	LE	ARI	VIN	G PL	.AN	I						
Courses		CODE			C	Course	Famil	у			Cre	dit Wei	ght		SEMES	TER	Co	ompilation ate
Learning Pla	nning	8520102	131		C	Compul	sory St	tudy Pro	ogram \$	Subjects	T=2	P=0	ECTS:	=3.18		4	Jι	ıly 16, 2024
AUTHORIZAT	TION	SP Deve	loper		•				Cou	Course Cluster Coordinator				Study Program Coordinator				
		Dr. Moch	amad R	idwan,	S.Pd.,	M.Pd.				f. Dr. drs ısikal, M		ul Rach	man Sya	am	Dr. M		ıd Ridwa 1.Pd.	an, S.Pd.,
Learning model	Project Based L	earning																
Program Learning		gram that is cha	rged to	the c	ourse													
Outcomes (PLO)	Program Object	. ,																
(PLO)	PO - 1	Contribute to imp	roving t	he qual	ity of lif	fe in so	ciety, r	nation, s	tate an	nd civiliza	ation b	ased o	n Pancas	sila in I	_earning	Plannin	g lectur	es
	PO - 2	Able to apply lo technology that p Planning course	gical, cr ays atte	itical, s ention to	systema o and a	atic an applies	d innov human	ative t iities va	hinking lues ap	in the propriat	contex e to th	t of the	e develo I of expe	pment ertise in	or imple the impl	ementat Iementa	ion of s tion of t	science and he Learning
	PO - 3	Able to plan, imp Planning lecture			aluate s	ports l	earning	j in a m	easura	ble, acc	ountab	le and	effective	mann	er as an	impleme	entation	of Learning
	PO - 4	Master theoretic procedural proble	al conce em solvii	pts in ing in Le	the fiel earning	d of kr Planni	nowledo ing lect	ge and ures	theoret	tical con	cepts	of phys	sical edu	ıcation	in depth	, and b	e able	to formulate
	PLO-PO Matrix	<u> </u>																
P.O PO-1 PO-2 PO-3 PO-4																		
	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																
		PO-2																

Short Course Description

This course contains an examination of various learning planning models and their development as well as providing the ability to prepare learning plans for Physical Education, Sports and Health to improve skills in designing PJOK learning in schools by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation and reflection using a case study learning model.

References

- Main:
 - 1. 2.
 - Sujinah.(2019). Perencanaan Pembelajaran. Surabaya: Al-Maidah Press. ISBN : 978-602-50356-0-9.
 Ananda, Rusydi. (2019). Perencanaan Pembelajaran. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI). ISBN: 978-602-51316-9-1
 - Mudrikah, Seringatun et all. (2021). Perencanaan Pembelajaran di Sekolah Teori dan Implementasi . PRADINA PUSTAKA. ISBN: 978-623-98169-4-
 - 4. Hassanuddin et all. (2022). PERENCANAAN PEMBELAJARAN (Kurikulum Merdeka Belajar). Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3
 - Rasyid, Rustam Efendy et all. (2022). Buku Ajar Perencanaan Pembelajaran. Perkumpulan Rumah Cemerlang Indonesia Anggota IKAPI Jawa Barat/. ISBN: 978-623-448-184-6

Supporters:

- Rohmawati, A. (2015). Efektivitas Pembelajaran. Jurnal Pendidikan Usia Dini, 9(1), 15-32.
- Suryapermana, N. (2017). Manajemen Pe
 Artikel di jurnal-jurnal terkini yang relevan Suryapermana, N. (2017). Manajemen Perencanaan Pembelajaran. Tarbawi, 3(02), 183-193.

