	Universitas Negeri Surabaya Faculty of Education, Early Childhood Education Teacher Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PHYSICAL MOTOR DEVELOPMENT AUD	8620702153	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	May 2, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	Mastering pedagogical skills in early childhood learning based on national cultural values
	PLO-7	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.
	Program Objectives (PO)	
	PO - 1	Able to apply logical, critical, creative, systematic and innovative thinking in the context of the development and implementation of Science and Technology in the scientific field of early childhood education according to the applicable curriculum in physical motor development
	PO - 2	Mastering pedagogical skills in early childhood learning in the physical motor development of AUD
	PLO-PO Matrix	

P.O	PLO-5	PLO-7
PO-1	✔	✔
PO-2	✔	✔

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									✔	✔	✔	✔	✔	✔	✔	✔

Short Course Description	Examining the theory of physical motor development and how to overcome problems with physical motor development. examines the physical motor development program for early childhood which includes gross and fine motor skills, as well as health and safety behavior so that children have physical and mental health as well as the ability to coordinate, flexibility, balance, speed, agility and strength through various movement stimulation so that children from an early age have good motor control to accelerate neurological maturity which encourages the growth and development of children's potential which leads to readiness to learn at the next stage optimally and better with base learning projects. Using lecture methods, project-based learning, discussion groups, and demonstrations.
References	**Main :**

1. Gaul, D., & Issartel, J. 2016. Fine motor skill proficiency in typically developing children: On or off the maturation track?. Human movement science , 46 , 78-85.
2. Gracia, A. 2017. Motor development, Bahan Ajar Gerak . Jakarta: Smart Brain Energi.
3. LeBarton, E. S., & Iverson, J. M. 2013. Fine motor skill predicts expressive language in infant siblings of children with autism. Developmental science , 16 (6), 815-827.
4. Leisman, G., Braun-Benjamin, O., & Melillo, R. 2014. Cognitive-motor interactions of the basal ganglia in development. Frontiers in systems neuroscience , 8 (16), 1-18.
5. Leisman, G., & Melillo, R. 201). The basal ganglia: motor and cognitive relationships in a clinical neurobehavioral context. Reviews in the Neurosciences , 24 (1), 9-25.
6. Martin, R., Tigera, C., Denckla, M. B., & MARK MAHONE, E. 201). Factor structure of paediatric timed motor examination and its relationship with IQ. Developmental Medicine & Child Neurology , 52 (8), e188–e194.
7. Howard-Jones, P. 2014. Neuroscience and education: A review of educational interventions and approaches informed by neuroscience . Bristol: Education Endowment Foundation.
8. Mennillo, M. 2017. Praxis: its not just motor planning – OTFC . Diperoleh dari http://occupationaltherapychildren.com.au/praxis-its-not-just-motor-planning/

Supporters:	
1. Adinda Putri Damayanti, Kartika Rinakit Adhe. 2023. Pengembangan Papan Lipat Untuk Meningkatkan Kemampuan Gerak Lokomotor Anak TK A. Indonesian Journal of Instructional Technology	
Supporting lecturer	Dra. Nurhenti Dorlina Simatupang, M.Sn. Kartika Rinakit Adhe, 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	Analysis of the concept of physical motor development of AUD	Students are able to carry out course assignments in accordance with the course contract	**Criteria:** Students are able to analyze the concept of physical motor development of AUD **Form of Assessment** : Practice / Performance	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** Students are able to carry out tasks in accordance with the lecture contract. **Reference:** *LeBarton, ES, & Iverson, JM 2013. Fine motor skills predict expressive language in infant siblings of children with autism. Developmental science, 16(6), 815-827.*	3%
2	Understand the theory of physical motor development in early childhood according to the 2013 PAUD curriculum	1.Explains the theory of physical motor development in early childhood. 2.Connecting the theory of physical motor development with early childhood problems.	**Criteria:** 1.Students are able to explain the physical motor development of early childhood 2.Students connect the theory of physical motor development with early childhood problems **Form of Assessment** : Practice / Performance	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** 1. Explain the theory of physical motor development in early childhood. 2. Connecting the theory of physical motor development with early childhood problems. **References:** *Gracia, A. 2017. Motor development, Movement Teaching Materials. Jakarta: Smart Brain Energy.*	3%
3	Understand the theory of physical motor development in early childhood according to the 2013 PAUD curriculum	1.Explains the theory of physical motor development in early childhood. 2.Connecting the theory of physical motor development with early childhood problems.	**Criteria:** 1.Students are able to explain the physical motor development of early childhood 2.Students are able to connect the theory of physical motor development with early childhood problems **Form of Assessment** : Practice / Performance	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** theory about the physical motor development of early childhood according to the 2013 PAUD curriculum. **Reference:** *Diamond, A. 2000. Close interrelation of motor development and cognitive development and of the cerebellum and prefrontal cortex. Child development, 71(1), 44-56.*	3%

