



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences**  
**S1 Sports Coaching Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																
Motor Learning	8520202134		T=2 P=0 ECTS=3.18	2	July 17, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																	
	.....		.....	Dr. Or. Muhammad, S.Pd., M.Pd.																																	
<b>Learning model</b>	Case Studies																																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
<b>Short Course Description</b>	Understanding and mastery of knowledge about the nature of motor learning, phases of development of motor skills, how to diagnose, correct and treat movement errors in the movement learning process and principles in teaching sports motor skills. The process of growth and development of children's motor skills is related to the process of growth and development of children's motor skills. The development of children's motor skills will be clearly visible through the various movements and games they can do. The development of children's physical motor skills while playing has many benefits for the growth of cognitive aspects and the growth of social-emotional aspects. as well as developmental stages related to the environment and independence of early childhood.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">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> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
<b>References</b>	<b>Main :</b>																																				
	<ol style="list-style-type: none"> <li>1. Baharudin, Wahyuni, Esa Nur.2009. Teori Belajar dan Pembelajaran .Ar-Russ Media</li> <li>2. FOX, et al.1994. Physiology Exercise</li> <li>3. Kiram, Yanuar.1992 .Belajar Motorik .Depdikbud</li> <li>4. Lutan, Rusli.1988. Belajar Keterampilan Motorik Pengantar Teori dan Metode .P2LPTK Depdikbud</li> <li>5. Mahendra, Agus.2007. Teori Belajar Mengajar Motorik. Fakultas Pendidikan Olahraga Dan Kesehatan Universitas Pendidikan Indonesia (UPI)</li> <li>6. Rahyubi, Heri. 2012. Pembelajaran motorik. Deskripsi dan tinjauan kritis .Nusa Media</li> </ol>																																				
<b>Supporting lecturer</b>	<b>Supporters:</b>																																				
	Dr. Irmantara Subagio, M.Kes. Prof. Dr. Agus Hariyanto, M.Kes. Dr. Wijono, M.Pd. Dani Primanata, S.Pd.,M.Pd. Yanuar Alfian Triardhana, S.Or., M.Kes.																																				
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																														
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	Understand and agree to the Tuition Contract. Understand the scope and concept of human movement	1. Able to understand college contracts 2. Able to understand the scope and concept of human movement	<b>Criteria:</b> Assessment rubric	Lecture Discussion and questions and answers Assignment 2 X 50			0%
2	Able to understand the meaning of motor learning (movement learning), motor development and movement mechanisms	1. Understanding motor learning 2. Understanding motor development 3. Mechanisms of movement	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 3.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 4.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 5.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 6. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%

3	Understand and be able to analyze the types of motor activity produced as a result of a stimulus.	types of motor activity produced as a result of a stimulus	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2. Subsummative test (UTS) is carried out once with indicators 1-7 through a written exam and given weight (3) 2.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 3.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 4.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
4	Able to understand and interpret the characteristics of motor development of elementary school age children	Characteristics of motor development of elementary school age children	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%

5	Able to understand and interpret the characteristics of the first level motor learning phase	characteristics of the first level motor learning phase	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
---	--	---	--	---	--	--	----

6	Able to understand and interpret the characteristics of the second level motor learning phase and be able to distinguish the characteristics of individual abilities in the first and second level motor learning phases	characteristics of the second level motor learning phase and characteristics of individual abilities in the first and second level motor learning phases	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
---	--	--	---	---	--	--	----

7	Able to understand and interpret the characteristics of the third level motor learning phase and be able to distinguish the characteristics of individual abilities in the first, second and third level motor learning phases	characteristics of the third level motor learning phase and characteristics of individual abilities in the second and third level motor learning phases.	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
8	Midterm exam			2 X 50			0%

9	Able to understand and interpret various aspects related to the diagnosis and correction of movement errors in the movement learning process	various aspects related to the diagnosis and correction of movement errors in the motor learning process	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
10	Able to understand and interpret various aspects related to movement error therapy in the movement learning process	various aspects related to movement error therapy in the movement learning process	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%

11	Understand and be able to implement learning development models in AUD in terms of developmental differences	After attending the lecture, students are expected to be able to: Explain and be able to create a motorbike learning design at AUD in terms of developmental differences	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
----	--	---	---	---	--	--	----



---

12	Understand and be able to implement learning development models for AUD aged 0 – 2 years	After attending the lecture, students are expected to be able to: Explain and be able to design a learning development model for AUD aged 0 – 2 years	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
----	--	--	---	---	--	--	----

13	Understand and be able to implement learning development models for AUD aged 2-4 years	After attending the lecture, students are expected to be able to: Explain and be able to design a learning development model for AUD aged 2-4 years.	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
14	Understand and be able to implement learning development models for AUD aged 4-6 years	After attending the lecture, students are expected to be able to: Explain and be able to design a learning development model for AUD aged 4-6 years.	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%

15	Understand and be able to apply the Physical Motor learning development model to AUD which is related to Giftedness	After attending the lecture, students are expected to be able to: Explain and practice the learning development model at AUD related to giftedness	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-7 via a written exam and given a weight (3) 3.3. Assessment of written tests in peer teaching and presentation of assignments given are considered as assignment grades, scores are averaged, and given weight (3) 4.4. UAS scores are carried out in writing with indicators 1-16 and given a weight (3) 5.5. Final grade (NA) = (Participation Grade%2 2) (Assignment Grade%2 3) (UTS Grade%2 2) (UAS Grade%2 3) divided by 10	1. Lecture 2. Discussion 3. Question and answer 4. 2 X 50 simulation			0%
----	---	---	---	---	--	--	----

16	Final exams			2 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.

