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Universitas Negeri Surabaya Faculty of Sports and Health Sciences, Sports Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

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Courses		CODE		•	Course F	amily		Cre	edit W	/eight		SEI	MESTER	Compilation Date
Developmen Education Co	t of the Sports urriculum	8510108	076		Compulso Program			T:	=2	P=0	ECTS=4.	48	2	July 17, 2024
AUTHORIZA [*]	TION	SP Deve	loper				Cours	e Clu	ster (Coordi	nator	Stu	dy Progran	Coordinator
		Dr. Nani	k Indahwa	ti, M.Oı	r		Drs. Suroto, M.A., Ph.D.			С	Dr. Taufiq Hidayat, S.Pd. M.Kes.			
Learning model	Project Based	Learning										<u> </u>		
Program	PLO study pr	ogram which	is charg	ed to t	he cours	se								
Learning Outcomes	Program Obje	Program Objectives (PO)												
(PLO)	PO - 1	PO - 1 Able to work together and have social sensitivity and high concern for society and the environment in Sports Education Curriculum Development courses												
	PLO-PO Matrix													
	PO Matrix at t	P.O PO-1 PO-1 PO-1		ng staq	3 4	PO) 5	6 7	8	Wee	ek 10	11 :	12 1	3 14	15 16
Short Course Description	This course ex- which includes thinking framew well as designir	task and mater ork for its deve	ial analys lopment. L	is, form _ecture:	nulation o s are carr	f achievied	vements a using a c	ınd ind ase stu	dicato udy sy	rs of g /stem (oal achie curriculur	vement	, as well as	analysis of the
References	Main:													
	2. Quay, Champ 3. Peratur 4. Peratur Tinggi. 5. Annarir	dinata, Syaodir John, dan Pet aign-IL, Humar an Presiden Re an Menteri Per no, Anthony A. ion. London C.\	ers, Jacqu Kinetics. epublik Inc Ididikan D , Cowell,	ui.2012. Ionesia an Keb Charle	. Creative Nomor 8 Judayaan	Tahun Republ	cal educa 2012 teni lik Indones	tion : ang Ko sia Nor	integ erang mor 3	rating ka Kua Tahur	curriculur alifikasi Na 1 2020 ter	m throu asional ntang St	gh innovativ Indonesia. andar Nasic	ve pe projects. nal Pendidikan
	1. Buku P	anduan Pelaks	anaan MB	KM 20	20									
Supporting lecturer	Prof. Drs. Surot Dr. Nanik Indah		Or.											
Week- eac sta	nal abilities of ch learning age ub-PO)	Indicator	Evaluatio	on teria &	Form	Help Learning, Learning methods, Student Assignments, [Estimated time] Offline (Online (online)		r	Learning naterials eferences]	Assessment Weight (%)				
							offline)		5					

	1			T	T	 	
1	Introduction, learning contract, followed by analysis of curriculum development paradigm material that occurred in Indonesia	Students are able to understand the introduction, learning contract, and are able to analyze material on curriculum development paradigms that occur in Indonesia	Criteria: Participation assessment rubric Form of Assessment: Participatory Activities, Portfolio Assessment	Learning Form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer paradigm of curriculum development that occurred in Indonesia 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning. http://vlearning.unesa.ac.id about curriculum development paradigms that occur in Indonesia 2x50' / 3.18 ECTS	Material: Curriculum development paradigm Reference: Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya Material: Paradigm of curriculum development occurring in Indonesia Reference: Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework.	5%
2	Analyzing the concept of curriculum development referring to SNDIKTI, KKNI, OBE	Students are able to analyze the concept of curriculum development referring to SNDIKTI, KKNI, OBE	Criteria: 1.Participation assessment rubric 2.Portfolio assessment rubric Form of Assessment: Participatory Activities, Portfolio Assessment	Learning Form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer concept Curriculum development referring to SNDIKTI, KKNI, OBE 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the concept of curriculum development referring to SNDIKTI, KKNI, OBE 2x50' / 3.18 ECTS	Material: KKNI Library: Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework. Material: SNDIKTI Library: Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.	5%

