



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		
petanque sport coaching	8520204531		T=1 P=3 ECTS=6.36	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 that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	This course discusses the implementation of science and technology in training program planning including: physical, technical, strategic and mental tactics in the sport of petanque.						
	References						
Supporting lecturer	Main :						
	1. Nurkholis. 2014. Olahraga Petanque . Surabaya: University press 2. Gilles SQUEF. 2015. The winning trajectory . French: Copy media, www.copy-media.net 3. Putman, B.W. 2011. Pétanque: The Greatest Game You Never Heard Of: Beyond Bocce, The Elegant & Intelligent French Game of Boules . French: CreateSpace Independent Publishing Platform 4. Gart Freeman. 1987. Petanque : French: French Game of Boules						
	Supporters:						
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 development of petanque sports technology including boules, throwing techniques, fields, and movement mechanics.	1. Know the development of boule technology2. Understand petanque sports terrain technology3. Understand petanque sports mechanics analysis technology	Criteria: Able to answer questions correctly 80% of the time	1. Inquiries2. Problem solving 4 X 50			0%
2	Have the ability to implement training program preparation technology including: pointing, shooting, field adjustments, and distance control in the sport of petanque	1.Master the basics of preparing petanque sports training programs 2.Able to develop training programs with a single target 3.Able to prepare and develop a pointing training program 4.Able to prepare and develop shooting training programs 5.Able to prepare and develop field adjustment training programs 6.Able to compile and develop training programs with different distances	Criteria: Able to complete tasks well by 80%	Direct learning Problem solving 8 X 50			0%

3	Have the ability to implement training program preparation technology including: pointing, shooting, field adjustments, and distance control in the sport of petanque	<ol style="list-style-type: none"> 1.Master the basics of preparing petanque sports training programs 2.Able to develop training programs with a single target 3.Able to prepare and develop a pointing training program 4.Able to prepare and develop shooting training programs 5.Able to prepare and develop field adjustment training programs 6.Able to compile and develop training programs with different distances 	Criteria: Able to complete tasks well by 80%	Direct learning Problem solving 8 X 50			0%
4	Master and be able to develop tactics and strategies in playing petanque	<ol style="list-style-type: none"> 1.Have the ability to choose the ideal boules 2.Able to place the ideal boka 3.Able to carry out ideal pointing placement strategies 4.capable of performing ideal blocking 5.able to do good shooting 6.Able to set a good game rhythm 7.Able to control the game 8.Able to carry out team collaboration effectively 	Criteria: Able to complete assignments and answer questions correctly 75%	Direct learning Problem solving 8 X 50			0%

5	Master and be able to develop tactics and strategies in playing petanque	<ol style="list-style-type: none"> 1. Have the ability to choose the ideal boules 2. Able to place the ideal boka 3. Able to carry out ideal pointing placement strategies 4. Capable of performing ideal blocking 5. Able to do good shooting 6. Able to set a good game rhythm 7. Able to control the game 8. Able to carry out team collaboration effectively 	Criteria: Able to complete assignments and answer questions correctly 75%	Direct learning Problem solving 8 X 50			0%
6	Able to practice singles competition strategies in the sport of petanque	<ol style="list-style-type: none"> 1. Able to determine the distance of the ball in singles play 2. Able to do the first pointing in the single game. 3. Able to set the tempo in singles play 4. Able to shoot in singles game 5. Able to block in singles play 6. Able to regulate emotional regulation in singles play 	Criteria: Able to complete assignments and answer questions correctly by 80%	Direct practice Problem solving 4 X 50			0%
7	Mastering the strategy of playing doubles and double mixes in the sport of petanque	<ol style="list-style-type: none"> 1. Able to determine the distance of the hole in double and double mix games 2. Able to do the first pointing in double and double mix games 3. Able to set the tempo in double and double mix games 4. Able to shoot in double and double mix games 5. Able to block in double and double mix games 6. Able to regulate emotional regulation in doubles and double mix games 	Criteria: Able to complete assignments and questions by 80%	1. Direct practice 2. Problem solving 4 X 50			0%

8	Mastering the strategy of playing doubles and double mixes in the sport of petanque	1. Able to determine the distance of the hole in double and double mix games 2. Able to do the first pointing in double and double mix games 3. able to set the tempo in double and double mix games 4. Able to shoot in double and double mix games 5. Able to block in double and double mix games 6. Able to regulate emotional regulation in doubles and double mix games	Criteria: Able to complete assignments and questions by 80%	1. Direct practice 2. Problem solving 4 X 50			0%
9	Have knowledge of skills and attitudes in preparing programs and practicing pointing, shooting, ball placement, singles and doubles games in the sport of petanque	1. Master the basics of program preparation 2. Have programming skills 3. Have strategic abilities in singles and doubles games	Criteria: Able to do questions correctly by 75%	MID SEMESTER EXAMINATION 4 X 50			0%
10	Master and be able to develop triple and triple mix playing strategies in petanque sports	1. Able to determine the distance of the hole in triple and triple mix games 2. Able to do the first pointing in triple and triple mix games 3. able to set the tempo in triple and triple mix games 4. Able to shoot in triple and triple mix games 5. Able to block in triple and triple mix games 6. Able to regulate emotional regulation in triple and triple mix games	Criteria: Able to complete tasks by 80%	Direct practice Problem solving 8 X 50			0%
11	Master and be able to develop triple and triple mix playing strategies in petanque sports	1. Able to determine the distance of the hole in triple and triple mix games 2. Able to do the first pointing in triple and triple mix games 3. able to set the tempo in triple and triple mix games 4. Able to shoot in triple and triple mix games 5. Able to block in triple and triple mix games 6. Able to regulate emotional regulation in triple and triple mix games	Criteria: Able to complete tasks by 80%	Direct practice Problem solving 8 X 50			0%

12	Have the ability to develop mental training for the sport of petanque	<ol style="list-style-type: none"> 1. Able to do relaxation exercises using the progressive muscle relaxation method 2. Able to do imaginary exercises 3. Able to exercise emotional control in petanque games 4. Able to do concentration exercises in the petanque sport game 	Criteria: Able to carry out tasks well by 85%	8 X 50 hands-on learning			0%
13	Have the ability to develop mental training for the sport of petanque	<ol style="list-style-type: none"> 1. Able to do relaxation exercises using the progressive muscle relaxation method 2. Able to do imaginary exercises 3. Able to exercise emotional control in petanque games 4. Able to do concentration exercises in the petanque sport game 	Criteria: Able to carry out tasks well by 85%	8 X 50 hands-on learning			0%
14	Able to organize petanque sports matches	<ol style="list-style-type: none"> 1. Master the rules of petanque sports competitions 2. Able to carry out arbitrary tasks in the sport of petanque 3. Able to organize a petanque sports competition system 4. Able to manage table control for petanque sports 	Criteria: Able to carry out tasks well by 80%	Direct practice Problem solving 8 X 50			0%

15	Able to organize petanque sports matches	1.Master the rules of petanque sports competitions 2.Able to carry out arbitrary tasks in the sport of petanque 3.Able to organize a petanque sports competition system 4.Able to manage table control for petanque sports	Criteria: Able to carry out tasks well by 80%	Direct practice Problem solving 8 X 50			0%
16	Able to plan and develop petanque sports training programs	Able to organize, develop and implement petanque sports training	Criteria: Able to solve questions correctly by 75%	TEST 4 X 50			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.