



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
Learning Planning	8520102131	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Mochamad Ridwan, S.Pd., M.Pd.		Prof. Dr. drs. Abdul Rachman Syam Tuasikal, M.Pd.			Dr. Mochamad Ridwan, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	Program Objectives (PO)																																																																																																					
	PO - 1	Contribute to improving the quality of life in society, nation, state and civilization based on Pancasila in Learning Planning lectures																																																																																																				
	PO - 2	Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values appropriate to their field of expertise in the implementation of the Learning Planning course																																																																																																				
	PO - 3	Able to plan, implement and evaluate sports learning in a measurable, accountable and effective manner as an implementation of Learning Planning lecture material																																																																																																				
	PO - 4	Master theoretical concepts in the field of knowledge and theoretical concepts of physical education in depth, and be able to formulate procedural problem solving in Learning Planning lectures																																																																																																				
	PLO-PO Matrix																																																																																																					
		<table border="1" style="margin-left: 40px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4																																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: 40px;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><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></tr> <tr><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></tr> <tr><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></tr> <tr><td>PO-4</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> </tbody> </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																	PO-4																
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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.
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References	Main :
	<ol style="list-style-type: none"> 1. Sujinah.(2019). Perencanaan Pembelajaran. Surabaya: Al-Maidah Press. ISBN : 978-602-50356-0-9. 2. Ananda, Rusydi. (2019). Perencanaan Pembelajaran. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI). ISBN: 978-602-51316-9-1 3. Mudrikah, Seringatun et all. (2021). Perencanaan Pembelajaran di Sekolah Teori dan Implementasi . PRADINA PUSTAKA. ISBN: 978-623-98169-4-0 4. Hassanuddin et all. (2022). PERENCANAAN PEMBELAJARAN (Kurikulum Merdeka Belajar). Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3 5. 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:
	<ol style="list-style-type: none"> 1. Rohmawati, A. (2015). Efektivitas Pembelajaran. Jurnal Pendidikan Usia Dini, 9(1), 15–32. 2. Suryapermana, N. (2017). Manajemen Perencanaan Pembelajaran. Tarbawi, 3(02), 183–193. 3. Artikel di jurnal-jurnal terkini yang relevan

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 (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	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 al. (2022). <i>LEARNING PLANNING (Free Learning Curriculum)</i> . Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3 Material: Policy, Analysis of the 2013 Curriculum, Merdeka Curriculum Library: Articles in the latest relevant journals	5%
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 al. (2021). <i>Learning Planning in Schools Theory and Implementation</i> . PRADINA LIBRARY. ISBN: 978-623-98169-4-0 Material: Learning Approaches in the 2013 Curriculum & Merdeka Curriculum Learning Strategies and Models Library: Hassanuddin et al. (2022). <i>LEARNING PLANNING (Free Learning Curriculum)</i> . Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3 Material: Learning Approaches in the 2013 Curriculum & Merdeka Curriculum Learning Strategies and Models in PJOK Library: Articles in the latest relevant journals	5%

3	Analyzing Learning Strategies and Models in PJOK	Able to analyze Learning Strategies and Models in PJOK	<p>Criteria: 1.Participation assessment rubric 2.Performance assessment rubric</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problems that will be solved as a group regarding Learning Strategies and Models in PJOK at school. Students observe and analyze problems presented by the lecturer or obtained from 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 	<p>Learning Form: Virtual face-to-face lecture via meet or zoom</p> <p>Learning Method: Problem based learning/case study using SIDIA LMS</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problems that will be solved as a group regarding Learning Strategies and Models in PJOK at school. 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 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 groups. 2 X 50'/3.18 ECTS 	<p>Material: Learning Model Library: <i>Sujinah. (2019). Learning Planning. Surabaya: Al-Maidah Press. ISBN: 978-602-50356-0-9.</i></p> <hr/> <p>Material: Learning Strategies and Models in schools References: <i>Mudrikah, Seringatun et all. (2021). Learning Planning in Schools Theory and Implementation. PRADINA LIBRARY. ISBN: 978-623-98169-4-0</i></p> <hr/> <p>Material: Learning Strategies and Models in PJOK Library: <i>Articles in relevant current journals</i></p>	5%