3	Analyzing the concept of curriculum development referring to SNDIKTI, KKNI, OBE	Students are able to analyze the concept of curriculum development referring to SNDIKTI, KKNI, OBE	Criteria: 1.Participation assessment rubric 2.Portfolio assessment rubric Form of Assessment: Participatory Activities, Portfolio Assessment	Learning Form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer concept Curriculum development referring to SNDIKTI, KKNI, OBE 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the concept of curriculum development referring to SNDIKTI, KKNI, OBE 2x50' / 3.18 ECTS	Material: KKNI Library: Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework. Material: SNDIKTI Library: Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.	5%
4	Analyzing the concept of curriculum development referring to Kurtilas (2013), Independent Curriculum	Analyzing the concept of curriculum development referring to Kurtilas (2013), Independent Curriculum	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer concept Curriculum development referring to Kurtilas (2013), Independent Curriculum 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the concept of Curriculum development referring to Kurtilas (2013), Merdeka Curriculum	Material: Curriculum Development Concepts Reference: Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya	5%
5	Analyzing the recent phenomenon of curriculum changes occurring in Indonesia	Students are able to analyze the recent phenomenon of curriculum changes occurring in Indonesia	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: What is the recent phenomenon of curriculum change that has occurred in Indonesia? Students respond to the lecturer's questions. • Phase 2: Developing a project plan. The lecturer gives students time to discuss and design a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. Students design and	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions The lecturer asks: What is the phenomenon of curriculum change occurring in Latest Indonesia Students respond to lecturers' questions. • Phase 2: Developing a project plan. The lecturer gives students time to discuss and design a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. Students design and prepare a report and presentation of the current phenomenon of curriculum change occurring in Indonesia. • Phase 3: Developing a schedule. The lecturer makes a final deadline agreement collecting reports and exposing the current phenomenon of curriculum change occurring in Indonesia.	Material: Phenomenon of curriculum change References: Quay, John, and Peters, Jacqui.2012. Creative physical education: integrating curriculum through innovative pe projects. Champaign-IL, Human Kinetics.	5%

prepare a report and presentation of report project and the current phenomenon of curriculum change Indonesia. occurring in Indonesia. • Phase 3: Developing a schedule. The lecturer makes a final time limit. deadline agreement collecting presentations and reports and exposing the current phenomenon in Indonesia. of curriculum change occurring in Indonesia. Students prepare a timeline to complete the product and the report project and presenting the current phenomenon Indonesia. of curriculum change occurring in Indonesia. • Phase 4: The lecturer gives Monitoring Lecturers revise the project. monitor the student process of collecting presentation and performance project results. 2x50' / 3.18 ECTS Students submit their work according to the agreed time limit. • Phase 5: Testing Results Students test report presentations and exposure to the current phenomenon of curriculum change that has occurred in Indonesia. The process of reporting and presenting the current phenomenon of curriculum change that occurred in Indonesia was observed by the lecturer to see the quality of the report product and the presentation of the current phenomenon of curriculum change that occurred in Indonesia. • Phase 6: Evaluation of Student Experiences edited the presentation before collecting it. The lecturer

gives students

Students prepare a timeline to complete the presenting the current phenomenon of curriculum change occurring in Phase 4: Monitoring Lecturers monitor the student process of collecting project results. Students submit their work according to the agreed • Phase 5: Testing Results Students test report exposure to the current phenomenon of curriculum change that has occurred The process of reporting and presenting the current phenomenon of curriculum change that occurred in Indonesia was observed by the lecturer to see the quality of the report presentation of the current phenomenon of curriculum change that occurred in Phase 6: Evaluation of Student Experiences edited the presentation before collecting it. students time to reflect and The lecturer provides suggestions and input on the results of the student's

