		Document Code
Universitas Negeri Surabaya **Vocational Faculty** **D4 Sports Coaching Study Program**		

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Motor Development and Learning	99998520203031		T=2	P=1	ECTS=4.77	4	July 16, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that 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	Understanding of the development and stages of motor skills through various movements and games.

References	**Main :**
	1. Rahyubi, Heri. 2012. Pembelajaran motorik dasar 2. FOX et al. 1992. Physiology Exercise
	Supporters:

Supporting lecturer	Dr. Wijono, M.Pd. Dr. Abdul Hafidz, S.Pd., M.Pd. Muhammad Kharis Fajar, S.Pd., M.Pd. Tri Setyo Utami, S.Pd., M.Kes. Rizky Muhammad Sidik, S.Pd., M.Ed. Dio Alif Airlangga Daulay, 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	Introduction to College Contracts			2 X 50			0%

2	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 Physical Motor learning design at AUD in terms of developmental differences.		Presentation and discussion 2 X 50			0%
3	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 Physical Motor learning design at AUD in terms of developmental differences.		Presentation and discussion 2 X 50			0%
4	Understand and be able to implement learning development models for AUD aged 0 13 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 13 2 years	**Criteria:** Results Live presentations and papers created	Presentation and discussion 2 X 50			0%
5	Understand and be able to implement learning development models for AUD aged 0 13 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 13 2 years	**Criteria:** Results Live presentations and papers created	Presentation and discussion 2 X 50			0%
6	Understand and be able to implement learning development models for AUD aged 2 13 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 13 4 years		Presentation and discussion 2 X 50			0%
7	Understand and be able to implement learning development models for AUD aged 2 13 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 13 4 years		Presentation and discussion 2 X 50			0%
8	Midterm exam			2 X 50			0%
9	Understand and be able to implement learning development models for AUD aged 4 13 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 13 6 years		Presentation and discussion 2 X 50			0%

No							
10	Understand and be able to implement learning development models for AUD aged 4 13 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 13 6 years		Presentation and discussion 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 Physical Motor learning design at AUD in terms of developmental differences.		Presentation, simulation and discussion 2 X 50			0%
12	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 Physical Motor learning design at AUD in terms of developmental differences.		Presentation, simulation and discussion 2 X 50			0%
13	Understand and be able to apply learning development models in AUD related to language	After attending the lecture, students are expected to be able to: Explain and practice simulations of learning development models in AUD related to language.		Presentation, simulation and discussion 2 X 50			0%
14	Understand and be able to apply learning development models in AUD related to Cognitive	After attending the lecture, students are expected to be able to: Explain and practice learning development models in AUD related to cognitive		Presentation, simulation and discussion 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 which is related to giftedness.		Presentation, simulation and discussion 2 X 50			0%
16							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** 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.