



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Bachelor of Physical Education, Health & Recreation Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																		
Learning Gymnastics and Rhythmic Activities	8520103102	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	2	July 18, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																			
		Prof. Dr. Abdul Rachman Syam Tuasikal, M.Pd.			Dr. Mochamad Ridwan, S.Pd., M.Pd.																																																			
Learning model	Case Studies																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																								
	Program Objectives (PO)																																																								
	PO - 1	Students can understand, analyze and have the courage to try advanced movements of apparatus gymnastics and rhythmic activities and practice them in the form of simple sequences by preparing various safety equipment.																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6"></td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="6"></td> </tr> </table>						P.O							PO-1																																										
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PO Matrix at the end of each learning stage (Sub-PO)																																																									
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PO-1																																																									
Short Course Description	This course discusses advanced artistic gymnastics technical concepts and basic rhythmic gymnastics movements, as well as rhythmic activities, mastery of artistic and rhythmic gymnastics skills, judging (officiating), as well as organization with its application and mastery of the material in the learning process.																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> 1. FIG, 2017. <i>Code Of Points de Gymnastics Artistic</i> . Available from : http://www.fig-gymnastics.com/site/index.php 2. Internet website : <i>Safety First for Gymnast in Gymnasium</i> . 3. Mahendra, 2000. <i>Senam</i> . Direktorat jenderal pendidikan dasar dan menengah bagian proyek penataran guru SLTP setara D-III. DEPDIKBUD 4. Sholeh, 1992. <i>Olahraga Pilihan Senam</i> . Direktorat jenderal pendidikan tinggi proyek pembinaan tenaga kependidikan. DEPDIKBUD 5. Soewandi, 1998. <i>Perkembangan Senam Dasar</i> . Unipress Unesa 6. Febriyanti, dkk, 2017. <i>Keterampilan Dasar Senam</i> . Unipress Unesa 																																																								
Supporters:																																																									
	<ol style="list-style-type: none"> 1. Sahabuddin, S., Hakim, H., & Syahrudin, S. (2020). Kontribusi motor educability terhadap kemampuan senam ritmik alat simpai pada siswa sekolah dasar. <i>Jurnal SPORTIF: Jurnal Penelitian Pembelajaran</i>, 6(2), 449-465. 2. Firdaus, A., Yulianingsih, Y., & Hayati, T. (2018). Upaya Meningkatkan Keterampilan Motorik Kasar Melalui Kegiatan Senam Ritmik. <i>JAPRA (Jurnal Pendidikan Raudhatul Athfal)</i>, 1(1), 25-39. 3. Larasati, D. P., Lesmana, R., Pratiwi, Y. S., & Lubis, V. M. T. (2021). Profil Daya Tahan Otot, Kekuatan Otot, Daya Ledak Otot, dan Kelentukan pada Atlet Senam Ritmik Kota Bandung Menurut Standar Koni Pusat. <i>Jurnal Ilmu Faal Olahraga Indonesia</i>, 1(1), 32-40. 4. Sriwahyuniati, C. F. (2019). Senam Ritmik Dalam Paradigma Era Globalisasi. <i>Jorpres (Jurnal Olahraga Prestasi)</i>, 15(2), 67-71. 5. Asri, A. (2022). Pengaruh Motivasi Terhadap Kemampuan Lemparan Simpai Senam Ritmik Atlet Daradaeng Gymnastic Club. <i>Sportify Journal</i>, 2(1), 1-8. 																																																								
Supporting lecturer	Drs. Sudarso, M.Pd. Irma Febriyanti, S.Or., M.Kes. Suryanto Agung Prabowo, S.Pd., M.Pd.																																																								