PO-3 PO-4 Supporting lecturer

Prof. Dr. Drs. Abdul Rachman Syam Tuasikal, M.Pd. Dr. Nanik Indahwati, S.Pd., M.Or. Dr. Heryanto Nur Muhammad, S.Pd., M.Pd. Faridha Nurhayati, S.Pd., M.Kes. Vega Candra Dinata, S.Pd., M.Pd. Dr. Mochamad Ridwan, S.Pd., M.Pd. Sri Wicahyani, M.Pd.

Week-	Final abilities of each learning stage	Eval	uation	Learning Student As	earning, methods, ssignments, ited time]	Learning materials [References]	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding Tuition Contracts, Policies, Analysis of the 2013 Curriculum, Independent Curriculum	Able to understand Tuition Contracts, Policies, 2013 Curriculum Analysis, Independent Curriculum	Criteria: Participation assessment rubric Form of Assessment: Participatory Activities	Contextual, direct/cooperative learning, discussion & questions and answers 2 X 50'/3.18 ECTS	Virtual face-to-face lectures via meet SIDIA or zoom 2 X 50'/3.18 ECTS	Material: Policy, 2013 Curriculum Analysis, Merdeka Curriculum Library: Hassanuddin et all. (2022). LEARNING PLANNING (Free Learning Curriculum). Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3	5%
						Material: Policy, Analysis of the 2013 Curriculum, Merdeka Curriculum Library: Articles in the latest relevant journals	
2	Analyzing Learning Approaches in the 2013 Curriculum & Merdeka Curriculum Learning Strategies and Models in PJOK	Able to analyze Learning Approaches in the 2013 Curriculum & Independent Curriculum Learning Strategies and Models in PJOK	Criteria: Participation assessment rubric Form of Assessment: Participatory Activities	Contextual, direct/cooperative learning, discussion & questions and answers 2 X 50'/3.18 ECTS	Virtual face-to-face lectures via meet SIDIA or zoom 2 X 50'/3.18 ECTS	Material: Learning Approach Literature: Mudrikah, Seringatun et all. (2021). Learning Planning in Schools Theory and Implementation. PRADINA LIBRARY. ISBN: 978-623-98169-4-0 Material: Learning Approaches in the 2013 Curriculum & Merdeka Curriculum Learning Strategies and Models Library: Hassanuddin et all. (2022). LEARNING PLANNING (Free Learning Curriculum). Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3 Material: Learning Approaches in the 2013 Curriculum & Merdeka Curriculum & Merdeka Curriculum Strategies and Models in the latest relevant journals	5%

		recommended reading materials • Phase 2: Organizing students to study; The lecturer ensures that each member analyzes their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS	presented by the lecturer or obtained from recommended reading materials • Phase 2: Organizing students to learn; The lecturer ensures that each member analyzes their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other	PRADINA LIBRARY. ISBN: 978-623-98169-4-0 Material: Learning Strategies and Models in PJOK Library: Articles in relevant current journals	
		groups	conclusions based on		

4	Analyzing the Scientific Approach and Its Implementation	Able to analyze the Scientific Approach and its Implementation	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Contextual, direct/cooperative learning, discussion & questions and answers 2 X 50//3.18 ECTS	Contextual, direct/cooperative learning, discussion & questions and answers 2 X 50'/3.18 ECTS	Material: Scientific Approach and Its Implementation References: Ananda, Rusydi. (2019). Learning Planning. Medan: Indonesian Educational Development Concern Institute (LPPPI). ISBN: 978-602-51316-9-1	5%
						Material: Scientific Approach and its Implementation Reference: Hassanuddin et all. (2022). LEARNING PLANNING (Free Learning Curriculum). Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3	
						Material: Scientific Approach and Its Implementation Reference: Suryapermana, N. (2017). Learning Planning Management. Tarbawi, 3(02), 183–193.	

