



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Sports Education learning design	8510108077	Compulsory Study Program Subjects	T=3	P=0	ECTS=6.72	2	February 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Prof. Dr. Abdul Rachman Syam Tuasikal, M.Pd. Dr. Dwi Cahyo kartiko, M.Kes		Prof. Dr. Abdul Rachman Syam Tuasikal, M.Pd.			Dr. Taufiq Hidayat, S.Pd., M.Kes.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																		
	PLO-9	Act as a citizen who is proud and loves the country and supports world peace																																																	
	PLO-15	Able to evaluate oneself, manage one's own learning or that of one's followers, effectively communicate relevant information, ideas, arguments, analysis and solutions in various forms of media to communities appropriate to their field or the general public																																																	
	Program Objectives (PO)																																																		
	PO - 1	Act as a citizen who is proud and loves the country and supports world peace in the Sports Education Learning Design course																																																	
	PLO-PO Matrix																																																		
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-9</td> <td>PLO-15</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> </table>	P.O	PLO-9	PLO-15	PO-1																																													
	P.O	PLO-9	PLO-15																																																
	PO-1																																																		
	PO Matrix at the end of each learning stage (Sub-PO)																																																		
	<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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																			

Short Course Description	The Sports Education Learning Design course discusses theory, basic concepts and practical procedures for preparing learning activities, identifying development models and steps in sports education learning design. Designing sports education learning development designs according to the applicable curriculum using the case method or PjBl which is implemented through theory and/or practice.
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References	Main :	
		<ol style="list-style-type: none"> Putrawangsaa Susila. 2018. Desain Pembelajaran. CV. Reka Karya Amerta (Rekarta) Arif, Syamsul & Yanawati. Pengantar Desain Pembelajaran. Jambi:Pustaka Ma'arif Press.
	Supporters:	
		<ol style="list-style-type: none"> Artikel jurnal nasional terakreditasi dan internasional terkini 10 tahun terakhir.

Supporting lecturer	Prof. Dr. Drs. Abdul Rachman Syam Tuasikal, M.Pd. Dr. Dwi Cahyo Kartiko, S.Pd., M.Kes.
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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	Analyze the basic concepts of Sports Education learning	Students are able to analyze the basic concepts of learning Sports Education	<p>Criteria: Participation assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion & question and answer Basic learning concepts & Basic learning concepts Sports Education 2x50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Discussion & question and answer Basic concepts of learning & Basic concepts of learning Sports Education 2x50' / 3.18 ECTS</p>	<p>Material: Basic concepts of learning Library: <i>Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta)</i></p>	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	<p>Criteria: Participation assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning: Face-to-face lecture</p> <p>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</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>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</p>	<p>Material: Basic theories and concepts for preparing learning activities. Reference: <i>Arif, Syamsul & Yanawati. Introduction to Learning Design. Jambi: Ma'arif Press Library.</i></p>	5%
3	Analyze practical procedures for preparing learning activities	Students are able to analyze practical procedures for preparing learning activities	<p>Criteria: 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Project Base Learning</p> <p>• 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 design and compile a report and explain the practical procedures for preparing learning activities • Phase 3: Prepare a</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id</p> <p>• 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</p>	<p>Material: Practical procedures for preparing learning activities Reader: <i>Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta)</i></p> <p>Material: Practical procedures for preparing Sports Education learning activities. Literature: <i>Latest accredited national and international journal articles from the last 10 years.</i></p>	5%

				<p>Schedule</p> <p>The lecturer makes an agreement on the deadline for submitting the project. Students develop a timeline for completing the project.</p> <ul style="list-style-type: none"> • Phase 4: Monitoring <p>The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit.</p> <ul style="list-style-type: none"> • Phase 5: Testing <p>Student Results testing the results of reports and exposure to practical procedures for preparing learning activities.</p> <p>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.</p> <ul style="list-style-type: none"> • Phase 6: Evaluation of Student Experience <p>edit report and explain practical procedures for preparing learning activities before the final submission process to the lecturer</p> <p>Lecturer gives students time for reflection and revision of the project</p> <p>Lecturer provides suggestions and input on student projects</p> <p>2x50' / 3.18 ECTS</p>	<p>procedures for preparing learning activities.</p> <p>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.</p> <ul style="list-style-type: none"> • Phase 6: Evaluation of Student Experience <p>edit report and explain practical procedures for preparing learning activities before the final submission process to the lecturer</p> <p>Lecturer gives students time for reflection and revision of the project</p> <p>Lecturer provides suggestions and input on student projects</p> <p>2x50' / 3.18 ECTS</p>		
4	Analyze practical procedures for preparing learning activities	Students are able to analyze practical procedures for preparing learning activities	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric <p>Form of Assessment :</p>	<p>Learning Form:</p> <p>Face-to-face lecture</p> <p>Learning method:</p> <p>Project Base Learning</p>	<p>Learning Form:</p> <p>Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method:</p> <p>Project Base Learning</p> <p>Using Vlearning LMS: http://vlearning.unesa.ac.id</p>	<p>Material:</p> <p>Practical procedures for preparing learning activities</p> <p>Reader:</p> <p><i>Putrawangsaa Susila. 2018. Learning</i></p>	5%

Participatory Activities,
Practice/Performance

• 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 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 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 ECTS

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.

