



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																																																																																
Sports Education Management	8510102075	Compulsory Study Program Subjects	T=1	P=1	ECTS=4.48	1	August 2, 2023																																																																																																																																																
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																																																																	
		Dr. Advendi Kristiyandaru, M.Pd.	Dr. Advendi Kristiyandaru, M.Pd.			Dr. Taufiq Hidayat, S.Pd., M.Kes.																																																																																																																																																	
<b>Learning model</b>	Case Studies																																																																																																																																																						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																																																																						
	<b>PLO-5</b>	Able to develop management knowledge or professional research practices in the field of management through scientific research in the field of sports education management to produce innovative and tested work to be published in accredited national journals or international journals																																																																																																																																																					
	<b>Program Objectives (PO)</b>																																																																																																																																																						
	<b>PO - 1</b>	Act as a citizen who is proud and loves the country and supports world peace in the Sports Education Management course																																																																																																																																																					
	<b>PO - 2</b>	Able to work together and have social sensitivity and high concern for society and the environment in Sports Education Management lectures																																																																																																																																																					
	<b>PO - 3</b>	Able to manage research, research and development programs in the field of sports education management in Sports Education Management lectures																																																																																																																																																					
	<b>PO - 4</b>	Able to lead research working groups between specialties in the field of sports education management in Sports Education Management lectures																																																																																																																																																					
	<b>PO - 5</b>	Able to lead research working groups between specialties in the field of sports education management in Sports Education Management lectures																																																																																																																																																					
	<b>PO - 6</b>	Able to solve scientific problems in the field of sports education management and organizations systematically through mastery of management theories and concepts and research methodology using an inter and multi-disciplinary approach in Sports Education Management lectures																																																																																																																																																					
	<b>PLO-PO Matrix</b>																																																																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td colspan="6">PLO-5</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-6</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	PLO-5						PO-1							PO-2							PO-3							PO-4							PO-5							PO-6																																																																																																						
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>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> </tr> <tr> <td>PO-2</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> <tr> <td>PO-3</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> <tr> <td>PO-4</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> <tr> <td>PO-5</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> <tr> <td>PO-6</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																	PO-2																	PO-3																	PO-4																	PO-5																	PO-6																
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<b>Short Course Description</b>	Sports Education Management discusses the basic concepts of management in organizational culture and intracurricular and extracurricular sports organizations (planning, management and financing), supervision and monitoring activities for physical education and sports, the competence of physical education and sports teachers in relation to increasing competence.																																																																																																																																																						
<b>References</b>	<b>Main :</b>																																																																																																																																																						

1. Kristiyandaru, Advendi. 2010. managemen Pendidikan Jasmani dan Olahraga. Unesa University Press.
2. Irfandi & Zikrur Rahmat. 2017. Managemen Penjas dan Olahraga. Yuma Pressindo.
3. David C.Watt.2003. Sports management and administration. Routledge. 29 West 35th Street, New York.
4. 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 (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.Planning a lecture contract 2.Analyze the assessment system used in lectures	Participation in the introductory material for the Sports Education Management Course	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> 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 vlearning 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	<b>Material:</b> Introduction to Sports Education Management Courses <b>Library:</b> Kristiyandaru, Advendi. 2010. Physical Education and Sports Management. Unesa University Press.	5%

2	<p>1.Explain the basic concepts of Physical Education and Sports</p> <p>2.Explain management issues and challenges in physical education</p>	<p>1.Students identify the basic concepts of Physical Education and Sports</p> <p>2.Students identify material issues and management challenges in physical education</p>	<p><b>Criteria:</b> Participation assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys the problems that will be solved as a group, namely the basic concepts of Physical Education and Sports &amp; management issues and challenges in physical education. Students observe and analyze the problems presented by the lecturer or obtained from recommended reading materials</p> <p>• Phase 2: Organizing students to learn; 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups</p> <p>2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <p>• Phase 1: Orientation of students on problems; The lecturer conveys the problems that will be solved as a group, namely the basic concepts of Physical Education and Sports &amp; management issues and challenges in physical education. Students observe and analyze the problems presented by the lecturer or obtained from recommended reading materials</p> <p>• Phase 2: Organizing students to learn; 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups</p> <p>2 X 50'/3.18 ECTS</p>	<p><b>Material:</b> Basic concepts of Physical Education and Sports and management issues and challenges in physical education</p> <p><b>References:</b> <i>Kristiyandaru, Advendi. 2010. Physical Education and Sports Management. Unesa University Press.</i></p>	5%
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3	Analyzing Management Processes (Organizational Culture, Sports Organizations)	Students analyze Management Processes (Organizational Culture, Sports Organizations)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Management Process Material (Organizational Culture, Sports Organization)</p> <p>Student assignment independent task to seek literacy about Management Process Material (Organizational Culture, Sports Organization) from various sources 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Management Process Material (Organizational Culture, Sports Organization)</p> <p>Students are assigned independent tasks to seek literacy about Management Process Material (Organizational Culture, Sports Organization) from various sources 2 X 50'/3.18 ECTS</p>	<p><b>Material:</b> Management Process (Organizational Culture, Sports Organization) <b>References:</b> <i>Kristiyandaru, Advendi. 2010. Physical Education and Sports Management. Unesa University Press.</i></p>	5%
4	Analyzing intracurricular activities (planning, management and financing)	Students analyze intracurricular activities (planning, management and financing)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Intracurricular activity material (planning, management and financing)</p> <p>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</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Intracurricular activities (planning, management and financing)</p> <p>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</p>	<p><b>Material:</b> Intracurricular activities (planning, management and financing) <b>Library:</b> <i>Irfandi &amp; Zikrur Rahmat. 2017. Physical Education and Sports Management. Yuma Pressindo.</i></p>	5%
5	Analyzing extracurricular activities (planning, management and financing)	Students analyze extracurricular activities (planning, management and financing)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Extracurricular activity material (planning, management and financing)</p> <p>Student assignment independent task to seek literacy about extracurricular activity material (planning, management and financing) from various sources 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Activity Material iExtracurricular activities (planning, management and financing)</p> <p>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</p>	<p><b>Material:</b> Extracurricular activities (planning, management and financing) <b>Reader:</b> <i>Karen Bill. 2009. Sport Management. TJ International Ltd, Padstow, Cornwall.</i></p>	5%
6	Analyzing championship or festival activities (planning, management and financing)	Students analyze championship or festival activities (planning, management and financing)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Material for championship or festival activities (planning, management and financing)</p> <p>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</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Material for championship or festival activities (planning, management and financing)</p> <p>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</p>	<p><b>Material:</b> Championship or festival activities (planning, management and financing) <b>Reader:</b> <i>Karen Bill. 2009. Sport Management. TJ International Ltd, Padstow, Cornwall.</i></p>	5%

