

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

Document Code

SEMESTER LEARNING PLAN

Courses			CODE			Cou	ırse F	amily	,		Cre	dit W	/eigh	t	SEME	STER	Compilation
Sports E	duca	tion learning	851010	18077		Con	nnule	ory Stu	idv		T=	-3	P=0	ECTS=6.72		2	Date February 1,
design	uuca	uon leanning	851010	0011				Subje				-3	P-0	EC13-0.72		2	2023
AUTHOR	RIZAT	ION	SP Dev	velope	r				(Cours	e Clus	ster C	Coord	linator	Study	Program	n Coordinator
					ıl Rachm Cahyo I					Prof. D Fuasik			achma	an Syam	Dr. 1	Taufiq Hi M.k	dayat, S.Pd., Kes.
Learning model	I	Project Based	Learning														
Program	ı	PLO study pr	ogram whic	h is cl	narged	to the	cour	se									
Learning Outcom		PLO-9	Act as a citiz	zen who	o is prou	d and l	oves	the co	untry	and su	upport	ts wor	rld pe	ace			
(PLO)		PLO-15	Able to evaluinformation, field or the g	ideas,	argumer	anage nts, ana	one's alysis	own l and s	earnir olutio	ng or th ns in v	nat of arious	one's s form	s follo is of r	wers, effectiv nedia to com	ely com munities	municate appropr	relevant iate to their
		Program Obj	ectives (PO)														
		PO - 1	Act as a citiz course	en who	o is prou	d and l	oves t	the co	untry	and su	pport	s wor	ld pea	ace in the Sp	orts Edu	Ication L	earning Design
		PLO-PO Matr	ix														
					1												
			P.0	C	F	PLO-9		Р	LO-15	;							
			PO	-1													
		PO Matrix at	the end of e	ach le	arning	stage	(Sub	-PO)									
			P.0	'	1 0			-	6	7	0	Wee		11 10	10	14	15 10
			PO-1		1 2	3	4	5	6	7	8	9	10	11 12	13	14	15 16
			P0-1														
Short Course Descript	tion	The Sports Ed activities, ident development d and/or practice	tifying develo esigns accore	pment	models	and s	steps	in sp	orts	educat	ion le	earnin	ng de	sign. Design	ing spo	orts educ	cation learning
Referen	ces	Main :															
			angsaa Susil vamsul & Yan														
		Supporters:															
		1. Artikel	jurnal nasiona	al terak	reditasi (dan inte	ernasi	ional t	erkini	10 tah	un ter	rakhir					
Support lecturer		Prof. Dr. Drs. A Dr. Dwi Cahyo				al, M.P	d.										
Week-	eac stag	al abilities of h learning ge b-PO)		Eval	uation					Lea Stud	lelp L urning ent A: Estima	g met ssigr <mark>ated</mark> 1	hods nmen time]	ts,	mat	rning erials erences]	Assessment Weight (%)
		,	Indicator		Criteria	۱& For	m		Offlin offlin			Onli	ine (online)			
(1)		(2)	(3)		(4)			(5)				(6))	((7)	(8)

