



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences**  
**S1 Sports Coaching Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

| Courses  | CODE  | Course Family   | Credit Weight   |   |  | SEMESTER                          | Compilation Date      |   |   |    |    |    |    |    |    |    |
|--|---|---|---|---|--|-----------------------------------|-----------------------|---|---|----|----|----|----|----|----|----|
| Character building   | 8520202143  | Compulsory Study Program Subjects                           | T=2   | P=0   | ECTS=3.18  | 1                                 | September 20, 2023    |   |   |    |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>   |   | <b>SP Developer</b>   | <b>Course Cluster Coordinator</b>   |   |  | <b>Study Program Coordinator</b>  |                       |   |   |    |    |    |    |    |    |    |
|  |   | Muhammad Asrul Sidik, M.Pd                                  | Arief Bulqini, M.Pd   |   |  | Dr. Or. Muhammad, S.Pd., M.Pd.    |                       |   |   |    |    |    |    |    |    |    |
| <b>Learning model</b>  | Case Studies  |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b>   | PLO study program which is charged to the course  |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
|  | Program Objectives (PO)   |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
|  | PLO-PO Matrix   |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
|  | P.O   |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
| 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 |
| <b>Short Course Description</b>  | This course introduces and understands education and character training as activities to improve fitness, personality development, discipline of students, athletes and the general public.   |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
| <b>References</b>  | <b>Main :</b>   |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
|  | <ol style="list-style-type: none"> <li>Jani Ladi.M., Drs, dkk. 2003. Program Ko-Kurikuler : Latihan Kesegaran Jasmani, Baris Berbaris, Tata Upacara Sipil dan Ceramah Tentang Kesehatan Mental. Bahan Ajar Diklat Prajabatan Golongan III. Lembaga Administrasi Negara RI.</li> <li>Lestari, Endang G &amp; maliki,MA,Drs. 2003. Komunikasi Yang Efektif . Bahan Ajar Diklat Prajabatan Golongan III. Lembaga Administrasi Negara RI.</li> <li>Ancok, Jamaludin, Prof.,Ph.D. 2003. Outbound Management Training. Jogyakarta. UII Press.</li> <li>Munandar, Utami. 2004. Pengembangan Kreativitas Siswa Berbakat . Cetakan 2 : Jakarta : Rineka Cipta.</li> <li>Nugroho, Yokhanan. 2006. Kinerja Teknis Perangkat SDM dalam Outbound. Bahan TOT Olahraga Dominan Sports Outbound Nasional. Mojokerto. HRD Indonesia. FIK UNESA – Deputi Industri Olahraga Menegpora</li> <li>Susanta, Agustinus. 2008. Merancang Outbod Training Professional. Yogyakarta. Andi Offset.</li> <li>Suyatno,Prof. Dr. H., M.Pd. Peran Pendidikan Sebagai Modal Utama Membangun Karakter Bangsa. Disampaikan dalam Sarasehan Nasional "Pengembangan Budaya dan Karakter Bangsa" oleh Kopertis Wilayah 3 DKI Jakarta, 12 April 2010</li> <li>Yuswanto,S.Pd. 2006. Teknik Evaluasi Outbound Training. Bahan TOT Olahraga Dominan Sports Outbound Nasional. Mojokerto. FIK UNESA – Deputi Industri Olahraga Menegpora</li> <li>Jatmiko, Tutur. 2013. Outbound "Leisure Actifity and Recreation.</li> <li>Amin, M. Maswardi,m Prof. Dr., M.Pd. 2015. Pendidikan Karakter Anak Bangsa. Yogyakarta. Calpulis</li> <li>Wibowo, Agus., M.Pd &amp; Gunawan, Drs., M.Pd. 2015. Pendidikan Karakter Berbasis Kearifan Lokal di Sekolah. Yogyakarta. Pustaka Pelajar</li> <li>Hartini, Nurul. 2011. Pendidikan Karakter dalam Perspektif Guru. Selaras. Malang</li> <li>Sentanu, Erbe. 2017. Karakter 360. Elex Media Komputindo. Jakarta.</li> <li>Wibowo, Agus. 2012. Strategi Membangun Karakter Bangsa Berperadaban. Psutaka Pelajar. Yogyakarta.</li> </ol> |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
|  | <b>Supporters:</b>  |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