5	Analyzing the	Able to analyze a	Criteria:	Learning Form:	Learning Form:	Material:	5%
	Development of Teaching Materials	systems approach in designing	1.Participation	Face-to-face lecture	Virtual face-to-face	Development of	
	(Learning Materials)	learning activities	assessment rubric	Loorning Made	lecture via meet or zoom	Teaching Materials	
	, , , , , , , , , , , , , , , , , , , ,	3	2.Performance	Learning Method:	Learning Mothod	(Learning Materials)	
			assessment rubric	Problem based learning/case study	Learning Method: Problem based	Library: Sujinah. (2019). Learning	
			Form of Assessment :	icarinigrouse study	learning/case study	Planning.	
			Participatory Activities,	Phase 1: Learner	using SIDIA LMS	Surabaya: Al-	
			Practice/Performance	orientation to the	g .	Maidah Press.	
			Tradador diformation	problem;	Phase 1: Learner	ISBN: 978-602-	
				The lecturer conveys the	orientation to the	50356-0-9.	
				problems that will be	problem;		
				solved as a group regarding the	The lecturer conveys the problems that will be	Material:	
				development of teaching	solved as a group	Development of	
				materials (learning	regarding the	Teaching Materials (Learning Materials)	
				materials). Students	development of teaching	Library: Ananda,	
				observe and analyze	materials (learning	Rusydi. (2019).	
				problems presented by	materials). Students	Learning Planning.	
				the lecturer or obtained from recommended	observe and analyze problems presented by	Medan: Indonesian	
				reading materials	the lecturer or obtained	Educational	
				reading materials	from recommended	Development Concern Institute	
				Phase 2: Organizing	reading materials	(LPPPI). ISBN:	
				students to learn;	•	978-602-51316-9-1	
				The lecturer ensures that	Phase 2: Organizing		
				each member analyzes	students to learn;	Material:	
				their respective assignments.	The lecturer ensures that each member analyzes	Development of	
				Students discuss and	their respective	Teaching Materials	
				divide assignments to	assignments.	(Learning Materials)	
				find the	Students discuss and	Library: Rohmawati, A.	
				data/materials/tools	divide assignments to	(2015). Learning	
				needed to solve the	find the data/materials/tools	Effectiveness.	
				problem	needed to solve the	Journal of Early	
				Phase 3: Guiding	problem	Childhood Education, 9(1), 15–	
				individual and group	•	32.	
				investigations;	Phase 3: Guiding	3Z.	
				The lecturer monitors	individual and group		
				student involvement in collecting data/materials	investigations; The lecturer monitors		
				during the investigation	student involvement in		
				process.	collecting data/materials		
				Students conduct	during the investigation		
				investigations (search	process.		
				for	Students conduct		
				data/references/sources) for group discussion	investigations (search for		
				materials	data/references/sources)		
				materiale	for group discussion		
				• Phase 4:	materials		
				Develop and present the			
				results of the work; and	Phase 4: Develop and present the		
				the lecturer monitors the discussion and guides	Develop and present the results of the work; and		
				the preparation of	the lecturer monitors the		
				reports so that each	discussion and guides		
				group's work is ready to	the preparation of		
				be presented.	reports so that each		
				Students hold discussions to produce	group's work is ready to be presented.		
				problem solving	Students hold		
				solutions and the results	discussions to produce		
				are presented/presented	problem solving		
				in the form of work	solutions and the results		
				• Phase 5:	are presented/presented in the form of work		
				Analyze and evaluate	in alc ionn of work		
				the problem solving	• Phase 5:		
				process.	Analyze and evaluate		
				Lecturer: guides the	the problem solving		
				presentation and encourages groups to	process. Lecturer: guides the		
				give awards and input to	presentation and		
				other groups.	encourages groups to		
				Students. Each group	give awards and input to		
				makes a presentation,	other groups.		
				the other groups give	Students. Each group		
				appreciation. The activity continues by	makes a presentation, the other groups give		
				summarizing/making	appreciation. The activity		
				conclusions according to	continues by		
				input obtained from other	summarizing/making		
				groups	conclusions according to		
				2 X 50 ¹ /3.18 ECTS	input obtained from other		
					groups 2 X 50'/3.18 ECTS		
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6	Analyzing the development of Learning Media (PPT/Canva/Poster)	Able to analyze the development of Learning Media (PPT/Canva/Poster)	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Contextual, direct/cooperative learning, discussion & questions and answers 2 X 50'/3.18 ECTS	Contextual, direct/cooperative learning, discussion & questions and answers 2 X 50'/3.18 ECTS	Material: Learning Media (PPT/Canva/Poster) Library: Rasyid, Rustam Efendy et all. (2022). Learning Planning Textbook. Indonesian Shining House Association Member of IKAPI West Java/. ISBN: 978-623-448-184-6 Material: Learning Media (PPT/Canva/Poster) Library: Mudrikah, Seringatun et all. (2021). Learning Planning in Schools Theory and Implementation. PRADINA LIBRARY. ISBN: 978-623-98169-4-0 Material: Learning Media (PPT/Canva/Poster) PJOK	5%
						(PPT/Canva/Poster)	

