



**Universitas Negeri Surabaya
Vocational Faculty
D4 Sports Coaching Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Balance Training	99998520203031		T=1 P=2 ECTS=4.77	8	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
		Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO.

Learning model	Case Studies
----------------	--------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
---------------------------------	---

PLO-6	Internalize academic values, norms and ethics
-------	---

Program Objectives (PO)	
-------------------------	--

PO - 1	Able to understand the concept of balance training
--------	--

PO - 2	a
--------	---

PO - 3	Able to analyze and design balance training programs that are tailored to the characteristics and needs of the sport.
--------	---

PLO-PO Matrix	
---------------	--

P.O	PLO-6
PO-1	
PO-2	
PO-3	

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
PO-1																
PO-2																
PO-3																

Short Course Description	Understanding basic gymnastics techniques, making simple circuits on equipment and how to help and safety first principal.
--------------------------	--

References	Main :
------------	---------------

1. FIG. 2004. Coaching Methodology for Gymnastics.
2. FIG. 2009. Code Of Points de Gymnastics Artistic.
3. Internet website : safety first for Gymnast in Gymnasium.
4. Soewandi. 1998. Perkembangan Senam Dasar. Unipress Unesa.

Supporters:	
-------------	--

Supporting lecturer		Dr. Wijono, M.Pd. Fifit Yeti Wulandari, S.Pd., M.Pd. Rizky Muhammad Sidik, S.Pd., M.Ed.					
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	1. Able to explain and explain the basic concepts of balance training		Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	1. Explanation and common perception regarding the Study Contract 2. Explanation of material 3. Questions and answers. 3x50' Face to Face Meeting		Material: Basic Concepts of Balance Training Literature: FIG. 2004. Coaching Methodology for Gymnastics.	5%
2			Form of Assessment : Participatory Activities	1. Explanation of material 2. Discussion. 3. Question and answer.		Material: Basic Concepts of Balance Training Literature: FIG. 2004. Coaching Methodology for Gymnastics.	0%
3	1. Able to explain and explain the basic concepts of balance training	1. Able to explain and explain the basic concepts of balance training	Criteria: 1. Able to explain and explain the basic concepts of balance training Form of Assessment : Participatory Activities	1. Explanation of material 2. Discussion. 3. Question and answer.		Material: Basic Concepts of Balance Training Literature: FIG. 2004. Coaching Methodology for Gymnastics.	0%
4	1. Able to explain and explain the basic concepts of balance training	1. Able to explain and explain the basic concepts of balance training	Criteria: 1. Able to explain and explain the basic concepts of balance training Form of Assessment : Participatory Activities	1. Explanation of material 2. Discussion. 3. Question and answer. 4x50 minutes		Material: Basic Concepts of Balance Training Literature: FIG. 2004. Coaching Methodology for Gymnastics.	0%
5	1. Able to explain and explain the basic concepts of balance training	1. Able to explain and explain the basic concepts of balance training	Criteria: 1. Able to explain and explain the basic concepts of balance training Form of Assessment : Participatory Activities	1. Explanation of material 2. Discussion. 3. Question and answer. 4x50 minutes		Material: Basic Concepts of Balance Training Literature: FIG. 2004. Coaching Methodology for Gymnastics.	0%

6	1. Able to explain and explain the basic concepts of balance training	1. Able to explain and explain the basic concepts of balance training	Criteria: 1. Able to explain and explain the basic concepts of balance training Form of Assessment : Participatory Activities	1. Explanation of material 2. Discussion. 3. Question and answer. 4x50 minutes		Material: Basic Concepts of Balance Training Literature: <i>FIG. 2004. Coaching Methodology for Gymnastics.</i>	0%
7	1. Able to explain and explain the basic concepts of balance training	1. Able to explain and explain the basic concepts of balance training	Criteria: 1. Able to explain and explain the basic concepts of balance training Form of Assessment : Participatory Activities	1. Explanation of material 2. Discussion. 3. Question and answer. 4x50 minutes		Material: Basic Concepts of Balance Training Literature: <i>FIG. 2004. Coaching Methodology for Gymnastics.</i>	0%
8			Form of Assessment : Practice / Performance	offline		Material: First aid for dislocations References: <i>Internet website: safety first for gymnasts in gymnasium.</i>	0%
9			Form of Assessment : Participatory Activities, Practice/Performance	offline			0%
10			Form of Assessment : Participatory Activities, Practice/Performance	offline			0%
11				offline			0%
12				offline			0%
13				offline			0%
14			Form of Assessment : Practice/Performance, Test	offline			0%
15			Form of Assessment : Practice / Performance	offline			0%
16			Form of Assessment : Practice / Performance	offline			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	2.5%
2.	Practice / Performance	2.5%
		5%

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.

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.