



# **CURRICULUM**

**PROGRAM OF PHYSICAL EDUCATION HEALTH AND RECREATION**



**FACULTY OF SPORTS SCIENCE  
YOGYAKARTA STATE UNIVERSITY  
2021**

## FOREWORD

All praise is for Allah for His grace, mercy, guidance, and help during the completion of this Outcome-Based Education (OBE) 2021 Curriculum for Physical Education, Health and Recreation Study Program, Faculty of Sport Science, Yogyakarta State University. Following Indonesian Qualification Framework (IQF) which holds Presidential Decree No.8/2012 as the legal endorsement, Independent Campus-Freedom to Learn (ICFL) which has been implemented since the 2020/2021 academic year, and Article 18 of the Regulation of Minister of Education and Culture No.3/2020, this curriculum includes university courses, faculty courses, and study program courses which are worth 152 credits in total.

I would also express my deepest gratitude to the team designing this OBE 2021 Curriculum. I hope all the effort and time taken to design this curriculum may help the development of education in Indonesia.

Yogyakarta, December 31<sup>st</sup> 2021  
Dean of Yogyakarta State University,



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## OUTCOME-BASED EDUCATION CURRICULUM OF PEHR STUDY PROGRAM

### A. INTRODUCTION

Physical Education, Health, and Recreation (PEHR) is one of study programs in Faculty of Sport Science, Yogyakarta State University. It has been accredited by National Accreditation Bureau of Higher Education and declared as “Advanced” since 2006 or for four accreditation cycles. This year, the accreditation status is stated in Statue of Declaration of National Accreditation Bureau of Higher Education No. 13178/SK/BAN-PT/AK-ISK/S/XII/2021 and is effective until 2026.

Physical Education, Health, and Recreation study program is a bachelor’s degree taking four years or eight semesters in average to complete. However, it is also possible for students to complete it only in seven semesters or three-and-a-half year. The graduates are granted Bachelor of Education (B. Ed) degree.

Physical Education, Health, and Recreation study program is responsible to produce excellent graduates, to conduct researches and community services, to initiate and maintain partnerships, to conduct activities related to students’ soft skill developments and English skill especially in physical education field, and to equip the graduates with high-quality and sustainable adapted physical education teaching skills for secondary level learners.

## THE IDENTITY OF THE STUDY PROGRAM

University	: Yogyakarta State University
Faculty	: Faculty of Sport Science
Study Program	: Physical Education, Health, and Recreation
Accreditation	: accredited by National Accreditation Bureau of Higher Education and declared as “Advanced” based on Statue of Declaration of National Accreditation Bureau of Higher Education No. 13178/SK/BAN-PT/AK-ISK/S/XII/2021 and is effective until 2026
Degree	: Bachelor of Education (B. Ed)

### B. Legal Grounds

As the education program planning tool, a curriculum must be developed to fulfill the needs of manpower, in accordance with the political, social, and cultural situation and condition, along with the continuous changes globally. Thus, the development of the curriculum of PEHR study program considers the following: (1) the change of visions and missions of Yogyakarta State University, (2) the Industrial Revolution Era 4.0, (3) the education of the 21<sup>st</sup> century, (4) IQF (Indonesian Quality Framework), (5) Technological and Pedagogical Content Knowledge (TPACK), (6) World Class University (WCU) and (7) National Curriculum Standard of Bachelor Education Program of PEHR.

The following is the list of formal legal documents which grounds all considerations related to the development of the curriculum of PEHR study program:

1. Law No.14/2005 concerning teachers and lecturers (State Gazette No.157/2005, Supplement to State Gazette No. 4586)

2. Law No. 12/2012 concerning higher education (State Gazette No. 158/2012, Supplement to State Gazette No. 5336)
3. Presidential Decree No.8/2012 about Indonesian Quality Framework (IQF)
4. Regulation of Minister of Education and Culture No.73/2013 about the Implementation of IQF in Higher Education
5. Regulation of Minister of Manpower No.21/2014 about the Guidelines in Implementing IQF in Higher Education
6. Regulation of Minister of Research, Technology, and Higher Education No.44/2015 about the National Standard of Higher Education
7. Regulation of Minister of Education and Culture No.81/2014 about Higher Education Diplomas, Certificates of Competency, and Professional Certificates
8. Regulation of Minister of Research, Technology, and Higher Education No.32/2016 about the Accreditation of Study Programs and Higher Education Institutions
9. Regulation of Minister of Research, Technology, and Higher Education No.62/2016 about the Quality Assurance System in Higher Education
10. Regulation of Minister of Research, Technology, and Higher Education No.13/2015 about the Strategic Plan of Ministry of Research, Technology, and Higher Education for 2015-2019
11. Regulation of Minister of Research, Technology, and Higher Education No.55/2017 about the Standard of Education of Teacher

12. Rector Regulation No.24/2017 about the Quality Standard of Yogyakarta State University

## **C. VISIONS AND MISSIONS OF STUDY PROGRAM**

### **1. Visions**

To be the excellent and competitive study program in the field of physical education, health, and recreation, and to be the one actualizing the adapted physical education in Asia in 2025 through manifesting sympathetic, professional, optimistic, rational, taqwa, innovative, and futuristic (*SPORTIF*) value.

### **2. Missions**

- a. To produce excellent, creative, innovative, religious, and independent graduates acquiring global outlook and being able to work together with the society for the nation's developments to carry out the adapted physical education, health, and recreation in secondary education level.
- b. To conduct researches and developments in the field of physical education, health, and recreation and conducting adapted physical education in secondary education level using advanced technology in accordance with the stakeholder's needs.
- c. To conduct community service programs related to the field of physical education, health, and recreation and conducting an empathetic adapted physical education for secondary education level in accordance with the needs of the community.

- d. To organize various national or regional cooperation with partner institutions on physical education and adaptive physical education.
- e. To organize supporting activities for soft skill development and English skills.

### **3. Goals**

- a. To produce education graduates and professional secondary level educators/teachers in Physical Education, Sport, and Health (PESH) field with following attitudes: Sympathetic, Professional, Optimistic, Rational, Taqwa, Innovative, and Futuristic (SPORTIF) who are outstanding and competitive in the national and Asia levels.
- b. To generate researches, articles, and textbooks arranged by lecturers of the study program to improve the learning quality reflecting the quality of the graduates that are eligible with the stakeholder needs.
- c. To accomplish community services that give direct or indirect impact on the development of lecturers' horizons outside the institution through empathy to support the development of graduates' competency and insight as required in the professional world.
- d. To improve various cooperation with partner institutions on physical education and adaptive physical education both in the national and Asia level.
- e. To develop students' soft skills and English skills to boost graduates' competency.



## D. GRADUATE ATTRIBUTES AND PROFILE

### 1. GRADUATE ATTRIBUTES

Graduates of PEHR Study Program are expected to have outstanding competencies and to be competitive as education graduates and/or professional educators/teachers in the field of Physical Education, Sport, and Health (PESH) at the secondary education level, along with **Sympathetic, Professional, Optimistic, Rational, Taqwa, Innovative, and Futuristic (SPORTIF)** attributes which are described as follows:

- a. **Sympathetic:** showing interests towards a problem and trying to solve it.
- b. **Professional:** being expert in their field, being responsible, and adhering to ethical principles.
- c. **Optimistic:** being able to maintain positive thinking while solving problems.
- d. **Rational:** being able to draw grounded and logical conclusions supported by the data and justified by the law to support the development of their expertise.
- e. **Taqwa:** striving for righteousness, avoiding sinfulness, and faithfully obeying the orders of the One Almighty God.
- f. **Innovative:** being able to do logical reasoning and to solve problem creatively.
- g. **Futuristic:** having orientation towards the future and striving for a better future.

## 2. GRADUATE PROFILE

Graduate profile is a set of roles that is expected to be carried by the graduates both in the society and in the professional world. This profile is the aimed educational outcome. By studying PEHR, the graduates can take one these following roles:

- a. A Physical Education, Sport, and Health (PESH) educator/teacher with good communication skills at the primary and secondary education level as well as the inclusive education.
- b. A Superintendent or an Administrator of Physical Education, Sport, and Health (PESH) at the primary and secondary education level, as well as the inclusive education.
- c. An extracurricular coach at the primary and secondary education level, as well as the inclusive education.

Table 1. Graduate Profile of PEHR Study Program

Profile	Required Skill
Teacher/ Educator	Able to plan and implement the teaching of, evaluating the learning of, transferring knowledge and skills of physical education and sport to learners with good communication. (Transferable Knowledge and Skills)
Super- intendent or Administrator	Able to carry out duties, responsibilities and the competencies to educate, teach, and/or train civil servants, including learning management competencies, personality competencies, social competencies, and substance competencies. (Competency Developer)
Extra- curricular coach	Able to work systematically, in patterns, and objectively in developing learners' skills, interests, and talents, and to conduct an inclusive education. (Excellent Coach)

## PROGRAM OBJECTIVES (POs)

The program objectives (POs) of PEHR Study Program are as follows:

Table 2. Program Objective (POs)

No	Program Objective Description
PO-1	Students will have religious attitudes based on their obedience to the One Almighty God and uphold human values in carrying out their duties.
PO-2	Students will be able to plan and conduct the teaching of and evaluate the learning of the Physical Education, Sport, and Health according to the student's characteristics and the learning materials through various approaches.
PO-3	Students will be able to master knowledge about learners, learning theories and methodologies, principles, procedures, and the use of evaluation to make the right decisions based on scientific analysis of information and data.
PO-4	Students will be knowledgeable and will master information and communication technology to support Physical Education, Sport, and Health teaching by utilizing various learning resources, learning media, and the potential of the local environment based on the educational standards.
PO-5	Students will be able to demonstrate a responsible and law-abiding attitude and attitude of discipline at work, and will be able to contribute to the development of the society and the country.
PO-6	Students will be able to do oral and written communication with learners, will be able to provide guidance and counselling, and will be skilled in teaching concepts of Physical Education, Sport, and Health (PESH) at the secondary education level.
PO-7	Students will be able to analyze, think logically, and develop PESH for the secondary education level.
PO-8	Students will have cooperative networks with various partners and will be able to demonstrate social sensitivity both inside and outside campus, especially during the teaching of PESH at the secondary education level.
PO-9	Students will internalize the spirit of independence, endeavor, and entrepreneurship in the field of PESH.

## E. PROGRAM LEARNING OUTCOME

Physical Education Health and Recreation Study Program learning outcomes are derived from the predetermined profile and formulated based on

the Regulation of Minister of Education and Culture No.73 /2013 about Indonesian Qualification Framework (IQF) and No.3 /2020 about Higher Education National Standard as follows:

Table 3. Program Learning Outcomes (PLOs)

No	Program Learning Objective Description
PLO-1	Students will be able to carry out their duties based on the obedience to the One Almighty God.
PLO-2	Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics.
PLO-3	Students will be able to collaborate with and will develop thoughtfulness for the society and the environment.
PLO-4	Students will be knowledgeable about and will be able to utilize information and communication technology in education.
PLO-5	Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education.
PLO-6	Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation.
PLO-7	Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach.
PLO-8	Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education.
PLO-9	Students will be able to develop entrepreneurial spirit in the field of Physical Education, Sport, and Health (PESH)
PLO-10	Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH).
PLO-11	Students will be able to create cooperation networks both inside and outside the institution.
PLO-12	Students will be able to make decisions and provide appropriate solutions based on the analysis of information and data.

Table 4. The Interrelationship between POs and PLOs

POs	PLOs											
	1	2	3	4	5	6	7	8	9	10	11	12
PO-1	√	√	√									√
PO-2				√	√	√					√	
PO-3					√		√	√		√		
PO-4				√			√	√		√		
PO-5					√	√	√			√		
PO-6				√	√	√		√				
PO-7					√		√		√	√		
PO-8		√		√		√					√	
PO-9			√						√		√	√

## F. STUDY MATERIALS

The importance of Physical Education (PE) motivates its development in various countries with different philosophies to the point where it becomes an academic discipline and profession. Physical Education is “a compilation of a number of disciplines organized and taught in a formal education program” (Henry, 1964). Those includes sports anatomy and physiology, sports biochemistry, motor learning, fundamental motor skills, sport psychology, sociology, anthropology and sports history (Henry, 1981). Thus, it is not only interdisciplinary, but also multidisciplinary, interdisciplinary, and cross-disciplinary (Renson, 1989). This concept is an attempt to clarify the academic identity of PE. The emphasis on the cross-disciplinary aspect of PE illustrates the interrelation between disciplines serving as the basis of PE. This academic discipline concept turns into scientific sub-field focus in sports sciences.

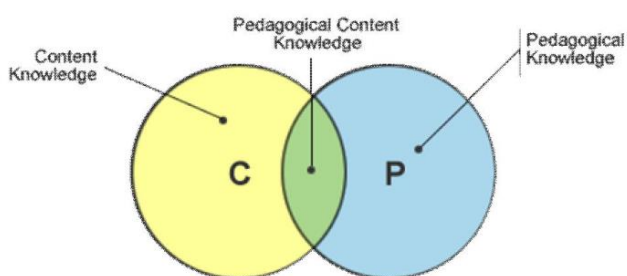
The concept of physical education as an academic discipline becomes the focus of learning in universities which goes too far, causes the prospective physical education teachers who have just finished their education understand too many fields of sports science but have weaknesses in teaching physical education in schools. Siedentop (1972) argues that physical education in schools should support physical activity as a more systematic development of games and kinesiology. The concept of sport science was strongly influenced by German who at that time saw physical education as a means to study sports. It should be noted that PE is also called “sports science”, emphasizing implicitly that it should be more on physical activities and games, not lessons learned in class. Starting from this point, physical education is then developed with an emphasis on teaching motor skills to students, namely physical education as a profession. As a profession, physical education is carried out by physical education teachers.

The profession of PE teacher must be supported with the subject matter knowledge and pedagogical content knowledge (Ball, Thames, & Phelps 2008; and Shulman, 1986). Initially, Shulman (1986) proposes a theoretical framework of pedagogical knowledge consisting of three categories of knowledge. Later, it develops into seven (Shulman, 1987) which are (1) content knowledge, (2) general pedagogical knowledge, (3) curriculum knowledge, (4) pedagogical content knowledge (PCK), (5) knowledge of learners and their characteristics, (6) knowledge of educational contexts, and (7) knowledge of educational ends. Among these, Shulman (1987) puts emphasizes on PCK as it is about

knowledge of teaching a particular area. Shulman (1987) defines PCK as a synthesis of content and pedagogy that uniquely turns into an area of authority and into a special form of teachers' professional understanding.

