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| 1 | Understand the position and function of Physical Education and sports | 1. Explain the meaning and benefits of physical education 2. Explain the aims and functions of physical education 3. Mention three differences between physical education and sports | | Lecture Discussion Questions and answers 2 X 50 | | | 0% |
| 2 | Understand physical fitness, components of physical fitness and exercise programs as an effort towards a healthy life | 1. Explain the meaning and benefits of physical fitness 2. Explain at least five components of physical fitness 3. Analyze training intensity based on training pulse | | · Lecture · Discussion - Question and answer 2 X 50 | | | 0% |
| 3 | Skilled in physical fitness through measuring Vo2 max and pulse rate | 1. Carry out a Vo2 Max test according to the student's condition. 2. Measure your pulse rate correctly before and after activity. 3. Analyze your physical fitness level from the pre-test results | | · Demonstration - 2 X 50 movement practice assignment | | | 0% |
| 4 | Skilled in improving physical fitness through aerobic exercise in the form of walking | 1. Do aerobic exercise by walking 4.8 km or 30 minutes without stopping. 2. Measure your pulse rate before and after activity correctly. 3. Analyze the level of physical fitness from the results of walking exercise for 30 minutes | | · Demonstration - 2 X 50 movement practice assignment | | | 0% |
| 5 | Developing personality values contained in recreational sports by playing traditional games (without equipment) | 1. Play some traditional games (without tools). 2. Display an attitude of cooperation, mutual assistance and sportsmanship | | · Demonstration - 2 X 50 movement practice assignment | | | 0% |
| 6 | Developing personality values contained in recreational sports by playing traditional games (with tools). | 1. Play some traditional games (with tools). 2. Display an attitude of cooperation, mutual assistance and sportsmanship. | | · Demonstration - 2 X 50 movement practice assignment | | | 0% |

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| 7 | Developing the personality values contained in recreational sports by playing traditional games with a ball. | 1. Throw and catch the ball in pairs at a distance of 10 meters. 2. Dribble the ball through the funnel (zig-zag) correctly. 3. Make a movement to shoot the ball into the goal. 4. Play handball according to the rules | | Demonstration Assignment of 2 X 50 movement practice | | | 0% |
| 8 | UTS, able to find new games | UTS is able to create/develop interesting mass games | Criteria: A score of 100 is obtained if all indicators are met | Assignment 2 X 50 | | | 0% |
| 9 | Understand general exercise patterns and practice aerobics in 45 minutes. | 1. Explain the systematics of aerobic exercise 2. Explain the purpose of aerobic exercise activities 3. Practice aerobic exercise movements | | 1. Lecture 2. Imitation of movements 3. Question and answer 2 X 50 | | | 0% |
| 10 | Understand the knowledge of general weight training patterns and weight training practices | 1. Explain the systematics of weight training 2. Explain the purpose of weight training activities 3. Practice weight training movement techniques | | 1. Lecture 2. Imitation of movements 3. Practice in pairs 4. Question and answer 2 X 50 | | | 0% |
| 11 | Understand general pattern knowledge and basic swimming practices. | 1. Explain the systematics of basic swimming training 2. Explain the objectives of basic swimming training activities 3. Practice basic swimming movement techniques | | 1. Lecture 2. Imitation of movements 3. Practice in pairs 4. Question and answer 2 X 50 | | | 0% |
| 12 | Understand sports management and the use of match systems | 1. Explain sports management. 2. Explain the use of the competition system | | 1. Lecture 2. Ppt Presentation 3. Discussion 3. Question and answer 2 X 50 | | | 0% |
| 13 | Optional Sport I: - understand the basic techniques of playing soccer -Understand the basic techniques of playing volleyball. | 1. Explain the basic techniques of soccer 2. Explain the objectives of soccer activities 3. Practice playing soccer 4. Explain the basic techniques of volleyball 5. Explain the objectives of volleyball activities 6. Practice playing volleyball | | 1. Lecture 2. Imitation of movements 3. Practice in pairs 4. Play in teams 5. Question and answer 2 X 50 | | | 0% |
| 14 | | | | | | | 0% |

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| 15 | Skilled in measuring VO2 max and physical fitness status (post test) | 1. Understand the principle of measuring VO2 max in sports 2. Practice the Vo2 max test 3. Understand physical fitness status | Criteria: Get a score of 100 if you meet the assessment indicators | 1. Lecture 2. Practice and test 3. Question and answer 2 X 50 | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

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

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.**