	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
Teaching Planning	8520202158		**T=2**	**P=0**	**ECTS=3.18**	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Or. Muhammad, S.Pd., M.Pd.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program which is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Understanding and mastery of instructional systems and principles, instructional development models, identification of instructional needs, curriculum structure, setting PJOK teaching objectives, identifying and determining teaching materials and writing subject matter and sub-subject matter, identifying, establishing instructional strategies, developing syllabus, development of RPP/GBRP/SAP

References	Main :

1. Sriundy M, I Made. 2010. Pengantar Perencanaan Pengajaran: Aplikasi pada Penjasorkes . Surabaya: Unesa University Press.
2. Ibrahim R., Nana Syaodih S. 2003. Perencanaan Pengajaran. Jakarta: PT. Rineka Cipta.
3. Mulyasa, E., 2006. Kurikulum Tingkat Satuan Pendidikan: Suatu Panduan Praktis. Bandung: Penerbit PT. Remaja Rosdakarya.
4. Peraturan Pemerintah RI Nomor 19 Tahun 2005. 2008. Tentang Standar Nasional Pendidikan . Jakarta: Penerbit Asa Mandiri.
5. Permendiknas RI Nomor 22 Tahun 2006. 2008. Tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah . Jakarta: Penerbit Asa Mandiri.
6. Permendiknas RI Nomor 23 Tahun 2006 2008. Tentang Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Penerbit Asa Mandiri.
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8. Permendiknas RI Nomor 6 Tahun 2007. 2007. Perubahan Perubahan Permendiknas RI Nomor 22 dan 23 Tahun 2006. Jakarta: Penerbit Asa Mandiri.
9. Soenarya E., 2000. Teori Perencanaan Pendidikan: Berdasarkan Pendekatan Sistem. Yogyakarta: Penerbit Adcita Karya Nusa.
10. Suparman Atwi. 1991. Desain Instruksional. Jakarta: Proyek Pengembangan Pusat Antar Universitas/IUC (Bank Dunia XII) Dirjendikti.
11. Undang-undang RI Nomor 20 Tahun . 2008. Tentang Sistem Pendidikan Nasional. Jakarta: Penerbit Asa Mandiri.
12. Undang-undang RI Nomor 14 Tahun . 2008. Tentang Guru dan Dosen. Jakarta: Penerbit Asa Mandiri.
13. Undang-undang RI Nomor 29 Tahun 2003. 2008. Tentang Sistem Pendidikan Nasional. Jakarta: Penerbit Asa Mandiri.

Supporters:	

Supporting lecturer	Prof. Dr. I Made Sri Undy Mahardika, M.Pd. Mohammad Faruk, 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	Students can explain at least 80% correctly about: a. Instructional system b. Instructional components c. Instructional Principles d. Instructional system Logical steps of instructional development	Mastering: 1) Instruction as a system 2) Instructional components 3) Instructional principles 4) Instructional systems Logical steps for instructional development		Lectures, questions and answers, discussions, assignments 2 X 50			0%
2	Students will be able to explain at least 80% correctly about: a. Instructional development model. Instructional development models	Mastering: 1) Instructional development model 2) SAFE model 3) Michigan State University model 4) Minerva model 5) TRS model BIDS model		Lectures, questions and answers, discussions, assignments 2 X 50			0%

3	Students will be able to explain at least 80% correctly about: a. Comparison of instructional development models b. Davis Model Selection of the best model	Mastering: 1) Differences in problem definition in each model 2) Differences in needs analysis in each model 3) Differences in evaluation in each model 4) Determination of instructional systems in each model Able to determine the most appropriate model for PJOK learning		Lectures, questions and answers, discussions, assignments 2 X 50			0%
4	Students will be able to explain and write correctly at least 80% about: a. Identify PJOK teaching needs b. Formulate PJOK teaching objectives c. Technique for identifying initial behavior and character of students d. Technique for preparing SK/KI as a general objective of teaching PJOK. Technique for compiling KD as a specific objective for PJOK	Have the ability to: 1) Identify instructional needs 2) identify PJOK teaching objectives 3) Analyze instructional 4) identify initial behavior and character of students 5) Understand the relationship between general instructional objectives (SK/KI) and instructional content. Writing specific instructional objectives (KD)		Lectures, questions and answers, discussions, assignments 2 X 50			0%
5	Students will be able to explain at least 80% correctly about: a. Curriculum structure Main topics and sub-topics	Have the ability to: 1) Understand the structure of the elementary, middle and high school curriculum 2) Write the main points of PJOK 3) Write sub-topics of PJOK 4) Main topics and sub-topics of PJOK. 5) Competency standards and basic competencies 6) Writing descriptions of PJOK subjects 7) estimating study time Writing library sources		Lectures, questions and answers, discussions, assignments 2 X 50			0%

