Document Code



Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Undergraduate Chemistry Education Study Program

Course C	SEMESTER LEARNING PLAN														
AUTHORIZATION SP Developer Case Studies Case Studies Course Cluster Coordinator Prof. Dr. Utiya Azizah, M.Pd. Learning model Program Objectives (PO) Program Objectives (PO) PLO-PO Matrix at the end of each learning stage (Sub-PO) PO Matrix at the end of each learning stage (Sub-PO) PO Matrix at the end of each learning stage (Sub-PO) PO Matrix at the end of each learning stage (Sub-PO) Physical education is a course that provides understanding and mastery of the nature, function and objectives of physical education. Provide introduction and experience in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WHO Description Physical education is a course that provides understanding and mastery of the nature, function and objectives of physical education. Provide introduction and experience in centre in the course of the physical education. Provide introduction and experience in centre in the physical education. Provide introduction and experience in centre in the physical education. Provide introduction and experience in centre in the physical education. Provide introduction and experience in centre in the physical education. Provide introduction and experience in the experience in centre in the physical education. Provide introduction and experience in the experience in the experience in centre in the physical education. Provide introduction and experience in the experience in centre in the experience in	Courses			CODE		Course I	Family		Credit Weight		SEMESTER				
Learning Case Studies Program Cearning Case Studies Program Cearning Program Cearning Program Cearning Program Cearning Program Cearning Program Cearning Cearning Program Cearning Program Cearning	Physical	Edu	cation and Fitnes	s 842040228	2				T=2	P=0	ECTS=3.18	1		July :	18, 2024
Case Studies PLO study program that is charged to the course	AUTHOR	RIZAT	TON	SP Develo	per			Course	Cluster Coor	dinator	_ L	Study Progra	am Co	ordina	tor
Program Objectives (PC) PLO Study program that is charged to the course Program Objectives (PC) PLO-PO Matrix PD Matrix at the end of each learning stage (Sub-PC) PLO-PO Matrix PD Matrix at the end of each learning stage (Sub-PC) PLO-PO Matrix PD Matrix at the end of each learning stage (Sub-PC) PLO-PO Matrix PD Matrix at the end of each learning stage (Sub-PC) PLO-PO Matrix PD Matrix at the end of each learning stage (Sub-PC) Ploseription Program Objectives (PC) PLO-PO Matrix PD Matrix at the end of each learning stage (Sub-PC) PLO-PO Matrix PD Matrix at the end of each learning stage (Sub-PC) PLO-PO Matrix PD Matrix at the end of each learning stage (Sub-PC) PLO-PO Matrix PLO-PO												Prof. Dr. Utiya Azizah, M.Pd.			
Program Objectives (PO) PLO-PO Matrix Program Objectives (PO) PO		j	Case Studies												
PLO-PO Matrix Program Objectives (PC) PLO-PO Matrix PO Matrix at the end of each learning stage (Sub-PO) PLO-PO Matrix Program Objectives (PC) PLO-PO Matrix PO Matrix at the end of each learning stage (Sub-PO) PLO-PO Matrix Program Objectives (PC) PLO-PO Matrix Provide introduction and experience in developing physical activity (leves of physical detucation, Provide introduction and experience in developing physical activity (leves of physical education program objectives of physical activity on Physical activity, energy belance and objective objectives (PC) PLO-PO Matrix Program Objectives (PC) Program Objectives of physical activity (PC) PLO-PO Matrix Program Objectives of physical activity, energy belance and objective objectives (PC) Program Objectives (PC) Program Objective objectives of physical activity, energy belance and objectives objectives (PC) Program Objective objectives (PC) Program Objectives of physical activity objects detained (PC) Program Objective objectives of physical activity (PC) Program Objective of physical activity objects detained (PC) Program Objective obje			PLO study program that is charged to the course												
P.O. Matrix at the end of each learning stage (Sub-PO) P.O. I 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 Short Course Description provides in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WHO provided introduction and experience in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WHO provided introduction and experience in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WHO provided introduction and experience in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WHO provided introduction and experience in carrying out various sports and game activities to the used to increase physical activity and physical fitness. Students have experience in measuring ideal body shape based on various methods. As an additional competency, students learn about sports management and competency students learn about sports management and competency students learn about sports and game activities and cytosic provided in the students of the students and cytosic provided in provided in the students and cytosic provided in the students and	Learning Outcom	g es	Program Object	tives (PO)											