1	Analyze the basic concepts of Sports Education learning	Students are able to analyze the basic concepts of learning Sports Education	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & question and answer Basic learning concepts & Basic learning concepts Sports Education 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Basic concepts of learning & Basic concepts of learning Sports Education 2x50' / 3.18 ECTS	Material: Basic concepts of learning Library: Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta)	5%
2	Analyze the basic theories and concepts for preparing learning activities	Students are able to analyze the basic theories and concepts for preparing learning activities	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning: Face-to-face lecture Learning method: Discussion & question and answer Basic theories and concepts for preparing learning activities Basic theories and concepts for preparing learning activities Sports Education 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion & question and answer Theory and basic concepts for preparing learning activities Theory and basic concepts for preparing learning activities Sports Education 2x50' / 3.18 ECTS	Material: Basic theories and concepts for preparing learning activities. Reference: <i>Arif, Syamsul & Yanawati.</i> <i>Introduction to Learning Design.</i> <i>Jambi: Ma'arif</i> <i>Press Library.</i>	5%
3	Analyze practical procedures for preparing learning activities	Students are able to analyze practical procedures for preparing learning activities	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: What are the practical procedures for preparing learning activities. Students respond to the lecturer's questions. • Phase 2: Preparing a Project Plan The lecturer gives students time to design a report and explain the practical procedures for preparing learning activities. Students time to design a report and explain the practical procedures for preparing learning activities. Students design and compile a report and explain the practical procedures for preparing learning activities. Students design and compile a report and explain the practical procedures for preparing learning activities • Phase 3: Prepare a	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Basic Questions Lecturer asks: What are the practical procedures for preparing student learning activities Respond to lecturer questions. • Phase 2: Preparing a Project Plan The lecturer gives students time to design a report and explain the practical procedures for preparing learning activities. Students design and compile a report and explain the practical procedures for preparing learning activities • Phase 3: Prepare a Schedule The lecturer makes an agreement on the deadline for submitting the project. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Student Results testing the results of reports and exposure to practical	Material: Practical procedures for preparing learning activities Reader: Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta) Material: Practical procedures for preparing Sports Education learning activities. Literature: Latest accredited national and international journal articles from the last 10 years.	5%

4	Analyze practical proceedings for	Students are able to		Schedule The lecturer makes an agreement on the deadline for submitting the project. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Student Results testing the results of reports and exposure to practical procedures for preparing learning activities. The process of testing reports and exposure to practical procedures for preparing learning activities. The process of testing reports and exposure to practical procedures for preparing learning activities. • Phase 6: Evaluation of Student Experience edit report and exposure to practical procedures for preparing learning activities. • Phase 6: Evaluation of Student Experience edit report and explain practical procedures for preparing learning activities submission process to the lecturer Lecturer gives students time for reflection and revision of the project Lecturer provides suggestionts and input on student projects 2x50' / 3.18 <u>ECTS</u>	Learning Form:	Material:	5%
	procedures for preparing learning activities	able to analyze practical procedures for preparing learning activities	1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric Form of Assessment :	Form: Face-to-face lecture Learning method: Project Base Learning	Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id	Practical procedures for preparing learning activities Reader: <i>Putrawangsaa</i> <i>Susila. 2018.</i> <i>Learning</i>	

Participatory Activities,	• Phase 1:	Phase 1: Determining	Design. CV.
Practice/Performance	Determining	Basic Questions	Amerta
	Basic Questions	Lecturer asks: What are the practical procedures	Design (Rekarta)
	The lecturer	for preparing	(richardy
	asks: What are	student learning activities	Material:
	the practical	Respond to lecturer	Practical
	procedures for	questions.	procedures
	preparing learning	Phase 2: Preparing a Project Plan	for preparing
	activities.	The lecturer gives	Sports Education
	Students	students time to design a	learning
	respond to the	report and explain the	activities.
	lecturer's	practical procedures for	Literature:
	questions.Phase 2:	preparing learning activities.	Latest
	Preparing a	Students design and	accredited national and
	Project Plan	compile a report and	international
	The lecturer	explain the practical	journal
	gives students	procedures for preparing	articles from
	time to design a report and	learning activitiesPhase 3: Prepare a	the last 10
	explain the	Schedule	years.
	practical	The lecturer makes an	
	procedures for	agreement on the deadline	
	preparing	for submitting the project.	
	learning	Students develop a	
	activities. Students	timeline for completing the project.	
	design and	Phase 4: Monitoring	
	compile a	The lecturer monitors the	
	report and	student process of	
	explain the	collecting project results.	
	practical procedures for	Students submit their work according to the agreed	
	preparing	time limit.	
	learning	Phase 5: Testing	
	activities	Student Results testing	
	Phase 3:	the results of reports and	
	Prepare a Schedule	exposure to practical procedures for preparing	
	The lecturer	learning activities.	
	makes an	The process of testing	
	agreement on	reports and exposure to	
	the deadline	practical procedures for	
	for submitting	preparing learning	
	the project. Students	activities is observed by the lecturer to see the	
	develop a	quality of the report	
	timeline for	product and exposure to	
	completing the	practical procedures for	
	project.	preparing learning	
	Phase 4:	activities.	
	Monitoring The lecturer	 Phase 6: Evaluation of Student Experience edit 	
	monitors the	report and explain	
	student	practical procedures for	
	process of	preparing learning	
	collecting	activities before the final	
	project results.	submission process to the	
	Students submit their	lecturer Lecturer gives students	
	work according	time for reflection and	
	to the agreed	revision of the project	
	time limit.	Lecturer provides	
	Phase 5:	suggestions and input on	
	Testing Student	student projects 2x50 [•] / 3.18 ECTS	
	Results testing	2700 / 0.10 LOIO	
	the results of		
	reports and		
	exposure to		
	practical		
	procedures for preparing		
	learning		
	activities.		
	The process of		
	testing reports		
	and exposure to practical		
	procedures for		
	preparing		
	learning		
	activities is		
	observed by		
	the lecturer to		
	see the quality of the report		
	product and		
	exposure to		
	practical		
	procedures for		
	preparing		