7	Analyzing the development of LKPD Student Worksheets and assessment instruments in learning	Able to analyze the development of LKPD Student Worksheets and assessment instruments in learning	Criteria: 1.Participation assessment rubric 2.Project assessment rubric Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	Learning Form: Face-to-face lecture Learning method: Project Base Learning Phase 1: Determining Basic Questions The lecturer asks: How to develop Student Worksheets, LKPD and assessment instruments in learning. Students respond to the lecturer's questions. Phase 2: Developing a Project Plan. The lecturer gives students time to design the development of the LKPD Student Worksheet and assessment instruments in PJOK learning. Students design and develop LKPD Student Worksheets and assessment instruments in PJOK learning. Phase 3: Developing a schedule The lecturer makes an agreement on the deadline for submitting the project for developing Student Worksheets, LKPD and assessment instruments in PJOK learning. Students prepare a timeline to complete the project for developing LKPD Student Worksheets, LKPD and assessment instruments in PJOK learning. Students prepare a timeline to complete the project for developing LKPD Student Worksheets and assessment instruments in PJOK learning. Phase 4: Monitoring The lecturer monitors the students prepare a timeline to complete the project for developing LKPD Student Worksheets and assessment instruments in PJOK learning. Phase 5: Testing Results Students test the results of the development of LKPD Student Worksheets and assessment instruments in learning, whether the development of LKPD Student Worksheets and assessment instruments in learning that are created are appropriate. The process of testing LKPD Student Worksheets and assessment instruments in learning that are created are appropriate. The process of testing LKPD Student Worksheets and assessment instruments in learning is observed by lecturers to see the quality of the LKPD Student Worksheet products and assessment instruments in learning that are created are appropriate. The process of testing LKPD Student Worksheets and assessment instruments in learning that are created are appropriate. The process of testing LKPD Student Worksheets and assessment instruments in learning that are created are appropriate. The proc	Learning Form: Virtual face-to-face lecture via meet and zoom Learning method: Project Base Learning Using SIDIA LMS • Phase 1: Determining Basic Questions The lecturer asks: How to develop LKPD Student Worksheets and assessment instruments in learning. Students respond to the lecturer's questions. • Phase 2: Developing a project plan. The lecturer gives students time to plan the development of the LKPD Student Worksheet and assessment instruments in PJOK learning. Students design and develop LKPD Student Worksheets and assessment instruments in PJOK learning. • Phase 3: Developing a schedule The lecturer makes an agreement on the deadline for submitting the project for developing Student Worksheets, LKPD and assessment instruments in PJOK learning. Students prepare a timeline to complete the project for developing LKPD Student Worksheets and assessment instruments in PJOK learning. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit • Phase 5: Testing Results Students submit their work according to the agreed time limit • Phase 5: Testing Results Students submit their work according to the agreed time limit • Phase 5: Testing Results Student worksheets and assessment instruments in PJOK learning. • Phase 6: Student Worksheets and assessment instruments in learning, whether the development of LKPD Student Worksheets and assessment instruments in learning is observed by lecturers to see the quality of the LKPD Student Worksheets and assessment instruments in learning. • Phase 6: Student Experience Evolusit there is input of the LKPD Student Worksheets and assessment instruments in PJOK learning. • Phase 6: Student Experience Evolusit there is input on the LKPD Student Worksheets and assessment instruments in PJOK learning.	Material: LKPD Student Worksheets and assessment instruments in learning References: Rasyid, Rustam Efendy et all. (2022). Learning Planning Textbook. Indonesian Shining House Association Member of IKAPI West Javal. ISBN: 978-623-448-184-6 Material: LKPD Student Worksheets and assessment instruments in learning References: Ananda, Rusydi. (2019). Learning Planning. Medan: Indonesian Educational Development Concern Institute (LPPPI). ISBN: 978-602-51316-9-1 Material: LKPD Student Worksheets and assessment instruments in learning Library: Articles in relevant recent journals	5%