PO Matrix at the end of each learning stage (Sub-PO) P,O	(PLO)		PLO-PO Matrix												
Short Course Physical education is a course that provides understanding and mastery of the nature, function and objectives of physical education. Provide introduction and experience in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WPO possibility of the provided interest of the physical files. Students have understanding and experience in determining indicators and measuring object and the physical files. Students have understanding and experience in determining indicators and measuring object and the physical files. Students have understanding and experience in determining indicators and measuring deal body shape based on various methods. Students have understanding and experience in determining indicators and measuring deal body shape based on various methods. As an additional competency, students learn about sports management and competition systems. References Main: 1. Dugan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. Obstetrics and Gynecology Clinics of North America, 45(4), 723-736. https://doi.org/10.1016/J.OGC.2018.07.00 2. Griera, J. L., Marzanares, J. M., Barhany, M., Contreras, J., Amigo, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrion, 10(10A), 1194-1199. https://doi.org/10.1016/J.JPED.2018.04.003 4. Luis Griera, J., Maria Manzanares, J., Barbany, M., Contreras, J., Amigo, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrion, 10(10A), 1194-1199. https://doi.org/10.1016/J.JPED.2018.04.003 4. Luis Griera, J., Maria Manzanares, J., Barbany, M., Contreras, J., Amigo, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrion, 10(10A), 1194-1199. https://doi.org/10.1016/J.JPED.2018.04.003 5. Nurhasan, dik. 2005. Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangun Manusia yang															
Short Course Description References References The Duyan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical education and objectives of physical education. Provide introduction and experience in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WHO processing the procedure of the mature of the matu			PO Matrix at th	e end of each le	arning stage	(Sub-PO)								
Short Course Description References References The Duyan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical education and objectives of physical education. Provide introduction and experience in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WHO processing the procedure of the mature of the matu				D.O.					Mod						$\overline{}$
Short Course Description Physical education is a course that provides understanding and mastery of the nature, function and objectives of physical education. Provide introduction and experience in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WHO physical filteries. Students have experience in measuring physical filteries select using various experience in determining indicators and measuring physical filteries select using various experience in determining indicators and measuring physical filteries select using various experience in measuring physical filteries. Students have understanding and experience in determining indicators and measuring physical filteries select using various experience in determining indicators and measuring ideal body shape based on various methods. As an additional competency, students learn about sports management and competition systems. References Main: 1. Dugan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. Obstetrics and Cynecology Clinics of North America, 45(4), 723–736. https://doi.org/10.1016/J.DGC.2018.07.00 2. Griera, J. L., Marzanares, J. M., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvadó, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10 A), 1194–1199 3. Lopes, V. P., Malina, R. M., Gomez-Campos, R., Cossio-Bolaños, M., Arruda, M. de, & Hobold, E. (2019). Body mass index and physical filteries in Brazilian adolescents. Journal e-Pediatria, 95(3), 353–365. https://doi.org/10.1016/J.PDG10.104.004.004.004.004.009. 4. Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvadó, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10 A), 1194–1199. https://doi.org/10.1016/J.PDG10.104.004.004.004.004.004.004.004.004.0				<u> </u>		1,1		. -		1 1	11 10	10 14	1 15		1.0
Course pescription				1	2 3	4	5 0) /	0 9	10	11 12	13 14	15		10
