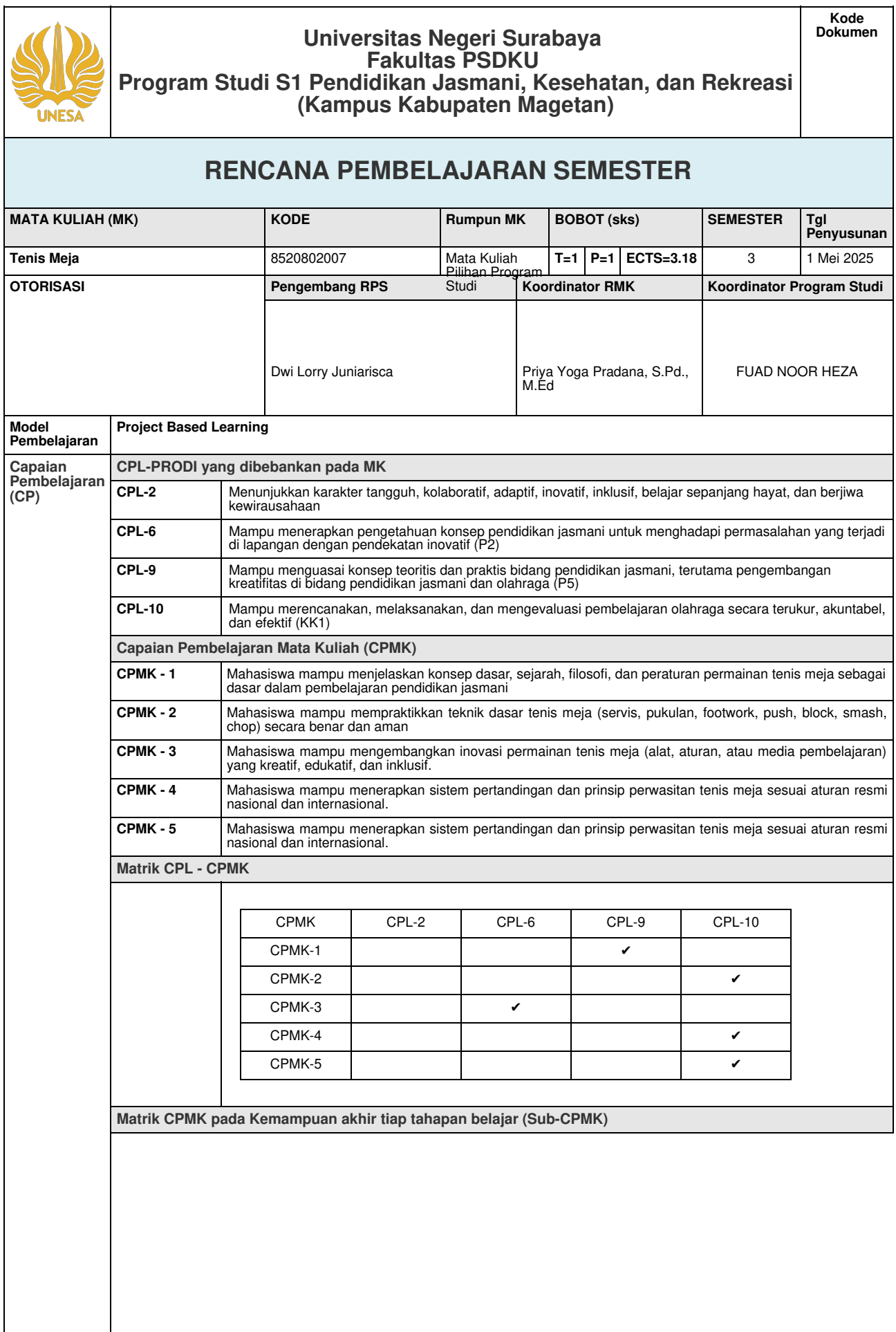




|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---|---|----|----|----|----|----|----|----|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--------|--|--|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|---|--|--|--|--|---|--|---|--|--------|--|--|--|--|--|--|--|--|--|---|---|---|--|---|--|---|--------|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</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>CPMK-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>CPMK-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>CPMK-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>CPMK-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>CPMK-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></table> | CPMK                                                                                                                                                                          | Minggu Ke                                                                        |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   |   |    |    |    |    |    |    |    |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | CPMK-2 |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  |  |  |  |  | ✓ |  |  |  |  | ✓ |  | ✓ |  | CPMK-4 |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | CPMK-5 |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |
| CPMK                 | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
|                      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3                                                                                                                                                                             | 4                                                                                | 5               | 6                                                                                                                                                                                                                                                                                                                                                                                  | 7                   | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| CPMK-1               | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   | ✓ |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| CPMK-2               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ✓                                                                                                                                                                             | ✓                                                                                | ✓               | ✓                                                                                                                                                                                                                                                                                                                                                                                  |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| CPMK-3               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     | ✓ |   |    |    |    | ✓  |    | ✓  |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| CPMK-4               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   |   | ✓  | ✓  | ✓  |    | ✓  |    | ✓  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| CPMK-5               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    | ✓                   |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| Deskripsi Singkat MK | Mata kuliah Tenis Meja membekali mahasiswa dengan pengetahuan, keterampilan, dan sikap profesional terkait teknik dasar, strategi permainan, sistem pertandingan, serta perwasitan tenis meja. Konteks pembelajaran menekankan pendidikan untuk semua (inklusi), keselamatan, sportivitas, dan etika. Mahasiswa dilatih merancang aktivitas adaptif untuk berbagai kebutuhan peserta didik, menerapkan manajemen kelas yang aman, serta melakukan evaluasi berbasis rubrik OBE. Mata kuliah ini secara eksplisit mengintegrasikan Tujuan Pembangunan Berkelanjutan (SDGs) ke dalam tujuan, konten, dan asesmen. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| Pustaka              | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
