Document Code



Universitas Negeri Surabaya Faculty of Sports and Health Sciences, Sports Education Masters Study Program

				SE	ME	ST	ER	LE	ARN	IIN	G PL	1A_	N							
Courses			CODE			Со	urse F	amily				Cre	dit We	ight		SEM	IESTER		ompilatio	n
Sports Educa	tion Managemen	t	8510102075			Co	mpulso	ory Stu	dy Prog	ıram S	Subjects	T:	=1 P)=1 E	CTS=4.48		1	Αι	igust 2, 23	
AUTHORIZAT	TION		SP Develop	er						Cou	rse Clu	ster (Coordi	nator		Stuc	ly Prog	ram Co	ordinate	or
			Dr. Advendi	Kristiy	randarı	u, M.P	d.			Dr. Advendi Kristiyandaru, M.Pd.				Pd.	Di		ı Hidayı M.Kes.	at, S.Pd.,		
Learning model	Case Studies									1						1				
Program	PLO study prog	gram v	which is cha	ırged	to the	e cou	se													
Learning Outcomes (PLO)	PLO-5	the fi	to develop ma eld of sports e national journa	ducat																in
	Program Objec	rogram Objectives (PO)																		
	PO - 1	Act as	s a citizen who	o is pr	oud ar	nd love	s the c	country	and su	pports	world p	oeace	in the	Sport	s Education	n Mana	agemen	t cours	е	
	PO - 2	Able t	to work togeth es	ier and	d have	socia	sensit	tivity ar	nd high	conce	ern for so	ociety	and th	ne env	ironment ir	Spor	ts Educ	ation M	anageme	ent
PO - 3 Able to manage research, research and development programs in the field of sports education manager Management lectures						ment in	Sports	Educati	on											
	PO - 4		to lead resea		working	g grou	ıps be	tween	specia	lties i	n the fi	eld o	f sport	s edu	ıcation ma	nagen	nent in	Sports	Educati	on
	PO - 5	Mana	Able to lead research working groups between specialties in the field of sports education management in Sports Education Management lectures Able to solve scientific problems in the field of sports education management and organizations systematically through mastery of																	
	PO - 6	mana	to solve scien agement theor agement lectur	ies ar																
	PLO-PO Matrix																			
			P.O		PLO-	-5														
			PO-1																	
			PO-2																	
		-	PO-3																	
			PO-4				1													
			PO-5				1													
			PO-6																	
	PO Matrix at th	e end	of each lear	ning	stage	(Sub	-PO)													
																				_
			P.O								\	Week								
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
		PO	O-1																	
		PC	O-2																	
		PC	O-3																	
			D-4																	
		-	O-5																	
		-	O-6																	
		Ľ	3 0									ļ								
Short Course Description	Sports Education organizations (pl physical educatio	anning	ı, managemer	nt and	l finan	cing),	superv	ision a	and mo	nitorir										
References	Main :																			
			I																	

Kristiyandaru, Advendi. 2010. managemen Pendidikan Jasmani dan Olahraga. Unesa University Press.
 Irfandi & Zikrur Rahmat. 2017. Managemen Penjas dan Olahraga. Yuma Pressindo.
 David C.Watt.2003. Sports management and administration. Routledge. 29 West 35th Street, New York.
 Karen Bill. 2009. Sport Management. TJ International Ltd, Padstow, Cornwall.

Supporters:

1. Artikel di jurnal-jurnal terkini yang relevan

Supporting lecturer

Dr. Heryanto Nur Muhammad, S.Pd., M.Pd. Dr. Advendi Kristiyandaru, S.Pd., M.Pd.

Week-	Final abilities of each learning stage	Ev	aluation	Help L Learning Student A [Estim	Learning materials [References]	Assessment Weight (%)	
(Sub-PO)		Indicator Criteria & Form		Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1.Planning a lecture contract 2.Analyze the assessment system used in lectures	Participation in the introductory material for the Sports Education Management Course	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & question and answer Introduction to the Sports Education Management Course Assignment for students independent work to seek literacy about sports education management from various sources 2 X 50/3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Introduction to the Sports Education Management Course Assignment to students independent work to search for literacy about sports education management from various sources 2 X 50'/3.18 ECTS	Material: Introduction to Sports Education Management Courses Library: Kristiyandaru, Advendi. 2010. Physical Education and Sports Management. Unesa University Press.	5%