				learning activities. • Phase 6: Evaluation of Student Experience edit report and explain practical procedures for preparing learning activities before the final submission process to the lecturer Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on student projects 2x50' / 3.18 FCTS			
5	Analyze the character of students and the needs of each student at each level of education	Students are able to analyze the character of students and the needs of each student at each level of education	Criteria: 1.Participation assessment rubric 2.Portfolio assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer students' character and the needs of each student at each level of education 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using Vlearning LMS: http://vlearning.unesa.ac.id about the character of students and the needs of each student at each level education 2x50' / 3.18 ECTS	Material: character of students and the needs of each student at each level of education Library: Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design. CV. Amerta Design. CV. Amerta Iterial: student character in Sports Education learning activities Literature: Latest accredited national and international journal articles from the last 10 years.	5%

6	Analyze the character of students and the needs of each student at each level of education	Students are able to analyze the character of students and the needs of each student at each level of education	Criteria: 1.Participation assessment rubric 2.Portfolio assessment rubric Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	Learning Form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer students' character and the needs of each student at each level of education 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using Vlearning LMS: http://vlearning.unesa.ac.id about the character of students and the needs of each student at each level education 2x50' / 3.18 ECTS	Material: character of students and the needs of each student at each level of education Library: Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta) Material: student character in Sports Education learning activities Literature: Latest accredited national and international journal articles from the last 10 years.	5%
7	Analyzing learning development models	Students are able to analyze learning development models	Criteria: 1.Participation assessment rubric 2.Portfolio assessment rubric Form of Assessment : Participatory Activities	Learning: Face-to-face lecture Learning method: Demonstration, discussion and question and answer learning development models 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about 2x50' learning development models / 3.18 ECTS	Material: Learning development models References: Arif, Syamsul & Yanawati. Introduction to Learning Design. Jambi: Ma'arif Press Library. Material: Models of learning development in Sports Education Literature: Latest accredited national and international journal articles from the last 10 years.	5%
8	Analyzing learning development models	Students are able to analyze learning development models	Criteria: 1.Participation assessment rubric 2.Portfolio assessment rubric Form of Assessment : Participatory Activities	Learning: Face-to-face lecture Learning method: Demonstration, discussion and question and answer learning development models 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about 2x50' learning development models / 3.18 ECTS	Material: Learning development models References: Arif, Syamsul & Yanawati. Introduction to Learning Design. Jambi: Ma'arif Press Library. Material: Models of learning development in Sports Education Literature: Latest accredited national and international journal articles from the last 10 years.	5%

