



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																																	
fencing coaching	8520203339		T=2 P=2 ECTS=6.36	3	July 17, 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)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 100px; height: 20px;">P.O</td></tr> </table>				P.O																																
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: 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;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>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	Basic understanding of the theory and practice of fencing well																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Patron, 1996. The FIE Rules Com 2. Silva, D.H. 1997. Fencing The Skills Of The Games. Marlborough. Crowood Press. 3. petitions, London : The British Fencing Association, Rothchild Road Chiswick. 4. Soeratman, A.Tick, 2004. Peraturan Pertandingan Anggar FIE. Jakarta PB. IKASI 5. Yusuf, 1996. Dasar-dasar Kepelatihan. Depdikbud. 6. Irmantara, 2008. Panduan Program Latihan. 7. Irsyada, 2008. Panduan Dasar Melatih. 																																					
	Supporters:																																					
Supporting lecturer	Dr. Rini Ismalasari, 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	Able to know in general and specifically the game of fencing	1.Course rules 2.Explanation of history and development 3.Structured division of tasks	Criteria: Full marks are obtained if you do all the questions correctly.	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 2 X 50 assignments			0%
2	Able to know generally and specifically about the game of fencing	1. Understanding of Fencing 2.Foil 3.Epee 4.Sabre 5.Structured division of tasks	Criteria: Full marks are obtained if you do all the questions correctly.	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 2 X 50 assignments			0%
3	Able to know and practice basic foot techniques	Explanation of basic foot techniques:- Ready stance- Forward- Back- Jump- Attack	Criteria: Full marks are obtained if you do everything correctly.	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 2 X 50 assignments			0%
4	Able to know and practice basic foot techniques	Explanation of basic foot techniques: - Movement coordination - Balance	Criteria: Full marks are obtained if you do everything correctly.	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 2 X 50 assignments			0%
5	Able to know and practice basic hand movement techniques	Explanation of basic hand movement techniques: - Respectful attitude - Ready attitude - Zippering - Hitting movement - Rolling movement	Criteria: Full marks are obtained if you are able to practice basic fencing technical skills	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 2 X 50 assignments			0%
6	Able to know and practice basic hand movement techniques	Explanation of basic hand movement techniques: - Cut over movement - Cupe - Movement 1,2 - Stabbing movement	Criteria: Full marks are obtained if you are able to practice basic fencing technical skills	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 2 X 50 assignments			0%
7	Able to know and practice basic hand movement techniques	Explanation of basic hand movement techniques:- Movements 1,2, 3- Parry stance	Criteria: Full marks are obtained if you are able to practice basic fencing technical skills	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 2 X 50 assignments			0%
8	Able to know and practice basic hand movement techniques	Explanation of basic hand movement techniques:- Coordination movements	Criteria: Full marks are obtained if you are able to practice basic fencing technical skills Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 2 X 50 assignments			50%
9	UTS		Criteria: Can perform circuit movements well and correctly	4 X 50			0%

10	Explanation of basic techniques: 1. Attack movement 2. Parry movement			4 X 50			0%
11	able to know and practice coordinated movements	explanation of coordination techniques in playing	Criteria: able to practice coordination movement skills	demonstration. lecture. questions and answers 4 X 50			0%
12	able to know and practice how to play foil weapons	all the techniques in playing foil guns	Criteria: able to practice foil gun playing skills	lecture. demonstration. questions and answers 4 X 50			0%
13	able to know and practice how to play Epee weapons	explanation of techniques in playing epee	Criteria: able to practice epee playing skills	demonstration. lecture. questions and answers 4 X 50			0%
14	able to know and practice how to play saber	explanation of how to play saber	Criteria: able to practice saber playing skills	demonstration. lecture. questions and answers 4 X 50			0%
15	able to know and practice the rules of refereeing for fencing	explanation of refereeing regulations, violation of penalties	Criteria: able to analyze fencing games	lecture demonstration question and answer 4 X 50			0%
16	UAS		Criteria: 1. able to practice the circuit well 2. able to answer all questions Form of Assessment : Participatory Activities	practical test and written test 4 X 50			50%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	100%
		100%

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.