ĺ				time to reflect			1
				and revise the			
				project. The lecturer			
				provides			
				suggestions			
				and input on			
				the results of the student's			
				presentation			
				and			
				performance			
				2x50' / 3.18 ECTS			
6	Analyzing the	Students are	Criteria:	Learning	Learning Form:	Material:	5%
	recent	able to	1.Participation	Form:	Virtual face-to-face lecture	Phenomenon	370
	phenomenon of curriculum	analyze the recent	assessment rubric	Face-to-face	via vilearning and zoom	of curriculum	
	changes	phenomenon	2.Performance	lecture	La comita de marcalle de de	change	
	occurring in Indonesia	of curriculum changes	assessment rubric	Learning	Learning method: Project Base	References: Quay, John,	
	muonesia	occurring in	3.Performance	method:	Learning	and Peters,	
		Indonesia	assessment rubric	Project Base	Using Vlearning LMS:	Jacqui.2012.	
			Form of Assessment :	Learning	http://vlearning.unesa.ac.id	Creative	
			Participatory Activities,	• Phase 1:	Phase 1: Determining	physical education:	
			Practice/Performance	Determining	Fundamental Questions	integrating	
				Basic	The lecturer asks: What is	curriculum	
				Questions	the phenomenon of	through	
				The lecturer	curriculum change	innovative pe	
				asks: What is the recent	occurring in Latest Indonesia	projects. Champaign-IL,	
				phenomenon	Students respond to	Human	
				of curriculum	lecturers' questions.	Kinetics.	
				change that	Phase 2: Developing a		
				has occurred	project plan.		
				in Indonesia? Students	The lecturer gives students time to discuss		
				respond to the	and design a report and		
				lecturer's	presentation of the current		
				questions.	phenomenon of curriculum		
				Phase 2: Developing a	change occurring in Indonesia.		
				project plan.	Students design and		
				The lecturer	prepare a report and		
				gives students	presentation of the current		
				time to discuss	phenomenon of curriculum		
				and design a report and	change occurring in Indonesia.		
				presentation of	Phase 3: Developing a		
				the current	schedule.		
				phenomenon	The lecturer makes a final		
				of curriculum	deadline agreement		
				change occurring in	collecting reports and exposing the current		
				Indonesia.	phenomenon of curriculum		
				Students	change occurring in		
				design and	Indonesia.		
				prepare a report and	Students prepare a timeline to complete the		
				presentation of	report project and		
				the current	presenting the current		
				phenomenon	phenomenon of curriculum		
				of curriculum	change occurring in		
				change occurring in	Indonesia. • Phase 4: Monitoring		
				Indonesia.	Lecturers monitor the		
				• Phase 3:	student process of		
				Developing a schedule.	collecting project results.		
				The lecturer	Students submit their work according to the agreed		
				makes a final	time limit.		
				deadline	Phase 5: Testing Results		
				agreement	Students test report		
				collecting reports and	presentations and exposure to the current		
				exposing the	phenomenon of curriculum		
				current	change that has occurred		
				phenomenon	in Indonesia.		
				of curriculum	The process of reporting		
				change occurring in	and presenting the current phenomenon of curriculum		
				Indonesia.	change that occurred in		
				Students	Indonesia was observed		
				prepare a	by the lecturer to see the		
				timeline to complete the	quality of the report product and the		
				report project	product and the presentation of the current		
				and presenting	phenomenon of curriculum		
				the current	change that occurred in		
				phenomenon	Indonesia.		
				of curriculum change	Phase 6: Evaluation of Student Experiences		
				occurring in	edited the presentation		
				Indonesia.	before collecting it.		
				• Phase 4:	The lecturer gives		

				Monitoring Lecturers monitor the student process of collecting project results. Students submit their work according to the agreed time limit. • Phase 5: Testing Results Students test report presentations and exposure to the current phenomenon of curriculum change that has occurred in Indonesia. The process of reporting and presenting the current phenomenon of curriculum change that occurred in Indonesia was observed by the lecturer to see the quality of the report product and the presentation of the current phenomenon of curriculum change that occurred in Indonesia. • Phase 6: Evaluation of Student Experiences edited the presentation before collecting it. The lecturer gives students time to reflect and revise the project. The lecturer suggestions and input on the results of the student's presentation and performance 2x50' / 3.18 ECTS	students time to reflect and revise the project. The lecturer provides suggestions and input on the results of the student's presentation and performance 2x50' / 3.18 ECTS		
7	Analyzing the recent phenomenon of curriculum changes occurring in Indonesia	Students are able to analyze the recent phenomenon of curriculum changes occurring in Indonesia	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: What is the recent phenomenon of curriculum change that has occurred in Indonesia? Students	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions The lecturer asks: What is the phenomenon of curriculum change occurring in Latest Indonesia Students respond to lecturers' questions. • Phase 2: Developing a project plan. The lecturer gives students time to discuss	Material: Phenomenon of curriculum change References: Quay, John, and Peters, Jacqui.2012. Creative physical education: integrating curriculum through innovative pe projects. Champaign-IL, Human Kinetics.	5%