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9	Mastering the techniques for preparing and developing competency-based learning activity planning.	Take UTS	Criteria: UTS assessment rubric Form of Assessment : Participatory Activities,	Written theory test 2 X 50'/3.18 ECTS	Written theory test 2 X 50'/3.18 ECTS		5%
10	Analyzing RPP components - Teaching Module	Able to analyze RPP components - Teaching Modules	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning Method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group regarding the lesson plan component - Teaching Module. Students observe and analyze problems presented by the lecturer or obtained from recommended reading materials • Phase 2: Organizing students to learn; The lecturer ensures that each member analyzes their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the preparation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing According to input obtained from other groups. Students. Each group makes a presentation and encourages groups to give awards and input to other groups.	Learning Form: Virtual face-to-face lecture via meet or zoom Learning Method: Problem based learning/case study using SIDIA LMS • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group regarding the lesson plan component - Teaching Module. Students observe and analyze problems presented by lecturers or obtained from recommended reading materials. • Phase 2: Organizing students to learn; The lecturer ensures that each member analyzes their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups summarizing/making conclusions based on inguity obtained from other groups. 2 x 50º/3.18 ECTS	Material: RPP - Teaching Module Reader: Rasyid, Rustam Efendy et all. (2022). Learning Planning Textbook. Indonesian Shining House Association Member of IKAPI West Javal. ISBN: 978-623-448-184-6 Material: RPP - Teaching Module Library: Hassanuddin et all. (2022). LEARNING PLANNING (Free Learning Curriculum). Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3 Material: RPP - Teaching Module Library: Rohmawati, A. (2015). Learning Effectiveness. Journal of Early Childhood Education, 9(1), 15-32. Material: RPP - PJOK Teaching Module Library: Articles in the latest relevant journals	9%
11	Analyzing Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)	1.Analyzing Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F) 2.Arranging Learning Tools	Criteria: 1.Participation assessment rubric 2.Project assessment rubric Forms of Assessment : Participatory Activities, Project Results	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Fundamental Questions The lecturer asks: How to develop Learning	Learning Form: Virtual face-to-face lecture via meet and zoom Learning method: Project Base Learning Using SIDIA LMS	Material: Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F) Library: Hassanuddin et all.	5%

