



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Physical Education, Health & Recreation Undergraduate Study
Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date											
Adaptive Physical Education	8520102128	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	July 16, 2024											
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator												
		Dr. Abdul Rachman Syam Tuasikal, M.Pd.			Dr. Mochamad Ridwan, S.Pd., M.Pd.												
Learning model	Project Based Learning																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																	
	Program Objectives (PO)																	
	PO - 1	Students have knowledge about ABK and are able to teach physical education for ABK.																
	PLO-PO Matrix																	
		P.O																
	PO-1																	
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	
	PO-1																	
Short Course Description	This course discusses sports for Children with Special Needs (ABK) and physical education for ABK.																	
References	Main :																	
	<ol style="list-style-type: none"> 1. David Werner, 2002, Anak Anak Desa Penyandang cacat. yayasan bakti luhur 2. Dr. C. Asri Budiningsih, 2005, Belajar dan Pembelajaran , Rineka Cipta. Jakarta 3. Dr. Mohammad Efendi, M.Pd., M.Kes., 2008. , Pengantar Psikopedagogik Anak Berkelainan. Bumi Aksara Jakarta 4. Bandi Dhelpie, Pembelajaran Anak Tunagrahita 5. T. Sutjihati Somantri, Psikologi Anak Luar Biasa 6. Sri Widati & Murtadlo, Pendidikan Jasmani dan Olahraga Adaptif 7. Watra SOLna. Jakarta 8. Pocock, T., & Miyahara, M, 2018. Inclusion of students with disability in physical education. International Journal of Inclusive Education, 22(7), 751–766. https://doi.org/10.1080/13603116.2017.1412508 																	
	Supporters:																	
	<ol style="list-style-type: none"> 1. Pocock, T., & Miyahara, M, 2018. Inclusion of students with disability in physical education. International Journal of Inclusive Education, 22(7), 751–766. https://doi.org/10.1080/13603116.2017.1412508 																	
Supporting lecturer	Prof. Dr. Drs. Abdul Rachman Syam Tuasikal, M.Pd. Dr. Drs. Bambang Ferianto Tjahyo Kuntjoro, M.Pd. Dr. Dwi Cahyo Kartiko, S.Pd., M.Kes. Dony Andrijanto, S.Pd., M.Kes.																	
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	Have knowledge or understanding of ABK	- Able to explain about ABK - Can identify types of ABK	Criteria: Oral, Written and Description Form of Assessment : Participatory Activities	- Listen to an explanation about ABK - In a discussion group about ABK 2 X 50		Material: Gaining an Understanding of ABK Identification Reader: Sri Widati & Murtadlo, Physical Education and Adaptive Sports	5%
2	Have knowledge of Physical Education and Adaptive Sports	- Able to explain the meaning of Adaptive Physical Education - Able to explain the meaning of Adaptive sports	Criteria: explain the meaning of Adaptive Physical Education Form of Assessment : Participatory Activities	- Listen and discuss in groups about explanations about Physical Education and adaptive sports 2 X 50		Material: In-depth understanding of physical education for students with special needs. References: David Werner, 2002, Village Children with Disabilities. noble devotion foundation	5%
3	Have knowledge about inclusive education	- Able to explain about physical education for inclusive schools	Criteria: Able to explain about physical education for inclusive schools Form of Assessment : Participatory Activities	- Listening and discussion in groups of 2 X 50		Material: physical education for schools Inclusion Literature: David Werner, 2002, Village Children with Disabilities. noble devotion foundation	5%
4	Have knowledge about mental retardation and special learning disabilities (Learning Disabilities)	1.-Able to explain about mental retardation (factors, classification and needs) 2.-Able to explain specific learning difficulties	Criteria: able to explain knowledge about mental retardation and special learning difficulties (Learning Disability) Form of Assessment : Participatory Activities	Theory about Mentally Impaired and Learning Difficulties 2 X 50		Material: Various factors of learning difficulties and identifying mental retardation. References: Bandi Dhelphie, Learning for Mentally Disabled Children	5%
5	Have knowledge about the Blind and Deaf and Speech Impaired	1.- Able to explain about the Blind 2.- Able to explain about Deaf and Speech Impaired	Criteria: able to gain knowledge about the Blind and Deaf and Speech Impaired Form of Assessment : Participatory Activities	Listening and discussing in groups about the Blind and Deaf Speech 2 X 50		Material: Knowledge about the Blind and Deaf and Speech Impaired References : Pocock, T., & Miyahara, M, 2018. Inclusion of students with disabilities in physical education. International Journal of Inclusive Education, 22(7), 751–766. https://doi.org/...	5%
6	Have knowledge about Physical Impairment and Cerebral Palsy (CP)	1.- Able to explain about Physical Impairment - Able to explain about Celebral Palsy (CP) 2.- Able to explain about Cerebral Palsy (CP)	Criteria: able to gain knowledge about Physical Impairment and Cerebral Palsy (CP) Form of Assessment : Participatory Activities	Listening and discussing in groups about physical impairment and CP. 2 X 50		Material: Understanding Deaf and Speech Impaired Literature: Sri Widati & Murtadlo, Physical Education and Adaptive Sports	5%