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can explain the types/types, as well as facilities and infrastructure in gymnastics	- Students can explain gymnastics in general - Students can identify types, as well as facilities and infrastructure in gymnastics	Criteria: Students can explain the types/types, as well as facilities and infrastructure in gymnastics Form of Assessment : Participatory Activities	- Listen to explanations from lecturers about types/types, as well as facilities and infrastructure in gymnastics - Discuss types/types, as well as facilities and infrastructure in gymnastics 3 X 50		Material: explains the types/types, as well as facilities and infrastructure in gymnastics. Reference: <i>Soewandi, 1998. Development of Basic Gymnastics . Unipress Unesa</i>	5%
2	Students can explain equipment regulations and assessment systems according to COP	- Students can explain the rules for the multi-level bar apparatus - Students can identify gymnastic movements according to the basic symbols of gymnastics	Criteria: Students can explain equipment regulations and assessment systems according to COP Form of Assessment : Participatory Activities, Portfolio Assessment	- Listen to the lecturer's explanation regarding the material regarding the rules for using even bars. - Discuss the material regarding gymnastic movements according to the basic symbols of gymnastics and the assessment according to COP 3 X 50		Material: equipment regulations and assessment system according to COP and being able to identify gymnastics movements according to basic gymnastics symbols. Library: FIG, 2017. Code of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/...	4%
3	Students can explain equipment regulations and assessment systems according to COP	- Students can explain the rules for the multi-level bar apparatus - Students can identify gymnastic movements according to the basic symbols of gymnastics	Criteria: Students can explain equipment regulations and assessment systems according to COP Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	- Listen to the lecturer's explanation about the material on the rules for the balance beam - Discuss the material on gymnastic movements according to the basic symbols of gymnastics and the assessment according to COP 3 X 50		Material: can explain the rules for balance beams. Reference: FIG, 2017. Code of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/... Material: - Students can identify gymnastic movements according to the basic symbols of gymnastics. Library: FIG, 2017. Code of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/...	3%

4	Students can explain equipment regulations and assessment systems according to COP	- Students can explain the rules for floor exercise. - Students can identify gymnastic movements according to the basic symbols of gymnastics	Criteria: Students can explain equipment regulations and assessment systems according to COP Form of Assessment : Participatory Activities	- Listen to the lecturer's explanation about floor exercise rules - Discuss the material on gymnastic movements according to the basic symbols of gymnastics and the assessment according to COP 3 X 50		Material: - Students can identify gymnastic movements according to the basic symbols of gymnastics. Library: FIG, 2017. Code of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/... Material: - Students can explain floor exercise rules. Reference: FIG, 2017. Code of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/...	5%
5	Students can explain equipment regulations and assessment systems according to COP	1.- Students can explain the rules for vaulting tables 2.- Students can identify gymnastic movements according to basic gymnastics symbols	Criteria: Students can explain equipment regulations and assessment systems according to COP Form of Assessment : Participatory Activities	- Listen to the lecturer's explanation regarding the rules for the vaulting table - Discuss the material for gymnastic movements according to the basic symbols of gymnastics and the assessment according to COP 3 X 50		Material: - Students can identify gymnastic movements according to the basic symbols of gymnastics. Library: FIG, 2017. Code of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/... Material: - Students can explain the rules for vaulting tables. Reference: FIG, 2017. Code of Points de Artistic Gymnastics . Available from : http://www.fig-gymnastics.com/...	5%
6	Students can perform basic techniques and explain the forward roll and kip roll movements on the jump box	- Students can describe the stages of forward roll and roll kip movements on the jump box - Students can practice forward roll and roll kip movements on the jump box - Students improve the forward roll and roll kip movements on the jump box	Criteria: Students can perform basic techniques and explain the forward roll and kip roll movements on the jump box Form of Assessment : Participatory Activities, Practice/Performance	- Listen to the lecturer's explanation about the basic techniques of forward roll and roll kip movements on the jump box - Practice the basic techniques of forward roll and roll kip movements on the jump box based on the reference book 3 X 50		Material: can perform basic techniques and explain forward roll and kip roll movements in the chest jump. Reference: Mahendra, 2000. Gymnastics . The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture	3%