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|                      | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
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| Dosen Pengampu       | Prof. Dr. Nurhasan, M.Kes.<br>Dwi Lorry Juniarisca, S.Pd., M.Ed.<br>Yogi Sayuty, S.Pd., M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| Mg Ke-               | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                               | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                 | Materi Pembelajaran [ Pustaka ]                                                                                                                                                                                                                                                                                                                                                    | Bobot Penilaian (%) |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Kriteria & Bentuk                                                                                                                                                             | Luring (offline)                                                                 | Daring (online) |                                                                                                                                                                                                                                                                                                                                                                                    |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| (1)                  | (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | (4)                                                                                                                                                                           | (5)                                                                              | (6)             | (7)                                                                                                                                                                                                                                                                                                                                                                                | (8)                 |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
| 1                    | Menjelaskan sejarah, filosofi, dan nilai edukatif tenis meja.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1.Menjelaskan perkembangan tenis meja dunia & Indonesia.<br>2.Mengaitkan nilai karakter (disiplin, sportivitas).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Kriteria:</b><br>4 = analisis lengkap & kontekstual; 3 = cukup lengkap; 2 = deskriptif; 1 = tidak relevan.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Tes | Luring<br>100                                                                    |                 | <b>Materi:</b><br>Permainan Tenis Meja<br><b>Pustaka:</b><br>Juniarica, DL., & Ardijanto, D. (2017). Permainan Tenis Meja. Unesapress.<br><br>-----<br><b>Materi:</b><br>pengantar, sejarah, filosofi, nilai edukatif.<br><b>Pustaka:</b><br>International Table Tennis Federation (ITTF). (2025). ITTF statutes – Laws of table tennis (Release 1, 2025 Edition). Lausanne: ITTF. | 2%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |   |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |   |  |   |        |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |

|   |                                                          |                                                                      |                                                                                                                                                          |               |  |                                                                                                                                                                                                                                                                                |    |
|---|----------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | Mengidentifikasi peralatan & peraturan dasar tenis meja. | 1.Menyebut ukuran meja, bet, bola, net.<br>2.Menjelaskan sistem skor | <b>Kriteria:</b><br>4 = tepat seluruhnya; 3 = minor error; 2 = sebagian benar; 1 = salah<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Tes | Luring<br>100 |  | <b>Materi:</b> alat, aturan dasar, terminologi ITTF.<br><b>Pustaka:</b><br><i>International Table Tennis Federation (ITTF). (2025). ITTF statutes – Laws of table tennis (Release 1, 2025 Edition). Lausanne: ITTF.</i>                                                        | 2% |
| 3 | Mempraktikkan teknik servis dasar tenis meja.            | Melakukan 10/12 servis masuk target                                  | <b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja                                                                               |               |  | <b>Materi:</b> Stance dan Drive<br><b>Pustaka:</b><br><i>McAfee, R. (2009). Table Tennis: Steps to Success. Human Kinetics.</i><br><br><b>Materi:</b> Stance dan Drive<br><b>Pustaka:</b><br><i>Hodges, L. (2013). Table Tennis Tactics for Thinkers. CreateSpace.</i>         | 4% |
| 4 | Mempraktikkan service dan footwork tenis meja            | Pantulan stabil, kontrol bola baik.                                  | <b>Kriteria:</b><br>4 = stabil & akurat; 3 = sedikit error; 2 = sering error; 1 = gagal.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif      | Luring<br>100 |  | <b>Materi:</b> service dan footwork<br><b>Pustaka:</b><br><i>McAfee, R. (2009). Table Tennis: Steps to Success. Human Kinetics.</i><br><br><b>Materi:</b> service dan footwork<br><b>Pustaka:</b><br><i>Hodges, L. (2013). Table Tennis Tactics for Thinkers. CreateSpace.</i> | 4% |

|   |                                                      |                                     |                                                                                                                                                        |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
|---|------------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | Menguasai teknik smash dan block defensif tenis meja | Pantulan stabil, kontrol bola baik. | <b>Kriteria:</b><br>4 = stabil & akurat;<br>3 = sedikit error; 2 = sering error; 1 = gagal.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Offline<br>100 | <b>Materi:</b> smash dan block defensif<br><b>Pustaka:</b><br><i>Bompa, T., &amp; Buzzichelli, C. (2015). Periodization Training for Sports (3rd ed.). Human Kinetics.</i><br><hr/> <b>Materi:</b> smash dan block defensif<br><b>Pustaka:</b><br><i>McAfee, R. (2009). Table Tennis: Steps to Success. Human Kinetics.</i><br><hr/> <b>Materi:</b> smash dan block defensif<br><b>Pustaka:</b><br><i>Juniarica, DL., &amp; Ardijanto, D. (2017). Permainan Tenis Meja. Unesapress.</i><br><hr/> <b>Materi:</b> smash dan block defensif<br><b>Pustaka:</b><br><i>Hodges, L. (2013). Table Tennis Tactics for Thinkers. CreateSpace.</i> | 4% |
| 6 | Menguasai teknik chop dan Spin.                      | Pukulan kuat, arah terkontrol.      | <b>Kriteria:</b><br>4 = tepat & stabil; 3 = baik; 2 = kurang stabil; 1 = gagal.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif             | Luring<br>100  | <b>Materi:</b> chop dan Spin<br><b>Pustaka:</b><br><i>McAfee, R. (2009). Table Tennis: Steps to Success. Human Kinetics.</i><br><hr/> <b>Materi:</b> chop an spin<br><b>Pustaka:</b><br><i>Hodges, L. (2013). Table Tennis Tactics for Thinkers. CreateSpace.</i>                                                                                                                                                                                                                                                                                                                                                                        | 4% |