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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: <i>Ananda, Rusydi. (2019). Learning Planning. Medan: Indonesian Educational Development Concern Institute (LPPP). ISBN: 978-602-51316-9-1</i> Material: Scientific Approach and its Implementation Reference: <i>Hassanuddin et al. (2022). LEARNING PLANNING (Free Learning Curriculum). Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3</i> Material: Scientific Approach and Its Implementation Reference: <i>Suryapermana, N. (2017). Learning Planning Management. Tarbawi, 3(02), 183–193.</i>	5%
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5	Analyzing the Development of Teaching Materials (Learning Materials)	Able to analyze a systems approach in designing learning activities	<p>Criteria: 1.Participation assessment rubric 2.Performance assessment rubric</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problems that will be solved as a group regarding the development of teaching materials (learning materials). 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 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 	<p>Learning Form: Virtual face-to-face lecture via meet or zoom</p> <p>Learning Method: Problem based learning/case study using SIDIA LMS</p> <ul style="list-style-type: none"> • Phase 1: Learner orientation to the problem; The lecturer conveys the problems that will be solved as a group regarding the development of teaching materials (learning materials). 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 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 	<p>Material: Development of Teaching Materials (Learning Materials) Library: <i>Sujinah. (2019). Learning Planning. Surabaya: Al-Maidah Press. ISBN: 978-602-50356-0-9.</i></p> <p>Material: Development of Teaching Materials (Learning Materials) Library: <i>Ananda, Rusydi. (2019). Learning Planning. Medan: Indonesian Educational Development Concern Institute (LPPPI). ISBN: 978-602-51316-9-1</i></p> <p>Material: Development of Teaching Materials (Learning Materials) Library: <i>Rohmawati, A. (2015). Learning Effectiveness. Journal of Early Childhood Education, 9(1), 15–32.</i></p>	5%
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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). <i>Learning Planning Textbook. Indonesian Shining House Association Member of IKAPI West Java</i> . ISBN: 978-623-448-184-6 Material: Learning Media (PPT/Canva/Poster) Library: Mudrikah, Seringatun et all. (2021). <i>Learning Planning in Schools Theory and Implementation. PRADINA LIBRARY</i> . ISBN: 978-623-98169-4-0 Material: Learning Media (PPT/Canva/Poster) PJOK Library: <i>Articles in the latest relevant journals</i>	5%
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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	<p>Criteria: 1.Participation assessment rubric 2.Project assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Project Base Learning</p> <ul style="list-style-type: none"> • 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 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 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 is observed by lecturers to see the quality of the LKPD Student Worksheet products and assessment instruments in PJOK learning. • Phase 6: Student Experience Evaluation makes revisions if there is input on the LKPD Student Worksheets and assessment instruments in PJOK learning that are created. Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on the project <p>2 X 50/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via meet and zoom</p> <p>Learning method: Project Base Learning Using SIDIA LMS</p> <ul style="list-style-type: none"> • 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 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 made 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 PJOK learning. • Phase 6: Student Experience Evaluation makes revisions if there is input on the LKPD Student Worksheets and assessment instruments in PJOK learning that are created. Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on the project <p>2 X 50/3.18 ECTS</p>	<p>Material: LKPD Student Worksheets and assessment instruments in learning References: <i>Rasyid, Rustam Efendy et al. (2022). Learning Planning Textbook. Indonesian Shining House Association Member of IKAPI West Java/. ISBN: 978-623-448-184-6</i></p> <p>Material: LKPD Student Worksheets and assessment instruments in learning References: <i>Ananda, Rusydi. (2019). Learning Planning. Medan: Indonesian Educational Development Concern Institute (LPPPI). ISBN: 978-602-51316-9-1</i></p> <p>Material: LKPD Student Worksheets and assessment instruments in learning Library: <i>Articles in relevant recent journals</i></p>	5%
