



**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>																																	
<b>Teaching and Learning Strategies</b>	8520202214		T=2 P=0 ECTS=3.18	4	July 17, 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>	Project Based Learning																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">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>	Study various concepts and theories and be able to develop teaching and learning strategies for physical education, sports and health including teaching skills, learning models, approaches, motivation techniques, classroom management, infrastructure and learning media																																					
<b>References</b>	<b>Main :</b>																																					
	1. Daughtrey & Lewis. 1990. Effective teaching strategies in secondary physical education third edition. Saunders 2. Bucher & Koenig. 1983. Methods and matrial for secondary school physical education. London. The C.V. Mosby Company																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Nurkholis, M.Pd. Dr. Rini Ismalasari, S.Pd., M.Kes. Raymond Ivano Avandi, S.Pd., M.Kes. Dr. Abdul Hafidz, S.Pd., M.Pd. Achmad Rizanul Wahyudi, S.Pd., M.Pd. Dr. Or. Muhammad, S.Pd., M.Pd. Muhammad Asrul Sidik, M.Pd. Dani Primanata, 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)																															
1	Students understand the objectives of the lecture on teaching and learning strategies for physical education, sports and health	1.students understand the targets and objectives of the corner teaching and learning strategy lecture 2.Students have an apperception about the objectives of corner learning at school	<b>Criteria:</b> master the concept by 90%	Sunnymahnya answer discussion 2 X 50			0%																															

2	Examining the Concept of Physical Education, Sports and Health in Teaching and Learning Strategies	After taking part in the lesson, students are expected to be able to understand the Concept of Physical Education, Sports and Health in Teaching and Learning Strategies	<b>Criteria:</b> 1.liveliness 2.ability to explain again 3.understanding	lecturediscussion answer 2 X 50			0%
3	Understand the juridical basis for implementing PJOK lessons	1.Understanding Law No. 3 of 2005 concerning the National Education System 2.Understanding Permendikbud No, 20, 64, 65,66,67,68,69,70 concerning PJOK lesson competency standards	<b>Criteria:</b> Material mastery of 75%	inquiry, problem solving 2 X 50			0%
4	Have knowledge and understand PJOK teaching skills	1.Understand the PJOK teaching style 2.Understand techniques for motivating students in PJOK lessons 3.Understand approaches to learning PJOK 4.Understanding environmental management in PJOK lessons 5.Understand the teaching format in PJOK	<b>Criteria:</b> mastery of material by 75%	lecturediscussion answer 2 X 50			0%
5	Assess learning strategy factors. Discuss considerations for selecting learning strategies	After attending the lecture, students are able to mention learning strategy factors. Explain the considerations for selecting learning strategies	<b>Criteria:</b> 1.understanding 2.mastery 3.applicative	lecture discussion 3 X 50			0%
6	Various methods in instructional transactions	After attending the lecture, students are able to understand the position of methods in teaching and learning. Analyze the selection and determination of methods. Mention the various teaching methods.	<b>Criteria:</b> 1.understanding 2.mastery	lecturediscussion answer 3 X 50			0%
7	mastery of Learning Methods	after attending the lecture, students explain the meaning of success. Mention indicators of success. Assessment of success. Level of success. Improvement program. Factors that influence success.	<b>Criteria:</b> 1.mastery 2.understanding 3.presentation	lecturediscussion answer 3 X 50			0%
8	Midterm Exam (UTS)	Students are able to do UTS questions well	<b>Criteria:</b> 1.mastery of the material 2.explanation of understanding	written test 3 X 50			0%
9	understanding active learning strategies	After attending the lecture, students are able to analyze the need for active learning. Explain the nature of active learning. Name and apply strategies to activate the class.	<b>Criteria:</b> 1.mastery 2.understanding	lecturediscussion answer 3 X 50			0%

10	Types of learning strategies Learning scenarios	After attending the lecture, students are able to name types of learning strategies. Explain the concepts and principles of using expository, discovery, inquiry, cooperative learning and CTL learning strategies. Understand and design procedures for implementing expository, discovery, inquiry, cooperative learning and CTL learning strategies.	<b>Criteria:</b> 1.mastery 2.understanding	lecturediscussion answer 3 X 50			0%
11	Mastering material about a teacher's teaching skills	After attending lectures, students are able to master the teaching skills of a teacher	<b>Criteria:</b> 1.understanding 2.mastery 3.resubmission	lecturediscussionshort presentation 3 X 50			0%
12	mastery of learning preparation and learning scenarios	After attending lectures, students are able to master learning preparation and learning scenarios	<b>Criteria:</b> 1.understanding 2.mastery of material	lecturediscussion answer 3 X 50			0%
13	prepare teaching materials and learning scenarios	Students are able to prepare teaching and learning activities and create learning scenarios	<b>Criteria:</b> 1.mastery 2.understanding 3.exposure	lecturediscussion answer 3 X 50			0%
14	knowledge about teaching skills and teaching styles	After attending lectures, students understand teaching skills and teaching styles	<b>Criteria:</b> 1.understanding 2.mastery	lecturediscussion answer 3 X 50			0%
15	Final Semester Examination (UAS)	Students are able to solve exam questions well	<b>Criteria:</b> mastery of the material	written test oral test 3 X 50			0%
16							0%

#### Evaluation Percentage Recap: Project Based Learning

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.