



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																																																																	
Assessment of Physical Education Learning Processes and Outcomes	8520103011		T=3 P=0 ECTS=4.77	5	July 18, 2024																																																																																																																																																	
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																																																																																																																		
		Faridha Nurhayati, S.Pd., M.Kes.	Prof. 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 which is charged to the course																																																																																																																																																					
	Program Objectives (PO)																																																																																																																																																					
	PO - 1	Able to understand the basic concepts of testing, measurement, assessment and evaluation																																																																																																																																																				
	PO - 2	identify assessment techniques and instrument forms																																																																																																																																																				
	PO - 3	get to know the approach to assessment and determination of KKM																																																																																																																																																				
	PO - 4	create student worksheets (LKPD)																																																																																																																																																				
	PO - 5	processing the assessment results on the PJOK map																																																																																																																																																				
	PO - 6	planning enrichment and remedial learning programs																																																																																																																																																				
	PLO-PO Matrix																																																																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> <tr><td>PO-6</td></tr> </table>				P.O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6																																																																																																																																										
P.O																																																																																																																																																						
PO-1																																																																																																																																																						
PO-2																																																																																																																																																						
PO-3																																																																																																																																																						
PO-4																																																																																																																																																						
PO-5																																																																																																																																																						
PO-6																																																																																																																																																						
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																	PO-6																
P.O	Week																																																																																																																																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																																																																						
PO-1																																																																																																																																																						
PO-2																																																																																																																																																						
PO-3																																																																																																																																																						
PO-4																																																																																																																																																						
PO-5																																																																																																																																																						
PO-6																																																																																																																																																						
Short Course Description	This course discusses techniques, procedures, processing and utilization of Physical Education learning assessment results in schools. Lectures are carried out with presentations and discussions, practice, project assignments and reflection.																																																																																																																																																					
References	Main :																																																																																																																																																					

1. Arikunto, Suharsimi. 2003. Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara
2. Haryanti, Mimin. 2007. Model dan Teknik Penilaian Pada Tingkat Satuan Pendidikan. Jakarta: Gaung Persada Press
3. Purwanto, Ngalm. 2006. Prinsip-Prinsip dan Teknik Evaluasi Pengajaran. Bandung: PT. Remaja Rosdakarya
4. Sukardjo, Nurhasan. 1991. Evaluasi Pengajaran Pendidikan Jasmani dan Kesehatan. Jakarta: Depdikbud Dirjen Dikti PPTK
5. -----, 2007. Panduan Penilaian Kelompok Mata Pelajaran Jasmani Olahraga dan Kesehatan. Jakarta: BSNP Depdiknas
6. Permendikbud No 64 tahun 2013. Tentang Standar Penilaian
7. Materi Sosialisasi Kurikulum 2013, Kemendikbud
8. Carroll, Bob, 2005. Assessment in Physical Education 13 A Teacher 19s Guide to the Issues, London : The Falmer Press.
9. Kelly, Luke et al. 2010. Everyone can! : skill development and assessment in elementary physical education. Champaign-IL. Human Kinetics.

Supporters:

1. Oemar Hamalik (2001) Teknibik Pengukuran dan Evaluasi Pendidikan; Bandung: Mandar Maju.
2. Ruseffendi, E.T. (1991). Penilaian Pendidikan dan Hasil Belajar Siswa Khususnya dalam Pengajaran Matematika; Bandung
3. Suharsimi.A. (2001). Dasar-dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara. Stiggins, R.J. (1994). Student-Centered Classroom Assessment. New York:Macmillan College Publishing Company.

Supporting lecturer
 Dr. Advendi Kristiyandaru, S.Pd., M.Pd.
 Faridha Nurhayati, S.Pd., M.Kes.
 Dwi Lorry Juniarisca, S.Pd., M.Ed.

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 meaning of tests, measurements, assessments and evaluations	<ol style="list-style-type: none"> 1. Able to explain the meaning of tests, measurements, assessments and evaluations 2. Able to identify differences in tests, measurements, assessments and evaluations 	<p>Criteria: A score of 10 is obtained if you can answer the question correctly.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers 3 X 50		<p>Material: college contract</p> <p>References: Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</p>	10%
2	Get to know the basic principles and implementation of assessments	<ol style="list-style-type: none"> 1. Explain the principles and types of assessment 2. Explains the principles and types of assessment according to Minister of Education and Culture Regulation no. 23 of 2016 	<p>Criteria: A score of 10 is given if you can answer the question correctly</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: understanding the basis of educational evaluation.</p> <p>Reference: Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</p>	10%
3	Assessment aspects	<ol style="list-style-type: none"> 1. Explains aspects of knowledge assessment 2. Explain aspects of attitude assessment 3. Explains aspects of skills assessment 	<p>Criteria: A score of 10 is given if you can answer correctly</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: understanding the basis of educational evaluation.</p> <p>Reference: Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</p>	10%
4	Mastering assessment techniques and instrument forms	<ol style="list-style-type: none"> 1. Identify techniques for assessing knowledge aspects 2. Identify the instrument form of the knowledge aspect 	<p>Criteria: a score of 10 if you can answer correctly</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: understanding the assessment model</p> <p>References: Haryanti, Mimin. 2007. Assessment Models and Techniques at the Education Unit Level. Jakarta: Echo Persada Press</p>	10%

