

Development of the Center of Excellence (CoE) Concept in Elementary School Sports Courses

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Abstract. The aim of this research is to develop a Center of Excellence (CoE) system in elementary school sports courses as a role model for implementing an Outcome Based Education curriculum. The research method applied is research and development with Richey and Klein level 4 design through the steps of product design, design validation, design revision, product manufacture, limited trials, product revision 1, main trial, product revision 2, field trials operational, product revision 3, and will continue with the dissemination and implementation of lectures with a CoE-based lecture prototype concept. The research results achieved in (1) Lecture tools were 94.4%; (2) the case method achievement was 94.3%; (3) 30 team based project achievements are 94.5%; and (4) the outcome achievements are 94.5%. The conclusion based on the overall research results is 94.3% and has a very good category, the results of product assessment achievements can then be disseminated and implementation.

Keywords: CoE, Sports, Primary School

1 Introduction

The adoption of the Merdeka Belajar Kampus Merdeka (MBKM) at Universitas Negeri Medan aligns with the National Higher Education Standards (SN-Dikti), encompassing eight key standards. These standards encompass graduate competencies, learning content, the learning process, assessment methods, lecturer qualifications and educational staff, learning facilities and infrastructure, management practices, and financial support for education. The concept of developing educational standards is achieved through continuous intensive studies

by the Internal and External Quality Assurance Systems so that achievements can be measured [1]

The primary idea of the curriculum is Outcome Based Education (OBE), which is taught through lectures and includes achievement indicators for the output (number of in-person lecture activities), the outcome (students achieving the attitudes, knowledge, and skills of the course), and the impact (students being able to use attitudes, knowledge, and skills to solve real-world problems) [2]. The implementation of OBE in courses within the PGSD Study Program is a benchmark for the achievements of the MBKM program by contributing to lecture outcomes, development of lecture equipment, and study program accreditation achievements. The impact on the implementation of OBE in courses will be a stimulus for developing the study program into a Center of Excellence (CoE) [3].

The Center of Excellence (CoE) is the development of a study program that can be a pilot for implementing the MBKM curriculum through eligibility criteria, and this is in line with the achievement of PGSD Study Programs from 5 Study Programs at Universitas Negeri Medan to take part in the Independent Campus Competition Program (PKKM) in 2023. Eligibility criteria The benchmarks are (1) providing policy implementation services; (2) Offer chances for students to acquire learning experiences beyond their academic programs; (3) increasing scientific insight about education in other study programs; (4) supporting transdisciplinary learning as a collective approach; (5) incorporating professional attitudes and work ethics that are suitable and essential for the corporate or industrial sector; and (6) improving the quality of education and student competence [4] [5].

The establishment of a Center of Excellence (CoE) system has not yet been created within the Faculty of Education, Universitas Negeri Medan (FIP Unimed). CoE achievement can be implemented with systematic steps before reaching the University level CoE. The CoE concept is not only a form of MBKM implementation but will be more than a competition for the quality of each study program at the national and even international level [6]. The Unimed PGSD Study Program is currently carrying out an OBE-based lecture process with Unimed FIP curriculum guidelines. With this OBE concept, it is necessary to improve and develop the outcome level in accordance with the needs of employment according to the scientific field [7]. Enhancing the outcomes of OBE implementation can be achieved at the Center of Excellence (CoE) level, resulting in students who are well-prepared to navigate societal and cultural shifts, the evolving job market, and swiftly advancing technology. This will ensure that student competencies align more closely with contemporary demands [8].

The introduction of the CoE concept within the PGSD Study Program should commence with each subject area course that has integrated an OBE-oriented teaching approach, employing methods like the case method and team-based project instruction indicators, then the readiness of lecture equipment, and assignments that support course outcomes. One of the courses that has implemented OBE is Elementary School Sports (SD Sports). The primary school physical education class covers content related to advanced movement concepts for children in the realms of sports, personal well-being, and activities outside the classroom. Upon completing this course, students are equipped to integrate sports and health principles into their teaching activities at elementary schools. The instruction involves a combination of theoretical and practical components, with a greater emphasis on practical application [9].

