



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																																																																																																					
Psychology of Physical Education	8520202183	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	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 which is charged to the course																																																																																																											
	Program Objectives (PO)																																																																																																											
	PO - 1	Mastering the basic concepts of educational psychology, student development, learning theories, and personality aspects that influence learning, and classroom management																																																																																																										
	PO - 2	Make decisions about concepts and theories within the scope of educational psychology that are relevant to solving specific learning cases or learning difficulties in the classroom.																																																																																																										
	PO - 3	Responsible for individual and group learning performance, by showing active involvement in carrying out the tasks and roles assigned both individually and in groups during the learning process.																																																																																																										
	PO - 4	Utilize ICT-assisted learning resources and learning media to support learning implementation																																																																																																										
	PLO-PO Matrix																																																																																																											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <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																																																																																																					
	P.O																																																																																																											
	PO-1																																																																																																											
PO-2																																																																																																												
PO-3																																																																																																												
PO-4																																																																																																												
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																												
	<table border="1" style="margin-left: auto; margin-right: 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> <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																						
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																																																																																																												
Short Course Description	This course discusses the meaning, scope and contribution of educational psychology, student development, learning theories, personality aspects that influence learning, learning difficulties, counseling guidance in schools, and classroom management for effective learning. Lectures are carried out using direct learning, independent assignments, and group discussions.																																																																																																											
References	Main :																																																																																																											
	<ol style="list-style-type: none"> 1. Slavin, Robert E. 2011. Psikologi Pendidikan: Teori dan Praktik edisi ke-9 (Jilid 1 & 2). Jakarta: PT Indeks. 2. Santrock, J W. 2013. Psikologi Pendidikan (jilid 1&2). Jakarta: Salemba Humanika 3. Djwandono, Sri Esti W. 2009. Psikologi Pendidikan. Jakarta: Grasindo. 4. Nursalim, M, dkk. 2007. Psikologi Pendidikan. Surabaya: Unesa University Press. 5. Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press. 																																																																																																											
	Supporters:																																																																																																											
Supporting lecturer	Dr. Wijono, M.Pd. Dr. Rini Ismalasari, S.Pd., M.Kes. Dr. Abdul Hafidz, S.Pd., M.Pd. Dr. Or. Muhammad, S.Pd., M.Pd. Dr. Or. Gigih Siantoro, S.Pd., M.Pd. Dani Primanata, S.Pd.,M.Pd. 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	Understand the basic concepts of education and the role of educational psychology in the field of education	1.Explain the basic concepts of educational psychology (understanding and aspects studied in it) 2.Identify the benefits/contributions of educational psychology in learning	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Tests	Contextual instruction Discussion 2 X 50			5%
2	Understand student development and the laws of development.	1.Explain the basic concepts of life span development 2.Explain the laws of human development	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Tests	Contextual instruction Discussion 2 X 50			5%
3	Understand the theory of cognitive development (Jean Piaget) and language development (Vygotsky), and their application in learning	1.Explain the main ideas of Piaget's theory of cognitive development and Vygotsky's language development 2.Explains examples of the application of Piaget's stages of cognitive development and Vygotsky's language development in learning	Criteria: Rubric	Contextual instruction Case study/review Discussion 2 X 50			5%
4	Understand Erikson's theory of social emotional development and Kohlberg's stages of moral development and their application	1.Explains the main ideas of Erikson's theory of social emotional development and Kohlberg's moral development 2.Explains examples of the application of Erikson's social emotional development and Kohlberg's moral development in learning	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Contextual instruction Discussion 2 X 50			5%
5	Understand Bandura's behavioral learning theory (behaviorism) and social learning theory and examples of their application	1.Explains the main ideas of the concept of learning according to behaviorism and Bandura's social learning 2.Explains examples of the application of learning concepts based on behaviorism and social learning theory	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Tests	Assignment Group Presentation Discussion 2 X 50			5%
6	Understand cognitive and constructivist learning theories and their application in learning	1.Explain the main ideas of cognitive learning theory and constructivism 2.Explains examples of the application of cognitive and constructivist learning theories in learning	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Tests	Assignment Group presentation Discussion 2 X 50			5%

7	Understand humanistic learning theory and be able to apply it in learning	1.Explains the main ideas of humanistic learning theory/student-centered approach 2.Explains examples of the application of humanistic learning theory in learning	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Tests	Assignment Group presentation Discussion 2 X 50			5%
8	UTS	UTS	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	online test 2 X 50			10%
9	Understand the basic concepts of intelligence and its role in the teaching and learning process	1.Explain the main ideas of intelligence 2.Explains examples of the influence of intelligence in learning	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Assignment Group presentation Discussion 2 X 50			5%
10	Understand the concept of students' emotions and self-concept and their influence on learning	1.Explain the concept of emotion and self-concept 2.Explain the role of emotions and self-concept in the learning process	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Assignment Group presentation Discussion 2 X 50			5%
11	Understand the concept of motivation and its role in learning	1.Explain the concept of motivation 2.Explain examples of the role of motivation in the learning process	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Giving group assignments Group presentation Discussion 2 X 50			5%
12	Understand the concept of giftedness, gifted children and their education	1.Explain the concept of giftedness 2.Identifying the characteristics of giftedness 3.Explain educational services for gifted children	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Giving group assignments Group presentation Discussion 2 X 50			5%
13	Understand and be able to identify academic learning difficulties	Explain the basic concept of academic learning difficulties (understanding, symptoms and forms/types)	Criteria: Rubric Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Tests	Giving group assignments Group presentation Discussion 2 X 50			10%

14	Understand and be able to identify learning difficulties due to developmental disorders	Explain the basic concept of learning difficulties due to developmental disorders (understanding, symptoms and forms/types)	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Tests	Giving group assignments Group presentation Discussion 2 X 50			5%
15	Understand positive environments that support learning	1.Explain the main ideas of classroom management 2.Shows an example of implementing classroom management	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Giving group assignments Group presentation Discussion 2 X 50			10%
16	Understand positive environments that support learning	1.Explain the nature of school guidance and counseling (BK) (understanding, principles, objectives, functions and forms of service) 2.Explain the role of BK in schools	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Tests	Assignment Group presentation Discussion 2 X 50			14%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	24.06%
2.	Project Results Assessment / Product Assessment	21.56%
3.	Portfolio Assessment	12.8%
4.	Practical Assessment	22.06%
5.	Practice / Performance	4%
6.	Test	14.55%
		99.03%

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.

