



**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																																																	
Exercise	8520102260	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	July 16, 2024																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																		
	.....		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 that is charged to the course																																																					
	Program Objectives (PO)																																																					
	PO - 1	Students are able to understand, analyze and have the courage to try doing basic floor exercise movements and practice them in the form of simple sequences by preparing various safety equipment																																																				
	PLO-PO Matrix																																																					
		<table border="1" style="margin: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> </table>				P.O	PO-1																																															
	P.O																																																					
PO-1																																																						
PO Matrix at the end of each learning stage (Sub-PO)																																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">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> <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> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																						
Short Course Description	This course discusses understanding the history, understanding of gymnastics in general and the elements of physical conditions that support basic floor exercise techniques, as well as making simple circuits and how to help with safety principles.																																																					
References	Main :																																																					
	<ol style="list-style-type: none"> <li>1. FIG, 2013. Code Of Points de Gymnastics Artistic . Available from : <a href="http://www.fig-gymnastics.com/site/index.php">http://www.fig-gymnastics.com/site/index.php</a></li> <li>2. Internet website : Safety First for Gymnast in Gymnasium</li> <li>3. Mahendra, 2000. Senam . Direktorat jenderal pendidikan dasar dan menengah bagian proyek penataran guru SLTP setara D-III. DEPDIKBUD</li> <li>4. Soewandi, 1998. Perkembangan Senam Dasar . Unipress Unesa</li> </ol>																																																					
	Supporters:																																																					
	<ol style="list-style-type: none"> <li>1. Yogi, L. P. S. W. K. (2016). Pengaruh Model Dan Media Pembelajaran Terhadap Hasil Belajar Kemampuan Dasar Senam Lantai Pada Mahasiswa Jurusan Penjaskesrek Undiksha. JPI (Jurnal Pendidikan Indonesia), 5(1), 97-112.</li> <li>2. Mabur, M., Setiawan, A., &amp; Mubarak, M. Z. (2021). Pengaruh Model Pembelajaran Direct Instruction Terhadap Hasil Belajar Teknik Dasar Guling Depan Senam Lantai. Physical Activity Journal (PAJU), 2(2), 193-204.</li> <li>3. Widowati, A., &amp; Rasyono, R. (2018). Pengembangan Bahan Ajar Senam Lantai Untuk Pembelajaran Senam Dasar Pada Mahasiswa Fakultas Ilmu Keolahragaan Universitas Jambi. Jurnal Segar, 7(1), 11-20.</li> </ol>																																																					

Supporting lecturer		Drs. Sudarso, M.Pd. Irma Febriyanti, S.Or., M.Kes. Eva Ferdita Yuhantini, S.Pd., M.Kes. Muchamad Arif Al Ardha, S.Pd., M.Ed., Ph.D.					
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	Students can explain national and world gymnastics, the definition of gymnastics and the elements of physical conditions and gymnastics equipment that support it	- Students can provide a general definition of gymnastics - Students can identify the core equipment in gymnastics. - Students can compile a list of elements of physical conditions (flexibility, agility, power, speed, etc.) that support gymnastics.	<b>Criteria:</b> Explains national and world gymnastics, the definition of gymnastics, elements of physical conditions and various types of supporting equipment based on reference books  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	- Listen to the lecturer's explanation of the definition of gymnastics, history of gymnastics and various types of gymnastic equipment, elements of physical condition - Discuss the definition of gymnastics, history, elements of physical condition, various types of gymnastic equipment based on the book reference 2 X 50		<b>Material:</b> Students can identify the core equipment in gymnastics <b>. Reference:</b> 5. Soewandi, 1998. <i>Development of Basic Gymnastics.</i> Unipress Unesa	5%
2	Students can explain the various basic movements of floor exercise	- Students can explain basic gymnastics movements - Students can identify basic gymnastics movements	<b>Criteria:</b> Explain the various basic floor exercise movements based on reference books  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	- Listen to lecturers' explanations about basic gymnastics movement material - Discuss basic gymnastics movement material based on the reference book 2 X 50		<b>Material:</b> Explain the various basic movements of floor exercise. <b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III.</i> Department of Education and Culture	5%