7	Students can perform basic techniques and explain the head kip and handspring movements on the vault	- Students can describe the stages of the head kip and handspring movements on the vault - Students can practice the head kip and handspring movements on the vault - Students improve the head kip and handspring movements on the vault	<p>Criteria: Students can perform basic techniques and explain the head kip and handspring movements on the vault</p> <p>Form of Assessment : Participatory Activities</p>	- Listen to the lecturer's explanation about the basic techniques for the head kip and handspring movements on the jump box - Practice the basic techniques for the head kip and handspring movements on the jump box based on the reference book 3 X 50		<p>Material: can perform basic techniques and explain head kip and handspring movements on the chest.</p> <p>Reference: <i>Mahendra, 2000. Gymnastics . The Directorate General of Primary and Secondary Education is part of the secondary school teacher training project equivalent to D-III. Department of Education and Culture</i></p>	5%
8	UTS	- Students can practice forward roll and roll kip movements on the jump box. - Students can practice head kip and handspring movements on the jump box.	<p>Criteria: UTS</p> <p>Form of Assessment : Participatory Activities, Tests</p>	- Practicing the basic techniques of forward roll and roll kip movements on the chest jump - Practicing the basic techniques of head kip and handspring movements on the 3 X 50 chest jump		<p>Material: practicing forward roll and kip roll movements on the chest jump.</p> <p>Reference: <i>Mahendra, 2000. Gymnastics . The Directorate General of Primary and Secondary Education is part of the SLTP teacher training project equivalent to D-III. Department of Education and Culture</i></p> <hr/> <p>Material: practicing head kip and handspring movements on the chest vault.</p> <p>Reference: <i>Sholeh, 1992. Gymnastics Choice Sport . Directorate general of higher education educational staff development project. Department of Education and Culture</i></p>	10%

9	Students can explain and practice basic rhythmic techniques using mace	- Students can describe the mace technique - Students can describe and practice foot movements with the mace - Students can describe and practice hand movements with the mace	Criteria: Students can explain and practice basic rhythmic techniques using mace Form of Assessment : Participatory Activities, Practice/Performance	- Listen to the lecturer's explanation about basic rhythmic techniques using the mace - Practice basic foot and hand movement techniques with the mace - Discuss the basic techniques of foot and hand movements based on the book reference 3 X 50		Material: practicing basic rhythmic techniques with mace. Reference: <i>Firdaus, A., Yulianingsih, Y., & Hayati, T. (2018). Efforts to Improve Gross Motor Skills Through Rhythmic Gymnastics Activities. JAPRA (Raudhatul Athfal Education Journal), 1(1), 25-39.</i>	5%
10	Students can explain and perform various rhythmic movements	- Students can describe balance, jumping and pivot movements - Students can practice balance, jumping and pivot movements - Students improve balance and jump movements (jumping) and rotation (pivot)	Criteria: Students can explain and perform various rhythmic movements Form of Assessment : Participatory Activities	- Listen to lecturers' explanations about balance movement techniques (balance, jumping and pivoting) - Practicing balance, jumping and pivot movement techniques - Discussing balance movement techniques, jumps and pivots 3 X 50		Material: can explain and perform various rhythmic movements. Reference: <i>Sholeh, 1992. Selected Sports Gymnastics . Directorate general of higher education educational staff development project. Department of Education and Culture</i>	8%
11	Students can perform basic techniques and explain rhythmic movements using mace tools	- Students can describe balance movements, jumps and turns using a club - Students can practice balance movements, jumps and turns using a club - Students improve balance movements, jumps and turns using a club	Criteria: Students can perform basic techniques and explain rhythmic movements using mace tools Form of Assessment : Participatory Activities	- Listen to the lecturer's explanation about the basic techniques of balance movements, jumps and turns using a club - Practice the basic techniques of balance movements, jumps and turns using a club - Discuss the basic techniques of balance movements, jumps and turns using a club 3 X 50		Material: can perform basic techniques and explain rhythmic movements using mace. Reference: <i>Mahendra, 2000. Gymnastics . The Directorate General of Primary and Secondary Education is part of the SLTP teacher training project equivalent to D-III. Department of Education and Culture</i>	5%