7	Have knowledge about Tuna Tuna	- Able to explain about Tuna Laras.	Criteria: understand about tuna tuna Form of Assessment : Participatory Activities	Listen and discuss in groups about 2 X 50 Tuna		Material: knowledge about Tuna Literature: <i>Watra SOLna. Jakarta</i>	5%
8	UTS	UTS	Criteria: able to work on UTS meeting materials 1-7 Form of Assessment : Participatory Activities, Portfolio Assessment	UTS 2 X 50		Material: midterm: meeting 1-7 Reader: Dr. Mohammad Efendi, M.Pd., M.kes., 2008. , Introduction to Psychopedagogy for Children with Disabilities. Earth Literacy Jakarta	15%
9	Have knowledge about sports modifications for ABK	Able to modify sports for crew members	Criteria: Able to listen and discuss sports modification for ABK Form of Assessment : Participatory Activities	Listen and discuss in groups about ABK 2 X 50 sports modifications		Material: Enthusiastic in the Process of Sports modification material for ABK Reader: Dr. C. Asri Budiningsih, 2005, Learning and Learning, Rineka Cipta. Jakarta	5%
10	Have knowledge about athletics for ABK	Able to explain the benefits of athletics, and able to teach and train crew members.	Criteria: Able to explain knowledge of the benefits of athletics, and able to teach and train crew members. Form of Assessment : Participatory Activities	Listen and discuss in groups about the skills and benefits of athletics for ABK 2 X 50		Material: Athletics for ABK Reference: T. Sutjihati Somantri, Psychology of Extraordinary Children	5%
11	Have knowledge about sports games for ABK	Able to explain the benefits of sports games and able to teach and train crew members	Criteria: Mempu explains the skills and benefits of sports games for ABK Form of Assessment : Participatory Activities	Listen and discuss in groups about the skills and benefits of sports games for ABK 2 X 50		Material: Games for ABK Children Library: Dr. C. Asri Budiningsih, 2005, Learning and Learning, Rineka Cipta. Jakarta	5%
12	Able to create forms of athletic sports games and games for crew members.	Create and demonstrate modified athletics and sports games for ABK.	Criteria: Game Innovation and Creativity Form of Assessment : Participatory Activities	Demonstrate the results of game modifications in groups of 2 X 50		Material: forms of athletic sports games and games for ABK. Bibliography: <i>Dr. Mohammad Efendi, M.Pd., M.kes., 2008. , Introduction to Psychopedagogy for Children with Disabilities. Earth Literacy Jakarta</i>	5%
13	Able to create forms of athletic sports games and games for crew members.	Create and demonstrate modified athletics and sports games for ABK.	Criteria: Game Innovation and Creativity Form of Assessment : Participatory Activities	Demonstrate the results of game modifications in groups. 2 X 50		Material: game modification for ABK Library: Material: game modification for ABK Library: Watra SOLna. Jakarta	5%

14	Able to create forms of athletic sports games and games for crew members.	Create and demonstrate modified athletics and sports games for ABK.	Criteria: Game Innovation and Creativity Form of Assessment : Participatory Activities, Practice/Performance	Demonstrate the results of game modifications in groups. 2 X 50		Material: modification of athletics and sports games for ABK. References: <i>Pocock, T., & Miyahara, M, 2018. Inclusion of students with disabilities in physical education. International Journal of Inclusive Education, 22(7), 751–766. https://doi.org/...</i>	5%
15	Able to create forms of athletic sports games and games for crew members.	Create and demonstrate modified athletics and sports games for ABK.	Criteria: able to create and demonstrate modified athletics and sports games for crew members. Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Demonstrate the results of game modifications in groups. 2 X 50		Material: athletic sports games and games for ABK. References: <i>Sri Widati & Murtadlo, Physical Education and Adaptive Sports</i>	10%
16	Able to work on UAS adaptive learning materials	Able to work on UAS adaptive learning materials	Criteria: cover adaptive sports material for meetings 1-15 Form of Assessment : Participatory Activities	offline 2x50		Material: UAS: knowledge References: <i>Pocock, T., & Miyahara, M, 2018. Inclusion of students with disabilities in physical education. International Journal of Inclusive Education, 22(7), 751–766. https://doi.org/...</i>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	83.33%
2.	Project Results Assessment / Product Assessment	3.33%
3.	Portfolio Assessment	7.5%
4.	Practice / Performance	5.83%
		99.99%

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.