5	Mastering assessment techniques and instrument forms	<ol style="list-style-type: none"> 1. Identify assessment techniques and forms of instruments for attitude aspects 2. Identify assessment techniques and forms of skills aspect instruments 	<p>Criteria: The score weight for each assessment aspect is 40, if you can complete the instrument and scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers and assignments 6 X 50		<p>Material: understanding the basis of educational evaluation. Reference: <i>Haryanti, Mimin. 2007. Assessment Models and Techniques at the Education Unit Level. Jakarta: Echo Persada Press</i></p>	10%
6	Mastering assessment techniques and instrument forms	<ol style="list-style-type: none"> 1. Identify assessment techniques and forms of instruments for attitude aspects 2. Identify assessment techniques and forms of instruments for knowledge aspects 3. Identify assessment techniques and forms of skills aspect instruments 	<p>Criteria: The score weight for each assessment aspect is 40, if you can complete the instrument and scoring guidelines</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers and assignments 6 X 50		<p>Material: knowing the principles of evaluation techniques References: <i>Purwanto, Ngalm. 2006. Principles and Techniques of Teaching Evaluation. Bandung: PT. Rosdakarya Teenager</i></p>	10%
7	Understand the criteria for measuring instruments	<ol style="list-style-type: none"> 1. identify the criteria for measuring instruments 2. carry out in determining the analysis of the criteria for a good measuring instrument 	<p>Criteria: A score of 10 is given if you can answer the question correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: knowing the principles of evaluation techniques References: <i>Purwanto, Ngalm. 2006. Principles and Techniques of Teaching Evaluation. Bandung: PT. Rosdakarya Teenager</i></p>	10%
8		carry out in determining the analysis of the criteria for a good measuring instrument	<p>Criteria: A score of 10 is given if you can answer the question correctly</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	3 X 50		<p>Material: uts Reader: <i>Arikunto, Suharsimi. 2003. Basics of Educational Evaluation. Jakarta: Bumi Literacy</i></p>	8%
9	Get to know the assessment approach	<ol style="list-style-type: none"> 1. identify assessment approaches 2. distinguish between PAN and PAP assessment approaches 	<p>Criteria: a score of 10 if you can answer correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: understanding the independent curriculum Reference: 2013 <i>Curriculum Socialization Material, Ministry of Education and Culture</i></p>	10%
10	Get to know how PJOK is assessed at school	<ol style="list-style-type: none"> 1. Observing PJOK learning assessments at school 2. Identify assessments carried out in schools with Minister of Education and Culture Regulation no. 23 of 2016 	<p>Criteria: value 90, if the report complies with the predetermined grid</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussions, interviews, assignments, presentations 3 X 50		<p>Material: understanding the assessment model Reference: 2013 <i>Curriculum Socialization Material, Ministry of Education and Culture</i></p>	2%

11	Mastering how to prepare student worksheets (LKPD)	<ol style="list-style-type: none"> 1. Identifying how to prepare student worksheets (LKPD) 2. Compile student worksheets (LKPD) 	<p>Criteria: weight value 85, if you can prepare the LKPD in accordance with the RPP</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: understanding the basics of educational evaluation.</p> <p>Reference: <i>Carroll, Bob, 2005. Assessment in Physical Education 13 A Teacher 19s Guide to the Issues, London: The Falmer Press.</i></p>	2%
12	Understand the determination of KKM	<ol style="list-style-type: none"> 1. identify how to determine KKM 2. apply the method for determining the KKM 	<p>Criteria: a score weight of 20, if you can answer the questions correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: assessment of learning outcomes</p> <p>References: <i>Ruseffendi, ET (1991). Educational Assessment and Student Learning Outcomes, Especially in Mathematics Teaching; Bandung</i></p>	2%
13	Mastering how to process and determine assessment criteria for PJOK subjects	<ol style="list-style-type: none"> 1. processing and determining criteria for knowledge aspects in the PJOK subject 2. processing and determining criteria for assessing attitude aspects in the PJOK subject 3. processing and determining criteria for assessing skills aspects in the PJOK subject 	<p>Criteria: the value weight is 80, if the value processing process is in accordance with the provisions of the Ministry of Education and Culture</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: understanding the basis of educational evaluation.</p> <p>Reference: <i>Suharsirni.A. (2001). Basics of Educational Evaluation. Jakarta: Bumi Literacy. Stiggins, R. J. (1994). Student-Centered Classroom Assessment. New York: Macmillan College Publishing Company.</i></p>	1%
14	Mastering how to process and determine assessment criteria for PJOK subjects	<ol style="list-style-type: none"> 1. processing and determining criteria for knowledge aspects in the PJOK subject 2. processing and determining criteria for assessing attitude aspects in the PJOK subject 3. processing and determining criteria for assessing skills aspects in the PJOK subject 	<p>Criteria: the value weight is 80, if the value processing process is in accordance with the provisions of the Ministry of Education and Culture</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: understanding the independent curriculum</p> <p>Reference: <i>2013 Curriculum Socialization Material, Ministry of Education and Culture</i></p>	2%
15	Mastering enrichment and remedial learning methods	<ol style="list-style-type: none"> 1. designing an enrichment learning process 2. designing remedial learning processes 	<p>Criteria: score weight of 80, if you can arrange remedial and enrichment programs according to the Minister of Education and Culture Regulation</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		<p>Material: knowing the principles of evaluation techniques</p> <p>References: <i>Oemar Hamalik (2001) Educational Measurement and Evaluation Techniques; Bandung: Mandar Maju.</i></p>	1%

16	Mastering how to process and prepare learning results reports (reports)	1.Processing student assessment results 2.Prepare reports on student learning outcomes	Criteria: a score weight of 85, if you can prepare and fill out a report on student learning outcomes in accordance with the provisions of the Ministry of Education and Culture Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, assignments and presentations 3 X 50		Material: UAS Library: -----, 2007. <i>Physical, Sports and Health Subject Group Assessment Guide</i> . Jakarta: BSNP Ministry of National Education	2%
----	---	---	---	---	--	---	----

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	50%
		100%

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.