respond to the lecturer's questions. Phase 2: Developing a Indonesia. project plan. The lecturer gives students time to discuss and design a Indonesia. report and presentation of the current schedule. phenomenon of curriculum change occurring in Indonesia. Students design and Indonesia. prepare a report and presentation of the current phenomenon of curriculum change Indonesia. occurring in Indonesia. Phase 3: Developing a schedule. The lecturer time limit makes a final deadline agreement collecting reports and exposing the current phenomenon of curriculum change occurring in Indonesia. Students prepare a timeline to complete the report project and presenting the current phenomenon Indonesia. of curriculum change occurring in Indonesia. • Phase 4: Monitoring Lecturers monitor the student process of collecting project results. 2x50' / 3.18 ECTS Students submit their work according to the agreed time limit. • Phase 5: Testing Results Students test report presentations and exposure to the current phenomenon of curriculum change that has occurred in Indonesia. The process of reporting and presenting the . current phenomenon of curriculum change that occurred in Indonesia was observed by the lecturer to

see the quality

and design a report and presentation of the current phenomenon of curriculum change occurring in Students design and prepare a report and presentation of the current phenomenon of curriculum change occurring in • Phase 3: Developing a The lecturer makes a final deadline agreement collecting reports and exposing the current phenomenon of curriculum change occurring in Students prepare a timeline to complete the report project and presenting the current phenomenon of curriculum change occurring in · Phase 4: Monitoring Lecturers monitor the student process of collecting project results. Students submit their work according to the agreed • Phase 5: Testing Results Students test report presentations and exposure to the current phenomenon of curriculum change that has occurred in Indonesia. The process of reporting and presenting the current phenomenon of curriculum change that occurred in Indonesia was observed by the lecturer to see the quality of the report product and the presentation of the current phenomenon of curriculum change that occurred in • Phase 6: Evaluation of Student Experiences edited the presentation before collecting it. The lecturer gives students time to reflect and revise the project. The lecturer provides suggestions and input on the results of the student's presentation and performance

				of the report product and the presentation of the current phenomenon of curriculum change that occurred in Indonesia. • Phase 6: Evaluation of Student Experiences edited the presentation before collecting it. The lecturer gives students time to reflect and revise the project. The lecturer provides suggestions and input on the results of the student's presentation and performance 2x50' / 3.18			
8	UTS		Criteria: UTS assessment rubric Form of Assessment : Participatory Activities, Tests	ECTS 2x50' / 3.18 ECTS	UTS 2x50' / 3.18 ECTS	Material: Material 1-7 References: Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya	15%
9	Analyzing the Curriculum at LPTK: The direction of the Study Program curriculum which is integrated in the Merdeka Belajar curriculum	Students are able to analyze the curriculum at LPTK: The direction of the study program curriculum which is integrated in the Merdeka Belajar curriculum	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer Curriculum at LPTK: Direction of study program curriculum integrated in the Merdeka Belajar curriculum 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the Curriculum at LPTK: Directions for the Study Program curriculum which is integrated in the Merdeka curriculum Study 2x50' / 3.18 ECTS	Material: Curriculum direction Reference: MBKM 2020 Implementation Guidebook	5%
10	Analyzing the Curriculum at LPTK: The direction of the Study Program curriculum which is integrated in the Merdeka Belajar curriculum	Students are able to analyze the curriculum at LPTK: The direction of the study program curriculum which is integrated in the Merdeka Belajar curriculum	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning form: Face-to-face lecture Learning method: Demonstration, discussion and question and answer Curriculum at LPTK: Direction of study program curriculum integrated in the Merdeka Belajar curriculum 2x50' / 3.18 ECTS	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Demonstration, discussion and question and answer using LMS Vlearning: http://vlearning.unesa.ac.id about the Curriculum at LPTK: Directions for the Study Program curriculum which is integrated in the Merdeka curriculum Study 2x50' / 3.18 ECTS	Material: Curriculum direction Reference: MBKM 2020 Implementation Guidebook	5%
11	Design the curriculum according to the model that will be developed by	Students are able to design a curriculum according to	Criteria: 1.Participation assessment rubric	Learning Form: Face-to-face lecture	Learning Form: Virtual face-to-face lectures via vilearning and zoom	Material: Designing a curriculum Reference:	5%