1. Dugan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. Obstetrics and Gynecology Clinics of North America, 45(4), 723–736. https://doi.org/10.1016/J.OGC.2018.07.00 2. Griera, J. L., Manzanares, J. M., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10A), 1194–1199 3. Lopes, V. P., Malina, R. M., Gomez-Campos, R., Cossio-Bolaños, M., Arruda, M. de, & Hobold, E. (2019). Body mass index and physical fitness in Brazilian adolescents. Jornal de Pediatria, 95(3), 358–365. https://doi.org/10.1016/J.JPED.2018.04.003 4. Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10 A), 1194–1199. https://doi.org/10.1016/J.JPED.2018.04.003 4. Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10 A), 1194–1199. https://doi.org/10.1016/J.JPED.2018.04.003 5. Nurhasan, dkk. 2005. Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangun Manusia yang Sehat Jasmani dan Rohani). Surabaya: Unesa University Press. 6. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. American Journal of Public Health, 87(8), 1328–1334. https://doi.org/10.1016/J.DPATA.1193.1328 7. SCY, Hartati, dkk. 2013. Permainan Kecil. Malang: Wineka Media 8. Hartono, S., dkk. 2013. Permainan Kecil. Malang: Wineka Media 8. Hartono, S., dkk. 2013. Permainan Kecil. Malang: Wineka Media 8. Hartono, S., dkk. 2013. Permainan Kecil. Malang: Wineka Media 8. Hartono, S., dkk. 2013. Petholikah Jasmani (Sebuah Pengantar). Surabaya: Unesa University Press. 9. WHO. (2010). Global Rec	Course	tion	experience in car recommendations physical fitness. experience in det	rrying out various : s. Apart from that, Students have ex termining indicator:	sports and gan students gain e perience in me s and measurir	ne activitie experience easuring p	es to be u e in develo hysical fit	sed to inco oping phys ness level	ease physica ical educatior s using vario	l activity le programs us measur	vels in accordar for themselves ement methods	nce with variou in an effort to . Students hav	is rese improv ve unde	arch ai e and i erstand	nd WHO maintain ding and
Obstetrics and Gynecology Clinics of North America, 45(4), 723–736. https://doi.org/10.1016/J.GCC.2018.07.00 2. Griera, J. L., Manzanares, J. M., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvadó, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10A), 1194-1199 3. Lopes, V. P., Malina, R. M., Gomez-Campos, R., Cossio-Bolaños, M., Arruda, M. de, & Hobold, E. (2019). Body mass index and physical fitness in Brazilian adolescents. Jornal de Pediatria, 95(3), 358-365. https://doi.org/10.1016/J.JPED.2018.04.003 4. Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10 A), 1194-1199. https://doi.org/10.1017/S1368980007000705 5. Nurhasan, dkk. 2005. Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangum Manusia yang Sehat Jasmani dan Rohani). Surabaya: Unesa University Press. 6. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. American Journal of Public Health, 87(8), 1328–1334. https://doi.org/10.2105/AJPH.87.8.1328 7. SCY, Hartati, dkk. 2013. Permainan Kecil. Malang: Wineka Media 8. Hartono, S., dkk. 2013. Permainan Kecil. Malang: Wineka Media 8. Hartono, K., dkk. 2013. Permainan Kecil. Malang: Wineka Media 8. Hartono, K., dkk. 2013. Permainan Kecil. Malang: Wineka Media 9. WHO. (2010). Global Recommendations on Physical Activity for Health. https://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;sessionid=E3D59CC040D39FAC27896A0BEEB9AC4C?sequence=10. World Health Organization. (2010). Global recommendations on physical activity for health. In WHO Press. Retrieved from http://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;sessionid=E3D59CC040D39FAC27896A0BEEB9AC4C?sequence=10. World Health Organization. (2010). Global Recommenda	Referen	ces	Main :												
Supporting lecturer Vega Candra Dinata, S.Pd., M.Pd. Final abilities of each learning stage (Sub-PO) Evaluation Evaluation Evaluation Evaluation Student Assignments, [Estimated time] Indicator Criteria & Form Offline (offline) Online (online)			Obstetrics and Gynecology Clinics of North America, 45(4), 723–736. https://doi.org/10.1016/J.OGC.2018.07.00 2. Griera, J. L., Manzanares, J. M., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvadó, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10A), 1194-1199 3. Lopes, V. P., Malina, R. M., Gomez-Campos, R., Cossio-Bolaños, M., Arruda, M. de, & Hobold, E. (2019). Body mass index and physical fitness in Brazilian adolescents. Jornal de Pediatria, 95(3), 358–365. https://doi.org/10.1016/J.JPED.2018.04.003 4. Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10 A), 1194–1199. https://doi.org/10.1017/S1368980007000705 5. Nurhasan, dkk. 2005. Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangun Manusia yang Sehat Jasmani dan Rohani). Surabaya: Unesa University Press. 6. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. American Journal of Public Health, 87(8), 1328–1334 https://doi.org/10.2105/AJPH.87.8.1328 7. SCY, Hartati, dkk. 2013. Permainan Kecil. Malang: Wineka Media 8. Hartono, S., dkk. 2013. Pendidikan Jasmani (Sebuah Pengantar). Surabaya: Unesa University Press. 9. WHO. (2010). Global Recommendations on Physical Activity for Health https://doi.org/10.2105/AJPH.87.8.13616.								obesity. tness in nce and a: Unesa program 8–1334. Health. quence=				
