



**Universitas Negeri Surabaya**  
**Faculty of Vocational Studies**  
**D4 Public Administration 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>																																									
physical education and fitness	99996340102031		T=2	P=0	ECTS=3.18	1	July 17, 2024																																									
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																										
	.....		.....			Dr. Weni Rosdiana, S.Sos., M.AP.																																										
<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																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<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 style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	Physical education is a course that provides understanding and mastery of the nature, function and objectives of physical education. Provide introduction and experience in carrying out various sports and game activities to be used to increase physical activity levels in accordance with various research and WHO recommendations. Apart from that, students gain experience in developing physical education programs for themselves in an effort to improve and maintain physical fitness. Students have experience in measuring physical fitness levels using various measurement methods. Students have understanding and experience in determining indicators and measuring ideal body shape based on various methods. As an additional competency, students learn about sports management and competition systems.																																															
<b>References</b>	<b>Main :</b>																																															
	<ol style="list-style-type: none"> <li>1. Dugan, S. A., Gabriel, K. P., Lange-Maia, B. S., &amp; Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. <i>Obstetrics and Gynecology Clinics of North America</i>, 45(4), 723–736. <a href="https://doi.org/10.1016/J.OGC.2018.07.009">https://doi.org/10.1016/J.OGC.2018.07.009</a></li> <li>2. Griera, J. L., Manzanares, J. M., Barbany, M., Contreras, J., Amigó, P., &amp; Salas-Salvadó, J. (2007). Physical activity, energy balance and obesity. <i>Public Health Nutrition</i>, 10(10A), 1194-1199.</li> <li>3. Lopes, V. P., Malina, R. M., Gomez-Campos, R., Cossio-Bolaños, M., Arruda, M. de, &amp; Hobold, E. (2019). Body mass index and physical fitness in Brazilian adolescents. <i>Jornal de Pediatria</i>, 95(3), 358–365. <a href="https://doi.org/10.1016/J.JPED.2018.04.003">https://doi.org/10.1016/J.JPED.2018.04.003</a></li> <li>4. Luis Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., &amp; Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. <i>Public Health Nutrition</i>, 10(10 A), 1194–1199. <a href="https://doi.org/10.1017/S1368980007000705">https://doi.org/10.1017/S1368980007000705</a></li> <li>5. Nurhasan, dkk. 2005. <i>Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangun Manusia yang Sehat Jasmani dan Rohani)</i>. Surabaya: Unesa University Press.</li> <li>6. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., &amp; Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. <i>American Journal of Public Health</i>, 87(8), 1328–1334. <a href="https://doi.org/10.2105/AJPH.87.8.1328">https://doi.org/10.2105/AJPH.87.8.1328</a></li> <li>7. SCY, Hartati, dkk. 2013. <i>Permainan Kecil</i>. Malang: Wineka Media.</li> <li>8. WHO. (2010). Global Recommendations on Physical Activity for Health. <a href="https://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;jsessionid=E3D59CC040D39FAC27896A08EEB9AC4?sequence=1">https://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;jsessionid=E3D59CC040D39FAC27896A08EEB9AC4?sequence=1</a></li> <li>9. World Health Organization. (2010). Global recommendations on physical activity for health. In WHO Press. Retrieved from <a href="http://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;jsessionid=23CAE902DD510DBA1B49929E261460D2?sequence=1">http://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;jsessionid=23CAE902DD510DBA1B49929E261460D2?sequence=1</a></li> </ol>																																															
	<b>Supporters:</b>																																															
<b>Supporting lecturer</b>	Dr. Aghus Sifaq, S.Or., M.Pd.																																															
<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>																																											
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																																									
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**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.