aking into	the model	2.Performance	Ī	I	Sukmadinata,	
account CP and	that will be	assessment rubric	Learning	Learning method:	Syaodih Nana	
he framework of hinking.	developed by paying	3.Performance	method:	Project Base	(2013)	
illining.	attention to	assessment rubric	Project Base	Learning	Curriculum	
	CP and their	Form of Assessment	Learning	Using Vlearning LMS: http://vlearning.unesa.ac.id	Development - Theory and	
	framework of thinking.	Form of Assessment : Participatory Activities,	• Phase 1:	p.// vicarining.unesa.ac.lu	Practice.	
	timitang.	Practice/Performance	Determining	Phase 1: Determining	Bandung. PT.	
		Tradioc/Terrormande	Fundamental	Fundamental Questions	Remaja	
			Questions	Lecturer asks: How to	Rosdakarya	
			The lecturer asks: How to	design a curriculum		
			design the	according to the existing model will be developed	Material:	
			curriculum	taking into account CP	Curriculum Design	
			according to	and its framework of	Bibliography:	
			the model that	thinking. Students respond	Annarino,	
			will be	to the lecturer's questions.	Anthony A.,	
			developed by taking into	Phase 2: Developing a Project Plan	Cowell,	
			account CP	The lecturer gives	Charles C., and Hazelton,	
			and the	students time to discuss	Helen W.	
			framework of	and design a curriculum	(1980)	
			thinking.	design according to the	Curriculum	
			Students respond to the	model that will be	Theory and	
			lecturer's	developed by taking into account CP and their	Design in	
			questions.	thinking framework.	Physical Education.	
			• Phase 2:	Students design and	London CV	
			Developing a	compile reports and	Mosby	
			Project Plan	presentations about	Company.	
			The lecturer gives students	curriculum design according to the model		
			time to discuss	that will be developed by		
			and design a	taking into account CP		
			curriculum	and their framework of		
			design	thinking.		
			according to	Phase 3: Developing a		
			the model that will be	schedule . Lecturers make an		
			developed by	agreement on the deadline		
			taking into	for submitting reports and		
			account CP	presentations on		
			and their	curriculum design in		
			thinking	accordance with the model		
			framework. Students	that will be developed by taking into account the CP		
			design and	and its framework of		
			prepare	thinking.		
			reports and	Students develop a		
			presentations	timeline for completing the		
			about	project.		
			curriculum design in	Phase 4: Monitoring The lecturer monitors the		
			accordance	student process of		
			with the model	collecting project results.		
			that will be	Students submit their work		
			developed by	according to the agreed		
			taking into account CP	time limit. • Phase 5: Testing		
			and the	Student Results		
			framework of	presentation of reports and		
			thinking	presentations about		
			• Phase 3:	curriculum design in		
			Arranging a	accordance with the model		
			Schedule Lecturers	that will be developed taking into account CP		
			make an	and their framework of		
			agreement on	thinking.		
			the deadline	The exposure testing		
			for submitting	process is observed by the		
			reports and presentations	lecturer to see the quality of the report product and		
			about	presentation about		
			curriculum	curriculum design in		
			design in	accordance with the model		
			accordance	that will be developed		
			with the model	taking into account CP		
			that will be developed by	and its framework of thinking		
			taking into	Phase 6: Evaluation of		
			account CP	Experience		
			and framework	Students edit reports and		
			he thought.	presentations about		
			Students	curriculum design		
			develop a	according to the model		
			timeline for completing the	that will be developed by taking into account the CP		
			project.	and its framework of		
			• Phase 4:	thinking before it is		
			Monitoring	collected.		
			The lecturer	Lecturers give students		
				time to reflect and revise	1	
			monitors the			
			student process of	projects. Lecturers provide		