Pedagogical content knowledge consists of two elements: pedagogical knowledge and content knowledge. Firstly, pedagogical knowledge can be simply interpreted as knowledge of teaching. Effective teachers demonstrate a particular pedagogical behavior to facilitate learning (Tsangaridou, 2006). An effective teacher expects high performance and is able to grow a sense of responsibility to learn. Furthermore, an effective teacher is able to deliver learning materials in order, effectively and efficiently, and provides learners with a productive and meaningful learning (Rink, 2003, Siedentop and Tannehill, 2000). Secondly, content knowledge refers to knowledge, understanding, and skills taught and transferred by the teacher at school. This knowledge is rooted in two foundations: (1) the accumulation of literature and researches in the field of study and (2) historical and philosophical studies (Shulman, 1987). Doutis (1997) stated that teachers' content knowledge determines the progress and the next step to be taken. The decisions made by teachers on what and how to teach depend on their content knowledge. A study conducted by Hastie (1996) shows that, compared to teachers with a lower understanding of the field of study, teachers with a higher understanding use more instructional tasks, condition students' sense of responsibility, and use less rigid behavioral discipline approaches.

The two elements above form the synthesis of knowledge known as Pedagogy Content Knowledge (PCK). It refers to a unique way to represent and formulate a field of study so that it can be understood by others (Shulman, 1998). Over the past decade, the literature on teachers' PCK has emerged extensively. They attempt to describe the characteristics of teachers' PCK, both in the context of education in general or PE (Tsangaridou, 2006). Their implications are very real, especially in influencing the content and the structure of teacher education curriculum which must meet the requirement and professions standards (Amade-Escot, 2000; Rovegno, 2003; Shulman, 2002). Various studies on PE in particular focus on PCK, exploring how PE teachers acquire, elaborate, and transform their PCK (Amade-Escot, 2000; Graber, 2001; Rovegno, 2003).



Picture 1. Pedagogy Content Knowledge (PCK) Diagram

Rovegno (1992, 1993, 1994, 1995) conducted an intensive study to describe the characteristics and dimensions of pre-service teachers' PCK and to describe how PCK emerges and occurs contextually. Rovegno (1992, 1994) found that a pre-service teachers' PCK was insufficient to be applied in a real PE teaching at school. Also, his finding shows that this insufficient PCK results in



inappropriate distribution, staging, and arrangement of subjects for the students' learning process (Rovegno, 1994, 1995). Thus, it is important for the PCK to be developed properly, since it has a very important role in determining the quality of PE teaching. In her study on the PCK of pre-service PE teachers during a practical teaching course, Tsangaridou (2002) discovered that they used examples, demonstrations, and questions to develop the learners' understanding during the learning process. Tsangaridou (2002) concludes that the PCK of pre-service PE teacher students positively influences pedagogical and practical actions.

McCaughtry and Rovegno (2003) examined pre-service PE teachers' PCK developments in response to the real teaching experience. There were three significant developments during the delivery of 20-unit lessons. The first occurred at the beginning of the study. At first, they blamed the learners for their teaching failures, then they realized that it was caused by their lack of knowledge. The second was seen when they finally were able to see the complexity of motor development and did not blame the learners again. The third was seen when they did not ignore the learners' emotional dimension and were able to understand and acknowledge the role of emotion towards their learning process. Thus, PCK in the structure of PE profession preparation curriculum has a significant role in the teaching performance of novice teachers. Although PCK will continue to develop and accumulate even after they become professional PE teachers, its growth and development during the profession preparation period is very crucial.

Table 5. Program Objective Matrix and Study Materials

Program Objective	Study Materials			
	Content Knowledge	Pedagogical Content Knowledge	Pedagogical Knowledge	University/ study program characteristic
Students will have religious attitudes based on their obedience to the One Almighty God and uphold human values in carrying out their duties.	<ol style="list-style-type: none"> <li>1. Islam Education</li> <li>2. Catholic Education</li> <li>3. Christianity Education</li> <li>4. Hinduism Education</li> <li>5. Buddhism Education</li> <li>6. Confucianism Education</li> <li>7. Civic Education</li> <li>8. Pancasila</li> </ol>			<ol style="list-style-type: none"> <li>1. Producing religious and taqwa graduates.</li> <li>2. Building a harmonic and human social life.</li> </ol>
Students will be able to plan and conduct the teaching of and evaluate the learning of the Physical Education, Sport, and Health according to the student's characteristics and the learning materials through various approaches.	<ol style="list-style-type: none"> <li>1. Motor Learning</li> <li>2. Physical Education Curriculum and Teaching</li> <li>3. Physical Education Learning Evaluation</li> <li>4. Administration of PE</li> <li>5. Professional Preparation of PE Teachers</li> <li>6. Facilities and Infrastructure of PE</li> <li>7. Adaptive PE</li> <li>8. Extracurricular Development</li> <li>9. Physical Education Research Methodology</li> <li>10. Methodology I</li> <li>11. Methodology II</li> </ol>	<ol style="list-style-type: none"> <li>1. Physical Education Lesson Planning</li> <li>2. Physical Fitness Education</li> <li>3. Micro-teaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Physical Education Learning Strategy</li> <li>2. Rhythmic Activities</li> <li>3. Football Game</li> <li>4. Basketball Game</li> <li>5. Volleyball Game</li> <li>6. Badminton Game</li> <li>7. Softball and Baseball Game</li> <li>8. Target Games</li> <li>9. Traditional Games and Sports</li> <li>10. Scouting and Outdoor Activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Cooperation</li> <li>2. Professional</li> <li>3. General and specific skills in the field of work</li> </ol>
Students will be	1. Educational			1. Conservation

<p>able to master knowledge about learners, learning theories and methodologies, principles, procedures, and the use of evaluation to make the right decisions based on scientific analysis of information and data.</p>	<p>Sciences                  2. Educational Psychology                  3. Educational Management                  4. Educational Socio-anthropology                  5. History and philosophy of PE                  6. Human Anatomy                  7. Human Physiology                  8. Sports Physiology                  9. Kinesiology                  10. Sociology of Sport                  11. Psychology of Sport                  12. First Aid                  13. Motor Development                  14. Sports Medicine                  15. Sports Biomechanics                  16. Principles of PE                  17. Fundamental Skill of Track and Field                  18. Fundamental Skill of Swimming                  19. Fundamental Skill of Gymnastic                  20. Fundamental Skill of Pencak Silat                  21. Theory of Play                  22. Learner's Growth and Development                  23. Table Tennis                  24. Tennis                  25. Sepak Takraw                  26. Handball</p>			<p>of the physical environment                  2. Social conservation                  3. Conservation of sports values                  4. Conservation of art and culture                  5. Conservation of fitness                  6. Outstanding indigenous knowledge                  7. Green sports</p>
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	<ul style="list-style-type: none"> <li>27. Hockey</li> <li>28. Futsal</li> <li>29. Golf</li> <li>30. Archery</li> <li>31. Woodball</li> <li>32. Taekwondo</li> <li>33. Karate</li> <li>34. Judo</li> </ul>			
<p>Students will be knowledgeable and will master information and communication technology to support Physical Education, Sport, and Health teaching by utilizing various learning resources, learning media, and the potential of the local environment based on the educational standards.</p>	<ul style="list-style-type: none"> <li>1. Digital Transformation</li> <li>2. Scientific and Technological Literacy</li> <li>3. Physical Education Learning Media and Technology</li> </ul>			<p>Application of Media, Science, and Technology in the physical education learning process.</p>
<p>Students will be able to demonstrate a responsible and law-abiding attitude and attitude of discipline at work and will be able to contribute to the development of the society and the country.</p>	<p>Community Service</p>			<ul style="list-style-type: none"> <li>1. Ability in preparing to be a graduate who is helpful for the society</li> <li>2. Social sensitivity</li> <li>3. Thoughtfulness</li> </ul>
<p>Students will be able to do oral and written communication with learners, will be able to provide guidance and</p>	<ul style="list-style-type: none"> <li>1. Bahasa Indonesia</li> <li>2. English</li> </ul>			<p>Bilingual skills for graduates to support the PE learning process</p>

counselling, and will be skilled in teaching concepts of Physical Education, Sport, and Health (PESH) at the secondary education level.				
Students will be able to analyze, think logically, and develop PESH for the secondary education level.	1. Statistics 2. <i>Skripsi</i> Writing			1. Scientific Ethics 2. Discussion Ethics, Presentation Ethics
Students will have cooperative networks with various partners and will be able to demonstrate social sensitivity both inside and outside campus, especially during the teaching of PESH at the secondary education level.		Educational Practices		Ability in preparing to be a professional graduate
Students will internalize the spirit of independence, endeavor, and entrepreneurship in the field of PESH.	Creativity, Innovation, and Entrepreneurship			Open to new entrepreneurship opportunities in the PESH field.

## G. THE RELATION BETWEEN COURSES AND PLO

### Semester I

No	Course Code	Course Name	PLO											
			1	2	3	4	5	6	7	8	9	10	11	12
1	MKU 6208	Pancasila	√	√	√								√	
2	MKU 6209	Bahasa Indonesia		√			√			√				
3	MKU 6211	English		√			√			√				
4	MDK 6203	Educational Management		√				√	√					
5	MDK 6204	Educational Socio-anthropology			√							√	√	
6	JKR 6302	Human Anatomy					√			√		√		
7	FIK 6204	Fundamental Skill of Track and Field)*				√				√		√	√	
8	FIK 6205	Fundamental Skill of Gymnastics)*				√				√		√	√	
9	JKR 6247	Fundamental Skill of Pencak Silat)*					√		√	√			√	
10	JKR 6201	Principles of PE					√	√	√			√		
11	JKR 6216	Volleyball Game )*					√		√	√			√	

## Semester II

No	Course Code	Course Name	PLO											
			1	2	3	4	5	6	7	8	9	10	11	12
1	MKU 6201	Islam Education)*	√	√	√									
	MKU 6202	Catholic Education)*	√	√	√									
	MKU 6203	Christianity Education)*	√	√	√									
	MKU 6204	Hinduism Education)*	√	√	√									
	MKU 6205	Buddhism Education)*	√	√	√									
	MKU 6206	Confucianism Education)*	√	√	√									
2	MKU 6207	Civic Education		√	√								√	
3	MDK 6201	Educational Science		√				√	√			√		
4	MDK 6202	Educational Psychology			√			√	√					
5	FIK 6202	Sports Medicine	√	√	√									
6	KIF6203	Human Physiology)**					√			√		√		
7	KIF6209	Motor Development					√			√		√		
8	KIF6211	Sports Biomechanics					√	√				√		
9	KIF6214	Fundamental Skill of					√			√		√		

		Swimming )*											
10	JKR6214	Football Game )*				√				√		√	√
11	JKR6215	Basketball Game )*					√		√	√			√

**Semester III**

No	Course Code	Course Name	PLO											
			1	2	3	4	5	6	7	8	9	10	11	12
1	MKU 6213	Creativity, Innovation, and Entrepreneurship			√						√	√		√
2	MKU 6217	Scientific and Technological Literacy				√	√				√			
3	JKR 6238	Sports Physiology					√				√		√	
4	JKR 6208	Facilities and Infrastructure of Physical Education			√		√				√			
5	JKR 6213	Rhythmic Activities )*					√		√	√			√	
6	JKR 6217	Badminton Game )*					√		√	√			√	
7	JKR 6218	Softball and Baseball Game )*					√		√	√			√	
8	JKR 6250	Learner's Growth and Development						√	√			√		
9	JKR6 231	Elective Martial Arts: Tae Kwon Do					√		√	√			√	
	JKR 6232	Karate					√		√	√			√	
	JKR 6233	Judo					√		√	√			√	
10	JKR 6234	Motor Learning		√			√	√	√					
11	JKR 6240	Sociology of Sport			√		√	√		√				

**Semester IV**

No	Course Code	Course Name	PLO											
			1	2	3	4	5	6	7	8	9	10	11	12
1	JKR 6248	Statistics						√				√		√
2	MKU 6212	Digital Transformation				√				√				√
3	JKR 6239	Kinesiology					√			√		√		
4	JKR 6205	Physical Education Curriculum and Teaching					√	√	√			√		
5	JKR 6202	Physical Education Learning Strategy					√	√	√			√		

6	JKR 6203	Physical Education Learning Media and Technology				√		√		√				√
7	JKR 6204	Physical Education Learning Evaluation						√	√	√				√
8	JKR 6241	Psychology of Sport		√				√	√					
9	JKR 6222	Elective Games1)* Table Tennis					√		√	√				√
	JKR 6223	Tennis					√		√	√				√
	JKR 6224	Sepak Takraw					√		√	√				√
10	JKR6249	Professional Preparation of Physical Education Teachers		√				√	√					√
11	JKR6345	Methodology I		√				√	√	√				

**Semester V**

No	Course Code	Course Name	PLO											
			1	2	3	4	5	6	7	8	9	10	11	12
1	JKR 6232	Physical Fitness Education		√			√			√				
2	JKR 6306	Physical Education Lesson Planning )*					√	√	√			√		
3	JKR 6210	Health Education)****		√	√		√			√				
4	JKR 6221	History and Philosophy of Sport					√					√		√
5	JKR 6344	Physical Education Research Methodology		√				√				√		√
6	JKR 6345	Methodology II		√					√	√		√		
7	JKR 6227	Elective Games 2)* Handball					√		√	√				√
	JKR 6228	Hockey					√		√	√				√
	JKR 6229	Futsal					√		√	√				√
8	JKR 6230	Elective Games 3)* Golf					√		√	√				√
	JKR 6231	Archery					√		√	√				√
	JKR 6232	Woodball					√		√	√				√



**Semester VI**

No	Course Code	Course Name	PLO											
			1	2	3	4	5	6	7	8	9	10	11	12
1	JKR 6242	First Aid			√					√	√			√
2	JKR 6211	Adaptive Physical Education		√	√				√	√				
3	JKR 6212	School Sports Extracurricular Development		√					√	√			√	
4	JKR 6216	Scouting and Outdoor Activities	√		√					√			√	
5	JKR 6220	Traditional Game and Sports			√		√			√			√	
6	JKR 6236	Theory of Play)****					√	√	√	√				
7	JKR 6207	Administration of Physical Education)****						√	√				√	
8	JKR 6244	Physical Education Micro-teaching )*****				√		√	√	√				

**Semester VII**

No	Course Code	Course Name	PLO											
			1	2	3	4	5	6	7	8	9	10	11	12
1	MKL6601	Educational Practices		√			√	√	√				√	
2	MKL6603	Community Service		√	√					√			√	√

**Semester VIII**

No	Course Code	Course Name	PLO											
			1	2	3	4	5	6	7	8	9	10	11	12
1	TAM6646	Skripsi Writing		√			√	√		√		√	√	√

## H. COURSE AND COURSE CREDITS

### 1. Curriculum Structure

The 2021 Outcome Based Education (OBE) curriculum was compiled referring to the 2020 Physical Education, Health, and Recreation (PEHR) Study Program's Independent Campus-Freedom to Learn (ICFL) Curriculum. In its history, the 2020 ICFL Curriculum of PEHR Study Program was compiled referring to the 2019 Competency-Based Curriculum (CBC), as stated in the Decree of National Education Ministry No. 232/U/2000 and No. 045/U/2002, the Regulation of Minister of Education and Culture of the Republic of Indonesia number 73 of 2013 concerning Indonesian Qualification Framework (IQF), Regulation of Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education, and Yogyakarta State University (YSU) Rector Regulation Number 7 of 2020 concerning Implementation Guidelines for Independent Campus-Freedom to Learn for Applied Undergraduate and Undergraduate Programs in Yogyakarta State University.