4	Analyzing KD and STPPA in the field of physical motor development according to the 2013 PAUD curriculum.	1. Analyzing STPPA in the field of physical motor development for each age stage (3 months – 6 years). 2. Analyzing KD in the field of physical motor development at each age stage (3 months – 6 years). 3. Establish a relationship between the scope of development, level of development achievement, KD and physical motor material content.	**Criteria:** completeness, clarity, creativity, originality, accuracy, relevance, organization and presentation **Form of Assessment** : Practice / Performance	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** Analyzing KD and STPPA in the field of physical motor development according to the 2013 PAU curriculum **Library:** *Gracia, A. 2017. Motor development, Movement Teaching Materials. Jakarta: Smart Brain Energy.*	3%
5	Analyzing KD and STPPA in the field of physical motor development according to the 2013 PAUD curriculum.	1. Analyzing STPPA in the field of physical motor development for each age stage (3 months – 6 years). 2. Analyzing KD in the field of physical motor development at each age stage (3 months – 6 years). 3. Establish a relationship between the scope of development, level of development achievement, KD and motor physical content.	**Criteria:** completeness, clarity, creativity, originality, accuracy, relevance, organization and presentation **Form of Assessment** : Practice / Performance	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** Analyzing KD and STPPA in the field of physical motor development according to the 2013 PAU curriculum **Library:** *Gracia, A. 2017. Motor development, Movement Teaching Materials. Jakarta: Smart Brain Energy.*	3%
6	Analyzing KD and STPPA in the field of physical motor development according to the 2013 PAUD curriculum.	1. Analyzing STPPA in the field of physical motor development for each age stage (3 months – 6 years). 2. Analyzing KD in the field of physical motor development at each age stage (3 months – 6 years). 3. Establish a relationship between the scope of development, level of development achievement, KD and motor physical content.	**Criteria:** completeness, clarity, creativity, originality, accuracy, relevance, organization and presentation **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations.	**Material:** Analyzing KD and STPPA in the field of physical motor development according to the 2013 PAUD curriculum. **References:** *Gracia, A. 2017. Motor development, Movement Teaching Materials. Jakarta: Smart Brain Energy.*	10%

7	Able to understand and interpret the characteristics of the first level motor learning phase	characteristics of the first level motor learning phase	**Criteria:** 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 **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** Able to understand and interpret the characteristics of the first level motor learning phase. **Reference:** *Leisman, G., & Melillo, R. 201). The basal ganglia: motor and cognitive relationships in a clinical neurobehavioral context. Reviews in the Neurosciences, 24(1), 9-25.*	10%

8	Able to understand and interpret the characteristics of the first level motor learning phase	characteristics of the first level motor learning phase	**Criteria:** 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 **Form of Assessment** : Test	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** Able to understand and interpret the characteristics of the first level motor learning phase. **Reference:** *Leisman, G., & Melillo, R. 201). The basal ganglia: motor and cognitive relationships in a clinical neurobehavioral context. Reviews in the Neurosciences, 24(1), 9-25.*	10%

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	**Criteria:** 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 **Form of Assessment** : Practice / Performance	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** various aspects related to the diagnosis and correction of movement errors in the movement learning process. **Reference:** *Gallahue, DL, & Donnelly, FC 2007. Developmental physical education for all children. Human Kinetics.*	3%

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	**Criteria:** 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 **Form of Assessment** : Practice / Performance	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** various aspects related to movement error therapy in the movement learning process **Reference:** *Gallahue, DL, & Donnelly, FC 2007. Developmental physical education for all children. Human Kinetics.*	3%

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	**Criteria:** 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 **Form of Assessment** : Practice / Performance	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** Understanding and being able to implement learning development models in AUD in terms of developmental differences. **References:** *Gallahue, DL, & Donnelly, FC 2007. Developmental physical education for all children. Human Kinetics.*	3%

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	**Criteria:** 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 **Form of Assessment** : Practice / Performance	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** 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. **Reference:** *Gaul, D., & Issartel, J. 2016. Fine motor skill proficiency in typically developing children: On or off the maturation track?. Human movement science , 46 , 78-85.*	6%

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.	**Criteria:** 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 **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** Understand and be able to implement learning development models for AUD aged 0 – 2 years. **Reference:** *Gaul, D., & Issartel, J. 2016. Fine motor skill proficiency in typically developing children: On or off the maturation track?. Human movement science , 46 , 78-85.*	10%

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.	**Criteria:** 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 **Form of Assessment** : Project Results Assessment / Product Assessment	1. Lecture 2. Discussion 3. Offline Question and Answer 2 X 50	1. Lecture 2. Discussion 3. Online Question and Answer 2 X 50	**Material:** Understanding and being able to implement learning development models for AUD aged 4–6 years. **Reference:** *Gaul, D., & Issartel, J. 2016. Fine motor skill proficiency in typically developing children: On or off the maturation track?. Human movement science , 46 , 78-85.*	10%

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 which is related to giftedness.	**Criteria:** 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 **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** Understand and be able to apply the Physical Motor learning development model in AUD which is related to Giftedness. **Literature:** *Gallahue, DL, & Donnelly, FC 2007. Developmental physical education for all children. Human Kinetics.*	10%
16	Final exams	Written/Summative Test	**Criteria:** Answer the questions correctly **Form of Assessment** : Test	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	Lectures, project-based learning, discussion groups, and demonstrations. 2 X 50	**Material:** US **Reader:** *Adinda Putri Damayanti, Kartika Rinakit Adhe. 2023. Development of a Folding Board to Improve the Locomotor Ability of Kindergarten Children A. Indonesian Journal of Instructional Technology*	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	50%
2.	Practice / Performance	30%
3.	Test	20%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.