		,		project results.	the results of student		
		,		Students submit their	presentations and performance.		
				work according	2x50' / 3.18 ECTS		
				to the agreed			
				time limit. • Phase 5:			
				Testing			
				Student			
				Results			
				presentation of reports and			
				presentations			
				about			
				curriculum design in			
				accordance			
				with the model			
				that will be			
				developed taking into			
				account CP			
				and their			
				framework of thinking.			
				The exposure			
				testing process			
				is observed by the lecturer to			
				see the quality			
				of the report			
				product and			
				presentation about			
				curriculum			
				design in			
<u> </u>				accordance with the model			
				that will be			
				developed			
				taking into			
				account CP and its			
				framework of			
				thinking.			
				 Phase 6: Evaluation of 			
				Experience			
				Students edit			
				the report and			
				explain the curriculum			
				design			
				according to			
				the model that will be			
				developed by			
				taking into			
				account CP and the			
				and the framework of			
				thinking before			
				it is collected.			
				Lecturers give students time			
				to reflect and			
				revise projects.			
				Lecturers provide			
				provide suggestions			
, [and input on			
				the results of students'			
				presentations			
				and			
				performance.			
		_		2x50' / 3.18 ECTS			
12	Design the curriculum	Students are able to	Criteria:	ECTS Learning	Learning Form:	Material:	5%
	according to the	design a	1.Participation	Form: Face-to-face	Virtual face-to-face lectures via vilearning and	Designing a curriculum	
	model that will be developed by	curriculum according to	assessment rubric 2.Performance	lecture	zoom	Reference:	
	taking into	the model	assessment rubric			Sukmadinata,	
	account CP and	that will be developed	3.Performance	Learning	Learning method: Project Base	Syaodih Nana	
		uevelonea	assessment rubric	method: Project Base	Project Base Learning	(2013) Curriculum	
	the framework of	by paving					
		by paying attention to		Learning	Using Vlearning LMS:	Development -	1
	the framework of	by paying attention to CP and their	Form of Assessment :	_	http://vlearning.unesa.ac.id	Theory and	
	the framework of	by paying attention to		• Phase 1:	http://vlearning.unesa.ac.id	Theory and Practice.	
	the framework of	by paying attention to CP and their framework of	Form of Assessment : Participatory Activities,	_		Theory and	
	the framework of	by paying attention to CP and their framework of	Form of Assessment : Participatory Activities,	• Phase 1: Determining Fundamental Questions	http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: How to	Theory and Practice. Bandung. PT.	
	the framework of	by paying attention to CP and their framework of	Form of Assessment : Participatory Activities,	• Phase 1: Determining Fundamental Questions The lecturer	http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: How to design a curriculum	Theory and Practice. Bandung. PT. Remaja Rosdakarya	
	the framework of	by paying attention to CP and their framework of	Form of Assessment : Participatory Activities,	• Phase 1: Determining Fundamental Questions	http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: How to	Theory and Practice. Bandung. PT. Remaja	

curriculum according to the model that will be developed by taking into account CP and the framework of thinking. Students respond to the lecturer's questions. Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and prepare reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and the framework of thinking • Phase 3: Arranging a Schedule Lecturers make an agreement on the deadline for submitting reports and presentations about curriculum design in accordance with the model that will be developed by taking into account CP and framework he thought. Students develop a timeline for completing the project. Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. Phase 5: Testing Student Results presentation of reports and

taking into account CP and its framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and compile reports and presentations about curriculum design according to the model that will be developed by taking into account CP and their framework of thinking. • Phase 3: Developing a

- Phase 3: Developing a schedule
 Lecturers make an agreement on the deadline for submitting reports and presentations on curriculum design in accordance with the model that will be developed by taking into account the CP and its framework of thinking.

 Students develop a
- timeline for completing the project.

 Phase 4: Monitoring
 The lecturer monitors the student process of collecting project results.
- collecting project results.
 Students submit their work according to the agreed time limit.
 Phase 5: Testing
 Student Results
- presentation of reports and presentations about curriculum design in accordance with the model that will be developed taking into account CP and their framework of thinking.

 The exposure testing

process is observed by the lecturer to see the quality of the report product and presentation about curriculum design in accordance with the model that will be developed taking into account CP and its framework of thinking

• Phase 6: Evaluation of

Phase 6: Evaluation of Experience Students edit reports and presentations about curriculum design according to the model that will be developed by taking into account the CP and its framework of thinking before it is collected.

Lecturers give students time to reflect and revise.

time to reflect and revise projects.
Lecturers provide suggestions and input on the results of student presentations and

performance. 2x50' / 3.18 ECTS

presentations

Design Bibliography: Annarino, Anthony A., Cowell. Charles C., and Hazelton, Helen W. (1980)Curriculum Theory and Design in Physical Education. London CV Mosby Company.

