



**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
review the physical education curriculum	8520100227		T=3	P=0	ECTS=4.77	3	July 18, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator				
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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																																																		
	<b>Program Objectives (PO)</b>																																																		
	<b>PO - 1</b> CPMK-2 Able to be responsible for understanding the curriculum in PJOK (CPL-2)																																																		
	<b>PLO-PO Matrix</b>																																																		
	<table border="1" style="margin-left: 40px;"> <tr><td style="width: 50px;">P.O</td><td></td></tr> <tr><td>PO-1</td><td></td></tr> </table>	P.O		PO-1																																															
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PO-1																																																			
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																		
	<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>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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**Short Course Description** Study of the meaning of curriculum, development of the school curriculum, analysis of the curriculum in schools, which includes analysis of tasks and materials, formulation of objectives and indicators of achievement, essential concepts and implementation of the curriculum in schools. Lectures are carried out using a system of case study analysis (curriculum, learning, and misconceptions), presentations and discussions, project assignments, and reflection.

**References**

**Main :**

- Annarino, Anthony A., Cowell, Charless C., and Hazelton, Helen W. (1980) Curriculum Theory And Designe in Physical Education . London: The C.V. Mosby Company.
- Quay, John, dan Peters, Jacqui.2012. Creative physical education : integrating curriculum through innovative pe projects. Champaign-IL, Human Kinetics
- Sukmadinata, Syaodih Nana (2013) Pengembangan Kurikulum -Teori dan Praktek.Bandung. PT.Remaja Rosdakarya
- Bucher, Charles A. (1979). Foundation of Physical Education. London: C.V. Mosby Company
- Permendikbud No 20 Tahun 2016: Standar Kompetensi Lulusan Pendidikan Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah
- Permendikbud No 21 Tahun 2016: Standar Isi Pendidikan Dasar dan Menengah
- Permendikbud No 37 Tahun 2018: Kompetensi Inti dan Kompetensi Dasar Mata Pelajaran K-13 Pada Pendidikan Dasar dan Pendidikan Menengah
- Permendikbudristekdikti No 5 tahun 2022 tentang Standar Kompetensi Lulusan Pendidikan pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah
- Permendikbudristekdikti No 7 tahun 2022 tentang Standar Isi pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah
- Permendikbudristekdikti No 16 tahun 2022 tentang Standar Proses pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah
- SK 033\_H\_KR\_2022-Salinan-SK-Kabandan-tentang-Perubahan-SK-008/H/KR/2022 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka
- Panduan Pembelajaran dan Asesmen untuk Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah, 2022

**Supporters:**

- <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>

**Supporting lecturer** Dr. Nanik Indahwati, S.Pd., M.Or.  
 Fifukha Dwi Khory, S.Pd., M.Pd.  
 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	Understand theoretical, conceptual studies and curriculum characteristics	Understanding of school curriculum lectures	<b>Criteria:</b> Score 4 if done systematically and correctly  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Learning Method: Lecture, discussion and question and answer 2 X 50	Learning Method: Lecture, discussion and question and answer	<b>Material:</b> curriculum characteristics <b>Library:</b> <a href="https://kurikulum.kemdikbud.go.id/">https://kurikulum.kemdikbud.go.id/...</a>	5%
2	Understanding the history and paradigm changes in the education curriculum in Indonesia	1.2.1 able to explain theoretical, conceptual and studies 2.2.2 able to understand the characteristics of the curriculum	<b>Criteria:</b> Score 4 if done systematically and correctly  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions and questions and answers 2X 50	Lectures, discussions and questions and answers 2X 50	<b>Material:</b> theoretical study of school curriculum <b>References:</b> Annarino, Anthony A., Cowell, Charles C., and Hazelton, Helen W. (1980) <i>Curriculum Theory and Design in Physical Education</i> . London: The CV Mosby Company.	5%
3	Understand the characteristics, types and principles of curriculum development	1.Understanding the History of the curriculum 2.Understanding the paradigm of changes in the education curriculum in Indonesia	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions and questions and answers 2 X 50	Lectures, discussions and questions and answers 2x50	<b>Material:</b> curriculum change paradigm <b>Reference:</b> Sukmadinata, Syaodih Nana (2013) <i>Curriculum Development - Theory and Practice</i> . Bandung. PT. Remaja Rosdakarya	5%
4	Able to understand the characteristics, types and principles of curriculum development	1.Understand the characteristics and types of curriculum 2.Understand the principles of curriculum development	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, discussions and questions and answers 2 X 50	Lectures, discussions and questions and answers 2 X 50	<b>Material:</b> characteristics, types and principles of curriculum <b>Reference:</b> Sukmadinata, Syaodih Nana (2013) <i>Curriculum Development - Theory and Practice</i> . Bandung. PT. Remaja Rosdakarya	10%
5	Able to understand the characteristics, types and principles of curriculum development	1.Understand the characteristics and types of curriculum 2.Understand the principles of curriculum development	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions and questions and answers 2 X 50		<b>Material:</b> characteristics, types and principles of curriculum <b>Reference:</b> Sukmadinata, Syaodih Nana (2013) <i>Curriculum Development - Theory and Practice</i> . Bandung. PT. Remaja Rosdakarya	10%
6	Able to understand the 2013 curriculum and the independent curriculum	1.6.1 Explaining the 2013 curriculum 2.6.2 explains the independent curriculum	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions and questions and answers 2 X 50		<b>Material:</b> can understand curriculum standards. <b>Reference:</b> Bucher, Charles A. (1979). <i>Foundation of Physical Education</i> . London: CV Mosby Company	9%
7	Able to understand the 2013 curriculum and the independent curriculum	1.6.1 Explaining the 2013 curriculum 2.6.2 explains the independent curriculum	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions and questions and answers 2 X 50		<b>Material:</b> can understand curriculum standards <b>Library:</b> Permendikbudristek/dikti No. 16 of 2022 concerning <i>Process Standards in Early Childhood Education, Basic Education Levels and Secondary Education Levels</i>	8%
8	Sub Semester Exam	Able to understand and work on questions	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests	Written Exam 2 X 50		<b>Material:</b> can understand curriculum standards <b>References:</b> Minister of Education and Culture Regulation No. 37 of 2018: <i>Core Competencies and Basic Competencies for K-13 Subjects in Basic Education and Secondary Education</i>	10%
9	Sub Semester Exam	Able to understand and work on questions	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests	Written Exam 2 X 50		<b>Material:</b> can understand curriculum standards <b>References:</b> Minister of Education and Culture Regulation No. 37 of 2018: <i>Core Competencies and Basic Competencies for K-13 Subjects in Basic Education and Secondary Education</i>	10%