9	Mastering material 1-8	Students master the material from meetings 1- 8	Criteria: UTS assessment rubric Form of Assessment : Participatory Activities	UTS 2x50' / 3.18 ECTS	UTS 2x50' / 3.18 ECTS	Material: UTS material Library: Latest accredited national and international journal articles from the last 10 years.	15%
10	Analyze the procedures for developing a Sports Education learning model	Students are able to analyze procedures for developing Sports Education learning models	Criteria: 1.Participation assessment rubric 2.Portfolio Assessment Rubric Form of Assessment : Participatory Activities, Portfolio Assessment	Learning: Face-to-face lecture Learning method: Demonstration, discussion and question and answer procedure for developing a Sports Education learning model 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using Vlearning LMS: http://vlearning.unesa.ac.id regarding procedures for developing the 2x50' / 3.18 ECTS Sports Education learning model	Material: Procedures for developing learning models References: Arif, Syamsul & Yanawati. Introduction to Learning Design. Jambi: Ma'arif Press Library. Material: Procedures for developing a Sports Education learning model Literature: The latest accredited national and international journal articles from the last 10 years.	5%
11	Analyze the procedures for developing a Sports Education learning model	Students are able to analyze procedures for developing Sports Education learning models	Criteria: 1.Participation assessment rubric 2.Portfolio Assessment Rubric Form of Assessment : Participatory Activities, Portfolio Assessment	Learning: Face-to-face lecture Learning method: Demonstration, discussion and question and answer procedure for developing a Sports Education learning model 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using Vlearning LMS: http://vlearning.unesa.ac.id regarding procedures for developing the 2x50' / 3.18 ECTS Sports Education learning model	Material: Procedures for developing learning models References: Arif, Syamsul & Yanawati. Introduction to Learning Design. Jambi: Ma'arif Press Library. Material: Procedures for developing a Sports Education learning model Literature: The latest accredited national and international journal articles from the last 10 years.	5%
12	Creating a Sports Education learning model	Students are able to create a Sports Education learning model	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: What are the practical procedures for preparing a Sports	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: What are the practical procedures for preparing an Educational learning model Sports Students respond to lecturers' questions. • Phase 2: Prepare a	Material: Learning model Library: Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta) Material: Sports Education Learning Models Literature: The latest accredited	5%

			Education	project plan.	national and	
			learning	The lecturer gives	international	
			model? Students	students time to design a	journal articles from	
			respond to the	report and presentation of the Sports Education	the last 10	
			lecturer's	learning model.	years.	
			questions.	Students design and	years.	
			Phase 2:	prepare a report and		
			Prepare a	presentation of the Sports		
			project plan.	Education learning model.		
			The lecturer	Phase 3: Prepare a		
			gives students	schedule.		
			time to design	The lecturer makes an		
			a report and	agreement on the deadline		
			presentation of	for submitting the project.		
			the Sports Education	Students develop a timeline for completing the		
			learning	timeline for completing the project.		
			model.	Phase 4: Monitoring		
			Students	The lecturer monitors the		
			design and	student process of		
			compile a	collecting project results.		
			report and	Students submit their work		
			presentation of	according to the agreed		
			the Sports	time limit.		
			Education	Phase 5: Testing the		
			learning	Results		
			model.	Students test the results of		
			Phase 3:	the report and		
			Prepare a	presentation of the Sports		
			schedule. The lecturer	Education learning model.		
			makes an	The process of testing the report and presentation of		
			agreement on	the Sports Education		
			the deadline	learning model is observed		
			for submitting	by the lecturer to see the		
			the project.	quality of the report		
			Students	product and presentation		
			develop a	of the Sports Education		
			timeline for	learning model		
			completing the	Phase 6: Evaluation of		
			project.	Student Experience edits		
			Phase 4:	the report and		
			Monitoring	presentation of the Sports		
			The lecturer	Education learning model		
			monitors the	before the final submission		
			student	process to the lecturer		
			process of collecting	Lecturer gives students		
			0	time for reflection and revision of the project		
			project results. Students	Lecturer provides		
			submit their	suggestions and input on		
			work according			
			to the agreed	2x50' / 3.18 ECTS		
			time limit.			
			Phase 5:			
			Testing the			
			Results			
			Students test			
			the results of			
			the report and			
			presentation of			
			the Sports			
			Education			
			learning model.			
			The process of			
			testing the			
			report and			
			presentation of			
			the Sports			
			Education			
			learning model			
			is observed by			
			the lecturer to			
			see the quality			
			of the report			
			product and			
			presentation of			
			the Sports			
			Education learning model			
			Phase 6:			
			• Frase 6. Evaluation of			
			Student			
			Experience			
			edits the report			
			and			
		1	presentation of	1	1	
			presentation of			
			the Sports			
			the Sports Education			
			the Sports Education learning model			
			the Sports Education			

