



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																																																																			
Seminar	8520102164	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	April 30, 2023																																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator		Study Program Coordinator																																																																			
		Afifan Yulfadinata, S.Pd., M.Pd.	Prof. Dr. Abdul Rachman Syam Tuasikal M.Pd		Dr. Mochamad Ridwan, S.Pd., M.Pd.																																																																			
Learning model	Project Based Learning																																																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																							
	Program Objectives (PO)																																																																							
	PO - 1	Understand and be able to apply the principles and techniques of effective and persuasive presentations in seminar situations. Develop good literacy skills in evaluating, combining and presenting research results related to the chosen seminar topic. Have the ability to plan and conduct research related to the chosen seminar topic, using relevant resources and complying with applicable research ethics. Able to carry out critical analysis of theories, methods and research results related to the chosen seminar topic. Able to communicate ideas and arguments clearly and effectively in a seminar context, including adapting to different audiences. Have skills in working independently and in groups to complete given seminar tasks. Able to integrate knowledge and skills obtained from other courses, such as research, social theory, and statistics, to support good seminar presentations.																																																																						
	PO - 2	understand and be able to apply presentation principles and techniques																																																																						
	PLO-PO Matrix																																																																							
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PO Matrix at the end of each learning stage (Sub-PO)																																																																								
	<table border="1" style="margin: auto;"> <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> </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																				
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PO-2																																																																								
Short Course Description	The Health and Recreation Physical Education Seminar course examines actual phenomena, problems/issues in the field of school sports education and society by exploring data and fact-based problems through literature reviews and field studies. This is the application of logical, critical and innovative thinking conveyed in scientific forums in the form of seminars.																																																																							
References	Main :																																																																							
		<ol style="list-style-type: none"> Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press. Turabian, K. L., Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press. 																																																																						
	Supporters:																																																																							

Supporting lecturer		Drs. Hari Wisnu, M.Pd. Dony Andrijanto, S.Pd., M.Kes. Junaidi Budi Prihanto, S.KM., M.KM., Ph.D. Hamdani, S.Pd., M.Pd. Vega Candra Dinata, S.Pd., M.Pd. Dwi Lorry Juniarisca, S.Pd., M.Ed. Affan Yulfadinata, S.Pd., M.Pd. Bayu Budi Prakoso, S.Pd., M.Pd. Arifah Kaharina, S.Pd., M.Kes.					
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	Understand the concept of seminars, their objectives and benefits in the context of education and career.	Participants' ability to understand seminar concepts, choose relevant seminar topics, understand research ethics, and prepare seminar outlines and presentation plans.	Criteria: Clarity, accuracy and depth of presentation. Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions, individual and group assignments Assessment indicators		Material: college contractors References: <i>Swales, JM, & Feak, CB (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.</i>	2%
2	Able to choose seminar topics that are relevant to their respective interests and expertise.	Participants' ability to understand seminar concepts, choose relevant seminar topics, understand research ethics, and prepare seminar outlines and presentation plans.	Criteria: Clarity, accuracy and depth of presentation. Form of Assessment : Project Results Assessment / Product Assessment, Test	Lectures, discussions, individual and group assignments Assessment indicators		Material: public speaking References: <i>Turabian, KL, Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & Fitzgerald, WT (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press.</i>	10%
3	Understand research ethics and the correct use of information sources.	Participants' ability to understand seminar concepts, choose relevant seminar topics, understand research ethics, and prepare seminar outlines and presentation plans.	Criteria: Clarity, accuracy and depth of presentation. Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions, individual and group assignments Assessment indicators		Material: public speaking References: <i>Turabian, KL, Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & Fitzgerald, WT (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press.</i>	5%

4	Able to prepare seminar outlines and presentation plans.	Participants' ability to understand seminar concepts, choose relevant seminar topics, understand research ethics, and prepare seminar outlines and presentation plans.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, individual and group assignments Assessment indicators		<p>Material: public speaking References: <i>Swales, JM, & Feak, CB (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.</i></p>	7%
5	Able to conduct literature research related to seminar topics and carry out critical analysis of the sources used.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, individual and group assignments		<p>Material: public speaking References: <i>Swales, JM, & Feak, CB (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.</i></p>	5%
6	Understand and be able to apply effective and persuasive writing techniques in preparing seminar texts.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, individual and group assignments		<p>Material: practice quizzes References: <i>Swales, JM, & Feak, CB (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.</i></p>	7%
7	Have the ability to plan and conduct research related to the chosen seminar topic, using relevant resources and complying with applicable research ethics.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, individual and group assignments		<p>Material: practice quizzes References: <i>Swales, JM, & Feak, CB (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.</i></p>	6%

