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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Adaptive Training		8520202132		**T=2**	**P=0**	**ECTS=3.18**	5	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 that 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	This course discusses theories about the history of the Paralympic Games, management of handling children with special needs in the context of Adaptive Physical Education, fostering a spirit of volunteerism in activities for people with disabilities.
References	**Main :**
	1. Referensi : 1. Fitzgerald, Hayley. 2009 . Disability and Youth Sport . USA and Canada by Routledge 270 Madison Avenue, New York, 2. Arga Paternotte & Jan Buiteleer, Atantion Deficit Hyperactivity Disorder 3. Bandi Dhelphie, Pembelajaran Anak Tunagrahita 4. David Warner, AnakAnakDesa Yang menyandangcacat. 5. Dr. Mohammad Efendi, M.Pd.,M.Kes., PsikopedagogikiAnak Berkelainan 6. T. Sutjihati Somantri, Psikologi Anak Luar Biasa 7. Sri Widati &Murtadlo, Pendidikan Jasmani dan Olahraga Adaptif 8. Bailey, Steve. 2009. Athlete first : a history of the paralympic movement
	Supporters:
Supporting lecturer	Prof. Dr. Agus Hariyanto, M.Kes. Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO. Dr. Aghus Sifaq, S.Or., 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	Understand and master basic adaptive concepts	1.Able to explain and understand basic adaptive concepts 2.Able to understand the concept of impairment/disability/handicap			Lectures, discussions and questions and answers 2 X 50			0%
2	Understand and master the nature of people with disabilities	- Able to understand the nature of people with disabilities - Able to explain the 13 factors that cause disability - Able to identify types of disabilities			Lectures, discussions and group practice 2 X 50			0%

3	Understand and master the nature of people with disabilities	- Able to understand the nature of people with disabilities - Able to explain the 13 factors that cause disability - Able to identify types of disabilities		Lectures, discussions and group practice 2 X 50				0%
4	Understand the basic concepts of adaptive sports	1.Able to understand the basic concepts of adaptive sports 2.Able to explain the objectives of adaptive sports education 3.Able to explain the goals of adaptive sports		Lectures, discussions, assignments 2 X 50				0%
5	Integrating sports relationships with extraordinary children	1.Able to explain the limits of extraordinary children 2.Able to understand special provisions for special children 3.Able to understand the education of extraordinary children		Lectures, Discussions, Questions and Answers 2 X 50				0%
6	Studying extraordinary children and society	Able to understand the living conditions and behavior of extraordinary children in society		Lectures, discussions 2 X 50				0%
7	Integrating adjustment problems for handicap sufferers	1.Able to understand problem adjustment problems for handicap sufferers 2.Able to explain mental hygiene for those with handicaps		Lectures, discussions, assignments 2 X 50				0%
8	UTS			2 X 50				0%
9	Studying special sports and disability education	1.Able to understand the concept of sports education for extraordinary children 2.Able to understand the concept of special disabilities		Practice and assignments 2 X 50				0%
10	Studying special sports and disability education	1.Able to understand the concept of sports education for extraordinary children 2.Able to understand the concept of special disabilities		Practice and assignments 2 X 50				0%
11	Learn exercise modifications	Able to practice forms of games or modified sports for extraordinary children		Practice and assignments 2 X 50				0%
12	Able to practice forms of games or modified sports for extraordinary children	Able to practice forms of games or modified sports for extraordinary children		Practice and assignments 2 X 50				0%
13	Learn exercise modifications	Able to practice forms of games or modified sports for extraordinary children		Practice and assignments 2 X 50				0%
14	Practicing at SLB	1.Able to understand the concept of sports coaching in SLB 2.Able to practice sports modifications at SLB		Lectures and group discussions 2 X 50				0%
15	Practicing at SLB	1.Able to understand the concept of sports coaching in SLB 2.Able to practice sports modifications at SLB		Lectures and group discussions 2 X 50				0%
16	Practicing at SLB	1.Able to understand the concept of sports coaching in SLB 2.Able to practice sports modifications at SLB		Lectures and group discussions 2 X 50				0%

Evaluation Percentage Recap: Case Study

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.