



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Outbound**	8520202130		T=2 P=0 ECTS=3.18	1	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																		
	.....		.....	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																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">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: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	a. This course is an introduction and understanding of outbound activities as activities to improve fitness, develop personality and character of athletes or students.																																					
<b>References</b>	<b>Main :</b> <ol style="list-style-type: none"> <li>1. Lestari, Endang G &amp; Maliki, MA,Drs. 2003. <i>Komunikasi Yang Efektif</i> . Bahan Ajar Diklat Prajabatan Golongan III. Lembaga Administrasi Negara RI.  Ade Jainuddin. www.goodreads.com.story.show.14092 membangun karakter  Ancok, Jamaludin, Prof.,Ph.D. 2003. <i>Outbound Management Training</i>. Yogyakarta. UII Press.  Jamil, Sya 19ban.2009. <i>101 games cerdas dan Kreatif</i>. Jakarta. Penebar Plus.  Lengkong, Putera &amp; Bintang DNR. 2009. <i>Koleksi Games Seru</i>. Yogyakarta. Indonesia Cerdas  Jani Ladi.M., Drs, dkk. 2003. <i>Program Ko-Kurikuler : Latihan Kesegaran Jasmani, Baris Berbaris, Tata Upacara Sipil dan Ceramah Tentang Kesehatan Mental</i>. Bahan Ajar Diklat Prajabatan Golongan III. Lembaga Administrasi Negara RI.  Mulyono &amp; Baidatul, MA. 2008. <i>Smart Games For Outbond Training</i>. Yogyakarta. Diva Press.  Munandar, Utami. 2004. <i>Pengembangan Kreativitas Siswa Berbakat</i> . Cetakan 2 : Jakarta : Rineka Cipta.  Nugroho, Yokhanan. 2006. <i>Kinerja Teknis Perangkat SDM dalam Outbound</i>. Bahan TOT Olahraga Dominan Sports Outbound Nasional. Mojokerto. HRD Indonesia. FIK UNESA 13 Deputi Industri Olahraga Menegpora  Susanta, Agustinus. 2008. <i>Merancang Outbod Training Professional</i>. Yogyakarta. Andi Offset.  Suyatno. 2006. <i>Menyusun Program Outbound</i>. Bahan TOT Olahraga Dominan Sports Outbound Nasional. Mojokerto. FIK UNESA 13 Deputi Industri Olahraga Menegpora.  Suyatno.2006. <i>Metode Pembelajaran Outbound</i>. Bahan TOT Olahraga Dominan Sports Outbound Nasional. Mojokerto. FIK UNESA 13 Deputi Industri Olahraga Menegpora  Yuswanto,S.Pd. 2006. <i>Teknik Evaluasi Outbound Training</i>. Bahan TOT Olahraga Dominan Sports Outbound Nasional. Mojokerto. FIK UNESA 13 Deputi Industri Olahraga Menegpora.  Jatmiko, Tutur. 2013. <i>Outbound 1DLeisure Actifity and Recreation 1D</i></li> </ol>																																					
	<b>Supporters:</b>																																					

Supporting lecturer		Tutur Jatmiko, 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 history and meaning of outbound after taking outbound courses	Explain the meaning of Outbound. Explain the history of Outbound. Discuss outbound activities	<b>Criteria:</b> 1. Give maximum marks if you answer correctly	Lecture Discussion Questions and answers 2 X 50			0%
2	Students are able to understand, identify and interpret outbound activities	Explaining the Principles, Methods and Benefits of Outbound Identifying the Principles, Methods and Benefits of Outbound Discussing the Principles, Methods and Benefits of Outbound	<b>Criteria:</b> 1. Give maximum marks if you answer correctly	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
3	Students are able to identify and interpret Outbound Management Training (OMT) activities	OMT Learning Paradigm OMT Techniques OMT Activities Media for OMT activities.	<b>Criteria:</b> 1. Give maximum marks if you answer correctly	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
4	Students are able to identify and interpret games in outbound training	The importance of games in Outbound Characteristics of Outbound games The basics of the game	<b>Criteria:</b> 1. Give maximum marks if you answer correctly	1. Lecture 2. Discussion 3. Practice making games according to categories 4. Questions and answers 2 X 50			0%
5	Students are able to identify and interpret game equipment and materials	Mountenering Equipment Sports Equipment Carpentry and Household Equipment Homemade Equipment and Used Goods	<b>Criteria:</b> 1. Give maximum marks if you are able to answer	1. Lecture 2. Discussion 3. Practice making games using simple materials and tools 4. Questions and answers 2 X 50			0%
6	Students are able to identify and interpret composing and creating Outbound games	Making an Outbound Game	<b>Criteria:</b> Can create, implement and carry out evaluations	1. Lecture 2. Discussion 3. Practice creating and presenting games that have been created 4. Questions and answers 2 X 50			0%

7	Students are able to identify and interpret composing and creating outbound games	Arranging Outbound Games	<b>Criteria:</b> 1.1. Give maximum marks if you are able to answer 2.2. Can create, implement and carry out evaluations	1. Lecture 2. Discussion 3. Practice creating and presenting plans for activities and games that have been created 4. Questions and answers 2 X 50			0%
8	Midterm exam			2 X 50			0%
9	Students are able to identify, interpret, create, present and evaluate trainers and evaluate activities	Outbound Trainer Skills	<b>Criteria:</b> Maximum marks will be given if you are able to answer	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
10	Students are able to identify, interpret, create, present and evaluate Trainer and Activity Evaluation	Activity Evaluation	<b>Criteria:</b> Maximum marks will be given if you are able to answer	1. Lecture 2. Discussion 3. Practice game evaluation 4. Question and answer 2 X 50			0%
11	Students are able to communicate interpersonally in a community both as listeners and communicators	Effective Speaking Techniques Effective speaking methods Mastery of material Mastery of situations in communication	<b>Criteria:</b> Maximum marks will be given if you are able to answer	1. Lecture 2. Practice giving instructions 3. Discussion 4. Question and answer 2 X 50			0%
12	Students are able to identify, interpret, create, present and evaluate natural exploration	Exploring the Realms of Basic Knowledge	<b>Criteria:</b> Maximum marks will be given if you are able to answer	1. Lecture 2. Practice determining the direction of the wind 3. Discussion, 4. Questions and answers 2 X 50			0%
13	Students are able to identify, interpret, create, present and evaluate natural exploration	Survival First Aid	<b>Criteria:</b> Maximum marks will be given if you are able to answer	Lectures, discussions, questions and answers 2 X 50			0%
14	Students are able to identify and interpret Marching Rules	Understanding PBB Benefits of PBB, Practice of Movement in Places in PBB	<b>Criteria:</b> 1.1. Give maximum marks if you are able to answer 2.2. Form of movement, Instructions in the UN	1. Lecture 2. Discussion 3. PBB practice moving in place 4. Questions and answers 2 X 50			0%
15	Students are able to identify and interpret PBB walking movements and civil ceremonies at school	PBB March on Civil Ceremonies	<b>Criteria:</b> 1.1. Give maximum marks if you are able to answer 2.2. Form of movement, Instructions in the UN	1. Lecture 2. Discussion 3. PBB practice running 4. Questions and answers 2 X 50			0%

16	Students are able to identify and interpret outbound activities as a whole	UAS		Lectures, discussions, questions and answers 2 X 50			0%
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**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.**