7	Analyzing Physical Education Supervision and Monitoring	Students analyze Physical Education Supervision and Monitoring	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Performance assessment rubric</li> <li>3.Assignment rubric</li> </ol> <p><b>Forms of Assessment :</b></p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; questions and answers</p> <p>Physical Education Supervision and Monitoring Material</p> <p>Student assignment independent task to seek literacy about Physical Education Supervision and Monitoring Material from various sources 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Physical Education Supervision and Monitoring Material</p> <p>Assignment to students independent work to seek literacy about Physical Education Supervision and Monitoring Material from various sources 2 X 50'/3.18 ECTS</p>	<p><b>Material:</b> Supervision and Monitoring of <b>Physical Education</b></p> <p><b>Reference:</b> David C.Watt.2003. <i>Sports management and administration.</i> Routledge. 29 West 35th Street, New York.</p>	5%
8	Analyzing Physical Education Supervision and Monitoring	Students participate in UTS with meeting material i 1-7	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.UTS assessment rubric</li> </ol> <p><b>Forms of Assessment :</b></p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Written test 2 X 50'/3.18 ECTS	Online test 2 X 50'/3.18 ECTS	<p><b>Material:</b> UTS</p> <p><b>Bibliography:</b> Articles in the latest relevant journals</p>	15%

9	Analyzing Physical Education Supervision and Monitoring	Students analyze PJOK Teacher Competencies	<p><b>Criteria:</b> Participation assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group, namely PJOK Teacher Competency. Students observe and analyze the problem presented by the lecturer or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <p>• Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group, namely PJOK Teacher Competency. Students observe and analyze the problem presented by the lecturer or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p><b>Material:</b> PJOK Teacher Competencies</p> <p><b>Library:</b> <i>Articles in the latest relevant journals</i></p>	5%
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10	Analyzing Competency Improvement	Students analyze Competency Improvement	<p><b>Criteria:</b> Participation assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group, namely Increasing Competence. Students observe and analyze the problem presented by the lecturer or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <p>• Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group, namely Increasing Competence. Students observe and analyze the problem presented by the lecturer or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p><b>Material:</b> Competency Improvement</p> <p><b>Library:</b> <i>Articles in the latest relevant journals</i></p>	5%
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11	Analyzing Competency Improvement	Students analyze the relationship between competency and performance	<p><b>Criteria:</b> Participation assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group, namely the Relationship between Competency and Performance. Students observe and analyze the problem presented by the lecturer or obtained from recommended reading material.</p> <p>• Phase 2: Organizing students to learn; 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <p>• Phase 1: Orientation of students on problems; The lecturer conveys the problem that will be solved as a group, namely the Relationship between Competency and Performance. Students observe and analyze the problem presented by the lecturer or obtained from recommended reading material.</p> <p>• Phase 2: Organizing students to learn; 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p><b>Material:</b> Competency Improvement</p> <p><b>Library:</b> <i>Articles in the latest relevant journals</i></p>	5%
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12	Field Study	Students analyze the relationship between competency and performance	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• 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</p> <p>• 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <p>• 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</p> <p>• 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p><b>Material:</b> Field studies according to the theme</p> <p><b>Literature:</b> <i>Articles in relevant current journals</i></p>	5%
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13	Field Study	Students analyze the relationship between competency and performance	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• 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</p> <p>• 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning Method: Problem based learning/case study using Vlearning LMS: <a href="http://vlearning.unesa.ac.id">http://vlearning.unesa.ac.id</a></p> <p>• 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</p> <p>• 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</p> <p>• 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</p> <p>• 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</p> <p>• 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 other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p><b>Material:</b> Field studies according to the theme</p> <p><b>Literature:</b> <i>Articles in relevant current journals</i></p>	5%
14	Field Study	Students present the results of field studies	<p><b>Criteria:</b> Participation assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Presentation of field study results</p> <p>Assignment of students to participate in live question and answer 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion &amp; question and answer</p> <p>Presentation of field study results</p> <p>Assignment of students to participate in live question and answer 2 X 50'/3.18 ECTS</p>	<p><b>Material:</b> Field studies according to the theme</p> <p><b>Literature:</b> <i>Articles in relevant current journals</i></p>	5%

15	Field Study	Students present the results of field studies	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> 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 vlearning 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	<b>Material:</b> Field studies according to the theme <b>Literature:</b> <i>Articles in relevant current journals</i>	5%
16	UAS	UAS assessment rubric	<b>Criteria:</b> Students master the material from meetings 1-15  <b>Form of Assessment :</b> Participatory Activities, Tests	Offline test	Online test	<b>Material:</b> Material 1-15 <b>Bibliography:</b> <i>Articles in relevant current journals</i>	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

- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.