13 Cre	eating a Sports	Students are	Criteria:	process to the lecturer Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on student projects 2x50' / 3.18 ECTS Learning	Learning Form:	Material:	5%
Edu	eating a Sports lucation arning model	able to create a Sports Education learning model	Criteria: 1.Participation assessment rubric 3.Performance assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: What are the practical procedures for preparing a Sports Education learning model? Students respond to the lecturer's questions. • Phase 2: Prepare a project plan. The lecturer gives students time to design a report and presentation of the Sports Education learning model. Students design and compile a report and presentation of the Sports Education learning model. Students design and compile a report and presentation of the Sports Education learning model. • Phase 3: Prepare a schedule. The lecturer makes an agreement on the deadline for submitting the project. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according the limit. • Phase 5: Testing the Results Students test	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: What are the practical procedures for preparing an Educational learning model Sports Students respond to lecturers' questions. • Phase 2: Prepare a project plan. The lecturer gives students design an report and presentation of the Sports Education learning model. Students design and prepare a report and presentation of the Sports Education learning model. • Phase 3: Prepare a schedule. The lecturer makes an agreement on the deadline for submitting the project. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students test the results of the report and presentation of the Sports Education learning model. • Phase 5: Testing the Results Students test the results of the report and presentation of the Sports Education learning model. • Phase 5: Testing the Results Students test the results of the report and presentation of the Sports Education learning model. The process of testing the report and presentation of the Sports Education learning model • Phase 6: Evaluation of Student Experience edits the report and presentation of the Sports Education learning model • Phase 6: Evaluation of Student Experience edits the report and presentation of the Sports Education learning model • Phase 6: Evaluation of Student Experience edits the report and presentation of the Sports Education learning model • Phase 6: Evaluation of Student Experience edits the report and presentation of the Sports Education learning model before the final submission process to the lecturer Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on student projects 2x50' / 3.18 ECTS	Material: Learning model Library: Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta) Material: Sports Education Learning Models Literature: The latest accredited national and international journal articles from the last 10 years.	5%

 14	Creating a Sports Education learning model	Students are able to create a Sports Education	Criteria: 1.Participation assessment rubric 2.Performance	presentation of the Sports Education learning model. The process of testing the report and presentation of the Sports Education learning model is observed by the lecturer to see the quality of the report product and presentation of the Sports Education learning model • Phase 6: Evaluation of Student Experience edits the report and presentation of the Sports Education learning model before the final submission process to the lecturer Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on student projects 2x50' / 3.18 ECTS Learning Form: Face-to-face lecture	Learning Form: Virtual face-to-face lecture via vilearning and zoom	Material: Learning model Library:	5%
		Learning model	assessment rubric 3.Performance assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	Learning method: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: What are the practical procedures for preparing a Sports Education learning model? Students respond to the lecturer's questions. • Phase 2: Prepare a project plan. The lecturer gives students time to design a report and presentation of the Sports Education learning model. Students	Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: What are the practical procedures for preparing an Educational learning model Sports Students respond to lecturers' questions. • Phase 2: Prepare a project plan. The lecturer gives students time to design a report and presentation of the Sports Education learning model. Students design and prepare a report and presentation of the Sports Education learning model. • Phase 3: Prepare a schedule. The lecturer makes an agreement on the deadline for submitting the project. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed	Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta) Material: Sports Education Learning Models Literature: The latest accredited national and international journal articles from the last 10 years.	

