	Universitas Negeri Surabaya Faculty of Sports and Health Sciences Sports Science Doctoral Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Sports Pedagogy	8900102029		T=2	P=0	ECTS=5.04	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Prof. Dr. Agus Hariyanto, M.Kes.

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 the development of sports pedagogy internationally and nationally and is linked directly to real practice in PJOK in Indonesia
References	**Main :**

1. Tinning, Richard. 2010. Pedagogy and Human Movement: Theory, practice, research. NY: Routledge.
2. Schipper-van Veldhoven, N. 2017. Sports and physical education from a pedagogical perspective: a golden opportunity. The Netherlands: Windesheim.
3. Shane Pill. 2016. PPT Sport Education in Physical Education - APPEC-Shane-Pill.
4. Grohom, George. 1993. AMTP Pedogogy Course Study Guides. Virginia: Human Kinetics Publishers.
5. Sugiyanto. 2001. Dimensi Kajian Ilmu Keolahraga. Sport Science, 2001 Vol 01 No 01.
6. UNESCO. 2014. World-wide Survey of School Physical Education: Final Report.
7. Kemenpora. 2006. aporan Riset PDPJOI.
8. Siedentop. 1983. Developing Teaching Skills in PE. CA: Myfield Publshing Company.

	Supporters:
Supporting lecturer	Prof. Drs. H. Toho Cholik Mutohir, M.A., Ph.D. Prof. Drs. Suroto, M.A., Ph.D.

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	Introduction/Introduction to MK	Mastering the characteristics of the course.	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
2	Students can explain at least 80% correctly about: Understanding Sports Pedagogy and Jssmani Education. The Relationship between Sports Pedagogy, Curriculum, Teaching, Learning, and Learning Goals/Targets.	Mastering the Understanding of Sports Pedagogy and Jssmani Education. The Relationship between Sports Pedagogy, Curriculum, Teaching, Learning, and Learning Goals/Targets.	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
3	Students can explain at least 80% correctly about: The development of sports pedagogy in Indonesia and internationally	Mastering the development of sports pedagogy in Indonesia and internationally	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
4	Students can explain at least 80% correctly about: PJOK Indonesia Research instruments and pages	Understand the benefits of PJOK Indonesia Research instruments and pages	**Criteria:** -	Workshops 2 X 50			0%
5	Students can explain at least 80% correctly about: Systematic Observation Instruments	Understanding Methods and Instruments for Systematic Observation of Physical Education Learning	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
6	Students can explain at least 80% correctly about: Event Recording	Mastering observation techniques using the Event Recording method	**Criteria:** -	Workshops 2 X 50			0%
7	Students can explain at least 80% correctly about: Duration Recording	Mastering observation techniques using the Duration Recording method	**Criteria:** -	Workshops 2 X 50			0%
8	Students can explain at least 80% correctly about: Group Time Sampling	Mastering observation techniques using the Group Time Sumpling method	**Criteria:** -	Workshops 2 X 50			0%
9	Students can explain at least 80% correctly about: the relationship between process variables and product variables	Able to explain the relationship between process variables and product variables in PJOK	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
10	Students can explain at least 80% correctly about: Developing learning content	Understand techniques for developing learning content	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%

11	Students can explain at least 80% correctly about: Providing feedback	Understand the techniques of providing feedback	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
12	Students can explain at least 80% correctly about: Learning Evaluation Techniques	Understand techniques for assessing the effectiveness of PJOK learning	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
13	Students can explain at least 80% correctly about: Indicators of teaching effectiveness	Understand the process of preparing learning plans	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
14	Students can explain at least 80% correctly about: learning environment and classroom management	Understand how to create a learning environment and classroom management	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
15	Students can explain at least 80% correctly about: Routine activities	Understand techniques for developing routine activities	**Criteria:** -	Lectures, discussions and questions and answers 2 X 50			0%
16							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.