The number of course credit (CC) is 152 credits which are divided into 65 credits of Physical Education, Health, and Recreation Study Program courses, 10 credits of Leading Courses, 14 credits of University Compulsory Courses, 14 credits of University Elective Courses, and 3 credits of Education Development Courses (EDC), 8 credits of Basic Education Courses (BEC), 8 credits Education Development Curriculum Courses (EDCC), 2 credits of Micro Teaching Courses, 12 credits of Faculty of Sport Science (FSS) Courses, 8

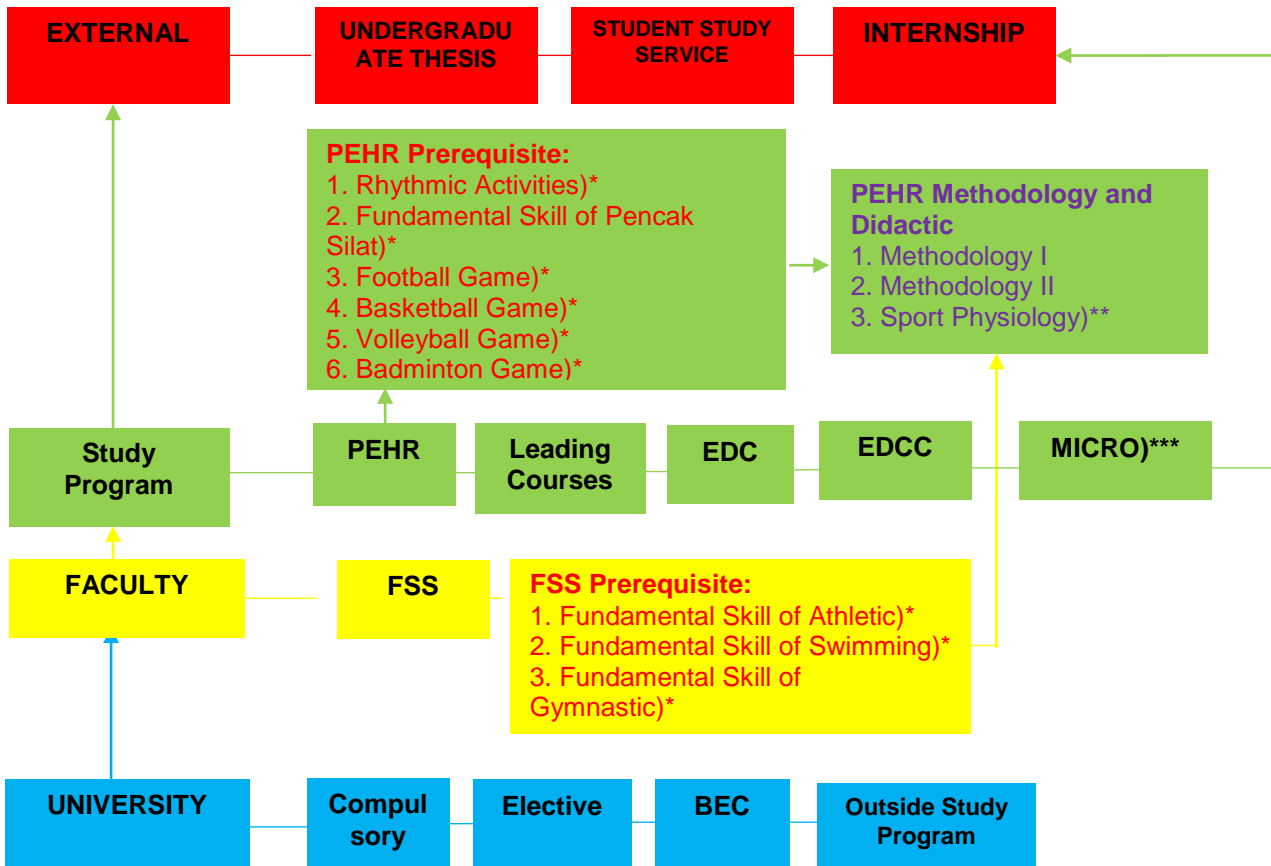
credits of courses outside the study program (OSP) at Yogyakarta State University (YSU), and 20 credits of courses outside the study program outside YSU. From a total of 152 credits, the courses are divided into 89 credits of theoretical courses, 33 credits of practical courses, 8 credits of extracurricular courses, and 22 credits of field courses.

Table 4. PEHR Study Program Curriculum Structure

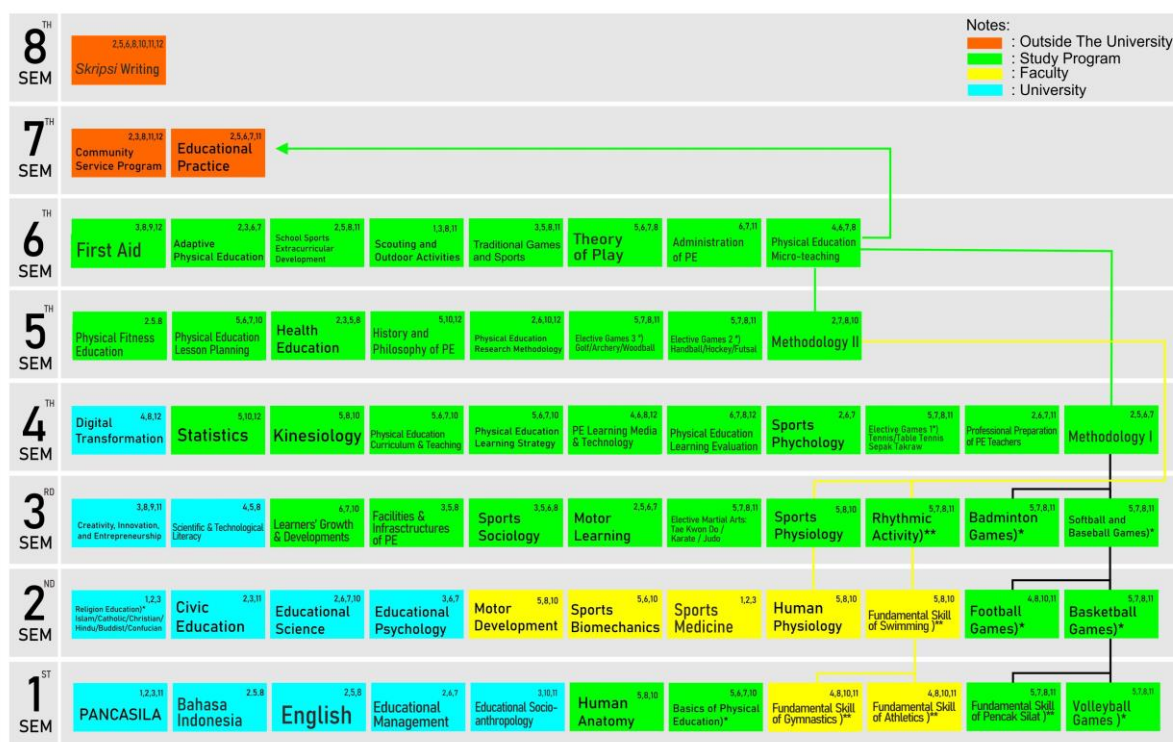
UNIVERSITY				FAC	Study Program					EXTERNAL	CC
Compulsory	Elective	BEC	OSP	FSS	PEHR	LC	EDC	EDC	Micr	Outside YSU	152
14	2	8	8	12	65	10	3	8	2	20	
32 CC 21%				12 7,9%	88 CC 57,9%					20 13,2%	
COURSE CREDIT PER SEMESTER											
1	2	3	Other	4	5	6	7	8		CC	
23	22	22	8	23	18	16	12	8		152	

In general, the course structure of the PEHR Study Program is more focused on the study program courses, this is to support the attainment of relevance of the graduate's competency profile that was previously determined by the study program. In the study program, there are many courses that contain Physical Education, Health, and Sports' material in general up to 65 credits. These materials are needed in order to strengthen the graduates of the PEHR Study Program who truly master the competencies of Physical Education, Sports, and Health which are also the characteristics of the study program. It is expected that the graduates of the PEHR Study Program can be the best in these fields compared to graduates from other study programs.

Mapping of PEHR Course



THE MATRIX OF RELATIONSHIP OF THE COURSES AND THE PLO PJKR



The Description of PEHR Course Mapping

The PEHR Study Program divides all courses into four major groups, namely: University Courses (Compulsory Course, Elective Course, BEC, Courses Outside Study Programs within YSU), Faculty Courses (FSS), Study Program Courses (PEHR, Leading Course, EDC, EDCC , Micro), and External Courses (Outside of YSU). The four groups of courses are interconnected and integrated with each other. University courses in general provide the basis for conducting lectures on subjects at the faculty, study program, and external levels. University courses contain general references for education-based study programs which mostly provide general knowledge, religious courses, affective, nationalism courses, language, the use of information technology, and basic sciences in education. In University Courses, there is one elective course namely Religious Education which students can choose according to their respective religious beliefs. This is in line with the vision of Yogyakarta State University which is to "Become a competitive,

creative, and innovative education university in 2025 with taqwa, autonomy, and intellectuality as the foundational values."

At the faculty level (FSS), the courses have given rise to the characteristics of sports science in general. Faculty courses are divided into two which are non-prerequisite courses and prerequisite courses. Prerequisite courses are agreed upon as courses that must be taken first and must be passed before being able to take Methodology and Didactic courses. Students who do not pass the prerequisite courses cannot take Methodology and Didactic courses in the following semester. Prerequisite courses at the faculty level mostly consist of the basics and skills in sports science, as the stakeholder believes that students must really master the basics of these sciences before being able to move to the next stage. This is considered to be very important because if students do not fully master the basics of the sports science, it will affect students' depth of understanding in the advanced courses (Methodology and Didactic). Prerequisite courses at the Faculty level are: 1. Human Physiology)\* as a mandatory requirement for the Sports Physiology course\*\*, 2. Fundamental Skill of Athletic)\*, 3. Fundamental Skill of Swimming)\*, 4. Fundamental Skill of Gymnastic)\* as a mandatory requirement for Methodology II course)\*\*.

Courses at the Study Program level (PEHR, Leading courses, EDC, EDCC, and Micro) are the courses that are mostly taught in the PEHR Study Program, these courses cover 88 credits of a total of 152 credits or about 57.9%. The study program courses are designed to bring out the characteristics of the PEHR Study Program which focuses on Physical Education, Health, and Recreation, as well as producing graduates who really meet the graduate profile and the needs of people who use the graduates' skill. At the Study Program (PEHR) level, there are also prerequisite courses that must be passed to take Methodology and Didactic courses. Prerequisite courses in the Study Program (PEHR) level are: 1.Rhythmic Activities)\* as a mandatory requirement for Methodology II course)\*\*, 2.Football Game)\*, 3.Basketball Game)\*, 4.Volleyball Game)\*, 5 .Badminton Game)\*, 6.Softball and Baseball game)\*, 7. Fundamental Skill of Pencak Silat)\* as a mandatory requirement for Methodology I course\*\*.

The various Methodology and Didactic courses mentioned above at the Study Program (PEHR) level are also mandatory to pass, before students can take Micro courses\*\*\* (Micro Physical Education). Furthermore, the Micro)\*\*\* course is also a prerequisite course before students can take one of the external courses, namely Internship. At the final stage, the internship course is a prerequisite course for students to be able to take the Undergraduate Thesis course. The entire system has been comprehensively designed and integrated by stakeholders based on the 2019 YSU curriculum development guideline, curriculum internal meetings, and Forum Group Discussions (FGD) along with the graduate users to support the convenience and punctuality of student's studies accompanied by Physical Education, Health, and Recreation science as the foundation which represent the graduates of the PEHR Study Program who meet the description of the graduate profile.

The target learning outcomes required by the study program regarding work practice intervals from the results of monitoring and evaluation of the learning process periodically every semester to observe student statistics can be accessed via the web <http://survey.uny.ac.id/> and <https://siakad2013.uny.ac.id/>. So that academic supervisors can find out the course credit that is taken by their students for each semester. Based on the data that has been collected, the PEHR Study Program currently has 991 students from 2014 to 2021 with the following description: 1) 2012–2017 with a total of 106 students; 2) In 2018 with a total of 176 students; 3) In 2019 with a total of 197 students; 4) In 2020 with a total of 276 students; and 5) In 2021 with a total of 236 students registered as active student in the study program registration information system.

