SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PHILOSOPHY OF SPORTS EDUCATION	8510103047		T=3	P=0	ECTS=6.72	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Taufiq Hidayat, S.Pd., M.Kes.

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	This course discusses the conceptual and ethical issues of sports education philosophy. Conceptual relates to understanding the concepts and ideas applied in the world of sports education along with the problems that arise empirically. The discussion of conceptual and ideal issues uses an ontological approach, while ethical issues relate to ideal and moral behavior in sports education and the problems that often arise in PJOK practices.

References	**Main :**	

1. Permendiknas 16 tahun 2007 tentang Kualifikasi Akademik dan Standar Kompetensi Guru Pendidikan Dasar dan Menengah.
2. Panitia Seminar dan Lokakarya Nasional Ilmu Keolahragaan tahun 1998. Deklarasi Ilmu Keolahragaan dan Hasil Rumusan Seminar dan Lokakarya Nasional Ilmu Keolahragaan 6-7 September 1998 di Surabaya.
3. Komisi Disiplin Ilmu Keolahragaan, 2000. Ilmu Keolahragaan dan Rencana Pengembangannya. Jakarta: Depdiknas.
4. Noerbai, 2000. Filsafat Pendidikan Jasmani dan Olahraga. Surabaya: Unesa University Press.
5. Made Pramono, 2003. Dasar-Dasar Filosofis Ilmu Olahraga. Jurnal Filsafat, Agustus 2003, Jilid 34, Nomor 2.
6. Charles A Bucher; Deborah A; Wuest, 2009. Foundations of Physical Education, Exercise Science, and Sport. USA: McGraw-hill.
7. PP 32 tahun 2013 tentang Standar Nasional Pendidikan.
8. KONASPI VII. Insan Indonesia Emas 2045.
9. NASPE. A Physically Educated Person.
10. Unesco. 6 literasi dasar.

	Supporters:	

Supporting lecturer	Prof. Drs. Suroto, M.A., Ph.D.

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	Students can explain at least 80% correctly about: 24 PJOK teacher competency sub-standards based on National Education Ministerial Decree 16 of 2007 Level of their own competency	1.Mastering: Teacher competency according to government demands 2.How to measure competency based on self-evaluation	**Criteria:** Students can achieve a minimum score of 80	Lectures, discussions and practice measuring yourself 3 X 50			0%
2	Students can explain at least 80% correctly about: Essential 21st Century Skills	Understanding Essential 21st Century Skills (Communication, Collaboration, Critical Thinking, and Creativity)	**Criteria:** Students achieve a minimum score of 80	Discussion and Observing the atmosphere of PJOK which allows generating 21st century skills 3 X 50			0%
3	Students can explain at least 80% correctly about: 5 Main Characteristics of the Indonesian nation	Understanding Student Competency Requirements according to the 5 Main Characteristics of the Indonesian nation (Religious, Nationalist, Independent, Integrity and Mutual Cooperation)	**Criteria:** Students achieve a minimum score of 80	Discussion and Observing the atmosphere of PJOK which makes it possible to raise the 5 main characters 3 X 50			0%
4	Students can explain at least 80% correctly about: Characteristics of a physically educated person	Understanding Student Competency Requirements according to the specific targets of PJOK (a physically educated person)	**Criteria:** Students achieve a minimum score of 80	Check whether he as a PJOK teacher has achieved the 6 characteristics of PEP. 3 X 50			0%
5	Students can explain at least 80% correctly about: Golden Indonesian People 2045 KONASPI VII Results version	Understanding Student Competency Demands according to the 2045 target	**Criteria:** Students achieve a minimum score of 80	Discuss and formulate examples of what global and futuristic skills look like. 3 X 50			0%
6	Students can explain at least 80% correctly about: 6 Unesco basic literacy	Understanding Student Competency Requirements according to Unesco's 6 basic literacy targets	**Criteria:** Students achieve a minimum score of 80	Discuss examples of 6 Unesco 3 X 50 basic literacy			0%
7	Students can explain at least 8 National Education Standards	Understand the 8 National Education Standards	**Criteria:** Students achieve a minimum score of 80	Trying to understand the common thread of the relationship between 8 standards in the context of PJOK 3 X 50			0%
8	Mastering meeting material 1-7	-	**Criteria:** Students achieve a minimum score of 80	UTS 3 X 50			0%
9	Students can explain at least 80% correctly about: The meaning, various schools, and views of philosophical figures.	Understand the meaning, various schools, and views of philosophical figures.	**Criteria:** Students achieve a minimum score of 80	Discussion and formulating easy media in groups of 3 X 50			0%

10	Students can explain at least 80% correctly about: the philosophical – ontological basis of PJOK	Understand the philosophical – ontological basis of PJOK	**Criteria:** Students achieve a minimum score of 80	Discussion and formulating easy media in groups of 3 X 50				0%
11	Students can explain at least 80% correctly about: the philosophical – epistemological foundations of PJOK	Understand the philosophical – epistemological basis of PJOK	**Criteria:** Students achieve a minimum score of 80	Discussion and formulating easy media in groups of 3 X 50				0%
12	Students can explain at least 80% correctly about: the philosophical – axiological basis of PJOK	Understand the philosophical – axiological basis of PJOK	**Criteria:** Students achieve a minimum score of 80	Discussion and formulating easy media in groups of 3 X 50				0%
13	Students can make self-development plans according to their level of development	Have a self-development plan	**Criteria:** Students achieve a minimum score of 80	Make a self-development plan according to the 3 X 50 development level				0%
14	Students can make real plans to develop the philosophical views of PJOK teachers	Have a real plan to develop the philosophical views of PJOK teachers	**Criteria:** Students achieve a minimum score of 80	Plan, implement and create a 3 X 50 project report				0%
15	Students can record their philosophical views as PJOK teachers	Has a philosophical view that refers to several competency demands	**Criteria:** Students achieve a minimum score of 80	Exposure on youtube.com 3 X 50				0%
16	Mastering material 1-15	-	**Criteria:** Students achieve a minimum score of 80	UAS 3 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.