3	Students can perform basic techniques and explain the front roll and back roll movements	<ul style="list-style-type: none"> <li>- Students can describe the stages of the front roll and back roll movements</li> <li>- Students can practice the front roll and back roll movements</li> <li>- Students improve the front roll and back roll movements</li> </ul>	<p><b>Criteria:</b> Perform basic techniques and explain front roll and back roll movements based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<ul style="list-style-type: none"> <li>- Listen to the lecturer's explanation about the basic front and back roll techniques - Practice the basic front and back roll techniques - Discuss the basic front and back roll techniques based on the reference book 2 X 50</li> </ul>		<p><b>Material:</b> Students can practice front rolls and back rolls.</p> <p><b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	5%
4	Students can perform basic techniques and explain straight leg back rolls and dive rolls.	<ul style="list-style-type: none"> <li>- Students can describe the stages of the straight leg back roll and dive roll - Students can practice the straight leg back roll and dive roll - Students improve the back straight leg roll and tiger jump (dive roll)</li> </ul>	<p><b>Criteria:</b> Perform basic techniques and explain straight leg back rolls and dive rolls based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<ul style="list-style-type: none"> <li>- Listen to the lecturer's explanation about the basic techniques of straight leg back rolls and dive rolls - Practice the basic techniques of straight leg back rolls and dive rolls - Discuss the basic back leg roll techniques straight and tiger jump (dive roll) based on the 2 X 50 book reference</li> </ul>		<p><b>Material:</b> Perform basic techniques and explain straight leg back rolls and dive rolls</p> <p><b>References:</b> 2. <i>Internet website : Safety First for Gymnasts in Gymnasium</i></p>	8%
5	Students can perform basic techniques and explain the cartwheel movement	<ul style="list-style-type: none"> <li>- Students can describe the stages of the cartwheel movement - Students can practice the cartwheel movement - Students improve the cartwheel movement</li> </ul>	<p><b>Criteria:</b> Perform basic techniques and explain cartwheel movements based on reference books</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	<ul style="list-style-type: none"> <li>- Listen to the lecturer's explanation about the basic cartwheel technique - Practice the basic cartwheel technique - Discuss the basic cartwheel technique based on the reference book 2 X 50</li> </ul>		<p><b>Material:</b> Practicing basic cartwheel techniques.</p> <p><b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	5%

6	Students can perform basic techniques and explain round off movements	- Students can describe the stages of the round off movement - Students can practice the round off movement - Students improve the round off movement	<p><b>Criteria:</b> Perform basic techniques and explain round off movements based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	- Listen to the lecturer's explanation about the basic technique of the round off movement - Practice the basic technique of the round off movement - Discuss the basic technique of the round off movement based on the reference book 2 X 50		<p><b>Material:</b> Practicing the basic techniques of round off movements. <b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	5%
7	Students can perform basic techniques and explain kopstand movements	- Students can describe the stages of the kopstand movement - Students can practice the kopstand movement - Students improve the kopstand movement	<p><b>Criteria:</b> Perform basic techniques and explain kopstand movements based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	- Listen to the lecturer's explanation about the basic techniques of the kopstand movement - Practice the basic techniques of the kopstand movement - Discuss the basic techniques of the kopstand movement based on the book reference 2 X 50		<p><b>Material:</b> Practicing the basic techniques of kopstand movements. <b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	5%
8	UTS	Students can practice and combine the movements taught in meetings three to seven	<p><b>Criteria:</b> Perform basic techniques and explain the stages of front, back roll, straight leg back roll, dive roll, cartwheel, round off, and kopstand based on the reference book</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	Practicing all the basic gymnastics movements from the third meeting to the seventh meeting 2 X 50		<p><b>Material:</b> Practicing all the basic gymnastics movements from the third meeting to the seventh meeting. <b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	8%

9	Students can perform basic techniques and explain the roll kip movement	- Students can describe the stages of the roll kip movement - Students can practice the roll kip movement - Students improve the roll kip movement	<p><b>Criteria:</b> Perform basic techniques and explain roll kip movements based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	- Listen to the lecturer's explanation about the basic technique of the roll kip movement - Practice the basic technique of the roll kip - Discuss the basic technique of the roll kip movement based on the reference 2 X 50		<p><b>Material:</b> Students can practice the roll kip movement.</p> <p><b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	5%
10	Students can perform basic techniques and explain the kop kip movement	- Students can describe the stages of the kop kip movement - Students can practice the kop kip movement - Students improve the kop kip movement	<p><b>Criteria:</b> Perform basic techniques and explain kop kip movements based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	- Listen to the lecturer's explanation about the basic techniques of the kop kip movement - Practice the basic techniques of the kop kip movement - Discuss the basic techniques of the kop kip movement based on the book reference 2 X 50		<p><b>Material:</b> Students can practice the kop kip movement.</p> <p><b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	8%

