



**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 |
|---|--------------|----------------------------|---------------|-----|--------------------------------------|----------|------------------|
| Movement Development and Motor Learning | 8520102242   |                            | T=2           | P=0 | ECTS=3.18                            | 4        | July 18, 2024    |
| AUTHORIZATION                           | SP Developer | Course Cluster Coordinator |               |     | Study Program Coordinator            |          |                  |
|   | .....        | .....                      |               |     | Dr. Mochamad Ridwan,<br>S.Pd., M.Pd. |          |                  |

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| <b>Learning model</b> | Case Studies |
|-----------------------|--------------|

| <b>Program Learning Outcomes (PLO)</b> | PLO study program which is charged to the course     |  |   |   |   |   |   |   |   |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|--|--|--|---|---|---|---|---|---|---|----|----|----|----|----|----|----|-----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
|  | Program Objectives (PO)                              |  |   |   |   |   |   |   |   |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PLO-PO Matrix  |  |   |   |   |   |   |   |   |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  |  | P.O  |   |   |   |   |   |   |   |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PO Matrix at the end of each learning stage (Sub-PO) |  |   |   |   |   |   |   |   |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  |  | <table border="1" style="width: 100%;"> <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> </table> |   |   |   |   |   |   |   |    |    |    |    |    |    |    | P.O | Week |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O                                    | Week   |  |   |   |   |   |   |   |   |    |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | 1  | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |

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| <b>Short Course Description</b> | Understanding and mastering the nature of human movement development, involvement of elements that support the achievement of movement mastery and improvement of movement skills. In order to further develop movement learning models in physical education that can improve the quality of movement. Lectures are carried out with presentations and discussions, project assignments and reflections. |
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|                   |                    |   |
|-------------------|--------------------|---|
| <b>References</b> | <b>Main :</b>      |   |
|                   | 1.                 | <ol style="list-style-type: none"> <li>1. Cech, D &amp; Martin, S. <i>Functional Movement Development Across the Life Span</i> . Philadelphia. W.B. Saunders Company</li> <li>2. Hurlock, E. 1995. <i>Perkembangan Anak jilid 1</i>. Jakarta: Erlangga.</li> <li>3. Kiram Y.1992. <i>Belajar Motorik</i> . Jakarta: Dirjen Dikti, Depdikbud.</li> <li>4. Magill, R.A, 2001. <i>Motor Learning Concepts and Applications</i> . Mc Graw-Hill Int.</li> <li>5. Mutohir, T.C &amp; Gusril. 2004. <i>Perkembangan Motorik pada masa anak-anak</i> . Jakarta: Dirjen Olahraga, Depdiknas.</li> <li>6. Papalia, D, Olds, S.W, &amp; Feldman, R.D. 2001. <i>Human Development</i>. Mc Graw-Hill Int</li> <li>7. Payne, V.G &amp; Isaacs, L.D. 1999. <i>Human Motor Development.A lifespan Approach</i>. California. Mayfield Publishing Company</li> <li>8. Santrock J.W.2007. <i>Child Development. (Perkembangan Anak. Alih bahasa : Mila dan Anna)</i>. Jakarta: Erlangga.</li> <li>9. Strand &amp; Wilson. 1993. <i>Assessing Sport Skills</i> . The United States of Amerika.Human Kinetics Publishers.</li> <li>10. Kathleen M. H &amp; Nancy Getchell. 2009. <i>Life Span Motor Development</i> . United States of America: Human Kinetics Publisher.</li> <li>11. Richard A. Schmidt &amp; Timothy D. Lee. 2011. <i>Motor Control and Learning: A Behavioral Emphasis</i> . United States of America: Human Kinetics Publisher.</li> <li>12. Dale N. Le Fevre. 2012. <i>Best New Games</i> . United States of America: Human Kinetics Publisher.</li> </ol> |
|                   | <b>Supporters:</b> |   |