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2	1.Explain the	1.Students	Criteria:	Learning Form:	Learning Form:	Material: Basic	5%
ļ	basic concepts	identify the	Participation assessment rubric	Face-to-face lecture	Virtual face-to-face lecture via vilearning and zoom	concepts of Physical	
	of Physical	basic	accessinent rabile	Learning Method:	via vilearilling and 200m	Education and	
	Education and	concepts of Physical	Form of Assessment :	Problem based	Learning Method:	Sports and	
	Sports 2.Explain	Physical Education	Participatory Activities	learning/case study	Problem based	management	
	management	and Sports			learning/case study using	issues and	
	issues and	2.Students		Phase 1: Learner crientation to the	Vlearning LMS:	challenges in	
	challenges in	identify		orientation to the problem;	http://vlearning.unesa.ac.id	physical education	
ļ	physical	material		The lecturer conveys the	Phase 1: Orientation of	References:	
	education	issues and		problems that will be	students on problems;	Kristiyandaru,	
		management		solved as a group,	The lecturer conveys the	Advendi. 2010.	
		challenges in physical		namely the basic concepts of Physical	problems that will be solved as a group, namely	Physical Education and	
		education		Education and Sports &	the basic concepts of	Sports	
				management issues and	Physical Education and	Management.	
				challenges in physical	Sports & management	Unesa	
				education. Students observe and	issues and challenges in physical education.	University Press.	
				analyze the problems	Students observe and	7 7033.	
				presented by the lecturer	analyze the problems		
				or obtained from	presented by the lecturer		
ļ				recommended reading materials	or obtained from recommended reading		
l (Phase 2: Organizing	materials		
l (students to learn;	Phase 2: Organizing		
l (The lecturer ensures that	students to learn;		
l (each member analyzes their respective	The lecturer ensures that each member analyzes		
				assignments.	their respective		
				Students discuss and	assignments.		
				divide assignments to	Students discuss and		
				find the data/materials/tools	divide assignments to find the data/materials/tools		
				needed to solve the	needed to solve the		
				problem	problem		
				Phase 3: Guiding	Phase 3: Guiding		
ļ				individual and group investigations;	individual and group investigations;		
				The lecturer monitors	The lecturer monitors		
				student involvement in	student involvement in		
				collecting data/materials	collecting data/materials		
				during the investigation process.	during the investigation process.		
				Students conduct	Students conduct		
				investigations (search	investigations (search for		
				for	data/references/sources)		
				data/references/sources) for group discussion	for group discussion materials		
				materials	• Phase 4:		
				• Phase 4:	Develop and present the		
ļ				Develop and present the	results of the work; and		
				results of the work; and the lecturer monitors the	the lecturer monitors the discussion and guides the		
				discussion and guides	preparation of reports so		
				the preparation of	that each group's work is		
				reports so that each group's work is ready to	ready to be presented. Students hold discussions		
				be presented.	to produce problem		
ļ				Students hold	solving solutions and the		
ļ				discussions to produce	results are		
ļ				problem solving solutions and the results	presented/presented in the form of work		
				are presented/presented	Phase 5:		
				in the form of work	Analyze and evaluate the		
				Phase 5: Analyze and evaluate	problem solving process.		
ļ				Analyze and evaluate the problem solving	Lecturer: guides the presentation and		
ļ				process.	encourages groups to give		
				Lecturer: guides the	awards and input to other		
				presentation and	groups.		
				encourages groups to give awards and input to	Students. Each group makes a presentation, the		
ļ				other groups.	other groups give		
l (Students. Each group	appreciation. The activity		
				makes a presentation,	continues by		
ļ				the other groups give appreciation. The activity	summarizing/making conclusions according to		
ļ				continues by	input obtained from other		
ļ							
				summarizing/making	groups		
'				summarizing/making conclusions according to	groups 2 X 50'/3.18 ECTS		
				summarizing/making conclusions according to input obtained from other			
				summarizing/making conclusions according to			