					about curriculum design in accordance			
					with the model that will be developed taking into account CP			
					and their framework of thinking. The exposure testing process			
					is observed by the lecturer to see the quality of the report product and			
					presentation about curriculum design in accordance			
					with the model that will be developed taking into account CP			
					and its framework of thinking. • Phase 6: Evaluation of			
					Experience Students edit the report and explain the curriculum			
					design according to the model that will be developed by			
					taking into account CP and the framework of thinking before it is collected.			
					Lecturers give students time to reflect and revise projects. Lecturers			
					provide suggestions and input on the results of students			
_	13	Designs the	Students are		presentations and performance. 2x50' / 3.18 ECTS. Learning			50/
	13	Design the curriculum according to the model that will be developed by taking into account CP and	able to design a curriculum according to the model that will be	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric	Form: Face-to-face lecture Learning	Learning Form: Virtual face-to-face lectures via vilearning and zoom Learning method:	Material: Designing a curriculum Reference: Sukmadinata, Syaodih Nana	5%
		the framework of thinking.	developed by paying attention to CP and their framework of thinking.	3.Performance assessment rubric Form of Assessment : Participatory Activities, Practice/Performance	method: Project Base Learning • Phase 1:	Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id	(2013) Curriculum Development - Theory and Practice.	
			amany.	. radiocii enoimance	Determining Fundamental Questions The lecturer asks: How to	Phase 1: Determining Fundamental Questions Lecturer asks: How to design a curriculum according to the existing	Bandung. PT. Remaja Rosdakarya Material:	
					design the curriculum according to the model that will be	model will be developed taking into account CP and its framework of thinking. Students respond to the lecturer's questions.	Curriculum Design Bibliography: Annarino, Anthony A.,	
					developed by taking into account CP and the framework of thinking.	Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the	Cowell, Charles C., and Hazelton, Helen W. (1980)	
					Students respond to the lecturer's	model that will be developed by taking into account CP and their	Curriculum Theory and Design in Physical	

questions. thinking framework. Phase 2: Students design and Developing a compile reports and Project Plan presentations about curriculum design The lecturer according to the model gives students time to discuss that will be developed by and design a taking into account CP and their framework of curriculum design thinking. according to Phase 3: Developing a the model that schedule will be . Lecturers make an developed by agreement on the deadline taking into for submitting reports and account CP presentations on and their curriculum design in thinking accordance with the model framework. that will be developed by taking into account the ĆP Students and its framework of design and thinking. prepare reports and Students develop a presentations timeline for completing the about project. Phase 4: Monitoring curriculum design in The lecturer monitors the accordance student process of with the model collecting project results. that will be Students submit their work developed by according to the agreed taking into time limit. account CP • Phase 5: Testing and the Student Results presentation of reports and framework of presentations about thinking • Phase 3: curriculum design in Arranging a accordance with the model Schedule that will be developed taking into account CP Lecturers and their framework of make an agreement on thinking. the deadline The exposure testing for submitting process is observed by the reports and lecturer to see the quality presentations of the report product and about presentation about curriculum curriculum design in design in accordance with the model accordance that will be developed with the model taking into account CP that will be and its framework of developed by thinking • Phase 6: Evaluation of taking into account CP Experience and framework Students edit reports and he thought. presentations about Students curriculum design develop a according to the model timeline for that will be developed by taking into account the CP completing the project. and its framework of • Phase 4: thinking before it is Monitoring collected. The lecturer Lecturers give students time to reflect and revise monitors the student projects. process of Lecturers provide collecting suggestions and input on the results of student project results. Students presentations and submit their performance. work according 2x50' / 3.18 ECTS to the agreed time limit. • Phase 5: Testing Student Results presentation of reports and presentations about curriculum design in accordance with the model that will be developed taking into account CP and their framework of thinking. The exposure

Education. London CV Mosby Company.