| <ol style="list-style-type: none"> <li><a href="https://smkwidyayanusantara.sch.id/read/5/pendidikan-karakter-pengertian-fungsi-tujuan-dan-urgensinya#:~:text=Fungsi%20Pendidikan%20Karakter&amp;text=Untuk%20mengembangkan%20potensi%20dasar%20dalam,memperkuat%20perilaku%20masyarakat%20yang%20multikultur.">https://smkwidyayanusantara.sch.id/read/5/pendidikan-karakter-pengertian-fungsi-tujuan-dan-urgensinya#:~:text=Fungsi%20Pendidikan%20Karakter&amp;text=Untuk%20mengembangkan%20potensi%20dasar%20dalam,memperkuat%20perilaku%20masyarakat%20yang%20multikultur.</a></li> <li><a href="https://baitbangdiklat.kemendik.go.id/berita/kurikulum-pondidikan-yang-berkarakter">https://baitbangdiklat.kemendik.go.id/berita/kurikulum-pondidikan-yang-berkarakter</a></li> </ol> |   |   |   |   |  |                                   |                       |   |   |    |    |    |    |    |    |    |
| <b>Supporting lecturer</b>   | Dr. Irmantara Subagio, M.Kes.<br>Prof.Dr. Imam Marsudi, M.Si.<br>Drs. Machfud Irsyada, M.Pd.<br>Drs. Arif Bulqini, M.Kes.<br>Muhammad Asrul Sidik, M.Pd.<br>Yanuar Alfian Triardhana, S.Or., 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  | Students are able to understand the meaning of Character Education after taking the Character Education course  | · Understanding Character Education - Elements of Character | <b>Criteria:</b><br>understanding of character learning<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance | 1. Lecture 2. Role Play 3. Discussion 4. Question and answer 2 X 50     | Divide into small groups then discuss between groups |                                   | 5%                    |   |   |    |    |    |    |    |    |    |
| 2  | Students are able to understand the meaning of Character Education after taking the Character Education course  | · Understanding Character Education - Elements of Character | <b>Criteria:</b><br>understanding of character learning<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance | 1. Lecture 2. Role Play 3. Discussion 4. Question and answer 2 X 50     | Divide into small groups then discuss between groups |                                   | 5%                    |   |   |    |    |    |    |    |    |    |
| 3  | Students are able to understand the meaning of Character Education after taking the Character Education course  | · Understanding Character Education - Elements of Character | <b>Criteria:</b><br>understanding of character learning<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance | 1. Lecture 2. Role Play 3. Discussion 4. Question and answer 2 X 50     | Divide into small groups then discuss between groups |                                   | 5%                    |   |   |    |    |    |    |    |    |    |

|    |   |   |   |  |  |  |     |
|----|---|---|---|--|--|--|-----|
| 4  | Students are able to understand the meaning of Character Education after taking the Character Education course  | - Understanding Character Education - Elements of Character   | <b>Criteria:</b><br>understanding of character learning<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance   | 1. Lecture 2. Role Play 3. Discussion 4. Question and answer<br>2 X 50 | Divide into small groups then discuss between groups |  | 5%  |
| 5  | Students are able to understand national insight as part of character education   | - National Insight - Diversity of Indonesian Nations and Languages  | <b>Criteria:</b><br>1.a. Understanding National Insight Theory<br>2.b. Understanding the Theory of National Diversity and the Indonesian Language   | 1. Lecture 2. Discussion 3. Question and answer<br>2 X 50              |  |  | 0%  |
| 6  | Students are able to understand character education methods in physical education   | - Types of Character Education - Forms of Character Education   | <b>Criteria:</b><br>1.a. Understanding the Theory of Types of Character Education<br>2.b. Understanding the theory of forms of character education  | 1. Lecture 2. Discussion 3. Question and answer<br>2 X 50              |  |  | 0%  |
| 7  | Students are able to understand character education in physical education   | - Character Education Methods in Physical Education   | <b>Criteria:</b><br>a. Understanding the Theory of Character Education Methods in Physical Education  | 1. Lecture 2. Discussion 3. Question and answer<br>2 X 50              |  |  | 0%  |