|   |                                      |                                                      |                                                                                                                                                                                                          |               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |
|---|--------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 7 | Melakukan kombinasi teknik           | Gerak kaki efisien, kombinasi pukulan lancar.        | <b>Kriteria:</b><br>4 = ritme stabil; 3 = minor kesalahan; 2 = lambat; 1 = tidak mengikuti pola.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                              | Luring<br>100 |  | <b>Materi:</b><br>Kombinasi Teknik<br><b>Pustaka:</b><br><i>McAfee, R. (2009). Table Tennis: Steps to Success. Human Kinetics.</i><br><hr/> <b>Materi:</b><br>Kombinasi Teknik<br><b>Pustaka:</b><br><i>Hodges, L. (2013). Table Tennis Tactics for Thinkers. CreateSpace.</i><br><hr/> <b>Materi:</b><br>Kombinasi Teknik<br><b>Pustaka:</b><br><i>Juniarica, DL., &amp; Ardijanto, D. (2017). Permainan Tenis Meja. Unesapress.</i><br><hr/> <b>Materi:</b><br>Kombinasi Teknik<br><b>Pustaka:</b> Yin, H., Zhang, J., & Li, Y. (2023). Contribution quality evaluation of table tennis match by comprehensive methods. <i>International Journal of Performance Analysis in Sport</i> , 23(5), 815–829. | 4%  |
| 8 | Proyek Inovasi Permainan Tenis Meja. | Merancang modifikasi alat/aturan/media pembelajaran. | <b>Kriteria:</b><br>4 = inovatif & edukatif; 3 = cukup kreatif; 2 = meniru; 1 = tidak fungsional.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Luring<br>100 |  | <b>Materi:</b> inovasi permainan tenis meja.<br><b>Pustaka:</b><br><i>Hodges, L. (2013). Table Tennis Tactics for Thinkers. CreateSpace.</i><br><hr/> <b>Materi:</b> inovasi permainan tenis meja.<br><b>Pustaka:</b><br><i>Juniarica, DL., &amp; Ardijanto, D. (2017). Permainan Tenis Meja. Unesapress.</i>                                                                                                                                                                                                                                                                                                                                                                                             | 30% |

|    |                                                |                                                 |                                                                                                                              |               |  |                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|----|------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9  | Menganalisis strategi bermain tunggal & ganda. | Menjelaskan taktik serangan & bertahan.         | <b>Kriteria:</b><br>4 = analisis logis & lengkap; 3 = cukup; 2 = dangkal; 1 = salah.<br><br><b>Bentuk Penilaian :</b><br>Tes | Luring        |  | <b>Materi:</b><br>strategi & taktik bermain.<br><b>Pustaka:</b> Yin, H., Zhang, J., & Li, Y. (2023). <i>Contribution quality evaluation of table tennis match by comprehensive methods. International Journal of Performance Analysis in Sport, 23(5), 815–829.</i><br><hr/> <b>Materi:</b><br>strategi & taktik bermain.<br><b>Pustaka:</b> Juniarica, DL., & Ardijanto, D. (2017). <i>Permainan Tenis Meja. Unesapress.</i> | 3% |
| 10 | Memahami sistem pertandingan tenis meja.       | Menjelaskan format pertandingan & sistem gugur. | <b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                          | Luring<br>100 |  | <b>Materi:</b> sistem pertandingan tenis meja.<br><b>Pustaka:</b> <i>International Table Tennis Federation (ITTF). (2025). ITTF statutes – Laws of table tennis (Release 1, 2025 Edition). Lausanne: ITTF.</i>                                                                                                                                                                                                                | 3% |