The testing process for elementary school (Phase A, B, C), middle school (Phase B), high school (Phase B). Hearning Devices is observed by lecturers to see the quality of Elementary School (Phase A, B, C), Middle School (Phase B). Learning Device products.), high school (Phase B & F). Phase 6: Student Experience Evaluation makes revisions if there is input on the Elementary School (Phase B & F). Phase 6: Student Experience Evaluation makes revisions if there is input on the Elementary School (Phase B & F). Phase 6: Student Experience Evaluation makes revisions if there is input on the Elementary School (Phase B & F). Learning Device products.), high school (Phase D), high school (Phase B & F). Phase 6: Student Experience Evaluation makes revisions if there is input on the Elementary School (Phase D), High School (Phase D), High School (Phase B & F). Learning Tools created. Lecturer gives students time for reflection and revision of the project Lecturer provides		
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	School (Phase E & F)	School (Phase D), High School	Forms of Assessment	Phase 1: Determining	Learning method: Project Base Learning	(Phase D), High School (Phase E &	
		(Phase E & F)	: Participatory Activities,	Fundamental Questions The lecturer asks: How	Using SIDIA LMS	F) Library:	
		2.Arranging Learning Tools	Project Results	to develop Learning		Hassanuddin et all.	
		for Elementary	Assessment / Product Assessment	Tools for elementary school (Phase A, B, C),	Phase 1: Determining Basic Questions	(2022). LEARNING PLANNING (Free	
		School (Phase A, B, C), Middle		middle school (Phase D), high school (Phase E	Lecturer asks: How to develop Elementary	Learning Curriculum).	
		School (Phase		& F). Students respond	School Learning Tools	Banten: PT SADA	
		D), High School (Phase E & F)		to the lecturer's questions.	(Phase A, B, C), Middle School (Phase D), SMA	KURNIA PUSTAKA. ISBN:	
		` ,		·	(Phase E & F). Students	978-623-09-0803-3	
				Phase 2: Developing Project Planning	respond to the lecturer's questions.	Material:	
				Lecturers give students time to design the	Phase 2: Developing	Developing	
				creation of learning tools	Project Planning	Learning Tools Library:	
				for elementary school (Phase A, B, C), middle	Lecturers give students time to design the	Suryapermana, N. (2017). Learning	
				school (Phase D), high	creation of learning tools	Planning	
				school (Phase E & F). Students design and	for elementary school (Phase A, B, C), middle	Management. Tarbawi, 3(02),	
				arrange learning tools for elementary school	school (Phase D), high school (Phase E & F).	183–193.	
				(Phase A, B, C), middle	Students design and	Material:	
				school (Phase D), high school (Phase E & F).	prepare learning tools for elementary school	Elementary School Learning Tools	
					(Phase A, B, C), middle	(Phase A, B, C),	
				Phase 3: Developing a schedule	school (Phase D), high school (Phase E & F).	Middle School (Phase D), High	
				. Lecturers make an agreement on the final	Phase 3: Developing a	School (Phase E &	
				deadline for submitting	schedule	F) Library: Articles in	
				projects for developing learning tools for	. Lecturers make an agreement on the final	the latest relevant journals	
				elementary school (Phase A, B, C), middle	deadline for submitting projects for developing	journais	
				school (Phase D), high	learning tools for		
				school (Phase E & F). Students prepare a	elementary school (Phase A, B, C), middle		
				timeline to complete the Elementary School	school (Phase D), high school (Phase E & F).		
				Learning Tools project	Students prepare a		
				(Phase A, B, C), Middle School (Phase D), High	timeline to complete the Elementary School		
				School (Phase E & F).	Learning Tools project		
				Phase 4: Monitoring	(Phase A, B, C), Middle School (Phase D), High		
				The lecturer monitors the student process of	School (Phase E & F).		
				collecting project results.	Phase 4: Monitoring		
				Students submit their work according to the	The lecturer monitors the student process of		
				agreed time limit	collecting project results.		
				Phase 5: Testing	Students submit their work according to the		
				Results Students test the results	agreed time limit		
				of the development of Learning Tools for	Phase 5: Testing Results		
				elementary school	Students test the results		
				(Phase A, B, C), middle school (Phase D), high	of the development of Learning Tools for		
				school (Phase E & F),	elementary school		
				whether the development of Learning	(Phase A, B, C), middle school (Phase D), high		
				Tools The elementary school (Phase A, B, C),	school (Phase E & F), whether the		
				middle school (Phase	development of Learning		
				D), high school (Phase E & F) were created	Tools The elementary school (Phase A, B, C),		
				correctly. The testing process for	middle school (Phase D), high school (Phase E		
				elementary school	& F) were created		
				(Phase A, B, C), middle school (Phase D), high	correctly. The testing process for		
				school (Phase E & F) Learning Devices is	elementary school (Phase A, B, C), middle		
				observed by lecturers to	school (Phase D), high		
				see the quality of Elementary School	school (Phase E & F) Learning Devices is		
				(Phase A, B, C), Middle School (Phase D)	observed by lecturers to see the quality of		
				Learning Device	Elementary School		
				products.), high school (Phase E & F).	(Phase A, B, C), Middle School (Phase D)		
				• Phase 6: Student	Learning Device		
				Experience Evaluation	products.), high school (Phase E & F).		
				makes revisions if there is input on the	Phase 6: Student		
				Elementary School	Experience Evaluation		
				(Phase A, B, C), Middle School (Phase D), High	makes revisions if there is input on the		
				School (Phase E & F) Learning Tools created.	Elementary School (Phase A, B, C), Middle		
				Lecturer gives students	School (Phase D), High		
				time for reflection and revision of the project	School (Phase E & F) Learning Tools created.		
				Lecturer provides suggestions and input on	Lecturer gives students time for reflection and		
				the project	revision of the project		
				2 X 50'/3.18 ECTS	Lecturer provides suggestions and input on		
					the project 2 X 50'/3.18 ECTS		
				I	_ // 00/ 0.10 	ı 	F0%