| 8  | Mastery of Theory:<br>- Definition of Character Education - Elements of Character - Types of Character Education - Forms of Character Education - Methods of Character Education - National Insight - Character Education in Physical Education | - Definition of Character Education - Elements of Character - Types of Character Education - Forms of Character Education - Methods of Character Education - National Insight - Character Education in Physical Education | <b>Criteria:</b><br>1. Understanding Theory<br>2. - Understanding Character Education<br>3. - Character Elements<br>4. - Types of Character Education<br>5. - Form of Character Education<br>6. - Character Education Method<br>7. - National Insight<br>8. - Character Education in Physical Education<br><br><b>Form of Assessment :</b><br>Participatory Activities                            | THEORY<br>2 X 50   |  |  | 0%  |
| 9  | students are able to understand the Types and Forms of Character Education  | - Types of Character Education - Forms of Character Education   | <b>Criteria:</b><br>1.1. understanding theory<br>2.2. implementation of practice  | Theory and Practice<br>2 X 50  |  |  | 0%  |
| 10 | students are able to understand the Types and Forms of Character Education  | - Types of Character Education - Forms of Character Education   | <b>Criteria:</b><br>1.1. understanding theory<br>2.2. implementation of practice<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance  | MAKE A GAME TITLED<br>2 X 50 CHARACTER EDUCATION                       |  |  | 0%  |
| 11 | students are able to understand the Types and Forms of Character Education  | - Types of Character Education - Forms of Character Education   | <b>Criteria:</b><br>1.1. understanding theory<br>2.2. implementation of practice<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance  | MAKE A GAME TITLED<br>2 X 50 CHARACTER EDUCATION                       |  |  | 10% |
| 12 | students are able to understand the Types and Forms of Character Education  | - Types of Character Education - Forms of Character Education   | <b>Criteria:</b><br>1.1. understanding theory<br>2.2. implementation of practice<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance  | MAKE A GAME TITLED<br>2 X 50 CHARACTER EDUCATION                       |  |  | 10% |
| 13 | students are able to understand the Types and Forms of Character Education  | - Types of Character Education - Forms of Character Education   | <b>Criteria:</b><br>1.1. understanding theory<br>2.2. implementation of practice<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance  | MAKE A GAME TITLED<br>2 X 50 CHARACTER EDUCATION                       |  |  | 10% |
| 14 | students are able to understand the Types and Forms of Character Education  | - Types of Character Education - Forms of Character Education   | <b>Criteria:</b><br>1.1. understanding theory<br>2.2. implementation of practice<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance  | Social Project<br>2 X 50 report  |  |  | 10% |
| 15 | Students are able to understand the types, forms, methods and evaluation of character education   | - Types of Character Education - Forms of Character Education - Character Education Methods - Evaluation of Character Education   | <b>Criteria:</b><br>1. Mastery:<br>2.1. theory and practice of conducting exploration<br>3.2. theory and practice of implementing outbound<br>4.3. Survival theory and practice<br>5.4. theory and practice. Attitude of independence<br>6.5. Theory and Practice Evaluation of the implementation of Character Education activities<br><br><b>Form of Assessment :</b><br>Practice / Performance | 1. Theory 2. Practice<br>2 X 50  |  |  | 20% |
| 16 | Students are able to understand the types, forms, methods and evaluation of character education   | - Types of Character Education - Forms of Character Education - Character Education Methods - Evaluation of Character Education   | <b>Criteria:</b><br>1. Mastery:<br>2.1. theory and practice of conducting exploration<br>3.2. theory and practice of implementing outbound<br>4.3. Survival theory and practice<br>5.4. theory and practice. Attitude of independence<br>6.5. Theory and Practice Evaluation of the implementation of Character Education activities<br><br><b>Form of Assessment :</b><br>Practice / Performance | 1. Theory 2. Practice<br>2 X 50  |  |  | 20% |

| No | Evaluation                                      | Percentage |
|----|---|------------|
| 1. | Participatory Activities                        | 20%        |
| 2. | Project Results Assessment / Product Assessment | 20%        |
| 3. | Practice / Performance                          | 60%        |
|    |   | 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 process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.