## The Description of the Curriculum Structure

Course Level	Course Group	Course Name
University	Compulsory	Islamic Education*
		Catholic Education *
		Christian Education *
		Hinduism Education *
		Buddhism Education *
		Confucianism Education *
		Civic Education
		Pancasila
		Indonesian
		English
		Digital Transformation
		Creativity, Innovation, and Entrepreneurship
	Elective	Scientific and Technological Literacy
	BEC	Educational Sciences
		Educational Psychology
Educational Management		
Educational Socio-anthropology		
External Course	Student can choose 8 credits of courses outside other study program in YSU	
Faculty	FSS	Human Physiology
		Sports Medicine
		Sports Biomechanics
		Fundamental Skill of Athletic
		Fundamental Skill of Gymnastic
		Fundamental Skill of Swimming
Study Program	PEHR	Principles of Physical Education
		Physical Education Curriculum and Teaching
		Administration of Physical Education
		Facilities and Infrastructure of Physical Education
		Theory of Play
		Health Education
		Rhythmic Activities
		Football Game
		Basketball Game
		Volleyball Game
		Badminton Game
		Softball and Baseball Game
		History and Philosophy of Physical Education
		Elective Games 1: - Table Tennis - Tennis - Sepak takraw



		Elective Games 2: - Handball - Hockey - Futsal	
		Elective Games 3: - Golf - Archery - Woodball	
		Elective Martial Arts 1: - Taekwondo - Karate - Judo	
		Motor Learning	
		Physical Fitness Education	
		Methodology I	
		Methodology II	
		Sports Physiology	
		Kinesiology	
		Sports Sociology	
		Sports Psychology	
		Motor Development	
		Human Anatomy	
		Fundamental Skill of Pencak Silat	
		Statistics	
		Professional Preparation of Physical Education Teacher	
		Learner's Growth and Development	
		Leading Course	Adaptive Physical Education
			School Sports Extracurricular Development
	Traditional Game and Sports		
	Scouting and Outdoor Activity		
	First Aid		
	EDC	Physical Education Research Methodology	
EDCC	Physical Education Curriculum and Teaching		
	Physical Education Lesson Planning		
	Physical Education Learning Media and Technology		
	Physical Education Learning Evaluation		
Micro	Physical Education Micro-teaching		
External	Outside Study Program outside YSU	Student Study Service	
		Internship	
		<i>Skripsi</i> Writing	

## 2. Course Distribution

### Semester I

No	Course Code	Course Name	CC			TOTAL CC
			T	P	F	
1	MKU 6208	Pancasila	2			2
2	MKU 6209	Bahasa Indonesia	2			2
3	MKU 6211	English	2			2
4	MDK 6203	Educational Management	2			2
5	MDK 6204	Educational Socio-anthropology	2			2
6	JKR 6346	Human Anatomy	2	1		3
7	FIK 6204	Fundamental Skill of Track and Field )*	1	1		2
8	FIK 6205	Fundamental Skill of Gymnastic )*	1	1		2
9	JKR 6247	Fundamental Skill of Pencak Silat )*	1	1		2
10	JKR 6201	Principles of PE	2			2
11	JKR 6216	Volleyball Game )*	1	1		2
Total			<b>18</b>	<b>5</b>	<b>0</b>	<b>23</b>

Note:

)\*: MANDATORY as a prerequisite for taking Didactic and Methodology Course

### Semester II

No	Course Code	Course Name	CC			TOTAL CC
			T	P	F	
1		Religious Education				
	MKU 6201	Islam Education	2			2
	MKU 6202	Catholic Education				
	MKU 6203	Christianity Education				
	MKU 6204	Hinduism Education				
	MKU 6205	Buddhism Education				
	MKU 6206	Confucianism Education				
2	MKU 6207	Civic Education	2			2
3	MDK 6201	Educational Science	2			2
4	MDK 6202	Educational Psychology	2			2
5	KIF 6202	Sports Medicine	2			2
6	FIK 6201	Human Physiology )**	1	1		2
7	JKR 6243	Motor Development	2			3

8	FIK 6203	Sports Biomechanics	2			2
9	FIK 6206	Fundamental Skill of Swimming )*	1	1		2
10	JKR 6214	Football Game )*	1	1		2
11	JKR 6215	Basketball Game )*	1	1		2
Total			<b>18</b>	<b>4</b>	<b>0</b>	<b>22</b>

Note:

)\* : MANDATORY as a prerequisite for taking Methodology Course

)\*\* : MANDATORY as a prerequisite for taking Sport Physiology

### Semester III

No	Course Code	Course Name	CC			TOTAL CC
			T	P	F	
1	MKU6213	Entrepreneurship	2			2
2	MKU6217	Scientific and Technological Literacy	2			2
3	KIF6204	Sports Physiology	1	1		2
4	JKR6210	Health Education	2			2
5	JKR6213	Rhythmic Activities )*	1	1		2
6	JKR6217	Badminton Game )*	1	1		2
7	JKR6218	Softball and Baseball Game )*	1	1		2
8	JKR6223	Learner's Growth and Development	2			2
9	JKR6233	Elective Martial Arts)***: Tae Kwon Do	1	1		2
	JKR6234	Karate				
	JKR6235	Judo				
10	JKR6237	Motor Learning	2			2
11	JKR6242	Physical Fitness Education	2			2
Total			<b>17</b>	<b>5</b>	<b>0</b>	<b>22</b>

Note:

)\* : MANDATORY as a prerequisite for taking Methodology Course

)\*\*\* : Select one

### Semester IV

No	Course Code	Course Name	CC			TOTAL CC
			T	P	F	
1	JKR 6248	Statistics	2			2
2	MKU 6212	Digital Transformation	2			2
3	KIF 6239	Kinesiology	2			2
4	JKR 6205	Physical Education Curriculum and Teaching	2			2

5	JKR 6202	Physical Education Learning Strategy	1	1		2
6	JKR 6203	Physical Education Learning Media and Technology	1	1		2
7	JKR 6204	Physical Education Learning Evaluation	1	1		2
8	JKR 6241	Psychology of Sport	2			2
9	JKR 6222	Elective Games 1)***: Table Tennis	1	1		2
	JKR 6223	Tennis				
	JKR 6224	Sepak Takraw				
10	JKR 6249	Professional Preparation of Physical Education Teachers	2			
11	JKR 6336	Methodology I		3		
Total			<b>16</b>	<b>7</b>	<b>0</b>	<b>23</b>

Note:

)\*\*\* : Select one

### Semester V

No	Course Code	Course Name	CC			TOTAL CC
			T	P	F	
1	JKR 6235	Physical Fitness Education	1	1		2
2	JKR 6206	Physical Education Lesson Planning	1		1	2
3	JKR 6210	Health Education )*****	2			2
4	JKR 6221	History and Philosophy of PE)*****	2			2
5	JKR 6344	Physical Education Research Methodology	3			3
6	JKR 6337	Methodology II		3		3
7		Elective Games 2 )***	1	1		2
	JKR 6225	Handball				
	JKR 6226	Hockey				
	JKR 6227	Futsal				
8		Elective Games 3 )***	1	1		2
	JKR 6228	Golf				
	JKR 6229	Archery				
	JKR 6230	Woodball				
Total			<b>11</b>	<b>6</b>	<b>1</b>	<b>18</b>

Note:

)\*\*\* : select one

)\*\*\*\*\* : The courses in PEHR study program that are offered to or can be

taken by students of different study programs.

### Semester VI

No	Course Code	Course Name	CC			TOTAL CC
			T	P	F	
1	JKR 6242	First Aid	1	1		2
2	JKR 6211	Adaptive Physical Education	1	1		2
3	JKR 6212	School Sports Extracurricular Development	1	1		2
4	JKR 6216	Scouting and Outdoor Activities	1	1		2
5	JKR 6219	Traditional Games and Sports	1	1		2
6	JKR 6209	Theory of Play)****	2			2
7	JKR 6207	Administration of Physical Education)****	2			2
8	JKR 6245	Physical Education Micro-teaching		1	1	2
Total			<b>9</b>	<b>6</b>	<b>1</b>	<b>16</b>

Note:

)\*\*\*\* : The courses in PEHR study program that are offered to or can be taken by students of different study programs.

### Semester VII

No	Course Code	Course Name	CC			TOTAL CC
			T	P	F	
1	MKL 6601	Educational Practices			6	6
2	MKL 6603	Community Service			6	6
Total			<b>0</b>	<b>0</b>	<b>12</b>	<b>12</b>

### Semester VIII

No	Course Code	Course Name	CC			TOTAL CC
			T	P	F	
1	TAM6801	Skripsi Writing			8	8
Total			<b>0</b>	<b>0</b>	<b>8</b>	<b>8</b>

Note:

© Students are required to take as many as 8 credits in the course outside the study program at the Yogyakarta State University, which can be taken from semester V up to semester VIII.

**Example:**

## Student Additional Competency

No	Additional Competency	Courses in other study programs at YSU/outside YSU
1	Referee/judge/coach	Sports Coaching Study Program
2	Communication	Language Study Program (Bahasa Indonesia or Foreign Language Study Program)
3	Therapist/Masseur	Sport Science Study Program

**I. Course Descriptions****1. University Compulsory Courses (UCC)**

No	Course Name, Course Description, and Developed PLO	
1	Course Title : Islam Education Course Code/Credits : MKU 6201/ 2 credits	
	Description	Developed PLO
	Islam Education is a course that is mandatory to pass for every Muslim student in all study programs. It is worth 2 credits. This course is designed to strengthen faith and piety to Allah SWT, as well as broaden the insight of religious life. Hence, it will develop students with virtuous manner, philosophical thinking, dynamic and rational attitudes, and broad views, by paying attention to the demand of honoring intra in one Ummah and in the relationship of religious intercommunal harmony. The course activity is held in lecturing model, dialogue, and paper presentation. The evaluation is performed through writing, task, report, and presentation.	<ol style="list-style-type: none"> <li>Students will be able to carry out their duties based on the obedience to the One Almighty God. (1)</li> <li>Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> </ol>
2	Course Name : Catholic Education Course Code/Credits : MKU 6202/ 2 credits	
	Description	Developed PLO
	Catholic Education is a course that is mandatory to pass for every catholic <i>student</i> in all study programs. It is worth 2 credits. This course is designed to	<ol style="list-style-type: none"> <li>Students will be able to carry out their duties based on the obedience to the One Almighty God. (1)</li> </ol>

	strengthen faith and piety to The One Almighty God, as well as broaden the insight of religious life. Hence, it will develop students with virtuous manner, philosophical thinking, dynamic and rational attitudes, and broad views, by paying attention to the demand of honoring intra in one Ummah and in the relationship of religious intercommunal harmony. The course activity is held in lecturing model, dialogue, and paper presentation. The evaluation is performed through writing, task, report, and presentation.	<p>2. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</p> <p>3. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</p>
3	<p>Course Name : Christianity Education</p> <p>Course Code/Credits : MKU 6203/ 2 credits</p>	
	Description	Developed PLO
	<p>Christianity Education is a course that is mandatory to pass for every Christian student in all study programs. It is worth 2 credits. This course is designed to strengthen faith and piety to The One Almighty God, as well as broaden the insight of religious life. Hence, it will develop students with virtuous manner, philosophical thinking, dynamic and rational attitudes, and broad views, by paying attention to the demand of honoring intra in one Ummah and in the relationship of religious intercommunal harmony. The course activity is held in lecturing model, dialogue, and paper presentation. The evaluation is performed through writing, task, report, and presentation.</p>	<p>1. Students will be able to carry out their duties based on the obedience to the One Almighty God. (1)</p> <p>2. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</p> <p>3. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</p>
4	<p>Course Name : Hinduism Education</p> <p>Course Code/Credits : MKU 6204/ 2 credits</p>	
	Description	Developed PLO
	<p>Religion as understood by most Hindus is not a theory that needs to be memorized, not merely a dogma, and as well meaningless words. It is a demand in which there is a set of value when is practiced will be very beneficial for himself/herself and others. Hinduism Education is a course that is mandatory to pass for every Hindu</p>	<p>1. Students will be able to carry out their duties based on the obedience to the One Almighty God. (1)</p> <p>2. Students will be able to professionally contribute to the improvement of the community wellbeing based</p>

	<p>student in all study programs. It is worth 2 credits. This course is designed to strengthen faith and piety to The One Almighty God, as well as broaden the insight of religious life. Hence, it will develop students with virtuous manner, philosophical thinking, dynamic and rational attitudes, and broad views, by paying attention to the demand of honoring intra in one Ummah and in the relationship of religious intercommunal harmony. The course activity is held in lecturing model, dialogue, and paper presentation. The evaluation is performed through writing, task, report, and presentation. This course includes several topics as follows: (1) Religion introduction; (2) <i>Shraddha</i>; (3) The paths to God; (4) Deontology; (5) Life needs of Hindus; (6) Family life; (7) Science and Religion; (8) <i>Yajna</i>: symbolic communication; (9) Religious intercommunal cooperation; (10) Service as worship.</p>	<p>on academic values, norms, and ethics. (2) 3. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</p>
5	<p>Course Name : Buddhism Education Course Code/Credits : MKU 6205/ 2 credits</p>	
	Description	Developed PLO
	<p>Buddhism Education is a course that is mandatory to pass for every Buddhist student in all study programs. It is worth 2 credits. This course is designed to strengthen faith and piety to The One Almighty God, as well as broaden the insight of religious life. Hence, it will develop students with virtuous manner, philosophical thinking, dynamic and rational attitudes, and broad views, by paying attention to the demand of honoring intra in one Ummah and in the relationship of religious intercommunal harmony. The course activity is held in lecturing model, dialogue, and paper presentation.</p>	<p>1. Students will be able to carry out their duties based on the obedience to the One Almighty God. (1) 2. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2) 3. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</p>
6	<p>Course Name : Confucianism Education Course Code/Credits : MKU 6206/ 2 credits</p>	
	Description	Developed PLO



	<p>Confucianism Education is aimed to develop students with the devotion and the piety to the One Almighty God, virtuous manner, philosophical thinking, dynamic and rational attitudes, and broad views, together with take a part in religious, inter-communal cooperation in order to develop and utilize technology and art for humanity and nationality needs. Students are trained to think critically in living a harmonious and balanced life in various aspects based on piety and devotion to God Almighty which comes from Confucian teachings.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to carry out their duties based on the obedience to the One Almighty God. (1)</li> <li>2. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>3. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> </ol>				
7	<p>Course Name : Civic Education Course Code/Credits : MKU 6207/ 2 credits</p> <table border="1" data-bbox="252 824 906 1888"> <thead> <tr> <th data-bbox="252 824 906 869">Description</th> <th data-bbox="906 824 1401 869">Developed PLO</th> </tr> </thead> <tbody> <tr> <td data-bbox="252 869 906 1888"> <p>Competence standards of this course are: (1) having a knowledge on the importance of civic education for the students; (2) having the manner and attitude that are in accordance with human rights; (3) having an awareness on the rights and obligations as a citizen of the Republic of Indonesia; (4) having an awareness of state defense; (5) having an awareness of democracy; (6) having an idea of the national insight of Indonesia; (7) having a motivation to participate on the embodiment of Indonesia national defense; (8) having a motivation to participate on the embodiment of Indonesia national politics and strategy. This course is mandatory to pass for the undergraduate and associate degree students. It is worth 2 credits. It equips students with the basic knowledge and ability related to the relationship between a citizen and a state, as well as state defense preliminary education in order to create a citizen that can be depended by the nation and the state. This course studies: (1) rights and obligations of citizens; (2) State defense preliminary education; (3) Indonesian Democracy; (4) Human rights; (5) National Insight and Indonesia national identity; (6)</p> </td> <td data-bbox="906 869 1401 1888"> <ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>3. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol> </td> </tr> </tbody> </table>	Description	Developed PLO	<p>Competence standards of this course are: (1) having a knowledge on the importance of civic education for the students; (2) having the manner and attitude that are in accordance with human rights; (3) having an awareness on the rights and obligations as a citizen of the Republic of Indonesia; (4) having an awareness of state defense; (5) having an awareness of democracy; (6) having an idea of the national insight of Indonesia; (7) having a motivation to participate on the embodiment of Indonesia national defense; (8) having a motivation to participate on the embodiment of Indonesia national politics and strategy. This course is mandatory to pass for the undergraduate and associate degree students. It is worth 2 credits. It equips students with the basic knowledge and ability related to the relationship between a citizen and a state, as well as state defense preliminary education in order to create a citizen that can be depended by the nation and the state. This course studies: (1) rights and obligations of citizens; (2) State defense preliminary education; (3) Indonesian Democracy; (4) Human rights; (5) National Insight and Indonesia national identity; (6)</p>	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>3. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>	
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	National Defense of Indonesia; (7) National politics and national strategy of Indonesia.	
8	Course Name : Pancasila Course Code/Credits : MKU 6208/ 2 credits	
	Description	Developed PLO
	Competence standards of Pancasila: (1) able to take responsibility as a good citizen according to the conscience; (2) able to interpret the scientific-philosophical truths contained in Pancasila; (3) able to interpret historical events and cultural values of the nation to sustain the unity of Indonesia. (4) able to think comprehensively integrally about issues in the life of the nation and state; (5) able to solve socio-political issues in the state juridical perspective; (6) able to solve socio-political issues and science, technology, and arts development issues by using Pancasila as a paradigm. This course discusses the foundation and objective of Pancasila Education, Pancasila in the context of the revolution history of Indonesia, Pancasila as a philosophical system, Pancasila as political ethics and national ideology, Pancasila in the context state administration of the Republic of Indonesia, and Pancasila paradigm of life in society, nation, and state.	<ol style="list-style-type: none"> <li>1. Students will be able to carry out their duties based on the obedience to the One Almighty God. (1)</li> <li>2. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>3. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
9	Course Name : Bahasa Indonesia Course Code/Credits : MKU 6209/2 credits	
	Description	Developed PLO
	This course equips students with the skills in reading and understanding text books using Bahasa Indonesia, writing scientific works, as well as communicate orally and in writing related to Physical Education. Moreover, students' vocabulary masteries are developed according to the development of the standard language of Bahasa Indonesia, especially, that mostly used in physical education.	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>3. Students will be able to maximize the advantage of</li> </ol>