The curriculum for the Primary School Sports course encompasses the comprehension of movement concepts in sports and personal health, with a focus on both theoretical and practical principles. It is structured in various formats to facilitate student learning. The theoretical foundation is subsequently extended by students in alignment with the objectives of their educational outcomes, serving as a foundation for implementing principles related to

child growth and development [4]. The utilization of the instructional content is guided by the Course Learning Outcomes (CPMK), which encompass a commitment to a spiritual attitude and a connection with a religious belief, proficiency in sports and sports-related health studies, competence in conducting and advancing movement-related pursuits. The content provided to cultivate student proficiency includes expertise in sports-related motor skills, promotion of healthy living, formulation of movement training programs, as well as engaging in adventure activities like outdoor classes [10] [11].

Indicators of CoE achievement in elementary school sports courses consist of the achievements of (1) Promoting transdisciplinary learning through a collaborative approach, (2) instilling professional attitudes and work ethics that are suitable and essential for the corporate or industrial sectors; and (3) improving the quality of education and student competence. The three indicators of CoE achievement which will be the main target of the Elementary School Sports course in achieving CoE are "supporting transdisciplinary learning as a collective approach" [12].

The basic focus of the CoE's achievements "supporting transdisciplinary learning as a collective approach" in elementary school sports courses is the application of practice with competence, the development of competencies in performing physical or bodily activities within the context of elementary school settings, the development of media in schools, and creating learning development with the concept of transdisciplinary science as a form of from developing creativity and learning innovation [13] [14].

The SD Sports course which has implemented an OBE-based lecture system is the only course in the PGSD FIP Unimed environment which is currently planning its development at the Center of Excellence. The Center of Excellence (CoE) can later become a role model for developing the outcome-based MBKM curriculum which creates course graduates who excel in implementing learning systems in schools and can develop elementary sports learning media.

The achievement of developing the Center of Excellent (CoE) PGSD Study Program in OBE-based Primary School Sports courses will be in line with the stimulus for achieving the MBKM Main Performance Indicator (IKU), namely "Collaborative and Participatory Class". At IKU, students gain a comprehensive learning experience through group collaboration and scientific disciplines, which is realized by studying in an elementary school environment and creating elementary school sports learning media.

2 Method

The research design aimed at advancing the Center of Excellence (CoE) concept for the PGSD Study Program via OBE-centered elementary school sports courses involves the utilization of the Research and Development (R&D) methodology, employing the Richey and Klein design. In the context of implementing the CoE concept, the developmental research or R&D is conducted by formulating the conceptual framework and performing product validation to ensure its viability for execution and dissemination [15].

The research methodology involved an analytical approach, with a focus on design and development, encompassing design, production, and evaluation phases. The research and development process followed the level 4 model, as per the Richey and Klein design, which includes the following steps: product design, design validation, design revision, product production, limited trial, first product revision, main trial, second product revision, operational

field testing, third product revision, and ultimately, dissemination and implementation. The development process unfolded as described below :

Potential and Problems: Finding potential that arises related to the situation that occurs, namely the need to develop the concept of a center of excellence (CoE) for the PGSD Study Program as an optimization of outcome based education (OBE) through elementary sports lectures.

Literature Review and Data Gathering: A literature review involves gathering information from a variety of sources, such as academic journals, books, and relevant scientific studies that pertain to the advancement of the Center of Excellence (CoE) concept.

Design Validation: Design validation related to the center of excellence (CoE) concept of the PGSD Study Program, namely through constant validity and construct validity from OBE-based elementary school sports experts.

Product Making: Product making is creating an OBE-based elementary school sports lecture design in the PGSD study program, then a Focus Group Discussion (FGD), namely with the concept of developing a center of excellence (CoE).

Dissemination and Implementation: Dissemination is the dissemination and application, that is, the product developed can be implemented and applied to the Faculty of Education (FIP) environment.

