



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Literature Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																											
Physical Education and Sports	7920202237		T=2	P=0	ECTS=3.18	2	July 18, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																												
			Dr. Ali Mustofa, S.S., M.Pd.																																												
Learning model	Case Studies																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		P.O																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 10%;"></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>																Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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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 in accordance with various research and WHO recommendations. In addition, students gain experience in developing physical education programs for themselves in an effort to improve and maintain physical fitness. Students have experience in measuring physical fitness levels using various measurement methods. Students have understanding and 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. Hartono, S., dkk. 2013. <i>Pendidikan Jasmani (Sebuah Pengantar)</i> . Surabaya: Unesa University Press. 2. Nurhasan, dkk. 2005. <i>Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangun Manusia yang Sehat Jasmani dan Rohani)</i> . Surabaya: Unesa University Press. 3. SCY, Hartati, dkk. 2013. <i>Permainan Kecil</i> . Malang: Wineka Media. 4. Dugan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. <i>Obstetrics and Gynecology Clinics of North America</i> , 45(4), 723–736. https://doi.org/10.1016/J.OGC.2018.07.009 5. Griera, J. L., Manzanares, J. M., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. <i>Public Health Nutrition</i> , 10(10A), 1194-1199. 6. 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. <i>Jornal de Pediatria</i> , 95(3), 358–365. https://doi.org/10.1016/J.JPED.2018.04.003 7. Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. <i>Public Health Nutrition</i> , 10(10 A), 1194–1199. https://doi.org/10.1017/S1368980007000705 8. 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. <i>American Journal of Public Health</i> , 87(8), 1328–1334. https://doi.org/10.2105/AJPH.87.8.1328 9. WHO. (2010). <i>Global Recommendations on Physical Activity for Health</i> . https://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;jsessionid=E3D59CC040D39FAC27896A08EEB9AC4C?sequence=1 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;jsessionid=23CAE902DD510DBA1B49929E261460D2?sequence=1																																																	
	Supporters:																																																	
Supporting lecturer	Dr. Heri Wahyudi, S.Or., M.Pd. Andhega Wijaya, S.Pd.Jas., M.Or.																																																	
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																											
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																													
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																											
1	Able to understand the lecture process and assessment. Understand and have knowledge about the position and function of Physical Education at Unesa	1. Explain the process and assessment in lectures 2. Explain the meaning and benefits of physical education correctly Explain the goals and functions of physical education 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	1. 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 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 a record 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/small games (without equipment).	1. Play some traditional games (without tools). 2. Display an attitude of cooperation, mutual assistance and sportsmanship.	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).	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/small games (using tools).	1. Playing 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).	1. Playing 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%
7	Able to understand and practice general patterns of exercise and aerobic activity.	1. Explain aerobic activity 2. Explain the purpose of aerobic activity 3. Practicing aerobic activities	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 doing aerobic activities	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 X 50			0%
8	Mid-term exam in the form of performance: aerobic dance or character games	Mid-term exam in the form of performance: aerobic dance or character games		Mid-term exam in the form of performance: aerobic dance or 2 X 50 character game			0%

9	Able to understand and practice big ball game/small ball game activities	1. Explain the basics of big ball games/small ball games 2. Explain the values contained in big ball games/small ball games 3. Explain the match system that applies in big ball games/small ball games	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: contextual. 2 X 50			0%
10	Able to understand and practice big ball game/small ball game activities	1. Explain the basics of big ball games/small ball games 2. Explain the values contained in big ball games/small ball games 3. Explain the match system that applies in big ball games/small ball games	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: contextual. 2 X 50			0%
11	Able to understand and practice aquatic and outdoor education activities	1. Explain the basics of selected sports games (aquatic activities and outdoor education) 2. Explain the values contained in selected sports games (aquatic activities and outdoor education) 3. Explain the competition system that applies in selected sports (aquatic activities and outdoor education)	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.General skills = students get skills test results in selected sports games (aquatic activities and outdoor education)	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 X 50			0%
12	Able to understand and practice aquatic and outdoor education activities	1. Explain the basics of selected sports games (aquatic activities and outdoor education) 2. Explain the values contained in selected sports games (aquatic activities and outdoor education) Explain the competition system that applies in selected sports (aquatic activities and outdoor education)	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.General skills = students get skills test results in selected sports games (aquatic activities and outdoor education)	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 2 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) Determining awards for festival winners sports (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.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. 2 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) Determining awards for festival winners sports (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.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. 2 X 50			0%

15	Able to take a physical fitness test	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 tests 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. 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	UAS	UAS		2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.