Total abilities of each learning stage (Sub-PO) Indicator Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Online (offline) Online (of	Supporters:														
Total abilities of each learning stage (Sub-PO) Indicator Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Criteria & Form Offline (offline) Online (online) Online (offline) Online (of															
Week- Final abilities of each learning stage (Sub-PO) Evaluation Evaluation Learning materials Learning materials Estimated time References Weight (%)			Vega Candra Din	ata, S.Pd., M.Pd.											
	Week-	eac	h learning ge		1	Form	Offline	Learning methods, Student Assignments, [Estimated time]			materia	ľš			
	(1)		(2)	(3)	(4)		1	. ,		(6)		(7)			(8)

1	Able to understand and have knowledge about the position and function of Physical Education at Unesa	Explain the meaning and benefits of physical education correctly. 2. Explain the aims and functions of physical education correctly. 3. State the three differences between physical education and sports correctly.	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: problem based. 2 X 50		0%
2	Able to explain the meaning of physical fitness, components of physical fitness, exercise programs as an effort towards a healthy life, and how to measure physical fitness	Explain the meaning and benefits of physical fitness correctly 2. Explain at least five components of physical fitness correctly 3. Analyze exercise intensity based on exercise pulse 4. Explain the types of physical fitness tests and how to interpret the results	Criteria: 1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2. Classical knowledge: students can answer questions asked by the lecturer classically	Scientific approach/method: demonstration discussion and lecture/model: cooperative learning/strategy: expository. 2 X 50		0%
3	Able to take selected physical fitness tests	1. Carry out selected physical fitness tests 2. Have notes on how to carry out selected physical fitness tests 3. Have records of selected physical fitness test results	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. Special skills = students get physical fitness test results and record physical fitness test results	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 X 50		0%

4	Able to develop the personality values contained in recreational sports by playing traditional games (without equipment).	1. Play some traditional games (without tools). 2. Display an attitude of cooperation, mutual assistance and sportsmanship.	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students get skills test results in carrying out traditional game activities without selected tools	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 X 50		0%
5	Able to develop the personality values contained in recreational sports by playing traditional games (using tools).	Play some traditional games (using tools). 2. Display an attitude of cooperation, mutual assistance and sportsmanship.	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students get the results of a skills test in carrying out traditional game activities using selected tools	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 X 50		0%
6	Able to develop the personality values contained in recreational sports by playing traditional games (using tools).	Play some traditional games (using tools). 2. Display an attitude of cooperation, mutual assistance and sportsmanship.	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students get the results of a skills test in carrying out traditional game activities using selected tools	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 X 50		0%

	1		T	ı	T	
7	Able to understand and practice general patterns of sports and aerobics.	Explain the systematics of aerobic exercise 2. Explain the purpose of aerobic exercise activities 3. Practice aerobic exercise movements	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students get the results of aerobic exercise skills tests	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 X 50		0%
8	UTS			2 X 50		0%
9	Able to understand and practice one of the sports of choice-1 (group: football, futsal, volleyball, etc.) and learn the match system	1. Explain the basics of selected sports games (groups: football, futsal, volleyball, etc.) 2. Explain the values contained in selected sports games (football, futsal, volleyball, etc.) 3. Explain the competition system that applies in selected sports (groups: football, futsal, volleyball, etc.)	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students get skills test results in selected sports games (groups: football, futsal, volleyball, etc.)	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 X 50		0%