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3	Analyzing Management Processes (Organizational Culture, Sports Organizations)	Students analyze Management Processes (Organizational Culture, Sports Organizations)	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Discussion & question and answer Management Process Material (Organizational Culture, Sports Organization) Student assignment independent task to seek literacy about Management Process Material (Organizational Culture, Sports Organization) from various sources 2 X 50'/3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Management Process Material (Organizational Culture, Sports Organization) Students are assigned independent tasks to seek literacy about Management Process Material (Organizational Culture, Sports Organization) Culture, Sports Organization) from various sources 2 X 50'/3.18 ECTS	Material: Management Process (Organizational Culture, Sports Organization) References: Kristiyandaru, Advendi. 2010. Physical Education and Sports Management. Unesa University Press.	5%
4	Analyzing intracurricular activities (planning, management and financing)	Students analyze intracurricular activities (planning, management and financing)	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Discussion & question and answer Intracurricular activity material (planning, management and financing) Assignment to students of independent work to seek literacy about intracurricular activity material (planning, management and financing) from various sources 2 X 50/3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Intracurricular activities (planning, management and financing) Assignment of students to independent tasks to seek literacy about Intracurricular Activity Material (planning, management and financing) from various sources 2 X 50'/3.18 ECTS	Material: Intracurricular activities (planning, management and financing) Library: Irfandi & Zikrur Rahmat. 2017. Physical Education and Sports Management. Yuma Pressindo.	5%
5	Analyzing extracurricular activities (planning, management and financing)	Students analyze extracurricular activities (planning, management and financing)	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Discussion & question and answer Extracurricular activity material (planning, management and financing) Student assignment independent task to seek literacy about extracurricular activity material (planning, management and financing) from various sources 2 X 50/3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Activity Material iExtracurricular activities (planning, management and financing) Assignment of students to independent tasks to seek literacy about extracurricular activity material (planning, management and financing) from various source 2 X 50'/3.18 ECTS	Material: Extracurricular activities (planning, management and financing) Reader: Karen Bill. 2009. Sport Management. TJ International Ltd, Padstow, Cornwall.	5%
6	Analyzing championship or festival activities (planning, management and financing)	Students analyze championship or festival activities (planning, management and financing)	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Discussion & question and answer Material for championship or festival activities (planning, management and financing) Student assignments independent tasks to seek literacy about material for championship or festival activities (planning, management and financing) from various sources 2 50 / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Material for championship or festival activities (planning, management and financing) Assignment of students to independent tasks to find literacy about material for championship or festival activities (planning, management and financing) from various sources 2 X 50'/3.18 ECTS	Material: Championship or festival activities (planning, management and financing) Reader: Karen Bill. 2009. Sport Management. TJ International Ltd, Padstow, Cornwall.	5%

7	Analyzing Physical Education Supervision and Monitoring	Students analyze Physical Education Supervision and Monitoring	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric 3.Assignment rubric Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Learning Form: Face-to-face lecture Learning method: Discussion & questions and answers Physical Education Supervision and Monitoring Material Student assignment independent task to seek literacy about Physical Education Supervision and Monitoring Material from various sources 2 X 50/3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Physical Education Supervision and Monitoring Material Assignment to students independent work to seek literacy about Physical Education Supervision and Monitoring Material from various sources 2 X 50'/3.18 ECTS	Material: Supervision and Monitoring of Physical Education Reference: David C. Watt.2003. Sports management and administration. Routledge. 29 West 35th Street, New York.	5%
8	Analyzing Physical Education Supervision and Monitoring	Students participate in UTS with meeting material i 1-7	Criteria: 1.Participation assessment rubric 2.UTS assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Written test 2 X 50'/3.18 ECTS	Online test 2 X 50'/3.18 ECTS	Material: UTS Bibliography: Articles in the latest relevant journals	15%