11	Students can perform basic techniques and explain handstand and handstand roll movements	<ul style="list-style-type: none"> <li>- Students can describe the stages of handstand and handstand roll movements</li> <li>- Students can practice handstand and handstand roll movements</li> <li>- Students improve handstand and handstand roll movements</li> </ul>	<p><b>Criteria:</b> Perform basic techniques and explain handstand and handstand roll movements based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<ul style="list-style-type: none"> <li>- Listen to the lecturer's explanation about the basic techniques of handstand and handstand roll movements</li> <li>- Practice the basic techniques of handstand and handstand roll movements</li> <li>- Discuss the basic techniques of handstand and handstand roll movements based on the reference book 2 X 50</li> </ul>		<p><b>Material:</b> Practicing basic handstand and handstand roll techniques.</p> <p><b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III.</i> Department of Education and Culture</p>	8%
12	Students can perform basic techniques and explain the kayang handstand movement	<ul style="list-style-type: none"> <li>- Students can describe the stages of the kayang handstand movement -</li> <li>Students can practice the kayang handstand movement -</li> <li>Students improve the kayang handstand movement</li> </ul>	<p><b>Criteria:</b> Perform basic techniques and explain Kayang handstand movements based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<ul style="list-style-type: none"> <li>- Listen to the lecturer's explanation about the basic techniques of the Kayang handstand movement -</li> <li>Practice the basic techniques of the Kayang handstand movement -</li> <li>Discuss the basic techniques of the Kayang handstand movement based on the book reference 2 X 50</li> </ul>		<p><b>Material:</b> Students can practice handstand movements.</p> <p><b>Reference:</b> 3. Mahendra, 2000. <i>Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III.</i> Department of Education and Culture</p>	5%

13	Students can perform basic techniques and explain handspring movements	<ul style="list-style-type: none"> <li>- Students can describe the stages of handspring movements</li> <li>- Students can practice handspring movements</li> <li>- Students can improve handspring movements</li> <li>- Students can combine handspring movements</li> </ul>	<p><b>Criteria:</b> Perform basic techniques and explain handspring movements based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<ul style="list-style-type: none"> <li>- Listen to the lecturer's explanation about the basic techniques of handspring movements</li> <li>- Practice the basic techniques of handspring movements based on the reference book 2 X 50</li> </ul>	<p><b>Material:</b> Practicing basic handspring movement techniques</p> <p><b>Reference:</b> 2. <i>Internet website: Safety First for Gymnasts in Gymnasium</i></p>	5%
14	Students can perform basic techniques and explain stud movements	<ul style="list-style-type: none"> <li>- Students can describe the stages of stud movements</li> <li>- Students can practice stud movements</li> <li>- Students can improve stud movements</li> <li>- Students can combine stud movements</li> </ul>	<p><b>Criteria:</b> Perform basic techniques and explain stud movements based on reference books</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<ul style="list-style-type: none"> <li>- Listen to the lecturer's explanation about the basic techniques of stud movements</li> <li>- Practice the basic techniques of stud movements</li> <li>- Discuss the basic techniques of stud movements based on the reference book 2 X 50</li> </ul>	<p><b>Material:</b> Students can practice stud movements.</p> <p><b>Reference:</b> 3. <i>Mahendra, 2000. Gymnastics. The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	8%
15	Students can create and perform a series of basic gymnastic movements	<ul style="list-style-type: none"> <li>- Students combine the basic gymnastics movements that have been given</li> <li>- Students make variations of the basic gymnastics movements that have been given</li> </ul>	<p><b>Criteria:</b> Create and perform a series of basic gymnastic movements based on what was given at the third to last meeting and referring to the reference book</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<ul style="list-style-type: none"> <li>- Discussing techniques for making a series of basic gymnastics movements</li> <li>- Practicing techniques for making a series of basic gymnastics movements 2 X 50</li> </ul>	<p><b>Material:</b> making a series of basic gymnastics movements</p> <p><b>Reference:</b> 2. <i>Internet website: Safety First for Gymnasts in Gymnasium</i></p>	5%
16	Students can create and perform a series of basic gymnastic movements	<ul style="list-style-type: none"> <li>- Students combine the basic gymnastics movements that have been given</li> <li>- Students make variations of the basic gymnastics movements that have been given</li> </ul>	<p><b>Criteria:</b> Perform basic technical movements and explain the stages of front roll, back roll, straight leg back roll, dive roll, cartwheel, round off, and kopstandrollkip, kopkip, handstand, handstandroll, handstand kayang, handspring and stud based on the reference book</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	<ul style="list-style-type: none"> <li>- Practicing techniques for making a series of basic 2 X 50 gymnastics movements</li> </ul>	<p><b>Material:</b> make a series of basic gymnastic movements from meetings 1-14</p> <p><b>References:</b></p>	10%

### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	69.5%
2.	Project Results Assessment / Product Assessment	2.5%
3.	Portfolio Assessment	2.5%
4.	Practical Assessment	9%
5.	Practice / Performance	16.5%
		100%

### 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** 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.
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.