10	Able to understand and practice one of the sports of choice-1 (group: football, futsal, volleyball, etc.) and learn the match system	1. Explain the basics of selected sports games (groups: football, futsal, volleyball, etc.) 2. Explain the values contained in selected sports games (football, futsal, volleyball, etc.) 3. Explain the competition system that applies in selected sports (groups: football, futsal, volleyball, etc.)	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students get skills test results in selected sports games (groups: football, futsal, volleyball, etc.)	Scientific approach/ method: demonstration, discussion and lecture / model: cooperative learning/ strategy: contextual 2 X 50		0%

			ı			
11	Able to understand and practice one of the 2 selected sports (individual: athletics, swimming, gymnastics, etc.) and learn the competition system	Explain the basics of selected sports games (individual: athletics, swimming, gymnastics, etc.) 2. Explain the values contained in selected sports games (individual: athletics, swimming, gymnastics, etc.) 3. Explain the competition system that applies in selected sports (individual: athletics, swimming, gymnastics, etc.)	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students get skills test results in selected sports games (individual: athletics, swimming, gymnastics, etc.)	Scientific approach/ method: demonstration, discussion and lecture / model: cooperative learning/ strategy: contextual 4 X 50		0%
12	Able to understand and practice one of the 2 selected sports (individual: athletics, swimming, gymnastics, etc.) and learn the competition system	1. Explain the basics of selected sports games (individual: athletics, swimming, gymnastics, etc.) 2. Explain the values contained in selected sports games (individual: athletics, swimming, gymnastics, etc.) 3. Explain the competition system that applies in selected sports (individual: athletics, swimming, gymnastics, etc.)	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students get skills test results in selected sports games (individual: athletics, swimming, gymnastics, etc.)	Scientific approach/ method: demonstration, discussion and lecture / model: cooperative learning/ strategy: contextual 4 X 50		0%
13	Able to plan sports festivals (class-meetings)	1. Designing sports festival activities (class-meeting) 2. Selecting types of sports games for sports festival activities (class-meeting) 3. Creating a competition system for the types of sports contested in sports festival activities (class-meeting) 4. Determining awards for winner of sports festival (class-meeting)	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students are able to complete the sports festival plan (class- meeting)	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 4 X 50		0%

14	Able to plan sports festivals (class-meetings)	1. Designing sports festival activities (class-meeting) 2. Selecting types of sports games for sports festival activities (class-meeting) 3. Creating a competition system for the types of sports contested in sports festival activities (class-meeting) 4. Determining awards for winner of sports festival (class-meeting)	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. General skills = students are able to complete the sports festival plan (class- meeting)	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 4 X 50		0%
15	Able to take selected physical fitness tests at the 3rd meeting	1. Carry out selected physical fitness tests at the 3rd meeting 2. Have notes on how to carry out selected physical fitness tests at the 3rd meeting 3. Have records of the results of selected physical fitness test at the 3rd meeting	Criteria: 1.1. Disciplinary Attitude: Students are considered to be in if they are present. For those who are absent, there is a dispensation. Official permission, and/or doctor's letter (for those who are sick). 2.2. Classical knowledge: students can answer questions asked by the lecturer classically 3.3. Special skills = students get physical fitness test results and record physical fitness test results	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 X 50		0%
16						0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO Study Program) are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process
- The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO) are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment: test and non-test.
- 8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 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.
- Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.

 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.