		various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)
10	Course Name : English Course Code/Credits : MKU 6211/ 2 credits	
	Description	Developed PLO
	This course is aimed to assist students in understanding text books appropriate to their study field, as well as in communicating orally and in writing. To achieve the goals, the scope of the material includes structure, four skills in learning English (understanding, speaking, reading, and writing), and vocabularies that are relevant to the field of sports science, especially physical education.	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> </ol>
11	Course Name : Digital Transformation Course Code/Credits : MKU 6212/ 2 credits	
	Description	Developed PLO
	This course covers issues related to the development of information and communication technology, ICT infrastructure and systems, and ICT strategic planning and ICT governance. Students will critically analyze and present issues of ICT management in class.	<ol style="list-style-type: none"> <li>1. Students will be knowledgeable about and will be able to utilize information and communication technology in education. (4)</li> <li>2. Students will be able to maximize the advantage of various learning resources,</li> </ol>

		learning media, and the potential around them in accordance with the standards of national education. (8) 3. Students will be able to make decisions and provide appropriate solutions based on the analysis of information and data. (12)
12	Course Name : Creativity, Innovation, and Entrepreneurship Course Code/Credits : MKU 6213/ 2 credits	
	Description	Developed PLO
	This course is aimed to provide understanding to students related to the concept of entrepreneurship lecturer, creative and innovative development of the human resource, SWOT analysis, production and marketing. Besides, it also assists students to be able to write a business plan and to publish it in a daily life.	1. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3) 2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8) 3. Students will be able to develop entrepreneurial spirit in the field of Physical Education, Sport, and Health (PESH) (9) 4. Students will be able to create cooperation networks both inside and outside the institution. (11)

**2. University Elective Course (UEC)**

No	Course Name, Course Description, and Developed PLO	
1	Course Name : Scientific and Technological Literacy Course Code/Credits : MKU 6217/ 2 credits	
	Description	Developed PLO
	This course discusses about science and technology literacy, the development of science and technology, the relation of science, technology, and education, as	1. Students will be knowledgeable about and will be able to utilize information and communication

<p>well as the cultivation of science and technology and their implementation in the world of education.</p>	<p>technology in education. (4)                  2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)                  3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p>
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### 3. Education Development Course (EDC)

No	Course Name, Course Description, and Developed PLO	
1	<p>Course Title : Physical Education Research Methodology                      Course Code/Credits : JKR6344/ 3 credits</p>	
	Description	Developed PLO
	<p>Physical Education Research Methodology is worth 3 credits. This course studies the understanding and the application of quantitative research methods. It covers the discussions of: Quantitative Research Paradigm; Quantitative Research, the Steps of Quantitative Research, Research and the Organization of Thinking Framework, Research Hypothesis and Research Variable, Sampling Techniques, the Measurement of Research Variables and Research Instruments, the Function of Statistics and Mathematics in a Research, Data Analysis Techniques, Drawing Conclusion, and Reporting the results of the research.</p>	<p>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)                  2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)                  3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)                  4. Students will be able to make decisions and provide appropriate solutions based</p>

	on the analysis of information and data. (12)
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#### 4. Basic Education Course (BEC)

No	Course Name, Course Description, and Developed PLO	
1	Course Name : Educational Science Course Code/Credits : MDK 6201/ 2 credits	
	Description	Developed PLO
	This is a mandatory course to pass for the student of education study program and is worth 2 credits. This course seeks to embed ideas and derivatives of educational science to contribute in educating and enlightening students. Education is the perfection process of all human potencies, capabilities, and capacities using a medium that is arranged in such a way, and is used by human to help either others or themselves in order to achieve the goals they are expected. The scopes of this course are as follows: (1) The basis, the functions, the goals, and the principles education; (2) The urgency in understanding human nature; (3) Education meanings and education limits;(4) Education as a science and a system; (5) Students and lecturers; (6) The contents, the methods, the instruments, and the environment of education; (7) A lifelong education; (8) Ki Hajar Dewantara as the pioneer of national education.	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>4. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of PESH. (10)</li> </ol>
2	Course Name : Educational Psychology Course Code/Credits : MDK 6202/ 2 credits	
	Description	Developed PLO

	<p>Educational Psychology is the application of psychological theories used to study developments, learnings, motivations, teachings, and problems that arise in the world of education. Educational Psychology functions as a systematic study of the psychological processes and the psychological factors associated with the education of human. This course is mandatory to pass for the students of education study program and worth 2 credits. This course consists of several materials as follows: (1) Introduction; (2) Forms of psychological symptoms in education; (3) Individual differences; (4) Learning and teaching; (5) Measurement and assessment of learning outcomes, (6) Diagnostics of learning difficulties.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (6)</li> <li>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> </ol>
3	<p>Course Name : Educational Management Course Code/Credits : MDK 6203/ 2 credits</p>	
	<p>Description</p> <p>The educational process takes place in school, outside the school or in the society, and in an education and training program. This process requires effective and efficient administration, and needs to be supported by a strong educational leadership and an educational supervision. This course is mandatory to pass for the students of education study program and is worth 2 credits. This course contains several materials as follows: (1) Educational concept and educational management; (2) The organization of educational institutions; (3) Curriculum management; (4) Student management; (5) Education staff management; (6) Management of education facilities; (7) Educational financing management; (8) Management of the relationship between educational institutions and the society; (9) Educational institutions management; (10) Educational leadership and educational supervision.</p>	<p>Developed PLO</p> <ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> </ol>

4	Course Name : Educational Socio-anthropology Course Code/Credits : MDK 6204/ 2 credits	
	Description	Developed PLO
	This course describes the contribution of sociology and anthropology to the educational phenomenon in society. The aspects discussed in this course are social processes, social structures, the relations between education and culture, and socio-cultural issues in education.	<ol style="list-style-type: none"> <li>1. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>2. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</li> <li>3. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>

### 5. Teaching Process Skills Courses (TPSC)

No	Course Name, Course Description, and Developed PLO	
1	Course Name : Physical Education Curriculum and Teaching Course Code/Credits : JKR6205/ 2 credits	
	Description	Developed PLO



	<p>Physical Education Curriculum and Teaching is a course that is mandatory to pass. It is worth 2 credits and presented in the form of theoretical lectures. This course is expected to provide students with the ability to describe, construct, identify, and apply curriculum theories and curriculum concepts in the learning process of physical education. The knowledge and insight of these matters are needed to develop operational curricula. That will be a support for a Physical Education (PE) teacher to be able to create long-term, medium-term, and short-term curriculum planning, as well as review the ongoing curriculum. Besides, that makes the teacher able to understand the existing curriculum evaluation process in order to provide improvement suggestions for the ongoing curriculum. This course consists of curriculum theories, the PE curriculum model, the development processes, and the evaluation of curricula.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>4. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</li> </ol>
2	<p>Course Name : Physical Education Learning Strategy                  Course Code/Credits : JKR6202/ 2 credits</p>	
	Description	Developed PLO

	<p>Physical Education Strategy is a course worth 1 credit of theory and 1 credit of practice. This course is expected to provide students with the ability to identify, describe, and analyze the effort planned by a teacher in employing the learning resources, so that learning process occurs in student. It contains definitions, functions, objectives, and classification of learning strategies, approaches, method models, and the way of learning Physical Education.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>4. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</li> </ol>
3	<p>Course Name : Physical Education Learning Media and Technology Course Code/Credits : JKR6203/ 2 credits</p>	
	<p><b>Description</b></p> <p>Physical Education Learning Media and Technology is a course worth 1 credit of theory and 1 credit of practice. The discussions of this course are the definition of teaching media, roles and functions of teaching media, types of teaching media, teaching media planning and teaching media selection, production techniques of teaching media, presentation techniques of teaching media, and teaching media evaluation. All of those are devoted to the teaching of Physical Education by using Information Technology as a support. Those discussions are equipped with the making of design and the production of some media types that suit the student characteristics.</p>	<p><b>Developed PLO</b></p> <ol style="list-style-type: none"> <li>1. Students will be knowledgeable about and will be able to utilize information and communication technology in education. (4)</li> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> </ol>

		4. Students will be able to make decisions and provide appropriate solutions based on the analysis of information and data. (12)
4	Course Name : Physical Education Course Code/Credits : JKR6204/ 2 credits	Learning Evaluation
	Description	Developed PLO
	Physical Education Learning Evaluation course is mandatory to pass. It is worth 1 credit of theory and 1 credit of practice. This course equips physical education teacher candidates in assessing physical education learning outcomes. Students are expected to be able to understand, design, implement, and evaluate the assessment of learning processes and outcomes by studying topics that include designing measuring instrument (test and non-test), testing measuring instrument, evaluation, and follow-up assessment.	<p>1. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</p> <p>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</p> <p>3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of PESH. (8)</p> <p>4. Students will be able to make decisions and provide appropriate solutions based on the analysis of information and data. (12)</p>

## 6. Faculty Course

No	Course Name, Course Description, and Developed PLO	
1	Course Name : Human Physiology Course Code/Credits : FIK 6201 / 2 credits	
	Description	Developed PLO
	Human Physiology course is mandatory for students of the Faculty of Sports Science. It is worth 2 credits, consisting of 1 credit of theory and 1 credit of practicum lecture material about cells and the reactions of sports education that occur in them, transmission of impulses from one part to another, the nervous system and muscles , blood	<p>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</p> <p>2. Students will be able to maximize the advantage of various learning resources,</p>

	<p>circulation, body fluids and spleen, respiration, digestion, regulation of metabolism and temperature, as well as endocrinology and reproduction                  practicum: Directly observing about the physiological functions of organs carried out in the laboratory.</p>	<p>learning media, and the potential around them in accordance with the standards of national education. (8)                  3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</p>
2	<p>Course Name : Sports Medicine                  Course Code/Credits : FIK 6202/ 2 credits</p>	
	Description	Developed PLO
	<p>Sports Medicine course is worth 2 theoretical credits. This course discusses the concept of sports health, response and adaptation of the body to exercise, the design and evaluation of sports programs for various health purposes, doping and drug abuse, sports and environment, sex and exercise, as well as women and sports.</p>	<p>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).                  2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)                  3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of PESH. (10)</p>
3	<p>Course Name : Sports Biomechanics                  Course Code/Credits : FIK 6203 / 2 credits</p>	
	Description	Developed PLO
	<p>Sports Biomechanics course is worth 2 theoretical credits. This course discusses the meaning, purpose, and function of sports biomechanics, posture, body weight, principles of mechanical intricacies, lever system, body shape measurement/ anthropometry, motion analysis on the technique of various sports activities.</p>	<p>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)                  2. Students will be able to maximize the advantage of various learning resources,</p>

		<p>learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</p>
4	<p>Course Name : Fundamental Skill of Track and Field</p> <p>Course Code/Credits : KIF 6204 / 2 credits</p>	
	Description	Developed PLO
	<p>Fundamental Skill of Track and Field is worth 2 credits consisting of theory and declaratives. The course discusses about theory and declarative-basic athletics (walking and running, jumping, throwing) along with history, philosophy, rules and regulations for facilities.</p>	<p>1. Students will be knowledgeable about and will be able to utilize information and communication technology in education. (4)</p> <p>2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
5	<p>Course Name : Fundamental Skill of Gymnastic</p> <p>Course Code/Credits : FIK 6205/ 2 credits</p>	
	Description	Developed PLO

	<p>Fundamental Skill of Gymnastics is worth 2 credits consisting of theory and declarative. This course discusses about systematic and methodology, competition rules, coaching fitness gymnastics, and floor exercises. The basic practice of gymnastics includes various basic techniques of various types of gymnastics.</p>	<ol style="list-style-type: none"> <li>1. Students will be knowledgeable about and will be able to utilize information and communication technology in education. (4)</li> <li>2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
6	<p>Course Name : Fundamental Skill of Swimming Course Code/Credits : FIK 6206 / 2 credits</p>	
	<p>Description</p> <p>Fundamental Skill of Swimming course is worth 1 credit of theory and 1 credit of practice. This course discusses the history of swimming, competition organization and administration, basic techniques and style skills in swimming, starting and reversing.</p>	<p>Developed PLO</p> <ol style="list-style-type: none"> <li>1. Students will be knowledgeable about and will be able to utilize information and communication technology in education. (4)</li> <li>2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop</li> </ol>

	the field of Physical Education, Sports, and Health (PESH). (10) 4. Students will be able to create cooperation networks both inside and outside the institution. (11)
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## 7. Study Program Courses