12	Evaluation	- Students can practice balance movements, jumps and turns using a club	<p>Criteria: Students can perform basic rhythmic movement techniques using maces accompanied by musical rhythms</p> <p>Form of Assessment : Participatory Activities</p>	- Practicing basic techniques for balance movements, jumps and turns using a 3 X 50 club		<p>Material: Practicing basic techniques for balance movements, jumps and turns using a mace.</p> <p>Library: <i>Sholeh, 1992. Gymnastics Choice Sport . Directorate general of higher education educational staff development project. Department of Education and Culture</i></p>	8%
13	Students can create and sequence movements from a combination of martial arts sports and rhythmic activities accompanied by music	- Students combine movements from a combination of martial arts sports with rhythmic activities - Students create variations of movements from a combination of martial arts sports and rhythmic activities	<p>Criteria: Students can create and sequence movements from a combination of martial arts sports and rhythmic activities accompanied by music</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	- Discussing techniques for making a series of movements from a combination of martial arts sports with rhythmic activities - Practicing techniques for making a series of movements from a combination of martial arts sports with rhythmic activities accompanied by music 3 X 50		<p>Material: making variations of movements from a combination of martial arts sports with rhythmic activities.</p> <p>Reference: <i>Firdaus, A., Yulianingsih, Y., & Hayati, T. (2018). Efforts to Improve Gross Motor Skills Through Rhythmic Gymnastics Activities. JAPRA (Raudhatul Athfal Education Journal), 1(1), 25-39.</i></p>	8%
14	Students can perform basic techniques and explain basic aerobic movements	- Students can describe the stages of basic aerobic movements - Students can practice basic aerobic movements - Students can improve basic aerobic movements - Students can combine aerobic movements	<p>Criteria: Students can perform basic techniques and explain basic aerobic movements</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	- Listen to lecturers' explanations about basic aerobic movement techniques - Practice basic aerobic movement techniques - Discuss basic aerobic movement techniques based on the reference book 3 X 50		<p>Material: can practice basic aerobic movements</p> <p>Reference: <i>Firdaus, A., Yulianingsih, Y., & Hayati, T. (2018). Efforts to Improve Gross Motor Skills Through Rhythmic Gymnastics Activities. JAPRA (Raudhatul Athfal Education Journal), 1(1), 25-39.</i></p>	8%
15	Students can create and perform a series of basic aerobic movements accompanied by music	- Students combine the basic aerobic movements that have been given - Students make variations of the basic aerobic movements that have been given	<p>Criteria: Students can create and perform a series of basic aerobic movements accompanied by music</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	- Discussing techniques for making a series of basic aerobic movements accompanied by music - Practicing techniques for making a series of basic aerobic movements accompanied by music 3 X 50		<p>Material: create and perform a series of basic aerobic movements accompanied by music.</p> <p>Reference: <i>Firdaus, A., Yulianingsih, Y., & Hayati, T. (2018). Efforts to Improve Gross Motor Skills Through Rhythmic Gymnastics Activities. JAPRA (Raudhatul Athfal Education Journal), 1(1), 25-39.</i></p>	8%

16	UAS	Students can create and perform a series of basic rhythmic gymnastics movements accompanied by music	Criteria: Students can create and perform a series of basic rhythmic gymnastics movements accompanied by music Form of Assessment : Participatory Activities, Tests	using the Offline / Offline method Students can create and perform a series of basic aerobic movements accompanied by 3x50 music	Material: Students can create and perform a series of basic rhythmic gymnastics movements accompanied by music. Reference: <i>Sriwahyuniati, CF (2019). Rhythmic Gymnastics in the Paradigm of the Globalization Era. Jorpres (Journal of Sports Performance), 15(2), 67-71.</i>	10%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70.5%
2.	Project Results Assessment / Product Assessment	9.5%
3.	Portfolio Assessment	2%
4.	Practical Assessment	4%
5.	Practice / Performance	4%
6.	Test	10%
		100%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**