Analyzing Physical waivings PLOW. Participation of biological management of the experiment of the expe							1	
Supervision and Montrolling Teacher Forms of Assessment upon Project Results Project Results Assessment with a complete study being the forms of Assessment with a complete study being the forms of Assessment with a complete study being the forms of Assessment with a complete study being the form that will be solded as a group, anamely PJOK Teacher Competency. Students observe and a group, anamely PJOK Teacher Competency. Students observe and a processment by the feature conveys the safe of the feature co	9							5%
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summarizing/making groups conclusions according to input obtained from other groups					appreciation. The activity	conclusions according to		
conclusions according to 2 X 50'/3.18 ECTS input obtained from other groups								
input obtained from other groups								
groups	1					∠ ∧ 50/3.18 EC1S		
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10	Analyzing	Students	Criteria:	Learning Form:	Learning Form:	Material:	5%
	Competency	analyze	Participation	Face-to-face lecture	Virtual face-to-face lecture	Competency	
	Improvement	Competency Improvement	assessment rubric		via vilearning and zoom	Improvement	
			Form of Assessment :	Learning Method: Problem based	Learning Method:	Library: Articles in the	
			Participatory Activities,	learning/case study	Problem based	latest relevant	
			Tests	3	learning/case study using	journals	
				• Phase 1: Learner	Vlearning LMS:		
				orientation to the	http://vlearning.unesa.ac.id		
				problem; The lecturer conveys the	Phase 1: Orientation of		
				problem that will be	students on problems:		
				solved as a group,	The lecturer conveys the		
				namely Increasing	problem that will be solved		
				Competence.	as a group, namely		
				Students observe and analyze the problem	Increasing Competence. Students observe and		
				presented by the lecturer	analyze the problem		
				or obtained from the	presented by the lecturer		
				recommended reading	or obtained from the		
				material.	recommended reading		
				Phase 2: Organizing students to learn;	material. • Phase 2: Organizing		
1		1		The lecturer ensures that	students to learn;		
	1	1		each member analyzes	The lecturer ensures that		
	1	1		their respective	each member analyzes		
	1	1		assignments.	their respective		
	1	1		Students discuss and divide assignments to	assignments. Students discuss and		
1		1		find the	divide assignments to find		
				data/materials/tools	the data/materials/tools		
				needed to solve the	needed to solve the		
				problem • Phase 3: Guiding	problem • Phase 3: Guiding		
				individual and group	individual and group		
				investigations;	investigations;		
				The lecturer monitors	The lecturer monitors		
				student involvement in	student involvement in		
				collecting data/materials during the investigation	collecting data/materials during the investigation		
				process.	process.		
				Students conduct	Students conduct		
				investigations (search	investigations (search for		
				for	data/references/sources)		
				data/references/sources) for group discussion	for group discussion materials		
				materials	• Phase 4:		
				• Phase 4:	Develop and present the		
				Develop and present the	results of the work; and		
				results of the work; and the lecturer monitors the	the lecturer monitors the discussion and guides the		
				discussion and guides	preparation of reports so		
				the preparation of	that each group's work is		
				reports so that each	ready to be presented.		
				group's work is ready to be presented.	Students hold discussions to produce problem		
1		1		Students hold	solving solutions and the		
1		1		discussions to produce	results are		
1				problem solving	presented/presented in the		
1				solutions and the results are presented/presented	form of work • Phase 5:		
	1	1		in the form of work	Analyze and evaluate the		
	1	1		• Phase 5:	problem solving process.		
	1	1		Analyze and evaluate	Lecturer: guides the		
	1	1		the problem solving	presentation and		
	1	1		process. Lecturer: guides the	encourages groups to give awards and input to other		
	1	1		presentation and	groups.		
1		1		encourages groups to	Students. Each group		
1		1		give awards and input to	makes a presentation, the		
1		1		other groups. Students. Each group	other groups give appreciation. The activity		
1		1		makes a presentation,	continues by		
1		1		the other groups give	summarizing/making		
	1	1		appreciation. The activity	conclusions according to		
	1	1		continues by	input obtained from other		
	1	1		summarizing/making conclusions according to	groups 2 X 50'/3.18 ECTS		
	1	1		input obtained from other	27.0070.10 2010		
	1	1		groups			
	<u> </u>	<u> </u>		2 X 50'/3.18 ECTS			
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11	Analyzing Competency	Students analyze the	Criteria:	Learning Form:	Learning Form:	Material:	5%
	Improvement	relationship	Participation assessment rubric	Face-to-face lecture	Virtual face-to-face lecture	Competency	
		between '	assessment rubite	Learning Method:	via vilearning and zoom	Improvement Library:	
		competency and	Form of Assessment :	Problem based	Learning Method:	Articles in the	
		performance	Participatory Activities,	learning/case study	Problem based	latest relevant	
			Practice/Performance		learning/case study using	journals	
				Phase 1: Learner	Vlearning LMS:		
				orientation to the	http://vlearning.unesa.ac.id		
				problem; The lecturer conveys the	Phase 1: Orientation of		
				problem that will be	students on problems;		
				solved as a group,	The lecturer conveys the		
				namely the Relationship	problem that will be solved		
				between Competency	as a group, namely the		
				and Performance.	Relationship between		
				Students observe and analyze the problem	Competency and Performance.		
				presented by the lecturer	Students observe and		
				or obtained from	analyze the problem		
				recommended reading	presented by the lecturer		
				material.	or obtained from		
				Phase 2: Organizing	recommended reading		
				students to learn;	material. • Phase 2: Organizing		
				The lecturer ensures that each member analyzes	Phase 2: Organizing students to learn;		
				their respective	The lecturer ensures that		
				assignments.	each member analyzes		
				Students discuss and	their respective		
				divide assignments to	assignments.		
				find the	Students discuss and		
				data/materials/tools needed to solve the	divide assignments to find the data/materials/tools		
				problem	needed to solve the		
				Phase 3: Guiding	problem		
				individual and group	Phase 3: Guiding		
				investigations;	individual and group		
				The lecturer monitors	investigations;		
				student involvement in collecting data/materials	The lecturer monitors student involvement in		
				during the investigation	collecting data/materials		
				process.	during the investigation		
				Students conduct	process.		
				investigations (search	Students conduct		
				for	investigations (search for		
				data/references/sources)	data/references/sources)		
				for group discussion materials	for group discussion materials		
				• Phase 4:	• Phase 4:		
				Develop and present the	Develop and present the		
				results of the work; and	results of the work; and		
				the lecturer monitors the	the lecturer monitors the		
				discussion and guides the preparation of	discussion and guides the preparation of reports so		
				reports so that each	that each group's work is		
				group's work is ready to	ready to be presented.		
				be presented.	Students hold discussions		
				Students hold	to produce problem		
				discussions to produce	solving solutions and the		
				problem solving solutions and the results	results are presented/presented in the		
				are presented/presented	form of work		
				in the form of work	• Phase 5:		
				Phase 5:	Analyze and evaluate the		
				Analyze and evaluate	problem solving process.		
				the problem solving	Lecturer: guides the		
				process. Lecturer: guides the	presentation and encourages groups to give		
				presentation and	awards and input to other		
				encourages groups to	groups.		
				give awards and input to	Students. Each group		
				other groups.	makes a presentation, the		
				Students. Each group	other groups give		
				makes a presentation,	appreciation. The activity continues by		
				the other groups give appreciation. The activity	summarizing/making		
				continues by	conclusions according to		
				summarizing/making	input obtained from other		
				conclusions according to	groups		
				input obtained from other	2 X 50 ⁻ /3.18 ECTS		
		1	İ	groups			
				2 X 50'/3.18 ECTS			