|                            |   |
|----------------------------|---|
| <b>Supporting lecturer</b> | Dr. Nanik Indahwati, S.Pd., M.Or.<br>Andhega Wijaya, S.Pd.Jas., M.Or. |
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| 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   | - Able to explain conceptually about human growth and development  | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | Lectures, discussions and questions and answers<br>3 X 50 |  | 0% |
| 2 | -Understand the meaning and principles, characteristics, phases and periodization of child development stages. - Understand the supporting factors for movement development                | Able to explain conceptually about phases, periodization of child development stages   | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | Lectures, discussions and questions and answers<br>3 X 50 |  | 0% |
| 3 | Movement Behavior - period from infancy to old age   | Able to explain the movement behavior of older elementary school children  | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | Lectures, discussions and questions and answers<br>3 X 50 |  | 0% |
| 4 | Understand: basic motor skills (Fundamental Motor Skills)  | Explain the differences between the concepts of skills and abilities ( ) b. Able to explain and differentiate the types of Basic Motor Skills (fundamental motor skills): - locomotor, non-locomotor, manipulative | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | Lectures, discussions and questions and answers<br>3 X 50 |  | 0% |
| 5 | a. Understanding the Classification of Movement Skills: Discrete, serial, Continuous<br>Understanding b. Movement Skills: - Open skills and Closed Skills- Self Paced and Externally Paced | Understanding of the types of movement skills: Discrete, serial, continuous b. Understanding of Movement Skills: - Open skills and Closed Skills- Self Paced and Externally Paced                                  | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | Lectures, discussions and questions and answers<br>3 X 50 |  | 0% |

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|----|---|---|--|---|--|--|----|
| 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 | Able to understand Movement Learning: - understanding - characteristics - various - stages of movement learning Able to understand the study of movement learning components: Sensing System - Sensing System in Movement Learning Identifying - Able to understand the study of movement learning components: Attention and memory | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | Lectures, discussions and questions and answers<br>3 X 50 |  |  | 0% |
| 7  | UTS   | Able to understand and work on questions  |  | Description, essay<br>3 X 50                              |  |  | 0% |
| 8  | explains the concepts and theories of motion analysis   | a. explains the concepts and theories of motion analysis  | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | Lectures, discussions and questions and answers<br>3 X 50 |  |  | 0% |
| 9  | Understanding the components of motor learning: - Feedback and Reinforcement - Transfer of Learning   | Able to understand the study of motor learning components: - Feedback and reinforcement, Transfer of Learning   | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | Lectures, discussions and questions and answers<br>3 X 50 |  |  | 0% |
| 10 | Get to know movement skills tests   | Able to identify and understand types of motor skills tests   | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | Lectures, questions and answers, discussions<br>3 X 50    |  |  | 0% |
| 11 | Develop learning models to improve the quality of movement  | Able to develop models for developing activities and Movement Learning according to the child's development stages.   | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | 3 X 50 Simulation Discussion                              |  |  | 0% |

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|----|--|---|--|---|--|--|----|
| 12 | Implementation of movement activity learning models according to the child's level and development | Able to practice movement activity models that are appropriate to the child's development level   | <b>Criteria:</b><br>1.Full marks are given if students complete the assignment and put it into practice.<br>2.Full marks are obtained if you do all the questions correctly.<br>3.Full marks are obtained if you do all the questions correctly. | - Movement tasks -<br>Simulation - Practice<br>3 X 50   |  |  | 0% |
| 13 | Practicing movement activities   | Practice Design 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. |  | Practice Design 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.<br>3 X 50 |  |  | 0% |
| 14 | Practicing movement activities   | Practice Design 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. |  | Practice Design 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.<br>3 X 50 |  |  | 0% |
| 15 | Practicing movement activities   | Practice Design 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. |  | Practice Design 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.<br>3 X 50 |  |  | 0% |
| 16 | UAS  | UAS   |  | 3 X 50  |  |  | 0% |

#### Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
|    |            | 0%         |

#### 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.

