

		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																																
T/p Gymnastics II		8520202304		T=2	P=0	ECTS=3.18	7	July 18, 2024																																
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
				Dr. Or. Muhammad, S.Pd., M.Pd.																																	
Learning model	Case Studies																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																							
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 20px;">P.O</td> </tr> </table>							P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> <td style="width: 20px; height: 20px;">8</td> <td style="width: 20px; height: 20px;">9</td> <td style="width: 20px; height: 20px;">10</td> <td style="width: 20px; height: 20px;">11</td> <td style="width: 20px; height: 20px;">12</td> <td style="width: 20px; height: 20px;">13</td> <td style="width: 20px; height: 20px;">14</td> <td style="width: 20px; height: 20px;">15</td> <td style="width: 20px; height: 20px;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																								
Short Course Description	Students understand and are able to apply basic gymnastic movements on both male and female artistic equipment and understand how to help with correct movement techniques and prioritize safety.																																							
References	Main :																																							
	1.		1. FIG, 2017. Code of Points 2. FIG, 2009. Gymnastics Coaching level 1 3. Nurkholis, 2012. Pola Gerak Dasar Senam.																																					
	Supporters:																																							
Supporting lecturer	Dr. Fransisca Januarumi Marhaendra Wijaya, 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	Students are able to understand the basic meaning of gymnastics on equipment and are able to prioritize student safety.	<ul style="list-style-type: none"> - Students are able to understand the importance of safety first. - Students are able to understand the basic movement techniques of gymnastics on the vault. - Students are able to understand the basic movement techniques of bent and straight front rolls on the vault. 		<ul style="list-style-type: none"> - Lectures and examples - Practice - Discussion - Questions and answers 2 X 50 			0%
2	Students are able to understand how to help the front rollers bend and straighten in the jump box and prepare the equipment using the safety first principle.	<ul style="list-style-type: none"> - Students are able to apply how to help the front roller bend in the jump box. - Students are able to apply how to help the front roller straighten in the jump box. - Students are able to prepare equipment with the principle of safety first. 		<ul style="list-style-type: none"> - Lectures and examples - Helpful practice - Discussion and questions and answers. 2 X 50 			0%
3	Students are able and understand the basic movement techniques of roller kip and neck kip in the vault and can apply methods to assist these movements with the principle of safety first.	<ul style="list-style-type: none"> - Students are able to perform the basic movement techniques of roller kip in the vault. - Students are able to perform the basic movement techniques of the neck kip in the vault. - Students are able to explain the basic movement techniques of the roller kip and neck kip in the vault. 		<ul style="list-style-type: none"> - Lectures and examples - Practice - Discussion and questions and answers 2 X 50 			0%
4	Students are able and understand how to assist with the basic movements of the kip roller and neck kip in the jump box and understand the safety first principle in arranging equipment.	<ul style="list-style-type: none"> - Students are able to apply how to help the kip roller in the jump box - Students are able to apply how to help the neck kip in the jump box - Students are able to prioritize safety in equipment and how to help. 		<ul style="list-style-type: none"> - Lectures and examples - Practice - Discussion - Evaluation 2 X 50 			0%

5	Students are able and understand the basic techniques of handspring movements on the vault table and apply the correct way of helping with the principle of safety first.	- Students are able to perform basic handspring movement techniques on the vault table. - Students are able to explain the basic techniques of handspring movements on the vault table. - Students are able to apply ways to help basic handspring movement techniques on the vault table.		- Lectures and examples - Discussion and questions and answers - Evaluation. 2 X 50			0%
6	Students are able and understand Tsukahara's basic movement techniques on the vault table and are able to apply ways to help Tsukahara's movements on the vault table.	- Students are able to perform basic Tsukahara movement techniques on the vaulting table. - Students are able to explain basic Tsukahara movement techniques on the vaulting table. - Students are able to apply ways to help Tsukahara's basic movements on the vaulting table.		- Lectures and examples - Practice - Evaluation 2 X 50			0%
7	UTS	UTS	Criteria: UTS	UTS 2 X 50			0%
8	Students are able and understand the basic movement techniques of walking and jumping on the balance beam as well as swinging and bouncing on the parallel bars.	- Students are able to explain basic movement techniques for walking and jumping on the balance beam. - Students are able to explain basic movement techniques for swinging and bouncing on parallel bars. - Students are able to perform basic movement techniques on balance beam and parallel bars.		- Lectures and examples - Practice - Evaluation 2 X 50			0%

9	Students are able and understand the basic movement techniques of acrobatics and spinning on the balance beam and shoulder rolls on the parallel bars.	- Students are able to explain basic acrobatic movement techniques on the balance beam. - Students are able to explain basic shoulder roll techniques on parallel bars. - Students are able to carry out and apply ways to help basic acrobatic movement techniques on balance beam and shoulder rolls on parallel bars.		- Lectures and examples - Practice - Discussion and questions and answers - Evaluation 2 X 50			0%
10	Students are able and understand the basic movement techniques of mounting and dismounting on the balance beam and parallel bars.	- Students are able to explain the meaning of mount - Students are able to explain the meaning of dismount - Students are able to perform mount and dismount movements on the balance beam and parallel bars.		- Lectures and examples - Practice - Discussion - Evaluation 2 X 50			0%
11	Identical to meeting 10	Identical to meeting 10		Idem with 10 2 X 50 meetings			0%
12	Identical to meeting 11	Identical to meeting 11		Identical to meeting 11 2 X 50			0%
13	Students are able and understand the assessment mechanism in apparatus gymnastics.	- Students are able to explain the mechanism for assessing equipment exercise. - Students are able to carry out mathematical calculations regarding assessment of equipment exercise.		- Lecture-Discussion- Question and answer 2 X 50			0%
14	Identical to meeting 13	Identical to meeting 13		Idem with 13 2 X 50 meetings			0%
15	UAS	UAS	Criteria: UAS	UAS 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.