	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
MOTOR LEARNING	8520102253	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Nanik Indahwati, S.Pd., M.Or. & Moh. Fathur Rohman, S. Pd, M. Pd	.....	Dr. Mochamad Ridwan, S.Pd., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

Program Objectives (PO)

PO - 1	Students understand and master the nature of human movement development, as well as the elements that support the achievement of movement mastery and improvement of movement skills
PO - 2	Students are able to develop movement learning models in physical education that can improve the quality of movement
PO - 3	Students demonstrate a scientific, critical and innovative attitude in professional physical education learning

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3

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																
PO-2																
PO-3																

Short Course Description

This course aims to provide understanding and mastery of the nature of human movement development, as well as the involvement of elements that support the achievement of movement mastery and improvement of movement skills. Apart from that, students will learn to develop movement learning models in physical education that can improve the quality of movement. Students are expected to be able to produce learning output in the form of a movement learning model that is in accordance with the principles of physical education, and be able to demonstrate the ability to reflect on the learning process experienced during lectures. Learning is carried out using presentation and discussion approaches, project assignments and reflection. During the learning process, students will receive an assessment based on the achievement of competencies related to the learning objectives.

References

Main :	

1. Cech, D & Martin, S. Functional Movement Development Across the Life Span . Philadelpia. W.B. Saunders Company
2. Hurlock, E. 1995. Perkembangan Anak jilid
3. Jakarta: Erlangga.
4. Kiram Y.1992. Belajar Motorik . Jakarta: Dirjen Dikti, Depdikbud.
5. Magill, R.A, 2001. Motor Learning Concepts and Applications . Mc Graw-Hill Int.
6. Mutohir, T.C & Gusril. 2004. Perkembangan Motorik pada masa anak-anak . Jakarta: Dirjen Olahraga, Depdiknas.
7. Papalia, D, Olds, S.W, & Feldman, R.D. 2001. Human Development. Mc Graw-Hill Int
8. Payne, V.G & Isaacs, L.D. 1999. Human Motor Development.A lifespan Approach. California. Mayfield Publishing Company
9. Santrock J.W.2007. Child Development. (Perkembangan Anak. Alih bahasa : Mila dan Anna). Jakarta: Erlangga.
10. Strand & Wilson. 1993. Assessing Sport Skills . The United States of Amerika.Human Kinetics Publishers.
11. Kathleen M. H & Nancy Getchell. 2009. Life Span Motor Development . United States of America: Human Kinetics Publisher.
12. Richard A. Schmidt & Timothy D. Lee. 2011. Motor Control and Learning: A Behavioral Emphasis . United States of America: Human Kinetics Publisher.
13. Dale N. Le Fevre. 2012. Best New Games . United States of America: Human Kinetics Publisher.
14. Gallahue, D. L., & Ozmun, J. C. (2015). Understanding motor development: Infants, children, adolescents, adults. McGraw-Hill Education
15. Magill, R. A., & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education
16. Clark, J. E., & Whitall, J. (2014). Motor control and learning: A behavioral emphasis. Human Kinetics
17. Schmidt, R. A., & Wrisberg, C. A. (2019). Motor learning and performance: From principles to practice. Human Kinetics
18. Côté, J., Baker, J., & Abernethy, B. (2019). Practice and play in the development of sport expertise. Human Kinetics
19. Haibach-Beach, P., & Reid, G. (2019). Motor development: A lifespan approach. Routledge
20. Chow, J. Y., Davids, K., Button, C., & Renshaw, I. (2016). Nonlinear pedagogy in skill acquisition: An introduction. Routledge
21. Capel, S., & Whitehead, M. (2017). Learning to teach physical education in the secondary school: A companion to school experience. Routledge
22. Ertmer, P. A., & Newby, T. J. (2016). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. Performance Improvement Quarterly
23. Çakır, R. (2017). The effects of creative and critical thinking-based teaching on students‘ achievements in
24. Winter, D. A. (1990). Biomechanics and motor control of human movement. John Wiley & Sons.