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8	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	<p>Criteria: 1.Participation assessment rubric 2.Project assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Project Base Learning</p> <ul style="list-style-type: none"> • 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 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 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 is observed by lecturers to see the quality of the LKPD Student Worksheet products and assessment instruments in PJOK learning. • Phase 6: Student Experience Evaluation makes revisions if there is input on the LKPD Student Worksheets and assessment instruments in PJOK learning that are created. Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on the project 2 X 50/3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via meet and zoom</p> <p>Learning method: Project Base Learning Using SIDIA LMS</p> <ul style="list-style-type: none"> • 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 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 made 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 PJOK learning. • Phase 6: Student Experience Evaluation makes revisions if there is input on the LKPD Student Worksheets and assessment instruments in PJOK learning that are created. Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on the project 2 X 50/3.18 ECTS 	<p>Material: LKPD Student Worksheets and assessment instruments in learning References: <i>Rasyid, Rustam Efendy et al. (2022). Learning Planning Textbook. Indonesian Shining House Association Member of IKAPI West Java/. ISBN: 978-623-448-184-6</i></p> <p>Material: LKPD Student Worksheets and assessment instruments in learning References: <i>Ananda, Rusydi. (2019). Learning Planning. Medan: Indonesian Educational Development Concern Institute (LPPPI). ISBN: 978-602-51316-9-1</i></p> <p>Material: LKPD Student Worksheets and assessment instruments in learning Library: <i>Articles in relevant recent journals</i></p>	5%
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9	Mastering the techniques for preparing and developing competency-based learning activity planning.	Take UTS	<p>Criteria: UTS assessment rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	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	<p>Criteria: 1.Participation assessment rubric 2.Performance assessment rubric</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> • 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 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 <p>2 X 50/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via meet or zoom</p> <p>Learning Method: Problem based learning/case study using SIDIA LMS</p> <ul style="list-style-type: none"> • 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. • Phase2: 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 groups. <p>2 X 50/3.18 ECTS</p>	<p>Material: RPP - Teaching Module Reader: Rasyid, Rustam Efendy et al. (2022). <i>Learning Planning Textbook. Indonesian Shining House Association Member of IKAPI West Java/</i>. ISBN: 978-623-448-184-6</p> <p>Material: RPP - Teaching Module Library: Hassanuddin et al. (2022). <i>LEARNING PLANNING (Free Learning Curriculum)</i>. Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3</p> <p>Material: RPP - Teaching Module Library: Rohmawati, A. (2015). <i>Learning Effectiveness. Journal of Early Childhood Education</i>, 9(1), 15–32.</p> <p>Material: RPP - PJOK Teaching Module Library: <i>Articles in the latest relevant journals</i></p>	9%
11	Analyzing Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)	<p>1.Analyzing Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)</p> <p>2.Arranging Learning Tools</p>	<p>Criteria: 1.Participation assessment rubric 2.Project assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Project Base Learning</p> <ul style="list-style-type: none"> • Phase 1: Determining Fundamental Questions The lecturer asks: How to develop Learning 	<p>Learning Form: Virtual face-to-face lecture via meet and zoom</p> <p>Learning method: Project Base Learning Using SIDIA LMS</p>	<p>Material: Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F) Library: Hassanuddin et al.</p>	5%

		for Elementary School (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)	Assessment / Product Assessment	<p>Tools for elementary school (Phase A, B, C), middle school (Phase D), high school (Phase E & F). Students respond to the lecturer's questions.</p> <ul style="list-style-type: none"> 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 D), high school (Phase E & F). Students design and arrange learning tools for elementary school (Phase A, B, C), middle 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 revision of the project Lecturer provides suggestions and input on the project 2 X 50'/3.18 ECTS 	<ul style="list-style-type: none"> 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 D), high school (Phase E & F). Students design and prepare learning tools for elementary school (Phase A, B, C), middle 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 revision of the project Lecturer provides suggestions and input on the project 2 X 50'/3.18 ECTS 	<p>(2022). <i>LEARNING PLANNING (Free Learning Curriculum)</i>. Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3</p> <p>Material: Developing Learning Tools Library: Suryapermana, N. (2017). <i>Learning Management</i>. Tarbawi, 3(02), 183–193.</p> <p>Material: Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F) Library: <i>Articles in the latest relevant journals</i></p>	