	1			ı		T	
12	Field Study	Students	Criteria:	Learning Form:	Learning Form:	Material: Field	5%
		analyze the relationship	1.Participation	Face-to-face lecture	Virtual face-to-face lecture	studies	
		between '	assessment rubric	Learning Method:	via vilearning and zoom	according to the theme	
		competency and	2.Performance	Problem based	Learning Method:	Literature:	
		performance	assessment rubric	learning/case study	Problem based	Articles in	
			Form of Assessment :	,	learning/case study using	relevant	
			Participatory Activities,	Phase 1: Learner	Vlearning LMS:	current	
			Practice/Performance	orientation to the	http://vlearning.unesa.ac.id	journals	
				problem;	Phase 1: Orientation of		
				The lecturer presents the problem that will be	students on problems;		
				solved as a group in the	The lecturer presents the		
				field study.	problem that will be solved		
				Students observe and	as a group in the field		
				analyze the problem	study.		
				presented by the lecturer or obtained from the	Students observe and analyze the problem		
				recommended reading	presented by the lecturer		
				material	or obtained from the		
				Phase 2: Organizing	recommended reading		
				students to study;	material		
				The lecturer ensures that	Phase 2: Organizing		
				each member analyzes their respective	students to study; The lecturer ensures that		
				assignments.	each member analyzes		
				Students discuss and	their respective		
				divide assignments to	assignments.		
				find the	Students discuss and		
				data/materials/tools needed to solve the	divide assignments to find the data/materials/tools		
				problem	needed to solve the		
				Phase 3: Guiding	problem		
				individual and group	Phase 3: Guiding		
				investigations;	individual and group		
				The lecturer monitors	investigations;		
				student involvement in collecting data/materials	The lecturer monitors student involvement in		
				during the investigation	collecting data/materials		
				process.	during the investigation		
				Students conduct	process.		
				investigations (search	Students conduct		
				for	investigations (search for		
				data/references/sources) for group discussion	data/references/sources) for group discussion		
				materials	materials		
				• Phase 4:	Phase 4:		
				Develop and present the	Develop and present the		
				results of the work; and	results of the work; and		
				the lecturer monitors the discussion and guides	the lecturer monitors the discussion and guides the		
				the preparation of	preparation of reports so		
				reports so that each	that each group's work is		
				group's work is ready to	ready to be presented.		
				be presented.	Students hold discussions		
				Students hold discussions to produce	to produce problem solving solutions and the		
				problem solving	results are		
				solutions and the results	presented/presented in the		
				are presented/presented	form of work		
				in the form of work	Phase 5: Analyza and avaluate the		
				Phase 5: Analyze and evaluate	Analyze and evaluate the problem solving process.		
				the problem solving	Lecturer: guides the		
				process.	presentation and		
				Lecturer: guides the	encourages groups to give		
				presentation and	awards and input to other		
				encourages groups to give awards and input to	groups. Students. Each group		
				other groups.	makes a presentation, the		
				Students. Each group	other groups give		
				makes a presentation,	appreciation. The activity		
				the other groups give	continues by		
				appreciation. The activity continues by	summarizing/making		
				summarizing/making	conclusions according to input obtained from other		
				conclusions according to	groups		
1				input obtained from other	2 X 50'/3.18 ECTS		
1				groups			
				2 X 50'/3.18 ECTS			