|    |                                        |  |  |               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
|----|----------------------------------------|--|--|---------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 11 |                                        |  |  | Luring<br>100 |  | <p><b>Materi:</b> prinsip dasar perwasitan.<br/> <b>Pustaka:</b><br/> <i>International Table Tennis Federation (ITTF). (2025). ITTF statutes – Laws of table tennis (Release 1, 2025 Edition). Lausanne: ITTF.</i></p> <p>-----</p> <p><b>Materi:</b> prinsip dasar perwasitan.<br/> <b>Pustaka:</b><br/> <i>Persatuan Tennis Meja Seluruh Indonesia (PP PTMSI). (2024). Peraturan teknis dan pedoman pertandingan tenis meja nasional. Jakarta: PP PTMSI.</i></p> | 3% |
| 12 | Mempraktikkan perwasitan pertandingan. |  |  | Luring        |  | <p><b>Materi:</b> perwasitan pertandingan.<br/> <b>Pustaka:</b><br/> <i>International Table Tennis Federation (ITTF). (2025). ITTF statutes – Laws of table tennis (Release 1, 2025 Edition). Lausanne: ITTF.</i></p> <p>-----</p> <p><b>Materi:</b> perwasitan pertandingan.<br/> <b>Pustaka:</b><br/> <i>Persatuan Tennis Meja Seluruh Indonesia (PP PTMSI). (2024). Peraturan teknis dan pedoman pertandingan tenis meja nasional. Jakarta: PP PTMSI.</i></p>   | 4% |

|    |  |                                                         |                                                                                                                                          |               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |
|----|--|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 13 |  | Menyusun skenario, pembagian peran, pengambilan gambar. | <b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk                                          | Luring<br>100 |  | <b>Materi:</b><br>Perwasitan<br><b>Pustaka:</b><br><i>International Table Tennis Federation (ITTF). (2025). ITTF statutes – Laws of table tennis (Release 1, 2025 Edition). Lausanne: ITTF.</i><br><hr/> <b>Materi:</b><br>Perwasitan<br><b>Pustaka:</b><br><i>Juniarica, DL., &amp; Ardijanto, D. (2017). Permainan Tenis Meja. Unesapress.</i><br><hr/> <b>Materi:</b><br>perwasitan<br><b>Pustaka:</b><br><i>Persatuan Tenis Meja Seluruh Indonesia (PP PTMSI). (2024). Peraturan teknis dan pedoman pertandingan tenis meja nasional. Jakarta: PP PTMSI.</i> | 4% |
| 14 |  | Mengidentifikasi 3 kesalahan keputusan & solusinya.     | <b>Kriteria:</b><br>4 = analisis tajam;<br>3 = cukup; 2 = dangkal; 1 = salah.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Luring<br>100 |  | <b>Materi:</b><br>perwasitan<br><b>Pustaka:</b><br><i>International Table Tennis Federation (ITTF). (2025). ITTF statutes – Laws of table tennis (Release 1, 2025 Edition). Lausanne: ITTF.</i>                                                                                                                                                                                                                                                                                                                                                                  | 3% |
| 15 |  |                                                         | <b>Bentuk Penilaian :</b><br>Penilaian Portofolio                                                                                        | Luring<br>100 |  | <b>Materi:</b><br>perwasitan pertandingan.<br><b>Pustaka:</b><br><i>International Table Tennis Federation (ITTF). (2025). ITTF statutes – Laws of table tennis (Release 1, 2025 Edition). Lausanne: ITTF.</i>                                                                                                                                                                                                                                                                                                                                                    | 4% |

|    |  |  |                                                                                                          |               |  |                                                                                                                                                                                                                                         |     |
|----|--|--|----------------------------------------------------------------------------------------------------------|---------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 16 |  |  | <b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif,<br>Penilaian Hasil<br>Project / Penilaian<br>Produk | Luring<br>100 |  | <b>Materi:</b><br>perwasitan<br><b>Pustaka:</b><br><i>International<br/>Table Tennis<br/>Federation<br/>(ITTF). (2025).<br/>ITTF statutes –<br/>Laws of table<br/>tennis<br/>(Release 1,<br/>2025 Edition).<br/>Lausanne:<br/>ITTF.</i> | 25% |
|----|--|--|----------------------------------------------------------------------------------------------------------|---------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipatif                     | 55.5%      |
| 2. | Penilaian Hasil Project / Penilaian Produk | 29.5%      |
| 3. | Penilaian Portofolio                       | 4%         |
| 4. | Praktik / Unjuk Kerja                      | 2%         |
| 5. | Tes                                        | 5%         |
|    |                                            | 96%        |

#### Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.