Data gathering methods involved observational activities, employing instruments such as questionnaires and documentation pertaining to the Center of Excellence (CoE) concept through OBE-centered elementary school sports courses. To ensure the validity of the research data, triangulation of data sources was conducted through data cross-checking. Data analysis for this research encompassed the reduction of information collected in written and comprehensive form.

3 Results and Discussion

The research plan for creating the Center of Excellence (CoE) framework within the PGSD Study Program through OBE-focused elementary school sports courses involves the application of the research and development (R&D) approach utilizing the Richey and Klein design. The research and development process, when applied to the CoE concept's development, includes the creation of the concept's framework and subsequent product validation to ensure its practicality for implementation and dissemination [15].

The research results achieved were obtained through the research procedure stage which was carried out by explaining that the focus of design and development research was analytical in nature which included design, production and evaluation. The research results based on research procedures are as follows:

3.1 Results of Potential and Problems

Finding the potential that arises related to the situation that occurs, namely the need to develop the concept of a center of excellence (CoE) for the PGSD Study Program as an optimization of outcome based education (OBE) through elementary school sports lectures.

The results of obtaining data and information regarding the Implementation of OBE in the PGSD Study Program for the 2022/2023 academic year which is sourced from the results of the Quality Assurance Group (GPM) survey of the Faculty of Education are:

- a) The Case Method achievement is 87.29% in the Good category

The description of the achievement of 87.29% explains that the PGSD study program has achieved good results in case based learning regarding the application of media as a basis for lectures, the student centered learning (SCL) approach, constructivist learning theory, and creative and innovative forms of learning.

The case approach applied includes gaps, difficulties, obstacles or barriers in aspects of life. Next, relevance to CPL and/or study materials. The application of cases is a concrete (real) thing that supports authentic and contextual learning.

- b) The Task Based Project achievement is 88.52% in the Good category

The description of the achievement of 88.52% explains that the PGSD study program has achieved good results in task-based projects regarding the application of working on real projects, the lecture process applies the concepts of exploration, analysis, synthesis, assessment, investigation and collaboration. Lectures are also good at producing real work (authentic and contextual), and the assignment process is carried out within a certain period of time.

3.2 Results of Review of Existing Literature and Data Collection

A literature review involves the gathering of information from a variety of reading sources, including academic journals, books, and various scientific studies related to the establishment of the Center of Excellence (CoE) concept.

The problem statement pertains to the advancement of the Center of Excellence (CoE) concept within the PGSD Study Program, specifically within the framework of OBE-centered Primary School Sports courses, namely by collecting information using a survey method of reading sources, namely materials from literature studies, OBE workshop activities, and notes from Faculty task force meetings. Education Science.

The results of the information obtained show that the concrete application of OBE is a reference for the Center of Excellence (CoE) design which is an indicator of the academic perfection of lectures developed at the Study Program level, namely at the lecture system stage which can be a model for implementing the curriculum. The eligibility criteria used as a benchmark are (1) providing policy implementation services; (2) offer students the chance to acquire educational experiences beyond their formal study program; (3) increasing scientific insight about education in other study programs; (4) supporting transdisciplinary learning as a collective approach, (5) Inculcating professional attitudes and work ethics that are suitable and essential for the corporate or industrial realm; and (6) improving the quality of education and student competence.

The benchmark for OBE achievements towards CoE consists of the achievements of (1) supporting transdisciplinary learning as a collective approach, (2) Incorporating a professional mindset and work culture that is fitting and indispensable for the corporate or industrial sectors; and (3) improving the quality of education and student competence. The three indicators of CoE achievement which will be the main target of the SD Sports course in achieving CoE are "supporting transdisciplinary learning as a collective approach".