	Creating a Sports	Students are	Criteria:	the Sports Education learning model. • Phase 3: Prepare a schedule. The lecturer makes an agreement on the deadline for submitting the project. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing the Results Students test the results of the report and presentation of the Sports Education learning model. The process of testing the report and presentation of the Sports Education learning model is observed by the lecturer to see the quality of the report product and presentation of the Sports Education learning model earning model earning model of the sports Education learning model before the final submission process to the lecturer Lecturer Lecturer gives students time for reflection and revision of the Sports Education learning model before the final submission process to the lecturer Lecturer fives suggestions and neproject suggestions and neproject suggestions and input on strojects Suggestions and input	time limit. • Phase 5: Testing the Results Students test the results of the report and presentation of the Sports Education learning model. The process of testing the report and presentation of the Sports Education learning model • Phase 6: Evaluation of Student Experience edits the report and presentation of the Sports Education learning model before the final submission process to the lecturer Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on student projects 2x50' / 3.18 ECTS Learning Form:	Material:	5%
13	Education learning model	able to create a Sports Education learning model	1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric	Form: Face-to-face lecture Learning method: Project Base	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS:	Material: Learning model Library: Putrawangsaa Susila. 2018. Learning Design. CV.	020

	Form of Assessment : Participatory Activities, Practice/Performance	Learning • Phase 1: Determining Basic Questions The lecturer asks: What are the practical procedures for preparing a Sports Education learning model? Students respond to the lecturer's questions. • Phase 2: Prepare a project plan. The lecturer gives students time to design a report and presentation of the Sports Education learning model. Students design and compile a report and presentation of the Sports Education learning model. • Phase 3: Prepare a schedule. • Phase 3: Prepare a schedule. • Phase 4: Monitoring The lecturer monitors the students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the students submit their work according to the agreed	http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: What are the practical procedures for preparing an Educational learning model Sports Students respond to lecturers' questions. • Phase 2: Prepare a project plan. The lecturer gives students time to design a report and presentation of the Sports Education learning model. Students design and prepare a report and presentation of the Sports Education learning model. • Phase 3: Prepare a schedule. The lecturer makes an agreement on the deadline for submitting the project. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing the Results Students test the results of the report and presentation of the Sports Education learning model. The process of testing the report and presentation of the Sports Education learning model is observed by the lecturer to see the quality of the report product and presentation of the Sports Education learning model • Phase 6: Evaluation of Student Experience edits the report and presentation of the Sports Education learning model before the final submission process to the lecturer Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on student projects 2x50' / 3.18 ECTS	Amerta Design (Rekarta) Material: Sports Education Learning Models Literature: The latest accredited national and international journal articles from the last 10 years.
		for submitting the project. Students develop a timeline for completing the project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according	by the lecturer to see the quality of the report product and presentation of the Sports Education learning model • Phase 6: Evaluation of Student Experience edits the report and presentation of the Sports Education learning model before the final submission process to the lecturer Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on student projects	
		Testing the Results Students test the results of the report and presentation of the Sports Education learning model. The process of testing the report and presentation of the Sports Education learning model is observed by the lecturer to see the quality of the report product and presentation of the Sports		

				Phase 6: Evaluation of Student Experience edits the report and presentation of the Sports Education learning model before the final submission process to the lecturer Lecturer gives students time for reflection and revision of the project Lecturer provides suggestions and input on student projects 2x50' / 3.18			
16	Mastering material 1-15	Students are able to master material 1- 15	Criteria: 1.Participation assessment rubric 2.UAS assessment rubric Form of Assessment : Participatory Activities	6515 2x50' / 3.18 ECTS	2x50' / 3.18 ECTS	Material: UAS material Library: Latest accredited national and international journal articles from the last 10 years.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage	
1.	Participatory Activities	74.17%	
2.	Portfolio Assessment	6.67%	
3.	Practice / Performance	19.17%	
		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.
- 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** 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.
- 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.