				<p>learning activities.</p> <ul style="list-style-type: none"> Phase 6: Evaluation of Student Experience edit report and explain practical procedures for preparing learning activities before the final submission process to the lecturer <p>Lecturer gives students time for reflection and revision of the project</p> <p>Lecturer provides suggestions and input on student projects</p> <p>2x50' / 3.18 ECTS</p>			
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	<p>Criteria:</p> <ol style="list-style-type: none"> Participation assessment rubric Portfolio assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Demonstration, discussion and question and answer students' character and the needs of each student at each level of education</p> <p>2x50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>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 of education</p> <p>2x50' / 3.18 ECTS</p>	<p>Material: character of students and the needs of each student at each level of education</p> <p>Library: <i>Putrawangsa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta)</i></p> <p>Material: student character in Sports Education learning activities</p> <p>Literature: <i>Latest accredited national and international journal articles from the last 10 years.</i></p>	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	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Portfolio assessment rubric <p>Forms of Assessment :</p> <p>Participatory Activities, Portfolio Assessment, Practice / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Demonstration, discussion and question and answer students' character and the needs of each student at each level of education</p> <p>2x50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>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 of education</p> <p>2x50' / 3.18 ECTS</p>	<p>Material: character of students and the needs of each student at each level of education</p> <p>Library: <i>Putrawangsa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta)</i></p> <hr/> <p>Material: student character in Sports Education learning activities</p> <p>Literature: <i>Latest accredited national and international journal articles from the last 10 years.</i></p>	5%
7	Analyzing learning development models	Students are able to analyze learning development models	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Portfolio assessment rubric <p>Form of Assessment :</p> <p>Participatory Activities</p>	<p>Learning: Face-to-face lecture</p> <p>Learning method: Demonstration, discussion and question and answer learning development models</p> <p>2x50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about 2x50' learning development models / 3.18 ECTS</p>	<p>Material: Learning development models</p> <p>References: <i>Arif, Syamsul & Yanawati. Introduction to Learning Design. Jambi: Ma'arif Press Library.</i></p> <hr/> <p>Material: Models of learning development in Sports Education</p> <p>Literature: <i>Latest accredited national and international journal articles from the last 10 years.</i></p>	5%
8	Analyzing learning development models	Students are able to analyze learning development models	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Portfolio assessment rubric <p>Form of Assessment :</p> <p>Participatory Activities</p>	<p>Learning: Face-to-face lecture</p> <p>Learning method: Demonstration, discussion and question and answer learning development models</p> <p>2x50' / 3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about 2x50' learning development models / 3.18 ECTS</p>	<p>Material: Learning development models</p> <p>References: <i>Arif, Syamsul & Yanawati. Introduction to Learning Design. Jambi: Ma'arif Press Library.</i></p> <hr/> <p>Material: Models of learning development in Sports Education</p> <p>Literature: <i>Latest accredited national and international journal articles from the last 10 years.</i></p>	5%

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

				<p>Education learning model? Students respond to the lecturer's questions.</p> <ul style="list-style-type: none"> • 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. 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 	<p>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.</p> <ul style="list-style-type: none"> • 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 <p>2x50' / 3.18 ECTS</p>	<p><i>national and international journal articles from the last 10 years.</i></p>
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				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			
13	Creating a Sports Education learning model	Students are able to create a Sports Education learning model	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Project Base Learning</p> <ul style="list-style-type: none"> • Phase 1: Determining Fundamental 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. 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 	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id</p> <ul style="list-style-type: none"> • 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 	<p>Material: Learning model Library: <i>Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta)</i></p> <p>Material: Sports Education Learning Models Literature: <i>The latest accredited national and international journal articles from the last 10 years.</i></p>	5%

				<p>the results of the report and presentation of the Sports Education learning model.</p> <p>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</p> <ul style="list-style-type: none"> 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 <p>Lecturer gives students time for reflection and revision of the project</p> <p>Lecturer provides suggestions and input on student projects</p> <p>2x50' / 3.18 ECTS</p>			
14	Creating a Sports Education learning model	Students are able to create a Sports Education learning model	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Project Base Learning</p> <ul style="list-style-type: none"> 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 	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id</p> <ul style="list-style-type: none"> 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 	<p>Material: Learning model</p> <p>Library: <i>Putrawangsaa Susila. 2018. Learning Design. CV. Amerta Design (Rekarta)</i></p> <p>Material: Sports Education Learning Models</p> <p>Literature: <i>The latest accredited national and international journal articles from the last 10 years.</i></p>	5%

				<p>the Sports Education learning model.</p> <ul style="list-style-type: none"> • 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 <p>2x50' / 3.18 ECTS</p>	<p>time limit.</p> <ul style="list-style-type: none"> • 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 <p>2x50' / 3.18 ECTS</p>		
15	Creating a Sports Education learning model	Students are able to create a Sports Education learning model	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric 	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Project Base</p>	<p>Learning Form: Virtual face-to-face lecture via vlearning and zoom</p> <p>Learning method: Project Base Learning Using Vlearning LMS:</p>	<p>Material: Learning model</p> <p>Library: Putrawangsaa Susila. 2018. Learning Design. CV.</p>	5%

<p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning</p> <ul style="list-style-type: none"> • 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. 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. 	<p>http://vlearning.unesa.ac.id</p> <ul style="list-style-type: none"> • 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 <p>2x50' / 3.18 ECTS</p>	<p><i>Amerita Design (Rekarta)</i></p> <p>Material: Sports Education Learning Models Literature: <i>The latest accredited national and international journal articles from the last 10 years.</i></p>
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				<ul style="list-style-type: none"> 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 			
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	ECTS UAS 2x50' / 3.18 ECTS	2x50' / 3.18 ECTS	Material: UAS material Library: <i>Latest accredited national and international journal articles from the last 10 years.</i>	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.
- 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** 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.
- 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.