Supporters:

1. Video tutorial: Ada banyak video tutorial tentang gerakan motorik yang dapat ditemukan di platform seperti YouTube dan Vimeo
2. Aplikasi mobile: Ada juga beberapa aplikasi mobile yang dapat membantu mahasiswa dalam meningkatkan keterampilan motorik, seperti aplikasi untuk mengukur kecepatan gerakan atau aplikasi untuk merekam gerakan dan memberikan umpan balik visual.
3. Jurnal akademik: Jurnal akademik tentang bidang gerakan dan keterampilan motorik dapat membantu mahasiswa memperdalam pemahaman tentang teori dan riset terbaru dalam bidang ini. Beberapa jurnal yang dapat menjadi referensi antara lain Journal of Motor Learning and Development, Journal of Sport and Exercise Psychology, dan Research Quarterly for Exercise and Sport
4. Webinar: Webinar atau seminar online tentang gerakan motorik dan keterampilan dapat membantu mahasiswa memperdalam pemahaman tentang topik-topik tertentu. Beberapa organisasi olahraga atau lembaga pendidikan dapat menyelenggarakan webinar yang relevan untuk matakuliah ini.
5. Observasi langsung: Mahasiswa dapat melakukan observasi langsung pada atlet atau orang yang memiliki keterampilan motorik yang tinggi untuk memperoleh pemahaman tentang teknik dan strategi yang digunakan dalam gerakan motorik.
6. Knudson, D. (2014). Measurement and evaluation in human performance. Human Kinetics.
7. Gabbard, C., & Leblanc, E. (2016). Kinesiology: The mechanics and pathomechanics of human movement. Wolters Kluwer.
8. Tervo, R. (2019). Measurement and evaluation in physical education and exercise science. Routledge.
9. Lohman, T. G., & Roche, A. F. (Eds.). (1988). Anthropometric standardization reference manual. Human Kinetics

Supporting lecturer	Dr. Nanik Indahwati, S.Pd., M.Or. Andhega Wijaya, S.Pd.Jas., M.Or. Moh. Fathur Rohman, 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	Understand the meaning of human growth and development	- Students are able to explain the basic meaning and concepts of human movement development	**Criteria:** 1. Full marks are given if students complete the assignment and put it into practice. 2. Full marks are obtained if you do all the questions correctly. 3. Full marks are obtained if you do all the questions correctly. **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions and questions and answers 3 X 50	Online Discussion 2 X 50	**Material:** Understanding and Concepts of Human Movement Development **References:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education*	9%

2	-Understand the meaning and principles, characteristics, phases and periodization of child development stages. - Understand the supporting factors for movement development	Students are able to explain conceptually about phases, periodization of child development stages	**Criteria:** 1. Full marks are given if students complete the assignment and put it into practice. 2. Full marks are obtained if you do all the questions correctly. 3. Full marks are obtained if you do all the questions correctly. **Form of Assessment** : Participatory Activities	Lectures, discussions and questions and answers 3 X 50	Asynchronous Online Discussion	**Material:** Phases, periodization of child development stages. **Reference:** *Magill, RA, 2001. Motor Learning Concepts and Applications. Mc Graw-Hill Int.* **Material:** Stages of child development **Reference:** *Mutohir, TC & Gusril. 2004. Motor development in childhood. Jakarta: Director General of Sports, Ministry of National Education.*	10%
3	Movement Behavior - period from infancy to old age	Able to explain the movement behavior of older elementary school children	**Criteria:** 1. Full marks are given if students complete the assignment and put it into practice. 2. Full marks are obtained if you do all the questions correctly. 3. Full marks are obtained if you do all the questions correctly. **Form of Assessment** : Participatory Activities	Lectures, discussions and questions and answers 3 X 50	Online discussion 2 x 50	**Material:** Movement Behavior - period from infancy to old age **Reference:** *Santrock JW2007. Child Development. (Child Development. Translation: Mila and Anna). Jakarta: Erlangga.* **Material:** Human Movement Behavior **References:** *Gallahue, DL, & Ozmun, JC (2015). Understanding motor development: Infants, children, adolescents, adults. McGraw-Hill Education*	4%