3.3 Product Design and Design Validation

a. Product Design

Product design designs are developed based on product feasibility achievement indicators so that CoE product designs can be determined in elementary school sports courses including:

1. The Semester Learning Plan (RPS) for Elementary School (SD) Sports courses is integrated with a collective approach and is related to achieving Graduate Learning Outcomes (CPL) for PGSD study program courses that have been and are currently underway in the semester that Elementary School Sports courses are carried out, that is, they have an element of conformity CPL in courses :
 - a. Computer application
 - b. Information and Communication Technology (ICT)
 - c. Creative Learning
 - d. Teaching and Learning Strategies
 - e. Proficiency in Language Skills and Appreciation of Elementary Indonesian Literature
 - f. Basic Elementary School Education Skills
2. Apply the concept of case method and task/team based project assignments in the process of carrying out elementary school sports lectures, namely by achieving the criteria for completion:
 - a. Solving the Problem of Diversity in Elementary School Students' Mobile Learning Needs
 - b. Solving Elementary School Students' Motor Development Problems
 - c. Solving Learning Activity Problems at School
 - d. Development of Motor Character of Elementary School Students
 - e. Utilization of Traditional Sports and Folk Games
 - f. Creating a Physical Fitness Enhancement Program for Elementary School Students
 - g. Developing a Program to Improve the Movement Technique Skills of Elementary School Students
3. Determine lecture assessment as an element to see the achievement of improving the quality of student competencies obtained, namely achieving competencies:
 - a. Teachers who include social skills, personality and pedagogy
 - b. Competent in communicating effectively, both verbally and in writing
 - c. Able to utilize information and communication technology for the benefit of developing and disseminating knowledge.
 - d. Have the competency to work independently and in groups (team work setting)
 - e. Competent in adapting to the work environment and society.

CoE product design in Elementary School Sports courses in the PGSD Study Program will be packaged in the form of RPS, case method and task/team based project assignments, and assessment of final course achievements.

b. Design Validation

Product design validation is carried out with constant validity and construct validity, namely through Focus Group Discussion (FGD) activities with the Expertise Lecturer Group Team (KDBK) in the field of Sports and the PGSD Study Program Quality Assurance Team (TPMJ), and obtained constant validity results, namely:

"Primary School Sports Courses are courses that have scientific principles for developing the motor system of elementary school students according to the needs of children's growth and development by utilizing various types of sports which are supported by body health values which provide meaningful experiences to create health-conscious children and create children who has a strong attraction to being physically and spiritually healthy by exercising intelligently, digitally, and can create a healthy lifestyle according to local policies (wisdom) in North Sumata. "This course also supports students in mastering the concept of movement or motor skills for elementary school students, sports, health values, and activities outside the

classroom to support other learning in elementary school and is able to detect students' talents in sports."

The composition of the material is as follows:

1. Athletic Skills
2. Big Ball Game
3. Small Ball Game
4. Gymnastics Skills
5. Games
6. Physical Fitness
7. Outdoor Activities
8. Healthy Lifestyle
9. Outdoor activities
10. Outing Class
11. School Cleanliness
12. Physical Activity-based Learning Media
13. School Sports Program

Apart from that, construct validity was also carried out or in an arrangement carried out by the Chair and Secretary of the PGSD Study Program Department and the results of construct validity or arrangement were obtained

1. Cover RPS
2. The initial content is in the form of a course identity and describes CPL Attitudes, CPL Knowledge, CPL General Skills, and CPL Special Skills.
3. After CPL, continue with Course Learning Outcomes (CPMK)
4. Mapping CPL with CPMK
5. Brief description of courses
6. Study Materials (Learning materials)
7. Assessment Method
8. The literature is appropriate to the lecturer's work and material concepts
9. Lecturer in charge
10. Prerequisite Courses
11. Fill in detail starting from meetings 1 – 16 with the composition: number, sub-CPMK, Study Materials, Learning Benchmarks and Methods, learning time load, student learning experience, learning media, assessment indicators, assessment competencies, and assessment weights.
12. Student Assignment Design
13. Form or Format of Assignment
14. Assignment Assessment
15. Final Assessment