8	Able to identify data or information needed to support seminar presentations and organize this information systematically and logically.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	Criteria: Clarity, accuracy and depth of presentation. Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions, individual and group assignments		Material: UTS References: <i>Swales, JM, & Feak, CB (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.</i>	2%
9	Able to present research and analysis results effectively and persuasively in seminar situations.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	Criteria: Clarity, accuracy and depth of presentation. Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment	Lectures, discussions, individual and group assignments		Material: public speaking References: <i>Turabian, KL, Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & Fitzgerald, WT (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press.</i>	2%
10	Understand effective presentation techniques, including techniques for using visual aids and using body language.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	Criteria: Clarity, accuracy and depth of presentation. Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions, individual and group assignments		Material: public speaking References: <i>Turabian, KL, Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & Fitzgerald, WT (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press.</i>	2%

11	Able to adapt to different audiences and answer questions clearly and systematically.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, individual and group assignments		<p>Material: public speaking References: <i>Turabian, KL, Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & Fitzgerald, WT (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press.</i></p>	2%
12	Have the ability to respond to feedback from the audience	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, individual and group assignments		<p>Material: public speaking References: <i>Turabian, KL, Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & Fitzgerald, WT (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press.</i></p>	5%
13	Able to evaluate seminar presentations and provide constructive feedback on other people's presentations.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, discussions, individual and group assignments		<p>Material: public speaking References: <i>Turabian, KL, Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & Fitzgerald, WT (2018). A manual for writers of research papers, theses, and dissertations (9th ed.). University of Chicago Press.</i></p>	2%

14	Have the ability to critically reflect on own seminar presentations and identify areas that need improvement.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, individual and group assignments		<p>Material: public speaking References: <i>Swales, JM, & Feak, CB (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.</i></p>	5%
15	Able to integrate knowledge and skills obtained from other courses, such as research, social theory, and statistics, to support good seminar presentations.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, individual and group assignments		<p>Material: public speaking References: <i>Swales, JM, & Feak, CB (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.</i></p>	8%
16	Have skills in working independently and in groups to complete given seminar tasks. Make sure to double-check the Sub-CPMK used by the institution or institution holding the Seminar course, because it can vary depending on the context and desired learning objectives. User Final abilities for each learning stage (Sub-CPMK), Learning Methods, Assessment Indicators, Assessment Criteria, Assessment Model, Assessment Weight (%), Seminar Courses from Meetings 1-16 ChatGPT The following are several examples of final abilities for each learning stage (Sub-CPMK). CPMK), learning methods, assessment indicators, assessment criteria, assessment models, and assessment weights for Seminar courses from meetings 1-16. Meetings 1-4: Sub-CPMK: Understand the concept of seminars, their aims and benefits in the context of education and careers. Able to choose seminar topics that are relevant to their respective interests and expertise.	Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically.	<p>Criteria: Clarity, accuracy and depth of presentation.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, individual and group assignments		<p>Material: UAS References: <i>Swales, JM, & Feak, CB (2012). Academic writing for graduate students: Essential tasks and skills (3rd ed.). University of Michigan Press.</i></p>	30%

Understand research ethics and the correct use of information sources. Able to prepare seminar outlines and presentation plans. Learning methods: Lectures, discussions, individual and group assignments
Assessment indicators: Participants' ability to understand seminar concepts, choose relevant seminar topics, understand research ethics, and prepare seminar outlines and presentation plans. Assessment criteria: Clarity, accuracy and depth of presentation. Assessment model: Assessment of individual and group assignments, seminar presentations.
Assessment weight: 20-30%
Meeting 5-8: Sub-CPMK: Able to conduct literature research related to the seminar topic and carry out critical analysis of the sources used. Understand and be able to apply effective and persuasive writing techniques in preparing seminar texts. Have the ability to plan and conduct research related to the chosen seminar topic, using relevant resources and complying with applicable research ethics. Able to identify data or information needed to support seminar presentations and organize this information systematically and logically. Learning methods: Lectures, discussions, individual and group assignments
Assessment indicators: Participants' ability to conduct literature research, apply effective and persuasive writing techniques, conduct research correctly, and organize information systematically and logically. Assessment criteria: Clarity, accuracy and depth of presentation. Assessment model: Assessment of individual and group assignments, seminar presentations.
Assessment weight: 20-30%
Meeting 9-12: Sub-CPMK: Able to present research and analysis results effectively and persuasively in a

seminar situation. Understand effective presentation techniques, including techniques for using visual aids and using body language. Able to adapt to different audiences and answer questions clearly and systematically. Have the ability to respond to feedback from the audience and modify the seminar presentation if necessary. Learning methods: Lectures, discussions, individual and group assignments Assessment indicators:							
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	39%
2.	Project Results Assessment / Product Assessment	54%
3.	Practical Assessment	1%
4.	Practice / Performance	1%
5.	Test	5%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 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.