



**Universitas Negeri Surabaya  
Faculty of Education,  
Special Education Undergraduate Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Adaptive Physical Education	8620202210		T=2   P=0   ECTS=3.18	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. H. Pamuji, M.Kes.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>	P.O																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	Adaptive physical education courses are courses that provide understanding and knowledge, as well as experience and skills to students through identifying studies and assessing physical abilities and students with special needs, selecting material and examining consideration factors, modifying the types of games and sports for students with special needs. , planning, applying, evaluating and analyzing the application of adaptive physical education in every game and sport and equipping students to be able to make decisions in implementing the adaptive physical education program to find alternative solutions in solving problems in the field of physical education or students with special needs
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References	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Gerling, Ilona E.1998. Teaching Childrens Gymnastics, Spotting and Securing . Aachen, Meyer &amp; Meyer Sport.</li> <li>2. Graham, George; Holt, Shirley Ann; Parker, Melissa. 1993. Children Moving, A Reflective Approach to Teaching Physical Education . California. Mayfield Pub.Co.</li> <li>3. Wall, Jennifer and Murray, Nancy. 1994. Children &amp; Movement, Physical Education in The Elementary School. Dubuque, Iowa, WM.C. Brown and Benchmar</li> </ol> <p><b>Supporters:</b></p>
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Supporting lecturer	EDY RIAN TO
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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the basic concepts of learning planning: meaning, objectives, benefits, learning dimensions	Explaining the meaning of learning planning explains the purpose of learning planning	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Practical Discussion Lecture 2 X 50			0%

2	Understand and explain the basic concepts of learning planning: meaning, objectives, benefits, dimensions of adaptive physical education learning	Explaining the benefits of learning planning explains the dimensions of learning	<b>Criteria:</b> Explain the objectives of adaptive physical education	Lecture. Discussion/Practice 2 X 50			0%
3	Know and understand designing programs in adaptive physical education Knowing and understanding program design in adaptive physical education Knowing and understanding models and methods in designing learning programs	Explain and create learning objectives in accordance with the criteria in adaptive physical education 1. Discussing the development of learning materials Carrying out pulse measurements before and after activities correctly Discussing the development of learning materials and determining adaptive physical education learning models and methods	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Giving practical assignments 2 X 50			0%
4	Know and understand designing programs in adaptive physical education Knowing and understanding program design in adaptive physical education Knowing and understanding models and methods in designing learning programs	Explain and create learning objectives in accordance with the criteria in adaptive physical education 1. Discussing the development of learning materials Carrying out pulse measurements before and after activities correctly Discussing the development of learning materials and determining adaptive physical education learning models and methods	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Giving practical assignments 2 X 50			0%
5	Know and understand designing programs in adaptive physical education Knowing and understanding program design in adaptive physical education Knowing and understanding models and methods in designing learning programs	Explain and create learning objectives in accordance with the criteria in adaptive physical education 1. Discussing the development of learning materials Carrying out pulse measurements before and after activities correctly Discussing the development of learning materials and determining adaptive physical education learning models and methods	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Giving practical assignments 2 X 50			0%
6							0%
7	Showing and developing the personality contained in recreational sports by playing traditional games with the ball	1. Throwing and catching the ball in pairs at a distance of 3 meters 2. Dribbling the ball through the funnel (zig zag) correctly 3. Shooting the ball into the goal 4. Playing handball according to the rules		2 X 50 Practice Assignment Demonstration			0%
8	UAS	UAS		UAS 2 X 50			0%
9	Understand and know basic competency standards/core competencies and basic competencies	Analyzing competency standards and basic competencies/core competencies and basic competencies of special schools (SLB), inclusive schools in adaptive physical education learning		Assignment of 2 X 50 Discussion Lectures			0%

10	Understand the knowledge of general sports patterns and practice aerobics in 35 minutes	1. Explain the systematics of aerobic exercise. 2. Explain the purpose of aerobic exercise activities that practice aerobic exercise movements		Imitation of movements Practice Questions and Answers 2 X 50			0%
11	Understand general pattern knowledge and basic swimming practices	1. Explain the systematics of basic swimming training 2. Explain the objectives of basic swimming training activities 3. Practice basic swimming movement techniques		Lecture Imitation of movements Practice Questions and answers 2 X 50			0%
12	Understand sports management and the use of match systems	1. Explain sports management. 2. Explain the use of the competition system		Lecture Discussion Questions and answers 2 X 50			0%
13							0%
14							0%
15							0%
16							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.