No	Course Name, Course Description, and Developed PLO	
1	Course Name : Principles of Physical Education Course Code/Credits : JKR6205/ 2 credits	
	Description	Developed PLO
	Principles of Physical Education course is mandatory to pass. It is worth 2 theoretical credits. This course is designed to provide an introduction so that students can understand and be able to apply the basic concepts of physical education and sports. The lecture materials include the nature of physical education and sports, the educational purpose of physical education and sports, the role of physical education and sports in society and education, movement as the basis for physical education and sports.	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</li> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>4. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</li> </ol>
2	Course Name : Physical Education Teaching Plan Course Code/Credits : JKR 6206/ 2 credits	
	Description	Developed PLO
	Physical education teaching plan course is worth 3 credits consisting of 1 credit of	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and</li> </ol>

	<p>theory and 1 credit of practice. This course aims to equip students with knowledge and skills in teaching planning which includes preparing various preparations and teaching plans for both short and long term by understanding the concepts of teaching and learning process as well as the theory of the underlying principles: formulation of goal/indicator, method, material, teaching step, teaching media and tool, and assessment tool. In this course, internships are also carried out in schools related to the preparation of teaching tools.</p>	<p>develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</p> <ol style="list-style-type: none"> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>4. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</li> </ol>
3	<p>Course Name : Administration of Physical Education Course Code/Credits : JKR6207 / 2 credits</p>	
	Description	Developed PLO
	<p>Administration of physical education course is mandatory to pass and is worth 2 theoretical credits. Students can have the knowledge and skills in managing physical education administration/management and be able to apply them in the context of implementing physical education program teaching in schools effectively and efficiently. This course contains concept and application of theories, principles, and functions in the regulation/management of physical education in high school, and in the community.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> </ol>
4	<p>Course Name: Facilities and Infrastructure of Physical Education Course Code/Credits : JKR6208 / 2 credits</p>	



	Description	Developed PLO
	Facilities and Infrastructure of Physical Education course is worth 2 credits consisting of 2 theoretical credits. This course aims to equip students to understand sports infrastructure, modify it, and implement it based on the conditions in high school. Activity in the classroom is to discuss the understanding of the nature of physical education and sports achievements in the perspective of infrastructure, requirements, preparation, and maintenance of physical education facilities.	<ol style="list-style-type: none"> <li>1. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> </ol>
5	Course Name : Theory of Play Course Code/Credits : JKR 6209/2 credits	
	Description	Developed PLO
	This course is worth 2 theoretical credits, presenting concepts, definitions, models, functions, and goals of playing in physical education. The method of presentation is in the form of lectures, discussions and assignments. Students are expected to be able to master the concept, understanding, level model, and the purpose of playing in physical education. While the assessment of student abilities consists of assignments, participation, and exams.	<ol style="list-style-type: none"> <li>1. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
6	Course Name : Health Education Course Code/Credits : JKR6210/ 2 credits	
	Description	Developed PLO

	<p>Health Education course is worth 2 theoretical credits. This course discusses the meaning of health and illness, stages of adolescent growth and development, the concept of adolescent health (adolescent reproductive health, adolescent healthy lifestyle), early recognition of health problems (visual impairment, hearing loss, postural disorder, blood pressure), healthy lifestyle, School Health Clinic (SHC), personal health improvement.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>3. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</li> <li>4. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> </ol>
7	<p>Course Name : Rhythmic Activities Course Code/Credits : JKR6213/ 2 credits</p>	
	<p>Description</p> <p>Rhythmic Activities course is worth 2 credits, including 1 credit of theory and 1 credit of practice. This course equips students to be able to create a series of movements that are carried out in rhythmic patterns, adjusted to changes in tempo, or merely expressive body movements to the accompaniment of music or the beats. The learning material includes the introduction of rhythm with various step patterns, moving freely to the songs and musical rhythms, and moving systematically as a series of rhythmic movements.</p>	<p>Developed PLO</p> <ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the</li> </ol>

		standards of national education. (8) 4. Students will be able to create cooperation networks both inside and outside the institution. (11)
8	Course Name : Football Game Course Code/Credits : JKR6214 / 2 credits	
	Description	Developed PLO
	Football Game course is worth 2 credits including 1 credit of theory and 1 credit of practice. Students are expected to be able to know, understand, and apply the rules of the game and the match as well as the principles of soccer tactics approach. The lecture materials include the rules of the game and the match, as well as understanding tactical approaches in football games which include: playing strategies, defensive strategies, attacking strategies, individual and group tactics, refereeing and match rules, organizing matches and modifying games.	1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5). 2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6) 3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7) 4. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8) 5. Students will be able to create cooperation networks both inside and outside the institution. (11)
9	Course Name : Basketball Game Course Code/Credits : JKR6215 / 2 credits	
	Description	Developed PLO
	Basketball Game is worth 2 credits	1. Students will be able to

	<p>including 1 credit of theory and 1 credit of practice. This course is designed so that students are able to use physical education learning with a tactical approach in basketball games, which includes playing strategies, defensive strategies, attacking strategies, individual and group tactics, refereeing and match rules, organizing matches and modifying games.</p>	<p>conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</p> <ol style="list-style-type: none"> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to teach PESH using student-centered approach. (7)</li> <li>4. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>5. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
10	<p>Course Name : Volleyball Game Course Code/Credits: JKR6216/ 2 credits</p>	
	<p><b>Description</b></p> <p>Volleyball game course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course equips students with the knowledge of the tactical approach in volleyball, which includes playing strategies, defensive strategies, attacking strategies, individual and group tactics, refereeing and match rules, organizing matches and modifying games.</p>	<p><b>Developed PLO</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</li> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using</li> </ol>

		<p>student-centered approach. (7)</p> <p>4. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>5. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
11	<p>Course Name : Badminton Game</p> <p>Course Code/Credits : JKR6217 / 2 credits</p>	
	Description	Developed PLO
	<p>Badminton Game course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course introduces the rules of badminton, basic badminton techniques (racket grip techniques, basic strokes in badminton), basic badminton tactics and playing badminton.</p>	<p>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</p> <p>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</p> <p>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
12	<p>Course Name : Softball and Baseball Game</p> <p>Course Code/Credits : JKR6218/ 2 credits</p>	
	Description	Developed PLO

	<p>Softball and Baseball Game course is mandatory to pass and worth 2 credits including 1 credit of theory and 1 credit of practice. This course introduces playing strategies, defensive strategies, attacking strategies, individual and group tactics, refereeing and match rules, organizing matches and modifying games.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
13	<p>Course Name : History and Philosophy of Physical Education Course Code/Credits : FIK 6201 / 2 credits</p>	
	<p>Description</p> <p>History and Philosophy of Physical Education course is mandatory to pass. It is worth 2 credits. History of sport includes a discussion of the development of sports and physical education at the national, regional, and international levels; from ancient to modern times. Meanwhile the philosophy of sport includes discussions of: (1) Ontology, epistemology, axiology, ethics, aesthetics, logic and truth regarding physical education and sports. (2) The influence of idealism, realism, pragmatism, naturalism and existentialism on the development of physical education and sports, and (3) The influence of modern</p>	<p>Developed PLO</p> <ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</li> <li>2. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</li> <li>3. Students will be able to make decisions and provide</li> </ol>

	humanism on the development of physical education and sports.	appropriate solutions based on the analysis of information and data. (12)
14	Course Name : Table Tennis Course Code/Credits : JKR6222 / 2 credits	
	Description	Developed PLO
	Table tennis course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course is an elective course. The learning material discusses general theory regarding the history and development of table tennis, match rules, refereeing, special basic techniques of table tennis, and the problems that occur in table tennis including methodological attack and defense.	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5).</li> <li>2. Students will be able to teach PESH using student-centered approach. (7)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
15	Course Name : Tennis Course Code/Credits : JKR6223 / 2 credits	
	Description	Developed PLO
	Tennis course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course is an elective course. The learning material discusses about general theory of the history and development of tennis, match rules, refereeing, special basic tennis techniques, and problems that occur in tennis including methodological attack and defense.	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5)</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the</li> </ol>

		potential around them in accordance with the standards of national education. (8) 4. Students will be able to create cooperation networks both inside and outside the institution. (11)
16	Course Name : Sepak Takraw Course Code/Credits : JKR6224 / 2 credits	
	Description	Developed PLO
	Sepak Takraw course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course is an elective course. The learning material discusses about general theory of the history and development of sepak takraw, match rules, refereeing, basic sepak takraw techniques, and tactical problems in the sepak takraw including methodological attack (setting attacks, scoring, attacking in teams/pairs) and methodological defense (defending space, defending against attacks, defending in teams/pairs).	1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5). 2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7) 3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8) 4. Students will be able to create cooperation networks both inside and outside the institution. (11)
17	Course Name : Handball Course Code/Credits : JKR6225 / 2 credits	
	Description	Developed PLO
	Handball course is an elective game course worth 2 credits including 1 credit of theory and 1 credit of practice. The lecture materials include mastering the basic techniques (dribbling, passing, and shooting), understanding the match rules, and understanding the tactical approaches in handball games including scoring (maintaining possession of the ball,	1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5) 2. Students will be able to teach Physical Education, Sports, and Health (PESH) using



	<p>attacking the goal, creating and using space when attacking), preventing goals (maintaining the space, defending the goal area, snatching the ball), restarting the game (throw-in, corner throw, free throw-in).</p>	<p>student-centered approach. (7)</p> <p>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
18	<p>Course Name : Hockey Course Code/Credits : JKR6226/ 2 credits</p>	
	Description	Developed PLO
	<p>Hockey course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course discusses about hockey history, game rules, match rules, match systems, basic technique of push-stop-hit-flick-dribble-scoop-tackle-jab, advanced hockey technique, and refereeing.</p>	<p>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5)</p> <p>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</p> <p>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
19	<p>Course Name : Futsal Course Code/Credits : JKR6227/ 2 credits</p>	
	Description	Developed PLO

	<p>Futsal course is an elective game course worth 2 credits including 1 credit of theory and 1 credit of practice. The lecture materials include mastering the basic techniques (dribbling, passing, and shooting), understanding the match rules, and understanding the tactical approaches in futsal including scoring (maintaining possession of the ball, attacking the goal, creating and using space when attacking), preventing goals (maintaining space, defending the goal area, snatching the ball), restarting the game.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5)</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
20	<p>Course Name : Golf Course Code/Credits : JKR6228 / 2 credits</p>	
	<p>Description</p> <p>The Golf course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course is an elective course. The learning material discusses about general theory of the history and development of golf, game rules, refereeing, basic golf techniques, and the problems that occur in golf including methodological attack and defense.</p>	<p>Developed PLO</p> <ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5)</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in</li> </ol>

		<p>accordance with the standards of national education. (8)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
21	<p>Course Name : Archery</p> <p>Course Code/Credits : JKR6229 / 2 credits</p>	
	Description	Developed PLO
	<p>Archery course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course is an elective course. The learning material discusses general theory of the history and development of archery, match rules, refereeing, basic archery techniques, and the problems that occur in archery including methodological attack and defense.</p>	<p>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5)</p> <p>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</p> <p>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
22	<p>Course Name : Woodball</p> <p>Course Code/Credits : JKR6230 / 2 credits</p>	
	Description	Developed PLO
	<p>Woodball course is worth 2 credits, which includes 1 credit of theory and 1 credit of practice. This course is an elective course. The lecture materials discuss about general theory of the history and development of woodball, match rules, refereeing, basic woodball techniques, and the problems that occur in woodball including methodological attack and</p>	<p>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education (5)</p> <p>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using</p>

	defense.	<p>student-centered approach. (7)</p> <p>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
23.	<p>Course Name : Taekwondo Course Code/Credits : JKR6231/ 2 credits</p>	
	Description	Developed PLO
	<p>Taekwondo course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course is an elective course. The lecture materials discuss general theory regarding the history and development of Taekwondo, match regulations, refereeing, basic Taekwondo techniques, and problems that occur in Taekwondo including methodological attack and defense.</p>	<p>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</p> <p>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</p> <p>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
24.	<p>Course Name : Karate Course Code/Credits: JKR6232 / 2 credits</p>	

	Description	Developed PLO
	<p>Karate course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course is an elective course. The lecture materials discuss general theory regarding the history and development of Karate, match regulations, refereeing, basic Karate techniques, and problems that occur in Karate including methodological attack and defense.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
25.	<p>Course Name : Judo Course Code/Credits : JKR6223/ 2 credits</p>	
	Description	Developed PLO
	<p>Judo course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course is an elective course. The lecture materials discuss general theory regarding the history and development of Judo, match regulations, refereeing, basic Judo techniques, and problems that occur in Judo including methodological attack and defense.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to maximize the advantage of</li> </ol>

		<p>various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
26.	<p>Course Name : Motor Learning Course Code/Credits: JKR6234/ 2 credits</p>	
	Description	Developed PLO
	<p>The Motor Learning course is worth 2 theoretical credits. This course discusses the concepts of learning, perception, attention, memory, movement control, movement differences between individuals, and learning outcomes of human movement.</p>	<p>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</p> <p>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</p> <p>3. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</p> <p>4. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</p>
27.	<p>Course Name : Physical Fitness Education</p>	

	Course Code/Credit : JKR6235/ 2 Credits	
	Description	Developed PLO
	The Physical Fitness Education course is worth 2 credits including 1 credit of theory and 1 credit of practice. The lecture materials include the concept of physical fitness, components of physical fitness, factors affecting physical fitness, activities to improve physical fitness and measurement of physical fitness.	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> </ol>
28.	Course Name : Methodology I Course Code/Credits: JKR6336/ 3 credits	
	Description	Developed PLO
	This course is worth 3 practical credits, with the aim of equipping students on how to convey teaching materials to students so that they are easy to understand. It contains methods of teaching a particular subject and/or material, namely the method of teaching game sports and martial arts.	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in</li> </ol>

		<p>accordance with the standards of national education. (8)</p> <p>4. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</p>
29.	<p>Name of Course : Methodology II Course Code/Credits : JKR6336/ 3 credits</p>	
	Description	Developed PLO
	<p>This course is worth 3 practical credits, with the aim of equipping students on how to convey teaching materials to students so that they are easy to understand. It contains methods of teaching a particular subject and/or material, namely teaching methods: Athletics, Gymnastics &amp; Rhythmic Activities, Swimming</p>	<p>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</p> <p>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</p> <p>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>4. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</p>
30.	<p>Course Name : Sports Physiology Course Code/Credits : JKR6238 / 2 credits</p>	
	Description	Developed PLO