2. Product Test and Revision

Product testing and revisions related to the center of excellence (CoE) concept of the PGSD Study Program in OBE-based elementary school sports courses [7]. Validation is carried out by assessing (1) lecture tools, namely in the form of RPS; (2) case method achievements; (3) team based project achievements (namely points 2 and 3 are assignment concepts); and (4) outcome achievement, namely in the form of a final assessment of the course [16]. The lecture process regarding The OBE concept's advancement takes place within the instructional process, specifically through observation and the utilization of assessment tools. The assessment instruments employed include the following:

Table 1. OBS Assessment Assessment Instrument

No	A list of questions	Likert Scale			
		1	2	3	4
1.	The Semester Learning Plan (RPS) is submitted at the beginning of the lecture				
2.	The contents of the RPS include Graduate Learning Outcomes (CPL), CPMK Subject Learning Outcomes (CPMK), and Sub CPMK				
3.	Editorial / Narratives in CPL, CPMK and Sub CPMK have the meaning of HOTS, namely emphasizing the concepts of Analysis, Evaluation and Development (Creation)				
4.	RPS consists of materials that will be applied during lectures				
5.	The RPS (Rencana Pembelajaran Semester or Semester Learning Plan) incorporates the concept of conducting assignments and lectures utilizing the Case Method and Team-Based Project approach				
6.	The specified material is described in detail in the RPS				
7.	Materials in accordance with the needs of the Primary School Teacher (Class Teacher) profession				
8.	The material can be accessed independently and implemented in lectures				
9.	The instructional materials align with the implementation of the Case Method and Team-Based Project concept				
10.	The instructional process maintains a systematic approach, characterized by the stages of Planning, Execution, Observation, and Reflection				
11.	Implementation of lectures prioritizes student independence with the concept of Project Based Learning (the same as Team Based Project)				
12.	The material is distributed to each student study group by prioritizing problem solving in appropriate situations in the learning process in elementary schools (Case Method)				
13.	The lecture process can achieve learning competencies based on CPL and CPMK, namely understanding problem findings and being able to develop learning media according to material needs related to sports and physical education in elementary schools				
14.	During lectures, lecturers provide learning companions and exercises in the form of books that are appropriate to the specified learning outcomes				
15.	Apart from books, lecturers also provide students with examples of elementary school sports and physical education activities through digitization in the form of videos or audio-visual media available on the lecturer's own website or YouTube channel.				
16.	Lecturers provide assessments according to students'				

No	A list of questions	Likert Scale			
		1	2	3	4
	abilities based on objective, fair and transparent principles				
17.	Upon completing the course, students acquire competencies and a sense of competency development that align with the requirements of elementary school educators.				
18.	Assessment during the lecture process is implemented transparently and systematically in accordance with learning activities and lecture achievements consisting of attendance, assignments, learning activity processes, and course exams.				

The data presented in Table 1 consists of statements assessed using a Likert scale, with a maximum score of 4, representing "very good," and a minimum score of 1, indicating "very poor." The evaluation categories are determined based on the level of product significance, which includes:

Table 2. Assessment Category

No	Category	Range of results
1.	Very good	90 – 100
2.	Good	80 – 89
3.	Enough	70 – 79
4.	Not good	60 – 69
5.	Very Not Good	<60

Two groups of 70 persons participated in the main product testing, which produced an average score of 80. In addition, the primary product test was administered to four groups of 140 participants, with an average score of 90. With six groups and 210 individuals overall, the operational product test yielded an average score of 94.

The OBE idea for Elementary School Sports courses is in line with CPL and CPMK for Elementary School Sports and fits in very nicely with the RPS concept, according to the study of the product assessments. Using team-based project techniques and the case approach, it is appropriate and doable. The planning, action, observation, and reflection phases of the highly effective instructional process are organized. In addition, the evaluations follow the rules for course assessments as outlined in the instructional RPS and are carried out in an impartial and transparent manner. From the standpoint of effectiveness assessment, the result shows that the course's planned Competency Learning Achievements (CPMK) are aligned with and the instructional content is suitably thorough [14] [17].