6	Students are able to explain and organize at least 90% correctly about: Instructional strategies	Have skills: 1) Understanding instructional strategies 2) Choosing the sequence of PJOK instructional activities 3) Instructional method 4) Lecture method 5) Demonstration method 6) Discussion method 7) Tutorial method		Lectures, questions and answers, discussions, assignments 2 X 50			0%
7	Students are able to explain and organize at least 90% correctly about: Instructional strategies	Have skills: 1) Understanding instructional strategies 2) Choosing the sequence of PJOK instructional activities 3) Instructional method 4) Lecture method 5) Demonstration method 6) Discussion method 7) Tutorial method		Lectures, questions and answers, discussions, assignments 2 X 50			0%
8	Midterm exam			2 X 50			0%
9	Students are able to explain and organize at least 90% correctly about: Instructional strategies	Have skills: 1) Seminar method and its application in PJOK 2) Simulation method and its application in PJOK 3) Performance method and its application in PJOK 4) Symposium method and its application in PJOK 5) Case study method and its application in PJOK 6) Independent study method and its application in PJOK 7) Deductive method and its application in PJOK 8) Inductive method and its application in PJOK CTL method and its application in PJOK		Lectures, questions and answers, discussions, assignments 2 X 50			0%

10	Students are able to explain at least 90% correctly about: a. Instructional Media Instructional Media for Physical Education teaching	Have skills regarding: 1) learning media in PJOK 2) Graphic media and its application in PJOK 3) Sketch media and its application in PJOK 4) Diagram media and its application in PJOK 5) Chart media and its application in PJOK 6) Graphic media and its application in PJOK 7) Still projection media and its application in PJOK Audio, audio-visual media and its application in PJOK		Lectures, questions and answers, discussions, assignments 2 X 50			0%
11	Students will be able to explain at least 80% correctly about: Instructional strategies	Have skills regarding: 1) Understanding instructional strategies 2) Preparing syllabi, their strengths and weaknesses in planning PJOK learning 3) Preparing GBRP, their strengths and weaknesses in planning PJOK learning Preparing SAP and RPP, their strengths and weaknesses in planning PJOK learning		Lectures, questions and answers, discussions, assignments 2 X 50			0%
12	Students will be able to explain at least 80% correctly about: Instructional strategies	Have skills regarding: 1) Understanding instructional strategies 2) Preparing syllabi, their strengths and weaknesses in planning PJOK learning 3) Preparing GBRP, their strengths and weaknesses in planning PJOK learning Preparing SAP and RPP, their strengths and weaknesses in planning PJOK learning		Lectures, questions and answers, discussions, assignments 2 X 50			0%

| 13 | Students will be able to go to the selected partner school and practice preparing the syllabus and operational curriculum (RPP) for Physical Education | Have the skills to: 1) Analyze the strengths and weaknesses of the training school's vision and mission, 2) Analyze the strengths and weaknesses of the training school's potential in relation to PJOK learning 3) Analyze the strengths and weaknesses of the training school's infrastructure for PJOK learning 4) Analyze the strengths and weaknesses of external support provided obtained training school; 5) Analyze the strengths and weaknesses of stakeholder expectations in training schools regarding PJOK. Develop an operational curriculum for PJOK subjects in training schools | | Lectures, questions and answers, discussions, assignments 2 X 50 | | | 0% |

No							
14	Students will be able to go to the selected partner school and practice preparing the syllabus and operational curriculum (RPP) for Physical Education	Have the skills to: 1) Analyze the strengths and weaknesses of the training school's vision and mission, 2) Analyze the strengths and weaknesses of the training school's potential in relation to PJOK learning 3) Analyze the strengths and weaknesses of the training school's infrastructure for PJOK learning 4) Analyze the strengths and weaknesses of external support provided obtained training school; 5) Analyze the strengths and weaknesses of stakeholder expectations in training schools regarding PJOK. Develop an operational curriculum for PJOK subjects in training schools		Lectures, questions and answers, discussions, assignments 2 X 50			0%
15	Presentation of results	Have the skills to: 1) Present the training school's operational curriculum 2) Use IT media to convey ideas Mastery of the material presented		Lectures, questions and answers, discussions, assignments 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.

6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.