12	Analyzing Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High	1.Analyzing Elementary School Learning Tools (Phase A, B, C), Middle	Criteria: 1.Participation assessment rubric 2.Project assessment rubric	Learning Form: Face-to-face lecture Learning method: Project Base Learning	Learning Form: Virtual face-to-face lecture via meet and zoom	Material: Elementary School Learning Tools (Phase A, B, C), Middle School	5%

	<p>School (Phase E & F)</p> <p>School (Phase D), High School (Phase E & F)</p> <p>2. Arranging Learning Tools for Elementary School (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)</p>	<p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> • 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 D), high school (Phase E & F). Students design and arrange learning tools for elementary school (Phase A, B, C), middle 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 revision of the project Lecturer provides suggestions and input on the project 2 X 50/3.18 ECTS 	<p>Learning method: Project Base Learning Using SIDIA LMS</p> <ul style="list-style-type: none"> • 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 D), high school (Phase E & F). Students design and prepare learning tools for elementary school (Phase A, B, C), middle 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 revision of the project Lecturer provides suggestions and input on the project 2 X 50/2.18 ECTS 	<p>(Phase D), High School (Phase E & F)</p> <p>Library: <i>Hassanuddin et al. (2022). LEARNING PLANNING (Free Learning Curriculum). Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3</i></p> <p>Material: Developing Learning Tools Library: <i>Suryapermana, N. (2017). Learning Planning Management. Tarbawi, 3(02), 183–193.</i></p> <p>Material: Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F) Library: <i>Articles in the latest relevant journals</i></p>	
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13	Analyzing Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)	<p>1. Analyzing Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)</p> <p>2. Arranging Learning Tools for Elementary School (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation assessment rubric 2. Project assessment rubric <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Project Base Learning</p> <ul style="list-style-type: none"> • 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 D), high school (Phase E & F). Students design and arrange learning tools for elementary school (Phase A, B, C), middle 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 revision of the project Lecturer provides suggestions and input on 	<p>Learning Form: Virtual face-to-face lecture via meet and zoom</p> <p>Learning method: Project Base Learning Using SIDIA LMS</p> <ul style="list-style-type: none"> • 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 D), high school (Phase E & F). Students design and prepare learning tools for elementary school (Phase A, B, C), middle 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 	<p>Material: Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)</p> <p>Library: <i>Hassanuddin et al. (2022). LEARNING PLANNING (Free Learning Curriculum). Banten: PT SADA KURNIA PUSTAKA. ISBN: 978-623-09-0803-3</i></p> <p>Material: Developing Learning Tools</p> <p>Library: <i>Suryapermana, N. (2017). Learning Planning Management. Tarbawi, 3(02), 183–193.</i></p> <p>Material: Elementary School Learning Tools (Phase A, B, C), Middle School (Phase D), High School (Phase E & F)</p> <p>Library: <i>Articles in the latest relevant journals</i></p>
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				the project 2 X 50'/3.18 ECTS	revision of the project Lecturer provides suggestions and input on the project		
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	Contextual, direct/cooperative learning, discussion & questions and answers 2 X 50'/3.18 ECTS	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). <i>Learning Planning. Medan: Indonesian Educational Development Concern Institute (LPPP)</i> . 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). <i>Learning Planning Management. Tarbawi, 3(02), 183-193.</i>	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. <i>Teaching Tricks & Tactics. Jakarta: PT Index</i>	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

- 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.
- 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.
- 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.
- 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.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.