	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 education		8620702095			**T=2** **P=0** **ECTS=3.18**	0	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**		**Study Program Coordinator**	
		....		....		Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**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)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course examines sports activities for early childhood, facilities and infrastructure that support early childhood sports activities, training programs for early childhood and modifications to various sports for early childhood. This course is presented through observational discussions and practice in sports clubs or schools

References	**Main :**	
	1.	1. Schmidt, Ricard & Craig A Wilberg. 2000. *Motor Learning and Performance.* USA. Human Kinetics 2. Milojevic, Sasa & friend. 2013. *Youth and Hooliganism at Sports Events.* Belgrade. OSCE. 3. Hyman, Mark. 2009. *Until It Hurt.* Boston. Beacon Press 4. Ketsner, Jim. 1996. *Coaching Youth Baseball.* USA. Human Kin
	Supporters:	

Supporting lecturer	EDY RIANTO

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	Understanding the meaning and characteristics of early childhood	1. Understand the concept and meaning of early childhood 2. Understanding the Characteristics of Early Childhood	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture2. Discussion 2 X 50			0%
2	Understand the concept of early childhood growth and development	1. Explain the concept of early childhood growth2. Explain the concept of early childhood development 3. Explaining the Differences in Early Childhood Growth and Development	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture2. Discussion3. 2 X 50 Problem Solving			0%
3	Able to understand, identify and solve problems regarding the concept of problems at an early age	1. Identifying the Concept of Early Childhood Problems2. Explain the concept of early childhood problems3. Solving and providing solutions to Early Childhood Problems	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture2. Discussion3. Questions and answers4. 2 X 50 Problem Solving			0%
4	Understanding the Concept of Early Childhood Language and Cognitive Development	1. Able to explain and identify language development in early childhood 2. Able to explain and identify cognitive development in early childhood	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
5	Understanding the physical and socio-emotional development of early childhood	1. Able to explain Early Childhood Physical Development 2. Able to explain the socio-emotional development of early childhood	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture 2. discussion 3 questions and answers 2 X 50			0%
6	Understanding the development and motor skills of early childhood	Specific Movement Stages	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture 2. discussion 3 questions and answers 2 X 50			0%
7	Understanding the development and motor skills of early childhood	Specialization Stage	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture 2. discussion 3 questions and answers 2 X 50			0%
8	UTS			2 X 50			0%
9	Understand the growth and development patterns of early childhood	Explain the patterns of growth and development of early childhood	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
10	Understand the growth and development patterns of early childhood	Explain the patterns of growth and development of early childhood	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%

11	Understanding the characteristics of early childhood	Explain the characteristics of early childhood: Physical and motor development	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture 2. Discussion Questions and answers 2 X 50			0%
12	Understanding the characteristics of early childhood	Explaining the characteristics of early childhood: Cognitive development	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture 2. Discussion 3......Questions and answers 2 X 50			0%
13	Understanding the characteristics of early childhood	Explaining the characteristics of early childhood: Affective Development	**Criteria:** Full marks will be given if you can explain correctly	1. Lecture 2. Discussion 3. Question and answer 2 X 50			0%
14	Understand the implications for movement development programs	Explain the implications for movement development programs	**Criteria:** Full marks will be given if you can explain correctly	1. Presentation 2. Discussion 2 X 50			0%
15	Understanding Exercise and Sport Growth	Explaining the Growth of Exercise and Sports	**Criteria:** Full marks will be given if you can explain correctly	1. Presentation 2. Discussion 2 X 50			0%
16	Students are able to identify and interpret the growth and development of early childhood, development of motor skills, patterns of growth and development, characteristics of early childhood, implications for movement development programs, and the growth of exercise and sport as a whole	UAS		2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		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.