



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

Document Code

SEMESTER LEARNING PLAN

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| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regulations and Refereeing for Pencak Silat Sports | 8520204447 | | T=1 P=0 ECTS=1.59 | 6 | 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: 10%; text-align: center;">P.O</td> <td colspan="16"></td> </tr> <tr> <td></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | Week | | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | Understanding of the basics of pencak silat judging and refereeing in general and specifically and applying the basic skills of pencak silat judging/refereeing in accordance with international regulations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Lubis, Johansyah. Wardoyo, Hendro. 2014. Pencak Silat (edisi kedua) . Jakarta: Rajagrafindo Persada. 2. Slamet. Kotot. 2003. Teknik Dasar Pencak Silat Tanding . PT. Dian Rakyat 3. Munas IPSI XIII-2012. Peraturan Pertandingan Pencak Silat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Achmad Rizanul Wahyudi, S.Pd., M.Pd. Hamdani, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|--|---|--|--|--|--|----|
| 1 | Ability to understand the rules of competition categories and the judging/refereeing system. | <ol style="list-style-type: none"> 1. Students are able to explain valid targets for getting grades 2. Students are able to explain the various assessments for the competition category 3. Students are able to explain the various types of violations for the fighting category | | The discussion lecture answers 4 X 50 | | | 0% |
| 2 | Ability to understand the rules of competition categories and the judging/refereeing system. | <ol style="list-style-type: none"> 1. Students are able to explain valid targets for getting grades 2. Students are able to explain the various assessments for the competition category 3. Students are able to explain the various types of violations for the fighting category | | The discussion lecture answers 4 X 50 | | | 0% |
| 3 | Ability to understand the rules of competition categories and the judging/refereeing system. | <ol style="list-style-type: none"> 1. Students are able to explain valid targets for getting grades 2. Students are able to explain the various assessments for the competition category 3. Students are able to explain the various types of violations for the fighting category | | The discussion lecture answers 4 X 50 | | | 0% |
| 4 | Ability to understand the rules of Singles category matches | Students are able to explain the single category assessment system | | Lecture Discussion Questions and answers 4 X 50 | | | 0% |
| 5 | Ability to understand the rules of Singles category matches | Students are able to explain the single category assessment system | | Lecture Discussion Questions and answers 4 X 50 | | | 0% |

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|----|---|---|--|--|--|--|----|
| 6 | Ability to understand the rules of Doubles category matches and the refereeing system | <p>1.Students are able to explain logical and illogical movements in multiple categories</p> <p>2.Students are able to explain which movements have the highest level of technical difficulty</p> | | Lecture Discussion Questions and answers 4 X 50 | | | 0% |
| 7 | Ability to understand the rules of Doubles category matches and the refereeing system | <p>1.Students are able to explain logical and illogical movements in multiple categories</p> <p>2.Students are able to explain which movements have the highest level of technical difficulty</p> | | Lecture Discussion Questions and answers 4 X 50 | | | 0% |
| 8 | Ability to understand the rules of Team category matches and the judging system | <p>1.Students are able to understand the correct team movements</p> <p>2.Students are able to understand the assessment system</p> | | Lecture Discussion Questions and answers 4 X 50 | | | 0% |
| 9 | Ability to understand the rules of Team category matches and the judging system | <p>1.Students are able to understand the correct team movements</p> <p>2.Students are able to understand the assessment system</p> | | Lecture Discussion Questions and answers 4 X 50 | | | 0% |
| 10 | UTS | | | 4 X 50 | | | 0% |

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|----|--|--|--|--|--|--|----|
| 11 | Students are able to understand and simulate the Match category assessment system Students are able to understand and simulate the Single category assessment system Students are able to understand and simulate the Double category assessment system Students are able to understand and simulate the Team category assessment system | <ol style="list-style-type: none"> 1.Explanation of the simulation practice of the Match category assessment 2.Explanation of the Single category assessment simulation practice 3.Explanation of the practice of multiple category assessment simulations 4.Explanation of the Team category assessment simulation practice | | Lecture Discussion Questions and answers 4 X 50 simulation practice | | | 0% |
| 12 | Students are able to understand and simulate the Match category assessment system Students are able to understand and simulate the Single category assessment system Students are able to understand and simulate the Double category assessment system Students are able to understand and simulate the Team category assessment system | <ol style="list-style-type: none"> 1.Explanation of the simulation practice of the Match category assessment 2.Explanation of the Single category assessment simulation practice 3.Explanation of the practice of multiple category assessment simulations 4.Explanation of the Team category assessment simulation practice | | Lecture Discussion Questions and answers 4 X 50 simulation practice | | | 0% |
| 13 | Students are able to understand and simulate the Match category assessment system Students are able to understand and simulate the Single category assessment system Students are able to understand and simulate the Double category assessment system Students are able to understand and simulate the Team category assessment system | <ol style="list-style-type: none"> 1.Explanation of the simulation practice of the Match category assessment 2.Explanation of the Single category assessment simulation practice 3.Explanation of the practice of multiple category assessment simulations 4.Explanation of the Team category assessment simulation practice | | Lecture Discussion Questions and answers 4 X 50 simulation practice | | | 0% |

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|----|--|--|--|---|--|--|----|
| 14 | Students are able to understand and simulate the Match category assessment system Students are able to understand and simulate the Single category assessment system Students are able to understand and simulate the Double category assessment system Students are able to understand and simulate the Team category assessment system | 1.Explanation of the simulation practice of the Match category assessment 2.Explanation of the Single category assessment simulation practice 3.Explanation of the practice of multiple category assessment simulations 4.Explanation of the Team category assessment simulation practice | | Lecture Discussion Questions and answers 4 X 50 simulation practice | | | 0% |
| 15 | | | | | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.