	<p>The Sports Physiology course is worth 2 credits including 1 credit of theory and 1 credit of practice. This course is compulsory and contains training adaptation to neuromuscular function, cardio-respiratory, system of energy in training, adaptation of training to fluid and electrolyte regulation, temperature regulation in training, the training process, the acclimatization process, fitness and talent, gender adaptation in sports, age and training, and doping.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of PESH. (10)</li> </ol>
31.	<p>Course Name : Kinesiology Course Code/Credits: JKR6239/ 2 credits</p>	
	<p>Description</p> <p>Kinesiology is a compulsory course to pass, worth 2 theoretical credits. This course discusses the application of the function of bones and joints, skeletal muscles, the nervous system and mechanics, into physical activities or sports. The course aims to make students to be able to analyze movements that are efficient, effective, and avoid injury. Lecture activities include face-to-face meetings, demonstrations, assignments, and practicums.</p>	<p>Developed PLO</p> <ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of PESH. (10)</li> </ol>

32.	Course Name : Sports Sociology Course Code/Credits: JKR6240 / 2 credits	
	Description	Developed PLO
	Sports Sociology is a compulsory course worth 2 theoretical credits. This course discusses sport society focusing on the nature of the sociology of sport, the social level in sport, women in sport, the relationship between sport and mass media, and understanding the theory of collective behavior and social change in sport.	<ol style="list-style-type: none"> <li>1. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>3. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>4. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> </ol>
33.	Course Name : Sports Psychology Course Code/Credits: JKR6241 / 2 credits	
	Description	Developed PLO
	Sport Psychology discusses the study including: motivation, personality characteristics, mental and behavior of athletes in groups, audience influence, gender roles, proper selection of athletes, providing motivation, using strategies to reduce opponent morale, coping with great stress levels, and team strategy development.	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies,</li> </ol>

		<p>principles, procedures, and the utilization of learning evaluation. (6)</p> <p>3. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</p>
34.	<p>Course Name : Motor Development Course Code/Credits : JKR6243 / 2 credits</p>	
	Description	Developed PLO
	<p>This course is worth 2 theoretical credits which discusses: 1) basic concepts of motor development, including: definition of motor development, principles of motor development, norms of motor development, factors that influence motor development, conditions that affect motor development, the contribution of motor abilities, the sequence of motor development, and inhibiting factors of motor development, 2) the stages of motor development, including: reflexes, motion integration, basic movement patterns, refinement of skills, movement performance, and decline, 3) perceptual motor skills including: motor perceptual definition, motor perceptual elements, and the process of motor perceptual occurrence, 4) physical and motor development of infants, 5) physical and motor development of kids, 6) physical and motor development of early adolescents, 7) physical and motor development of adolescents, 8) physical and motor development of adults and elderly, 9) nervous system, including: the elements composing the nervous system, the central nervous system, nerves, how the nervous system works, the process of motion, and the human senses, and 10) implementation of motor development in accordance with the field of physical</p>	<p>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</p> <p>2. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</p> <p>3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</p>

	education, sports, and health, including: measuring motor perceptual of 4-6 years old children, measuring the motor skills of elementary, junior high, and high school students.	
35.	Course Name : Human Anatomy Course Code/Credits: JKR6346 / 3 credits	
	Description	Developed PLO
	The Human Anatomy course is compulsory for students of the Faculty of Sports Science. This course is worth 3 credits including 2 credits of theory and 1 credit of practicum. This course discusses Osteology, Myology, Arthrology, Topography, and Anthropometry, as well as muscle function based on the location of the muscle to the axis of body movement.	<ol style="list-style-type: none"> <li>1. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>3. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of PESH. (10)</li> </ol>
36.	Name of Course : Fundamental Skill of Pencak Silat Course Code/Credits: JKR6247/ 2 credits	
	Description	Developed PLO
	Fundamental Skill of Pencak Silat course is worth 2 credits, including the theory and declarative. This course discusses the basic concepts of pencak silat, basic techniques of stances, steps, punches and kicks techniques.	<ol style="list-style-type: none"> <li>1. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH)</li> </ol>

		<p>using student-centered approach. (7)</p> <p>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</p>
37.	<p>Course Name : Statistics Course Code/Credits: JKR6248/ 2 credits</p>	
	Description	Developed PLO
	<p>This course discusses the role of statistics in scientific activities, statistical techniques, namely the measures of central tendency, the measures of variability, the score transformation, correlation, distribution, data analysis, regression, ANOVA, descriptive statistics, differential statistics, parametric hypothesis testing, and introduction to nonparametric statistics.</p>	<p>1. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</p> <p>2. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</p> <p>3. Students will be able to make decisions and provide appropriate solutions based on the analysis of information and data. (12)</p>
38.	<p>Course Name : Professional Preparation of Physical Education Teachers Course Code/Credits : JKR6249 / 2 credits</p>	
	Description	Developed PLO

	<p>Professional Preparation of Physical Education Teachers is a compulsory course worth 2 credits. This course is designed to provide knowledge and experience regarding the pedagogical, personality, social, and professional competencies of a teacher, both theoretical and practical so as to equip students' competencies as prospective physical education teachers. This course discusses the meaning and significance of being a physical education teacher, physical education teacher competence, the role and profile of a teacher, the meaning and role of a physical education teacher, motivation to become a physical education teacher, tasks and applications of physical education in school, physical education learning with different backgrounds and experiences, teacher certification, basic concepts of classroom management, national physical education standards, teaching concepts, and professional teachers.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>3. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>4. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> </ol>
39.	<p>Course Name : Learner's Growth and Development Course Code/Credits : JKR6250 / 2 Credits</p>	
	<p>Description</p> <p>Learner's Growth and Development course is worth 2 theoretical credits which aims to equip students with knowledge about the nature of students' growth and development, the factors that influence growth and development, the laws of growth and development, and the benefits of studying students' growth and development.</p>	<p>Developed PLO</p> <ol style="list-style-type: none"> <li>1. Students will be able to comprehend and analyze learners' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6).</li> <li>2. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>3. Students will be able to apply concepts and perform logical, critical, systematic,</li> </ol>

		and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)
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### 8. Advanced Study Programs

No.	Course Name, Course Description, and Developed PLO	
1.	Course Name : Adaptive Physical Education Course Code/Credit : JKR6211/ 2 Credits	
	Description	Developed PLO
	Adaptive Physical Education course is compulsory worth 2 credits including 1 credit of theory and 1 credit of practice. This course is designed to make students understand adaptive physical education, objectives of adaptive physical education, roles and functions of adaptive physical education, types of disabilities and children with special needs, materials and programs for adaptive physical education, individual learning, learning methods, development of learning strategies, affective learning, teaching cognitive skills, concepts of learning, problem solving programs through physical education, memory training activities; encouraging student creativity, language development, verbalization by students, identification and naming, strengthening language concepts through movement, use of sensor channels, using language games, socialization and affective learning.	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>3. Students will be able to comprehend and analyze the students' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>4. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> </ol>
2.	Course Name : School Sports Extracurricular Development Course Code/Credit : JKR6212 / 2 Credits	
	Description	Developed PLO

	<p>School Sports Extracurricular Development course is compulsory worth 2 credits, including 1 credit of theory and 1 credit of practice. This course is designed to equip students with the ability to develop sports extracurricular programs at school. This course discusses the meaning and purpose of extracurricular, forms of sports extracurricular, planning, implementation, and evaluation of extracurricular programs, the basics of training in sports, and compiling sport training programs, both theoretically and practically.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to comprehend and analyze the students' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation. (6)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
3.	<p>Course Name : Traditional Games and Sports Course Code/Credit : JKR6219 / 2 Credits</p>	
	<p>Description</p>	<p>Developed PLO</p>
	<p>Traditional Games and Sports course is compulsory and worth 2 credits, including 1 credit of theory and 1 credit of practice. This course contains concepts, principles, characteristics, types and themes of traditional games and sports, organizing festivals and or competitions for traditional games and sports.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
4.	<p>Name of Course : Scouting and Outdoor Activities</p>	



	Course Code/Credit : JKR6220/2 Credits	
	Description	Developed PLO
	Scouting and Outdoor Activities course is compulsory and worth 2 credits, including 1 credit of theory and 1 credit of Practice. This course contains scouting programs, scouting basics, and scouting activities. Outside class activities provide content, methods, and safety procedures for cooperative play and initiatives in physical education classes. Students will learn various outward-bound games, rope track, and several adventure sports.	<ol style="list-style-type: none"> <li>1. Students will be able to carry out their duties based on the obedience to the One Almighty God. (1)</li> <li>2. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
5.	Name of Course : First Aid Course Code/Credit : JKR6242 / 2 Credits	
	Description	Developed PLO
	First Aid course is worth 2 credits, including 1 credit of theory and 1 credit of practicum. This course discusses the concepts and application of injury prevention including properly choosing the equipment, complete-protective equipment, and early treatment of injuries during exercise including Cardiopulmonary Resuscitation (CPR), Sprains, Strains, stopping bleeding, shock/leisure/fainting, fractures, bandaging, splinting and ambulatory aid.	<ol style="list-style-type: none"> <li>1. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>2. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>3. Students will be able to develop entrepreneurial spirit in the field of Physical Education, Sport, and Health (PESH). (9)</li> </ol>

		4. Students will be able to make decisions and provide appropriate solutions based on the analysis of information and data. (12)
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**9. Field Courses (Outside of YSU Study Programs)**

No	Course Name, Course Description, and Developed PLO	
1.	Course Name : Community Service Course Code/Credit : MKL6603/6 Credits	
	Description	Developed PLO
	This course is a field practice course, all of which is implemented in the field. Before being deployed in the field, students are provided with skills and information about the place to be deployed. As well as the preparation of programs that are relevant to the university's vision and mission and the needs of the community.	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to collaborate with and will develop thoughtfulness for the society and the environment. (3)</li> <li>3. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</li> <li>4. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> <li>5. Students will be able to make decisions and provide appropriate solutions based on the analysis of information and data. (12)</li> </ol>
2.	Subject Name : Educational Practices Course Code/Credits : MKL6601/ 6 credits	
	Description	Developed PLO

	<p>Educational Practices course is a compulsory subject worth 6 credits. This course provides an opportunity for students to carry out practical work in schools through internships under the guidance of a civil servant teacher. During the practice, students are guided by teachers and supervisors. Students are expected to gain real experience of teaching practice, and be able to interact with the school community.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>3. Students will be able to comprehend and analyze the students' characteristics, theories, methodologies, principles, procedures, and the utilization of learning evaluation.</li> <li>4. 4. Students will be able to teach Physical Education, Sports, and Health (PESH) using student-centered approach. (7)</li> <li>5. Students will be able to create cooperation networks both inside and outside the institution. (11)</li> </ol>
3.	<p>Course Name : <i>Skripsi</i> Writing Course Code/Credit : TAM 6801 / 8 Credits</p>	
	Description	Developed PLO
	<p><i>Skripsi</i> Writing is in the form of educational research or sports disciplines as a student's final task.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to professionally contribute to the improvement of the community wellbeing based on academic values, norms, and ethics. (2)</li> <li>2. Students will be able to conduct, analyze, and develop Physical Education, Sports, and Health (PESH) at the secondary level of education. (5)</li> <li>3. Students will be able to comprehend and analyze the students' characteristics, theories, methodologies, principles, procedures, and the utilization of learning</li> </ol>

		<p>evaluation. (6)</p> <p>4. Students will be able to maximize the advantage of various learning resources, learning media, and the potential around them in accordance with the standards of national education. (8)</p> <p>5. Students will be able to apply concepts and perform logical, critical, systematic, and innovative thinking to develop the field of Physical Education, Sports, and Health (PESH). (10)</p> <p>6. Students will be able to create cooperation networks both inside and outside the institution. (11)</p> <p>7. Students will be able to make decisions and provide appropriate solutions based on the analysis of information and data. (12)</p>
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## J. LEARNING PROCESS

### 1. Lesson Planning

The learning system is built based on a plan that is relevant to the objectives, learning area, and its hierarchy. The learning process is planned systematically with reference to the development of theories, strategies, and learning methods. Each lecturer or team of lecturers who support courses is required to make a learning process plan including Semester Learning Plans/Syllabus and Learning Implementation Plans. The lesson plans are prepared by considering the level of student participation, application of information and communication technology, linkages and integration between materials, feedback, and follow-up. The Learning Implementation Plans contain course identity, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching

materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.

## **2. Implementation of Learning**

The implementation of learning is done by facilitating active student involvement, arousing students' curiosity, providing opportunities for students to access and utilize supporting facilities, learning resource facilities, as well as providing sufficient space for initiative, creativity, student independence in accordance with their talents and interests. The implementation of learning is directed so that students achieve higher order thinking skills and freedom of thought, and are able to stimulate the discovery and construction of student knowledge. The implementation of learning is directed so that students have the skills to argue, conduct inquiries, research, predict, and are able to communicate their knowledge to other parties, both orally and in writing. The implementation of learning is developed so that students understand the development of science and technology and are able to use their knowledge to solve problems.

The implementation of learning is carried out with the Semester Credit System. The learning process is generally carried out in the following order: (i) Preliminary activities; (ii) Core activities; and (iii) Closing activities. The number of face-to-face lectures is 16 times per semester. Each student is required to attend lectures for each subject in one semester at least 75% of face-to-face lectures. Lecturers who have not met the number of face-to-face lectures are required to fulfill them by changing lecture hours and/or with equivalent activities. Lecturers who have not met

the total face-to-face lectures are required to fulfil them by rescheduling the class and/or with equivalent activities.

### 3. Learning Supervision

The university, faculties, departments, and study programs each has mechanism to periodically monitor, review, and improve the implementation of the teaching and learning activities, at least regarding of lecturers' attendance, students' attendance, the documents of lecture and practicum materials, documents of students' learning assessment instruments and results. They also have mechanisms to facilitate students to express their dissatisfaction. Study programs have standardized procedures regarding the mechanism of students learning outcomes evaluation systems as well as continuous assessment and its use to improve the program and the student's learning assessment results.

## K. ASSESSMENT SYSTEM AND PASSING CRITERIA

### 1. ASSESSMENT SYSTEM

The assessment of student competency achievement is implemented in theoretical, practical, and field courses, and *Skripsi* Writing. The objectives of the assessment of students' competency achievement in **theoretical, practical, and field subjects** cover: 1) students' knowledge, skills, and attitudes, 2) students' participation/performance, and 3) learning products in the form of writings/reports. The objectives of the assessment of students' competency achievement on the **task completion** of a course cover: 1) the mastery and utilization of knowledge, skills, and attitudes in finishing assignments, 2) the depth of the content, the use of language, and the structure of the report, 3) the learning products in the form of writings/reports, 4) students' participation/performance.

The objectives of the assessment of students' competency achievement in the **Skripsi Writing** (SW) cover: 1) the mastery of knowledge, attitude, and skill in the preparation of the *Skripsi Writing*, 2) depth of content, use of language, and report writing structure, 3) research/arrangement/design/planning methods, 4) students' creativity and presentation, 5) scientific truth and originality 6) students' participation/performance, 7) the implementation of valid academic norms, 8) student's ability to defend their *skripsi*. The assessment of students' competency achievement can be in the form of self-assessment, peer assessment, and/or performance assessment, including considerations whether students have special needs. Lecturers can choose one or more ways of the assessment methods based on the characteristics of the competency and the advices from their peers or stakeholders.