Analyzing Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E &

1.Analyzing Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)

D), High School (Phase E & F)

2.Arranging Learning Tools for Elementary School (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)

Criteria:

 1.Participation assessment rubric
 2.Project assessment rubric

Forms of Assessment

Participatory Activities, Project Results Assessment / Product Assessment Learning Form: Face-to-face lecture

Learning method: Project Base Learning

 Phase 1: Determining Fundamental Questions The lecturer asks: How to develop Learning Tools for elementary school (Phase A, B, C), middle school (Phase D), high school (Phase E & F). Students respond to the lecturer's questions.

- Phase 2: Developing Project Planning Lecturers give students time to design the creation of learning tools for elementary school (Phase A, B, C), middle school (Phase E & F). Students design and arrange learning tools for elementary school (Phase A, B, C), middle school (Phase B, B, C), middle school (Phase B, B, C), middle school (Phase E & F).
- Phase 3: Developing a schedule . Lecturers make an agreement on the final deadline for submitting projects for developing learning tools for elementary school (Phase A, B, C), middle school (Phase D), high school (Phase E & F). Students prepare a timeline to complete the Elementary School Learning Tools project (Phase A, B, C), Middle School (Phase D), High School (Phase E & F).
- Phase 4: Monitoring The lecturer monitors the student process of collecting project results.
 Students submit their work according to the agreed time limit
- Phase 5: Testing Results Students test the results of the development of Learning Tools for elementary school (Phase A, B, C), middle school (Phase D), high school (Phase E & F), whether the development of Learning Tools The elementary school (Phase A, B, C), middle school (Phase D), high school (Phase E & F) were created correctly.
 The testing process for elementary school (Phase A, B, C), middle school (Phase D), high school (Phase E & F) Learning Devices is observed by lecturers to see the quality of Elementary School (Phase A, B, C), Middle School (Phase D) Learning Device products.), high school (Phase E & F).
- Phase 6: Student Experience Evaluation makes revisions if there is input on the Elementary School (Phase A, B, C), Middle School (Phase D), High School (Phase E & F) Learning Tools created. Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on

