



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																																																		
CRICKET BRANCH COACHING	8520204550	Compulsory Study Program Subjects	T=1 P=3 ECTS=6.36	3	January 1, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																			
	Mohammad Faruk, S.Pd., M.Kes.		Mohammad Faruk, S.Pd., M.Kes.	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)																																																						
	PO - 1	able to master the concepts and theories of the game of Cricket in the world of sports coaching																																																					
	PLO-PO Matrix																																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> <tr><td style="width: 50px; height: 20px;">PO-1</td></tr> </table>				P.O	PO-1																																																
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PO-1																																																							
PO Matrix at the end of each learning stage (Sub-PO)																																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 15px;">1</td><td style="width: 15px;">2</td><td style="width: 15px;">3</td><td style="width: 15px;">4</td><td style="width: 15px;">5</td><td style="width: 15px;">6</td><td style="width: 15px;">7</td><td style="width: 15px;">8</td><td style="width: 15px;">9</td><td style="width: 15px;">10</td><td style="width: 15px;">11</td><td style="width: 15px;">12</td><td style="width: 15px;">13</td><td style="width: 15px;">14</td><td style="width: 15px;">15</td><td style="width: 15px;">16</td> </tr> <tr> <td style="width: 50px; height: 20px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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PO-1																																																							
Short Course Description	Practicing Karate technical training methods including Kihon (basic techniques), Kata (stances), Kumite (fighting techniques), Ishodori (practical self-defense techniques). Learn the karate competition system and refereeing practices. The philosophy of Karate-Do is also under discussion. Current learning models and media for improving achievement.																																																						
References	Main :																																																						
		1. Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works																																																					
	Supporters:																																																						
Supporting lecturer	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 are able to identify the characteristics of game activities	- Able to understand the concept of the game of cricket	Criteria: Assignments and practicums Form of Assessment : Participatory Activities	Lectures, questions and answers and discussions 4 X 50		Material: cricket game Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%
2	Students are able to identify the characteristics of game activities	- Able to understand the concept of the game of cricket	Criteria: Assignments and practicums Form of Assessment : Participatory Activities	Lectures, questions and answers and discussions 4 X 50		Material: cricket game Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%
3	Students are able to identify the characteristics of game activities	- Able to understand the concept of the game of cricket	Criteria: Assignments and practicums Form of Assessment : Participatory Activities	Lectures, questions and answers and discussions 4 X 50		Material: cricket game Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%
4	Students understand the development of elements of physical speed conditions theoretically and can implement them in practical activities in the field	Mastering the development of physical elements in the game of cricket	Criteria: Assignments and practicums Form of Assessment : Participatory Activities	Field practice, lectures, questions and answers and discussions 2 X 50		Material: cricket game Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	3%
5	Students understand the development of elements of physical speed conditions theoretically and can implement them in practical activities in the field	Mastering the development of physical elements in the game of cricket	Criteria: Assignments and practicums Form of Assessment : Participatory Activities, Tests	Field practice, lectures, questions and answers and discussions 2 X 50		Material: cricket game Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	3%
6	Students understand the development of elements of physical speed conditions theoretically and can implement them in practical activities in the field	Mastering the development of physical elements in the game of cricket	Criteria: Assignments and practicums Form of Assessment : Participatory Activities, Tests	Field practice, lectures, questions and answers and discussions 2 X 50		Material: cricket game Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	3%

7	Students understand the development of elements of physical speed conditions theoretically and can implement them in practical activities in the field	Mastering the development of physical elements in the game of cricket	Criteria: Assignments and practicums Form of Assessment : Participatory Activities, Tests	Field practice, lectures, questions and answers and discussions 2 X 50		Material: cricket game Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	3%
8	UTS	UTS	Criteria: test Form of Assessment : Participatory Activities, Tests	Field practice 2 X 50		Material: cricket game Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	15%
9	Students understand the concept of developing techniques and tactics in the game	Students are able to assess the technical and tactical qualities of the game	Criteria: Assignments and practicums Form of Assessment : Participatory Activities	Field practice, lectures, questions and answers and discussions 2 X 50		Material: Game techniques Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%
10	Students understand the concept of developing techniques and tactics in the game	Students are able to assess the technical and tactical qualities of the game	Criteria: Assignments and practicums Form of Assessment : Participatory Activities	Field practice, lectures, questions and answers and discussions 2 X 50		Material: Game techniques Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%
11	Students can carry out practice in the field based on the lesson plan that has been created for one learning session.	Students are able to implement the results of the lesson plan in field activities	Criteria: Assignments and practicums Form of Assessment : Participatory Activities, Tests	Field practice, lectures, questions and answers and discussions 2 X 50		Material: field practice Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%
12	Students can carry out practice in the field based on the lesson plan that has been created for one learning session.	Students are able to implement the results of the lesson plan in field activities	Criteria: Assignments and practicums Form of Assessment : Participatory Activities, Tests	Field practice, lectures, questions and answers and discussions 2 X 50		Material: field practice Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%

13	Students can carry out practice in the field based on the lesson plan that has been created for one learning session.	Students are able to implement the results of the lesson plan in field activities	Criteria: Assignments and practicums Form of Assessment : Participatory Activities, Tests	Field practice, lectures, questions and answers and discussions 2 X 50		Material: field practice Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%
14	Students can carry out practice in the field based on the lesson plan that has been created for one learning session.	Students are able to implement the results of the lesson plan in field activities	Criteria: Assignments and practicums Form of Assessment : Participatory Activities, Tests	Field practice, lectures, questions and answers and discussions 2 X 50		Material: field practice Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%
15	Students can carry out practice in the field based on the lesson plan that has been created for one learning session.	Students are able to implement the results of the lesson plan in field activities	Criteria: Assignments and practicums Form of Assessment : Participatory Activities, Tests	Field practice, lectures, questions and answers and discussions 2 X 50		Material: field practice Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	5%
16	carry out UAS	UAS	Criteria: test Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	UAS 2 X 50		Material: UAS Reader: <i>Nathan Leamon. 2019. Hitting Against the Spin: How Cricket Really Works</i>	23%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	64%
2.	Project Results Assessment / Product Assessment	11.5%
3.	Test	24.5%
		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.

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.