4	Understand: basic motor skills (Fundamental Motor Skills)	1. Able to identify the appropriate basic movement skills in each given situation 2. Able to explain and show the correct technique in performing basic movement skills 3. Able to implement basic movement skills in different sports activities	**Criteria:** 1. Accuracy in identifying basic movement skills 2. Full marks are obtained if you do all the questions correctly. 3. Full marks are obtained if you do all the questions correctly. **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	Face-to-face lectures, group discussions, movement demonstrations, practical evaluations, and offline individual assignments 3 X 50	Online discussions, online learning videos, online evaluations, and online individual assignments	**Material:** Understanding basic movement skills, Types of basic movement skills, Factors that influence basic movement skills, Basic techniques in basic movement skills **References:** *Gallahue, DL, & Ozmun, JC (2015). Understanding motor development: Infants, children, adolescents, adults. McGraw-Hill Education* **Material:** Basic techniques in basic motor skills **References:** *Payne, VG & Isaacs, LD 1999. Human Motor Development. A lifespan Approach. California. Mayfield Publishing Company* **Material:** Factors that influence basic movement skills, **Reference:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education*	5%
5	a. Understanding the Classification of Movement Skills: Discrete, serial, Continuous Understanding b. Movement Skills: - Open skills and Closed Skills- Self Paced and Externally Paced	1. Students can explain the meaning and examples of discrete, serial and continuous movement skills 2. Students can differentiate between open and closed movement skills as well as self-paced and externally-paced movement skills 3. Students can demonstrate practical abilities in performing the movement skills they have learned	**Criteria:** 1. Full marks are given if students complete the assignment and put it into practice. 2. Full marks are obtained if you do all the questions correctly. 3. Full marks are obtained if you do all the questions correctly. **Form of Assessment** : Participatory Activities, Practice/Performance	face-to-face lectures, group discussions, individual assignments, presentations, case studies, simulations 3 X 50	online lectures, online discussions, online individual assignments, online presentations, online case studies, online simulations	**Material:** Classification of Movement Skills: Discrete, serial, Continuous Understanding. Movement Skills: - Open skills and Closed Skills- Self Paced and Externally Paced **References:** *Gallahue, DL, & Ozmun, JC (2015). Understanding motor development: Infants, children, adolescents, adults. McGraw-Hill Education* **Material:** Classification of Movement Skills: Discrete, serial, Continuous Understanding. Movement Skills: - Open skills and Closed Skills- Self Paced and Externally Paced **Reference:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education*	5%

6	Understanding Movement Learning: - definition - characteristics - types - stages of movement learning. - Sensing Systems in Movement Learning identify - Understanding the components of movement learning: Attention and memory in movement learning	1. Students can explain the meaning of movement learning 2. Students can identify the characteristics of movement learning 3. Students can explain the various types of movement learning 4. Students can explain the stages of learning movement 5. Students can describe the sensing system in learning movement 6. Students can differentiate the components of attention and memory in learning movement	**Criteria:** 1. Concept understanding 2. Presentation quality 3. Analytical capabilities 4. Synthesis capabilities **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Tests	Group discussion (offline) Presentation (offline) Demonstration (offline) 3 X 50	Group discussion (online) Presentation (online)	**Material:** Motor Learning and Control: Concepts and Applications **References:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education* **Material:** Motor Learning and Performance: Situation-Based Learning Approach **References:** *Schmidt, RA, & Wrisberg, CA (2019). Motor learning and performance: From principles to practice. Human Kinetics* **Material:** The Mountain of Motor Development: A Metaphor **Literature:** *Clark, JE, & Whitall, J. (2014). Motor control and learning: A behavioral emphasis. Human Kinetics*	5%
7	UTS	Able to understand and work on questions	**Criteria:** 1. Synthesis capabilities 2. Analytical capabilities **Form of Assessment** : Participatory Activities	Description, essay 3 X 50		**Material:** Synthesis ability **References:** *Magill, RA, 2001. Motor Learning Concepts and Applications. Mc Graw-Hill Int.*	2%

8	explains the concepts and theories of motion analysis	1. Students can explain the basic concepts of motion analysis orally and in writing 2. Students can identify the type of movement being analyzed 3. Students can use tools to record and analyze body movements 4. Students can analyze body movements systematically and produce appropriate conclusions	**Criteria:** 1. Accuracy and clarity of explanation of concepts and theories of motion analysis 2. Ability to identify types of movement and analyze movements systematically 3. Accuracy in using tools to record and analyze body movements 4. Correct conclusions in motion analysis **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Offline lectures with material presentations and interactive discussions. Independent and group assignments in reading and formulating theories and concepts of motion analysis. 3 X 50	Online lectures with interactive discussions. Motion analysis practicum using tools such as cameras and software to record and analyze body movements.	**Material:** Concepts and applications of motor learning and motion control **References:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education* **Material:** Situation-based movement and performance learning **References:** *Schmidt, RA, & Wrisberg, CA (2019). Motor learning and performance: From principles to practice. Human Kinetics* **Material:** Development of movement in humans in the form of a mountain metaphor. **Reference:** *Clark, JE, & Whitall, J. (2014). Motor control and learning: A behavioral emphasis. Human Kinetics* **Material:** Biomechanics and movement control in humans **Reference:** *Winter, DA (1990). Biomechanics and motor control of human movement. John Wiley & Sons.*	5%