10	Understand the model and content of the PJOK subject curriculum	Explain the meaning of the model and content of the school curriculum 10.2 Understand the model and content of the PJOK subject curriculum	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions and assignments 2 X 50		<b>Material:</b> PJOK subject curriculum <b>Library:</b> Sukmadinata, Syaodih Nana (2013) <i>Curriculum Development - Theory and Practice</i> . Bandung. PT. Remaja Rosdakarya	2%
11	Understand the components of the learning curriculum at school	Understand the components of the learning curriculum in elementary, middle and high school	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions and assignments 2 X 50		<b>Material:</b> curriculum components in schools <b>Reference:</b> Sukmadinata, Syaodih Nana (2013) <i>Curriculum Development - Theory and Practice</i> . Bandung. PT. Remaja Rosdakarya	6%
12	Understand the components of the learning curriculum at school	Understand the components of the learning curriculum in elementary, middle and high school	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions and assignments 2 X 50		<b>Material:</b> components of the learning curriculum in schools <b>Reference:</b> Quay, John, and Peters, Jacqui. 2012. <i>Creative physical education: integrating curriculum through innovative pe projects</i> . Champaign-IL, Human Kinetics	8%
13	Able to plan learning at school	Identifying curriculum implementation in schools	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Observation and presentation  Learning Method: Project based learning 2 X 50		<b>Material:</b> curriculum implementation in schools <b>Reference:</b> Sukmadinata, Syaodih Nana (2013) <i>Curriculum Development - Theory and Practice</i> . Bandung. PT. Remaja Rosdakarya	5%
14	Able to plan learning at school	Compile and design lesson plans	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')]  Student assignment Independent assignment to search for literature Model and content of PJOK subject curriculum [PT BM : (1 1) x (2X60')] Learning Form: Observation and presentation  Learning Method: Project based learning  • Phase 1: Determining Basic Questions The lecturer asks: What is the curriculum in elementary, middle and high school? Students respond to lecturer questions. • Phase 2: Developing a Project Plan Lecturers give students time to observe at school. Students prepare permission to observe		<b>Material:</b> implementation of the school curriculum <b>Reference:</b> <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022</i>	4%

				and prepare whatever is needed for observation <ul style="list-style-type: none"> <li>Phase 3: Arrange a schedule. The lecturer makes an agreement on the deadline for submitting the project. Students develop a timeline for completing the observation project</li> <li>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit.</li> <li>Phase 5: Present and assess project results. Students present the results of observations and report to the lecturer.</li> <li>Phase 6: Experience Evaluation Lecturers provide suggestions and input on the project [TM: 3x170] 2 X 50</li> </ul>		
15	Able to identify and convey findings and analysis regarding the implementation of the school curriculum	1. Able to identify the implementation of the curriculum in schools 2. convey the results of surveys and observations regarding the implementation of the curriculum in schools	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Learning: Observation and presentation  Learning Method: Project based learning 2 X 50	<b>Material:</b> curriculum implementation in schools <b>Reference:</b> <i>Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education, 2022</i>	2%
16	Semester exams	Able to understand and work on questions	<b>Criteria:</b> Criteria: Test Form: Written test  <b>Form of Assessment :</b> Participatory Activities, Tests	written exam 2 X 50	<b>Material:</b> UAS <b>Library:</b> <i>Minister of Education and Culture Regulation No. 21 of 2016: Content Standards for Primary and Secondary Education</i>	1%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	46%
2.	Project Results Assessment / Product Assessment	42.5%
3.	Portfolio Assessment	1.67%
4.	Practice / Performance	2.67%
5.	Test	7.16%
		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.