14	Design the curriculum according to the model that will be developed by taking into account CP and the framework of thinking.	Students are able to design a curriculum according to the model that will be developed by paying attention to CP and their framework of thinking.	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance	testing process is observed by the lecturer to see the quality of the report product and presentation about curriculum design in accordance with the model that will be developed taking into account CP and its framework of thinking. • Phase 6: Evaluation of Experience Students edit the report and explain the curriculum design according to the model that will be developed by taking into account CP and its of thinking before it is collected. Lecturers give students time to reflect and revise projects. Lecturers provide suggestions and input on the results of students' presentations and performance. 2x50' / 3.18 ECTS Learning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Fundamental Questions The lecturer asks: How to design the curriculum account CP and the framework of thinking. Students respond to the lecturer's questions The lecturer to design the curriculum account CP and the framework of thinking. Students respond to the lecturer's questions. • Phase 1: Determining Fundamental Questions The lecturer design the curriculum account CP and the framework of thinking. Students respond to the lecturer's questions. • Phase 1: Determining Fundamental Questions The lecturer design the curriculum account CP and the framework of thinking. Students respond to the lecturer's questions. • Phase 1: Determining Fundamental Questions The lecturer design the curriculum account CP and the framework of thinking. Students respond to the lecturer's questions. • Phase 1: Determining Fundamental Questions The lecturer design the curriculum account CP and the framework of thinking. Students respond to the lecturer's questions.	Learning Form: Virtual face-to-face lectures via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id Phase 1: Determining Fundamental Questions Lecturer asks: How to design a curriculum according to the existing model will be developed taking into account CP and its framework of thinking. Students respond to the lecturer's questions. Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thicking framework and compile reports and presentation sabout curriculum design and compile reports and presentation sabout curriculum to the word of the word of thinking into account CP and their support of the word of the word of the word of thinking. Phase 3: Developing a schedule Lecturers make an	Material: Designing a curriculum Reference: Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya Material: Curriculum Design Bibliography: Annarino, Anthony A., Cowell, Charles C., and Hazelton, Helen W. (1980) (1980) (1980) (1980) (2010) (1980) (2010)	5%	
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				developed taking into account CP and its framework of thinking. • Phase 6: Evaluation of Experience Students edit the report and explain the curriculum design according to the model that will be developed by taking into account CP and the framework of thinking before it is collected. Lecturers give students time to reflect and revise projects. Lecturers provide suggestions and input on the results of students' presentations and performance. 2x50' / 3.18			
15	Design the curriculum according to the model that will be developed by taking into account CP and the framework of thinking.	Students are able to design a curriculum according to the model that will be developed by paying attention to CP and their framework of thinking.	Criteria: 1.Participation assessment rubric 2.Performance assessment rubric 3.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance	ECTS Fearning Form: Face-to-face lecture Learning method: Project Base Learning • Phase 1: Determining Fundamental Questions The lecturer asks: How to design the curriculum according to the model that will be developed by taking into account CP and the framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and prepare reports and presentations about curriculum	Learning Form: Virtual face-to-face lectures via vilearning and zoom Learning method: Project Base Learning Using Vlearning LMS: http://vlearning.unesa.ac.id • Phase 1: Determining Fundamental Questions Lecturer asks: How to design a curriculum according to the existing model will be developed taking into account CP and its framework of thinking. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to discuss and design a curriculum design according to the model that will be developed by taking into account CP and their thinking framework. Students design and compile reports and presentations about curriculum design according to the model that will be developed by taking into account CP and their framework of thinking. • Phase 3: Developing a schedule Lecturers make an agreement on the deadline for submitting reports and presentations on curriculum design in accordance with the model that will be developed by taking into account the CP and its framework of thinking. Students develop a timeline for completing the project. • Phase 4: Monitoring	Material: Designing a curriculum Reference: Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya Material: Curriculum Design Bibliography: Annarino, Anthony A., Cowell, Charles C., and Hazelton, Helen W. (1980) Curriculum Theory and Design in Physical Education. London CV Mosby Company.	5%

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curriculum

The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. Phase 5: Testing Student Results presentation of reports and presentations about curriculum design in accordance with the model that will be developed taking into account CP and their framework of thinking. The exposure testing process is observed by the lecturer to see the quality of the report product and presentation about curriculum design in accordance with the model that will be developed taking into account CP and its framework of thinking • Phase 6: Evaluation of Experience Students edit reports and presentations about curriculum design according to the model that will be developed by taking into account the CP and its framework of thinking before it is collected. Lecturers give students time to reflect and revise projects. Lecturers provide suggestions and input on the results of student presentations and performance. 2x50' / 3.18 ECTS

				design according to the model that will be developed by taking into account CP and the framework of thinking before it is collected. Lecturers give students time to reflect and revise projects. Lecturers provide suggestions and input on the results of students' presentations and performance. 2x50' / 3.18			
16	UAS	Students master material 1-15	Criteria: UAS assessment rubric Form of Assessment: Participatory Activities	EASS 2x50' / 3.18 ECTS	UAS	Material: UAS Material Library: Sukmadinata, Syaodih Nana (2013) Curriculum Development - Theory and Practice. Bandung. PT. Remaja Rosdakarya	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	65%
2.	Portfolio Assessment	7.5%
3.	Practice / Performance	20%
4.	Test	7.5%
		100%

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.
- 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.
- 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.
- 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.