	Universitas Negeri Surabaya Faculty of Engineering, Undergraduate Study Program in Informatics Engineering	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Physical Education and Fitness	5520202107		T=0	P=2	ECTS=3.18	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Aditya Prapanca, S.T., M.Kom.

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)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

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 recommendations. Apart from that, 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. 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.2018.07.009
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. WHO. (2010). Global Recommendations on Physical Activity for Health. https://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;jsessionid=E3D59CC040D39FAC27896A08EEB9AC4C?sequence=1
9. 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: Prof. Dr. Drs. Abdul Rachman Syam Tuasikal, M.Pd.
Indra Himawan Susanto, S.Or., M.Kes.
Lutfhi Abdil Khuddus, S.Pd., M.Pd.

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 and have knowledge about the position and function of Physical Education at Unesa	1. Explain the meaning and benefits of physical education correctly 2. Explain the aims and functions of Physical Education correctly 3. Mention three differences between physical education and sports correctly.	**Criteria:** 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 a doctor's letter (for those who are sick). 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. Analyzes 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. Perform selected physical fitness tests 2. Have notes on how to perform selected physical fitness tests 3. Have a record of selected physical fitness test results	**Criteria:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. 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. Playing some traditional games (without tools). 2. Display an attitude of cooperation, mutual assistance and sportsmanship.	**Criteria:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. General skills = students get the results of a skill test to perform 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).	1. Playing some traditional games (using tools). 2. Display an attitude of cooperation, mutual assistance and sportsmanship.	**Criteria:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. 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:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. 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 sports and aerobics.	1. Explain the systematics of aerobic exercise 2. Explain the purpose of aerobic exercise activities 3. Practicing aerobic exercise movements	**Criteria:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. 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	UTS	**Criteria:** UTS	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. Explains 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:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. General skills = students get skills test results in selected sports games (groups: football, futsal, volleyball, etc. other)	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 4 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. Explains 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:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. General skills = students get skills test results in selected sports games (groups: football, futsal, volleyball, etc. other)	Scientific approach/method: demonstration, discussion and lecture/model: cooperative learning/strategy: contextual. 4 X 50			0%

11	Able to understand and practice one of the 2 selected sports (individual: athletics, swimming, gymnastics, etc.) and learn the competition system	1. Explains 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:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. General skills = students get skills test results in selected sports games (individual: athletics, swimming, gymnastics, etc. other)	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. Explains 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:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. General skills = students get skills test results in selected sports games (individual: athletics, swimming, gymnastics, etc. other)	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. Planning sports festival activities (class-meeting) 2. Choosing the type of sports game for sports festival activities (class-meeting) 3. Create a competition system for the types of sports competed in sports festival activities (class-meetings) 4. Determining awards for winners of sports festivals (class-meeting)	**Criteria:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. General skills = students are able to complete the plan for a sports festival (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. Planning sports festival activities (class-meeting) 2. Choosing the type of sports game for sports festival activities (class-meeting) 3. Create a competition system for the types of sports competed in sports festival activities (class-meetings) 4. Determining awards for winners of sports festivals (class-meeting)	**Criteria:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. General skills = students are able to complete the plan for a sports festival (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 a record of the results of the selected physical fitness test at the 3rd meeting	**Criteria:** 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 a doctor's letter (for those who are sick). Classical knowledge: students can answer questions asked by the lecturer classically. 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	**Criteria:** UAS	UAS 2 X 50			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.
2. **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.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **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.
9. **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.
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.