Learning Form: Virtual face-to-face lecture via meet and

Learning method: Project Base Learning Using SIDIA LMS

- Phase 1: Determining Basic Questions Lecturer asks: How to develop Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), SMA (Phase E & F). Students respond to the lecturer's questions.
- Phase 2: Developing Project Planning Lecturers give students time to design the creation of learning tools for elementary school (Phase A, B, C), middle school (Phase E & F). Students design and prepare learning tools for elementary school (Phase A, B, C), middle school (Phase D), high school (Phase D), high school (Phase E & F).
- Phase 3: Developing a schedule . Lecturers make an agreement on the final deadline for submitting projects for developing learning tools for elementary school (Phase A, B, C), middle school (Phase D), high school (Phase E & F). Students prepare a timeline to complete the Elementary School Learning Tools project (Phase A, B, C), Middle School (Phase D), High School (Phase E & F).
- Phase 4: Monitoring The lecturer monitors the student process of collecting project results.
 Students submit their work according to the agreed time limit
- Phase 5: Testing Results Students test the results of the development of Learning Tools for elementary school (Phase A, B, C), middle school (Phase D), high school (Phase E & F), whether the development of Learning Tools The elementary school (Phase A, B, C), middle school (Phase D), high school (Phase E & F) were created correctly.
 The testing process for elementary school (Phase A. B. C), middle school (Phase D), high school (Phase E & F) Learning Devices is observed by lecturers to see the quality of Elementary School (Phase A. B. C). Middle School (Phase D) Learning Device products.), high school (Phase E & F).
- Phase 6: Student Experience Evaluation makes revisions if there is input on the Elementary School (Phase A, B, C), Middle School (Phase D), High School (Phase E & F) Learning Tools created. Lecturer gives students time for reflection and

Material: Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E &

Hassanuddin et all. (2022). LEARNING PLANNING (Free Learning Curriculum). Banten: PT SADA KURNIA PUSTAKA. ISBN:

978-623-09-0803-3

Material:
Developing
Learning Tools
Library:
Suryapermana, N.
(2017). Learning
Planning
Management.
Tarbawi, 3(02),
183–193.

Material: Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E &

Library: Articles in the latest relevant journals J70

14	Analyzing Strategies for Making Learning Videos	Identifying Strategies for Making Learning Videos	Criteria: Participation assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	the project 2 X 50'/3.18 ECTS Contextual, direct/cooperative learning, discussion & questions and answers 2 X 50'/3.18 ECTS	revision of the project Lecturer provides suggestions and input on the project 2 X 50/3.18 ECTS Virtual face-to-face lectures via meet SIDIA or zoom 2 X 50/3.18 ECTS	Material: Strategy for Making Learning Videos Library: Ananda, Rusydi. (2019). Learning Planning. Medan: Indonesian Educational Development Concern Institute (LPPI). ISBN: 978-602-51316-9-1 Material: Strategy for Making PJOK Learning Videos Library: Articles in relevant current journals	5%
15	Describe the material for meetings 1-14	Able to describe meeting material 1- 14	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Contextual, direct/cooperative learning, discussion & questions and answers 2 X 50'/3.18 ECTS	Virtual face-to-face lectures via meet SIDIA or zoom 2 X 50'/3.18 ECTS	Material: Learning Planning Management Reference: Suryapermana, N. (2017). Learning Planning Management. Tarbawi, 3(02), 183–193.	9%
16	Take UAS	Able to understand material 1-14	Criteria: 1.Participation assessment rubric 2.UAS assessment rubric Form of Assessment: Participatory Activities, Tests	Written Theory Test 2 X 50'/3.18 ECTS	Online Written Theory Test 2 X 50'/3.18 ECTS	Material: UAS Reference: Ginnis, Paul. 2008. Teaching Tricks & Tactics. Jakarta: PT Index	17%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	64.5%
2.	Project Results Assessment / Product Assessment	15%
3.	Practice / Performance	9.5%
4.	Test	11%
		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
- 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.
- 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.
- 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 quidelines 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.

 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.
- 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.