The outcomes of the product assessments and revisions analysis indicate that the OBE development product for elementary school sports courses is highly effective and engaging for users during both in-class and remote learning activities. The subsequent analysis underscores the product's excellence in reinforcing the elements of IKU 7 achievements. This is accomplished through collaborative and participatory learning methods such as group discussions and teamwork on elementary school thematic materials, as well as the systematic organization of course materials and the creation of learning resources that promote high-order thinking skills (HOTS) [18] [19]. The conclusive analysis reveals that, from an effectiveness assessment perspective, the product demonstrates an exceptionally comprehensive alignment with the lecture's Competency Learning Achievements (CPMK). As a result, students are

well-equipped to apply case method and team-based project-oriented instructional approaches [20].

3.4 Product Manufacturing

The product creation consists of creating an OBE-based elementary school sports lecture design in the PGSD study program, then a Focus Group Discussion (FGD), namely with the concept of developing a center of excellence (CoE). The results of the validation assessment achieved were (1) Lecture tools were 94.4%; (2) the case method achievement was 94.3%; (3) team based project achievement was 94.5%; and (4) the outcome achievement was 94.5%.

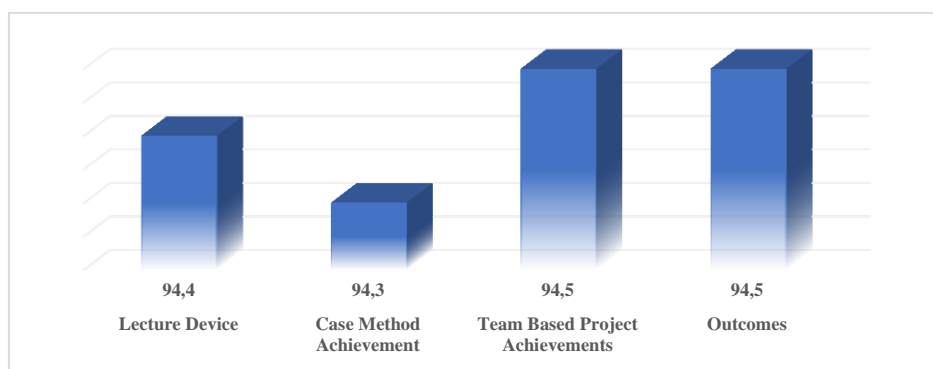


Figure 1. Nilai Validitas

The comprehensive research findings yield a rating of 94.3%, falling within the "very good" category. Therefore, the results of the product assessment can now be disseminated and put into practice [21].

Product development in OBE-based elementary school sports courses in achieving the CoE concept is carried out through the following stages:

1) Lecture Preparation Stage and Lecture Implementation

The preparation stage includes designing the Semester Learning Plan (RPS), textbooks, case method assignment concepts and team based projects. The implementation stage is the implementation of lecture materials which include: athletic skills, big ball games, small ball games, gymnastics skills, games, physical fitness, outdoor activities, healthy lifestyles, outdoor activities, outing classes, school cleanliness, learning media. physical activity-based, and school sports programs.

2) Assignment Stage

Case Method

1. Make a visit to the school which can be accompanied by an Activity Permit from the Study Program
2. Carry out documentation regarding suggestions and infrastructure at the school related to the needs of elementary school sports activities
3. Conduct interviews with teachers/principals/students regarding the Physical Education program or routine at school
4. Observe sports activities carried out at school
5. Analyze together sports activities at school by:

- a. Basic Movement Concepts (locomotor, non-locomotor, manipulative and non-manipulative)
- b. Elementary School Stretching and Child Development Games
- c. Traditional Elementary School Sports

Task/Team Base Project

1. Make a visit to the school which can be accompanied by an Activity Permit from the Study Program
2. Develop learning media or activity media to support student learning suggestions and infrastructure in schools related to elementary school sports activity needs.
3. Document (record) the media creation process which consists of:
 - a. Materials needed (preferably those that are practical and economical)
 - b. Making process
 - c. Benefits of the media developed
 - d. The process of utilizing media developed in the student learning process related to physical activity
4. At the end, make a conclusion about the activity starting from the material developed, the creation process, and the use of media applied to students.