The instrument for the assessment of students' competency achievement may take form as questions, performance assessment sheets, observation sheets, questionnaires, or checklists. The instrument for assessing student competency achievement must be valid, reliable, and objective. The assessment of students' competency achievement can be carried out by: 1) a single lecturer; 2) a team of lecturers; 3) a single lecturer or a team along with students; 4) a single lecturer or a team along with the stakeholder as in internships, excursions, practices, and/or similar activities.

The final score (FS) of the assessment of students' competency achievement of a theoretical, practical, or field courses is calculated based on students' daily assessment score (DAS) which is calculated based on daily participation in class or tasks, midterm examination score (MES), and final examination score (FES) with the following formula:

$$FS = (2 \cdot DAS + 3 \cdot MES + 5 \cdot FES) / 10$$

.Table 3. *Skripsi Writing Assessment (SWA)*

No.	Scoring Scope	Weight	Score	Score =
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			Scale	weight x Score Scale
1.	Clarity and congruency of the background study, formulation of the problem, and objective of research	20	1; 2; 4; 5	
2.	Literature Review	20	1; 2; 4; 5	
3.	Research Methods	30	1; 2; 4; 5	
4.	Discussion, Conclusion, and Suggestions	30	1; 2; 4; 5	
<b>Total Score</b>		100		

Descriptions:

**Final Score:**  $\frac{\text{Total Score}}{5} = \dots\dots\dots$

## 2. Passing Criteria

The students' assessment score is calculated based on the assessment format prepared by the faculty. The score for each course ranges from 1 to 100. Then, it is converted to letter grades and weigh as shown in the table below.

**Table 4. Final Score and the Conversion**

Score	Letter	Weigh
86 – 100	A	4.00
81 – 85	A-	3.67
76 – 80	B+	3.33
71 – 75	B	3.00
66 – 70	B-	2.67
61 – 65	C+	2.33
56 – 60	C	2.00
41 – 55	D	1.00
0 – 40	E	0.00

## L. MODULE HANDBOOK

The elements listed in the module handbook are described as follows:



1. Course name: As listed in the permit of the study program opening/establishment/operational issued by the Ministry.
2. Course code, semester, credits: must be in accordance with the layout of the implemented curriculum.
3. Lecturer(s): one course can be filled by more than one lecturer if the teaching is performed by team teaching or parallel classes.
4. Students' learning outcomes (SLOs) are the expected outcomes after learning a certain course. They consist of elements of attitude, general skills, special skills, and knowledge. As some SLOs demand more than one skills acquired through a number of courses, the same SLO can be found in a number of courses.
5. Final competence formulated at each learning stages: is the competence of every learning stage which is expected to contribute to the fulfilment of the SLO, or a description of learning outcome designed to fulfil the SLO partially.
6. Learning Material is a learning material related to the final abilities to be achieved. Its descriptions are presented comprehensively in a separate textbook or module made available on the internet to ease the students to access. It is a product of studies and developments of a scientific field done by a lecturer or a team of lecturers. Learning material in a subject may consist of study materials with various branches/sections of a scientific field or expertise field, depending on the concept of the course or the module arranged in the curriculum. A learning material of a course formulated based on a specific scientific field is partially focused on that scientific field. On the other hand, a learning material of a course formulated as a product of an integration (in the form of a module or block) consist of an integration of studies of some branches/sections of a scientific field/ expertise, aiming that student can comprehend some scientific fields or expertise field in an integrated manner. The depth and breadth of the learning material refers to the SLO arranged in the curriculum.
7. Learning method: a learning method determines the learning outcomes. Biased learning methods/models can be in the form of group discussions,

simulations, case studies, collaborative learnings, cooperative learnings, project-based learnings, problem-based learnings, or other learning methods that can effectively facilitate the achievement of SLOs. A course may use one or combine some learning methods.

8. Duration: is an allocation of time in accordance with students' learning load and shows when a learning activity is carried out. The duration of one semester starts from week 1 to 16 and also includes the time provided to achieve the skill or competency in every stage of the learning. The determination of the duration of every learning stage is based on the estimation that in the provided period of time will be enough for students to achieve the competency.
9. Student learning experience: takes form as a description of tasks for students to complete in a semester. It is a student learning activity to ease students to achieve the expected skills in every learning stage. This process includes the assessment of learning process and outcomes.
10. Scoring criteria, indicator, and weigh: the assessment covers the integration of educative, authentic, objective, accountable, and transparent principles. Scoring criteria refers to the students' success standard of a learning. Scoring indicator refers to the quality of the student performance. The weight of the score is in percent (%) showing the success rate of a learning stage to the overall success score of the subject. The module handbook can be presented as a table .
11. List of References: contains books or other forms that can be used as learning resources.

The module handbook for all courses offered in Physical Education Health and Recreation Study Program are exemplified as follow:

## 1. Statistics

### A. COURSE IDENTITY

1. Study Program : Physical Education Health and Recreation
2. Course Name : Statistics

- 3. Course Code : PHR 6248
- 4. Semester : Even
- 5. Credits : 2
- 6. Lecturer(s) : 1. Dr. Jaka Sunardi, M.Kes.  
2. Dr. Komarudin, M.A

## **B. COURSE DESCRIPTION**

This subject discusses the role of statistics in scientific activities, statistic techniques, central tendency measures, variability measurements, score transformation, correlation, distribution, data analysis, regression, ANOVA, descriptive statistics, differential statistics, parametric hypothesis testing, and introduction to nonparametric statistic.

## **C. COURSE COMPETENCIES**

After taking this subject, the student can apply parametric and nonparametric statistical techniques that cover central tendencies measurement, variability measurement, score transformation, correlation, distribution, data analysis, regression, ANOVA, and descriptive statistics following the SPSS program. Parametric statistical techniques cover different and correlational (3 variables) tests using the SPSS program.

## **D. LEARNING STRATEGIES**

The scheduled face-to-face learning strategy is carried out in 4 types of activities: (1) the delivery of exposition by the lecturer, (2) the presentation done by students, (3) interactions and discussions between students and lecturers and among students, and (4) the giving of feedback by the lecturer. The non-face-to-face lectures are carried out in the form of individual tasks and group assignments.

## **E. LEARNING RESOURCES**

- 1. Hartoyo. 2008. *Statistika untuk penelitian*. Pustaka Pelajar. Yogyakarta.

2. Husaini Usman & Purnomo SU. 1995. *Pengantar statistik*. Bumi Aksara. Jakarta.
3. Sudjana. 1992. *Metode Statistika*. Tarsito. Bandung
4. Jarwanto. 1996. *Mengenal beberapa UJI STATISTIK dalam penelitian*. Liberty. Yogyakarta.
5. Singgih Santoso. 2001. *SPSS Versi 10 Mengolah data statistik secara profesional*. PT Elex Komputindo Jakarta.
6. Singgih Santoso. 2010. *SPSS Versi 15 Mengolah data statistik secara profesional*. PT Elex Komputindo Jakarta.
7. Imam Ghozali. 2001. *Aplikasi Analisis Multivariate dengan program SPSS*. UNDIP Semarang.

## F. GRADING

Students are graded based on their final score (FS), which is obtained based on the daily assessment score (DAS), midterm examination score (MES), and final examination score (FES), calculated using the following formula:

$$FS = (2 \cdot DAS + 3 \cdot MES + 5 \cdot FES) / 10$$

## 2. History and Philosophy of Physical Education

### A. COURSE IDENTITY

- |                  |  |
|------------------|--|
| 1. Study Program | : Physical Education Health and Recreation               |
| 2. Course Name   | : History and Philosophy of Physical Education           |
| 3. Course Code   | : JKR 6221   |
| 4. Semester      | : Odd  |
| 5. Credits       | : 2  |
| 6. Lecturer(s)   | : 1. Dr. Hamid Anwar, M.Phill<br>2. Caly Setiawan, Ph.D. |

### B. COURSE DESCRIPTION

History and Philosophy of Physical Education is mandatory to pass. It is worth 2 credits. It includes a discussion of the development of sports and physical education at the national, regional and international levels; from ancient to modern times. Meanwhile the philosophy of sport includes discussions of: (1) Ontology, epistemology, axiology, ethics, aesthetics, logic and truth regarding physical education and sports. (2) The influence of idealism, realism, pragmatism, naturalism and existentialism on the development of physical education and sports, and (3) The influence of modern humanism on the development of physical education and sports.

### **C. COURSE COMPETENCIES**

After completing this course, students will have a responsible attitude towards works in the field of History and Philosophy of Sport.

### **D. LEARNING STRATEGIES**

The scheduled face-to-face learning strategy is carried out in 4 types of activities: (1) the delivery of exposition by the lecturer, (2) the presentation done by students, (3) interactions and discussions between students and lecturers and among students, and (4) the giving of feedback by the lecturer. The non-face-to-face lectures are carried out in the form of individual tasks and group assignments.

### **E. LEARNING RESOURCES**

#### **1. Main resources**

- a) Mechikoff, Robert. 2010. *A History and Philosophy of Sport and Physical Education from Ancient Civilizations to the Modern World Fifth Edition*. New York: Mc Graw-Hill.
- b) Direktorat Jenderal Olahraga. 2004. *Olahraga Indonesia dalam Perspektif Sejarah*. Jakarta: Departemen Pendidikan Nasional

#### **2. Additional resources**

Husdarta. 2011. *History and Philosophy of Sport*. Bandung: Alfabeta.

## F. GRADING

Students were graded based on their final score (FS), which is obtained based on the daily assessment score (DAS), midterm examination score (MES), and final examination score (FES), calculated using the following formula:

$$FS = (2 \cdot DAS + 3 \cdot MES + 5 \cdot FES) / 10$$

## 3. Motor Development

### A. COURSE IDENTITY

1. Study Program	: Physical Education Health and Recreation
2. Course Name	: Motor Development
3. Course Code	: JKR 6243
4. Semester	: Even
5. Credits	: 2
6. Lecturer(s)	: 1. Dr. Yudanto, M.Pd 2. Sigit Dwi Andrianto, M.Or.

### B. COURSE DESCRIPTION

Motor Development is worth 2 credits. It discusses theories about motor development principles, stages of motor and motor awareness, stages of motor development, characteristics of physical, cognitive, and motor development, and the development of motor based on the mechanical and kinetic principles.

### C. COURSE COMPETENCE

After completing this course, students will master the understanding of the concept of human motor and the theory of motor development.

### D. LEARNING STRATEGIES

The scheduled face-to-face learning strategy is carried out in 4 types of activities: (1) the delivery of exposition by the lecturer, (2) the presentation done by students, (3) interactions and discussions between students and lecturers and among students, and (4) the giving of feedback by the lecturer. The non-face-to-face lectures are carried out in the form of individual tasks and group assignments.

## E. LEARNING RESOURCES

### 1. Main resources

- a) Annarino A.A dkk. 1980. *Curriculum theory and design in physical education*. ST Louis.
- b) Hurlock, E.B. 1980. *Perkembangan anak*. Jakarta: Erlangga.
- c) Sugiyanto. 1992. *Perkembangan gerak manusia*. Dep. P dan K RI, UNS.

### 2. Additional resources

- a) Bompas, OT (1983) *Theory and Methodology of Training*, Kendall/Hunt Publishing Company, Dubuque, Iowa
- b) Corbin, CB (1980), *Textbook of Motor Development*, Iowa
- c) Evelyn CP (1979) *Anatomi dan Fisiologi untuk Paramedis*, PT Gra-media Jakarta
- d) Garbburd C, dkk (1987), *Physical Education for Children, Building The Foundation*, New Jersey, Prentice Hall Inc, Englewood Cliff
- e) Jack Keogh and David Sugden (1985). *Movement Skill Development*, Macmillan Publishing Company. New York

## F. GRADING

Students were graded based on their final score (FS), which is obtained based on the daily assessment score (DAS), midterm examination score (MES), and final examination score (FES), calculated using the following formula:

$$FS = (2 \cdot DAS + 3 \cdot MES + 5 \cdot FES) / 10$$

## 4. Mata Kuliah Physical Fitness Education

## A. COURSE IDENTITY

- |                  |  |
|------------------|--|
| 1. Study Program | : Physical Education, Health, and Recreation           |
| 2. Course Name   | : Physical Fitness Education                           |
| 3. Course Code   | : JKR 6235   |
| 4. Semester      | : Odd  |
| 5. Credits       | : 2  |
| 6. Lecturer(s)   | : Prof. Soni Nopembri, Ph.D.<br>Pasca Tri Kaloka, M.Pd |

## B. COURSE DESCRIPTION

The Physical Fitness Education course consists of 2 credits including 1 credit of theory and 1 credit of practice. The lecture materials include the concept of physical fitness, components of physical fitness, factors affecting physical fitness, activities to improve physical fitness, and measurement of physical fitness.

## C. COURSE COMPETENCIES

Students will be able to apply the concepts and theories of physical fitness in both sports coaching and daily activities.

## D. LEARNING STRATEGIES

The scheduled face-to-face learning strategy is carried out in 4 types of activities: (1) the delivery of exposition by the lecturer, (2) the presentation done by students, (3) interactions and discussions between students and lecturers and among students, and (4) the giving of feedback by the lecturer. The non-face-to-face lectures are carried out in the form of individual tasks and group assignments.

## E. LEARNING RESOURCES

1. Bompas O. Tudor. 1994. *Theory and methodology of training*. Canada: Human Kinetics.
2. \_\_\_\_\_. 1999. *Periodization training for sport*. Canada: Human Kinetics.



3. Bidang Pembinaan Prestasi KONI Pusat. 1997. *Sistem pembinaan atlit prestasi*. Jakarta: Binpres KONI pusat
4. Brown Jim. 2001. *Sport Talent, How to Identify and Develop Outstanding Athletes*. Canada: Human Kinetics
5. Freeman William H. 1989. *Peak When It Counts*. California: Tafnews Press.
6. Harre Dietrich. 1982. *Prinsples of sport training*. Berlin: Sporverlag.
7. Joan N. Vickers. 1990. *Instructional design for teaching physical activities*. Canada: Human Kenetic.
8. Rushel Brent S., Pyke Frank S. 1992. *Training for sport and fitness*. Melbourne: Macmillan Company.

## F. GRADING

Students were graded based on their final score (FS), which is obtained based on the daily assessment score (DAS), midterm examination score (MES), and final examination score (FES), calculated using the following formula:

$$FS = (2 \cdot DAS + 3 \cdot MES + 5 \cdot FES) / 10$$