9	Understanding the components of motor learning: -Feedback and Reinforcement - Transfer of Learning	1. Able to explain the definition and concept of feedback and reinforcement in learning movements 2. Able to explain the transfer of learning in learning movement 3. Able to apply feedback and reinforcement in movement practice 4. Able to apply transfer of learning in different movement learning situations	**Criteria:** 1. Accuracy in explaining the definition and concept of feedback and reinforcement (30%) 2. Accuracy of explaining transfer of learning (30%) 3. Ability to apply feedback and reinforcement in movement practice (20%) 4. Ability to apply transfer of learning in different movement learning situations (20%) **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Tests	group discussions, simulations, practicums, and 3 X 50 presentations	online lectures, online discussions, online assignments, and online quizzes.	**Material:** Concepts and applications of movement learning and control, including basic theories and principles as well as factors that influence movement learning. **Reference:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education* **Material:** Situation-based learning and performance approach, including environmental and task factors that influence movement learning. **References:** *Schmidt, RA, & Wrisberg, CA (2019). Motor learning and performance: From principles to practice. Human Kinetics* **Material:** The concept of children‘s motor development, illustrated with a mountain metaphor, describes the changes that occur in children‘s motor skills as they grow and develop physically and cognitively. **Reference:** *Clark, JE, & Whitall, J. (2014). Motor control and learning: A behavioral emphasis. Human Kinetics* **Material:** Biomechanics and control of human movement, including the principles of mechanics involved in human movement, as well as the role of the nervous and muscular systems in controlling movement. **Reference:** *Winter, DA (1990). Biomechanics and motor control of human movement. John Wiley & Sons.*	5%

10	Get to know movement skills tests	1. Able to identify types of movement skills tests 2. Able to explain the procedures for carrying out motor skills tests 3. Able to analyze the results of movement skills tests	**Criteria:** 1. Accuracy in identifying the type of motor skills test (30%) 2. Accuracy in explaining the procedures for carrying out motor skills tests (30%) 3. Accuracy in analyzing movement skills test results (40%) **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests	Demonstration of movement skills in offline practicum Online individual assignments and offline practicum 3 X 50	Online lectures with material presentations and discussions Online group discussions	**Material:** Types of motor skills tests, such as tests of speed, accuracy, endurance, etc. **Reference:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education* **Material:** Measurement principles in motor skills tests, such as reliability and validity **References:** *Schmidt, RA, & Wrisberg, CA (2019). Motor learning and performance: From principles to practice. Human Kinetics* **Material:** Interpretation of movement skills test results and their use in planning exercise or recovery programs **References:** *Tervo, R. (2019). Measurement and evaluation in physical education and exercise science. Routledge.* **Material:** Context and conditions that influence motor skills tests, such as age, gender, fitness level, and environmental factors. **References:** *Lohman, TG, & Roche, AF (Eds.). (1988). Anthropometric standardization reference manual. Human Kinetics*	5%

11	Develop learning models to improve the quality of movement	1. Students are able to develop at least two learning models to improve the quality of movement 2. Students are able to explain clearly and systematically the learning models that have been prepared 3. Students are able to implement learning models in practicum	**Criteria:** 1. Completeness of preparing learning models (40%) 2. Quality of presentation of learning models (30%) 3. Quality of implementation of learning models in practicum (30%) **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Offline practicum in the 3 X 50 field	Online lectures with interactive teaching materials such as videos, presentation slides, and online discussion simulations in small groups using chat and video conference applications	**Material:** Designing Instructional Programs for Motor Skills **References:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education* **Material:** Designing Instructional Programs **References:** *Schmidt, RA, & Wrisberg, CA (2019). Motor learning and performance: From principles to practice. Human Kinetics* **Material:** Developing and Using Tests of Motor Performance **References:** *Knudson, D. (2014). Measurement and evaluation in human performance. Human Kinetics.* **Material:** Motor Learning and Control **References:** *Gabbard, C., & Leblanc, E. (2016). Kinesiology: The mechanics and pathomechanics of human movement. Wolters Kluwer.*	5%