Contents extended to the performance of the perform				Τ	T	Т	1	
14 Field Study Students present the results of field studies Criteria: Participation assessment rubric Form of Assessment: Participatory Activities, Practice/Performance Presentation of field study results Assignment of students to participate in live question and answer Assignment of students to participate in live question and answer Evalta Study Students present the results of field studies according to the theme Literature: Auticles in relevant current journals Swateria: Field studies according to the theme Literature: Articles in relevant current journals	13	Field Study	analyze the relationship between competency and	1.Participation assessment rubric 2.Performance assessment rubric Form of Assessment: Participatory Activities,	Face-to-face lecture Learning Method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer presents the problem that will be solved as a group in the field study. Students observe and analyze the problem presented by the lecturer or obtained from the recommended reading material • Phase 2: Organizing students to study; The lecturer ensures that each member analyzes their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the activity continues by summarizing/making conclusions according to input obtained from other	Virtual face-to-face lecture via vilearning and zoom Learning Method: Problem based learning/case study using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Orientation of students on problems; The lecturer presents the problem that will be solved as a group in the field study. Students observe and analyze the problem presented by the lecturer or obtained from the recommended reading material • Phase 2: Organizing students to study; The lecturer ensures that each member analyzes their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented in the form of work and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups	studies according to the theme Literature: Articles in relevant current	5%
present the results of field studies Participation assessment rubric Form of Assessment: Participatory Activities, Practice/Performance Presentation of field study results Assignment of students to participate in live question and answer Participation assessment rubric Face-to-face lecture via vilearning and zoom according to the theme Literature: Articles in relevant current journals Presentation of field study results Assignment of students to participate in live question and answer Assignment of students to participate in live question and answer	14	Field Study	Students	Criteria:	2 X 50'/3.18 ECTS	Learning Form:	Material: Field	5%
2 X 50'/3.18 ECTS and answer			present the results of field	Participation assessment rubric Form of Assessment : Participatory Activities,	Face-to-face lecture Learning method: Discussion & question and answer Presentation of field study results Assignment of students to participate in live question and answer	Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Presentation of field study results Assignment of students to participate in live question	studies according to the theme Literature: Articles in relevant current	

15	Field Study	Students present the results of field studies	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Discussion & question and answer Presentation of field study results Assignment of students to participate in live question and answer 2 X 50/3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Presentation of field study results Assignment of students to participate in live question and answer 2 X 50/3.18 ECTS	Material: Field studies according to the theme Literature: Articles in relevant current journals	5%
16	UAS	UAS assessment rubric	Criteria: Students master the material from meetings 1-15 Form of Assessment: Participatory Activities, Tests	Offline test	Online test	Material: Material 1-15 Bibliography: Articles in relevant current journals	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	51.67%
2.	Project Results Assessment / Product Assessment	9.17%
3.	Practice / Performance	24.17%
4.	Test	15%
		100%

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.
- 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.
- 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.
- 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.
- 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.