Figure 2. Primary School Sports CoE Products

3) Assessment Stage

Table 3. Case Method Assessment Indicators

Work method	Assessment Score	Score
1.	Visit to school	20
2.	Documentation	20
3.	Interview	20
4.	Observation	20

Work method	Assessment Score	Score
5.	Analysis	20
Total Skor		100

Table 4. Indikator Penilaian Task/Team Based Project

Work method	Assessment Score	Score
1.	Visit to school	10
2.	Documentation	30
3.	Use of Media with students	20
4.	Video Quality	20
5.	PDF Report Results	20
Total Skor		100

3.5 Dissemination and Implementation Results

Dissemination is the dissemination and application, that is, the product developed can be implemented and applied to the Faculty of Education (FIP) environment. The curriculum development based on MBKM is executed following the concept of Center of Excellence (CoE) development in OBE-based courses by optimizing the development of lecture output and developing innovation in the lecture process as a form of excellence. So that the concept of excellence will create support for transdisciplinary learning as a collective approach, Incorporating professional attitudes and work ethics that are suitable and essential for the corporate or industrial sectors, along with enhancing the quality of education and student proficiency.

The achievement of developing the Center of Excellent (CoE) PGSD Study Program in OBE-based Primary School Sports courses is in line with the stimulus for achieving the MBKM Main Performance Indicator (IKU), namely "Collaborative and Participatory Class". At IKU, students gain a comprehensive learning experience through group collaboration and scientific disciplines, which is realized by studying in an elementary school environment and creating elementary school sports learning media. Elementary School Sports courses have become a role model for curriculum development in the lecture process through improving the case method, namely learning in an elementary school environment and team based projects by creating sports learning media that can be collaborated with the use of technology or collaborated with other fields of science. By optimizing the lecture process, it will create course graduates who excel in implementing learning systems in schools and can develop elementary sports learning media in line with other subjects.

4 Conclusion

The product creation consists of creating an OBE-based elementary school sports lecture design in the PGSD study program, then a Focus Group Discussion (FGD), namely with the concept of developing a center of excellence (CoE). The results of the validation assessment achieved were (1) Lecture tools were 94.4%; (2) the case method achievement was 94.3%; (3) team based project achievement was 94.5%; and (4) the outcome achievement was 94.5%. The conclusion based on the overall research results is 94.3% and has a very good category, the results of the product assessment can then be disseminated and implemented.

The development of the lecture design for the PGSD study program, with a focus on creating a Center of Excellence (CoE) within OBE-based Primary School Sports courses, demonstrates a high degree of feasibility, falling within the "very good" category. This "very good" rating is a reflection of the preparatory design that incorporates the RPS concept in conjunction with a collaborative approach, which is aligned with the attainment of Graduate Learning Outcomes (CPL) for PGSD program courses. It also encompasses elements of CPL compatibility with other supportive courses. The development process involves the implementation of case method-based assignments and task/team-based projects within elementary school sports instruction. This approach successfully addresses the complexity of diverse movement learning needs among elementary school students, facilitates the resolution of elementary school students' motor development issues, and effectively devises programs to enhance their abilities. movement techniques for elementary school students. Establishing lecture assessment as an element to see the achievement of improving the quality of student competencies obtained, namely achieving teacher competency which includes social, personal and pedagogical abilities, being competent in communicating effectively, both verbally and in writing, and being able to utilize information and communication technology for the purposes of development and dissemination of knowledge. Competency achievements also include competency achievements in working independently and in groups (team work settings) and being competent in adapting to the work environment and society. CoE product design in Elementary School Sports courses in the PGSD Study Program will be packaged in the form of RPS, case method and task/team based project assignments, and assessment of final course achievements.

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