12	Students implement learning models of movement activities according to the child's level and development	1. Students can explain models of learning movement activities for children according to the child's level and development 2. Students are able to implement learning models for children well and correctly 3. Students can evaluate learning outcomes and provide feedback to children	**Criteria:** 1. Compliance with learning model: 30% 2. Ability to provide appropriate feedback: 40% 3. Ability to develop new learning models: 30% **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	Learning simulation Practical Group Discussion /Performance Presentation 3 X 50	Online Group Discussion	**Material:** Motor development at various stages of life (infant, children, adolescents, and adults) and factors that influence it. **Reference:** *Gallahue, DL, & Ozmun, JC (2015). Understanding motor development: Infants, children, adolescents, adults. McGraw-Hill Education* **Material:** Basic concepts in motor learning such as transfer of learning, feedback, retention, and performance **References:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education* **Material:** Motor performance evaluation methods, including the use of measuring tools and measurement techniques. **Reference:** *Knudson, D. (2014). Measurement and evaluation in human performance. Human Kinetics.* **Material:** The concept of "The Mountain of Motor Development" as a visual representation of the stages of motor development in children **References:** *Clark, JE, & Whitall, J. (2014). Motor control and learning: A behavioral emphasis. Human Kinetics*	5%
13	Students Practice Designs for developing innovative motor activity models in PJOK learning for elementary/middle/senior high school students as a form of support for students' physical motor development	1. Students are able to analyze the condition of elementary/middle/senior high school students in terms of their physical motor development 2. Students are able to identify students' needs in terms of motor activities.	**Criteria:** 1. Adherence to the case study and group discussion structure 2. Ability to analyze students' conditions and identify their needs **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	Case study and group discussion 3 X 50	Online Discussion, Online Case Exploration	**Material:** Learning and Performance of Motor Skills **References:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education* **Material:** Motor Development During Childhood and Adolescence **References:** *Gallahue, DL, & Ozmun, JC (2015). Understanding motor development: Infants, children, adolescents, adults. McGraw-Hill Education*	10%

14	Students Practice Designs for developing innovative motor activity models in PJOK learning for elementary/middle/senior high school students as a form of support for students' physical motor development	1. Students are able to design innovative motor activity models based on identified student needs 2. Students are able to explain the theoretical basis and principles used in the designed motor activity model	**Criteria:** 1. Adherence to a project-based learning structure 2. Design quality of innovative motor activity models **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project-based learning 3 X 50	Online Discussion, Exploration of Online Learning Resources	**Material:** The mountain of motor development: A metaphor. Motor development: Research and reviews **Bibliography:** *Clark, JE, & Whitall, J. (2014). Motor control and learning: A behavioral emphasis. Human Kinetics* **Material:** Instructional Strategies for Motor Skill Acquisition **References:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education*	10%

15	Students Practice Designs for developing innovative motor activity models in PJOK learning for elementary/middle/senior high school students as a form of support for students' physical motor development	1. Adherence to the structure of group discussions and presentations 2. Ability to present project results and provide feedback	**Criteria:** 1. Adherence to the structure of group discussions and presentations 2. Ability to present project results and provide feedback **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project-based learning (part 2) Group discussion and presentation 3 X 50	Online Discussion, Exploration of Online Learning Resources	**Material:** The mountain of motor development: A metaphor. Motor development: Research and reviews **Bibliography:** *Clark, JE, & Whitall, J. (2014). Motor control and learning: A behavioral emphasis. Human Kinetics* **Material:** Instructional Strategies for Motor Skill Acquisition **References:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education* **Material:** Program Evaluation **Literature:** *Knudson, D. (2014). Measurement and evaluation in human performance. Human Kinetics.* **Material:** Steps to design an innovative motor activity model that suits the characteristics of students at the elementary/middle school/senior high school level. **Reference:** *Kiram Y. 1992. Motor Learning. Jakarta: Director General of Higher Education, Department of Education and Culture.* **Material:** Implementation of innovative motor activity models in PJOK learning. **Reference:** *Magill, RA, & Anderson, D. (2013). Motor learning and control: Concepts and applications. McGraw-Hill Education*	5%
16	UAS	UAS	**Criteria:** Students can work on questions from meeting material 1 - 15 **Form of Assessment** : Participatory Activities	3 X 50		**Material:** UAS Knowledge **Library:** *Papalia, D, Olds, SW, & Feldman, RD 2001. Human Development. Mc Graw-Hill Int*	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	53.59%
2.	Project Results Assessment / Product Assessment	16.59%
3.	Portfolio Assessment	5.17%
4.	Practical Assessment	5.17%
5.	Practice / Performance	9.75%
6.	Test	9.75%
		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.