Document Code



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

| | | | | SEM | EST | ER | LE/ | ARN | IIN | G Pl | _Al | ١ | | | | | | | |
|-----------------------------|---|---|--|---|------------------------------|--------------------------------|--------------------------------|----------------------------|----------------------------|-------------------------------|-------------------------|-----------------------|-----------------------|----------------------------|----------------|-------------------|------------------|----------------------|-------|
| Courses | | | CODE | | | Cours | se Fan | nily | | | | Credit V | Veight | | SEN | MESTER | | ompilat ate | ion |
| Administration System | and Competition | ı | 8520102001 | | | Comp | ulsory | Study I | Progra | m Subj | ects | T=2 | P=0 E | CTS=3.18 | | 5 | | oril 30, 123 | |
| AUTHORIZATIO | ON | | SP Develope | er | | | | | • | Course | Clus | ter Coor | dinator | | Stu | dy Progr | am C | oordin | ator |
| | | | Dr. Advendi I | Kristyand | aru, M.F | Pd | | | ı | Dr. Adv | endi K | íristyand | aru, M.F | ² d | [| Or. Mocha S.Po | amad d., M.I | | ١, |
| Learning model | Case Studies | | | | | | | | I | | | | | | | | | | |
| Program Learning | PLO study pro | gram tha | at is charge | d to the | course | ; | | | | | | | | | | | | | |
| Outcomes (PLO) | Program Object | ` | • | | | | | | | | | | | | | | | | |
| (PLO) | PO - 1 | Demons lectures | strate an attitu | ide of re | sponsibi | ility for v | work in | their f | ield of | experti | se inc | lepende | ntly in M | K Adminis | tration | and Cor | npetit | ion Sys | tem |
| | PO - 2 | technolo | apply logical ogy that pays ition Systems | attentio | | | | | | | | | | | | | | | |
| | PO - 3 | Able to lectures | solve sports | educatio | n probl | ems ar | nd mak | ke deci | sions | based | on kn | owledge | in MK | Administra | tion a | and Com | petitio | n Syste | ems |
| | PO - 4 | | theoretical co ıral problem s | | | | | | | | | | sical ed | ucation in (| depth, | , and be | able t | o formu | ılate |
| | PO - 5 | Able to apply knowledge of physical education concepts to deal with problems that occur in the field with an innovative approach in lectures Able to apply knowledge of physical education concepts to deal with problems that occur in the field with an innovative approach | | | | | | | | | | | | | | | | | |
| | PO - 6 Able to master theoretical and practical concepts in the field of physical education, especially developing creativity in the field of physical education and sports in MK Administration and Competition System lectures PLO-PO Matrix | | | | | | | | | | | | | | sical | | | | |
| | PLO-PO Matrix | [| | | | | | | | | | | | | | | | | |
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| | | l | P.O | | | | | | | | | | | | | | | | |
| | | | PO-1 | | | | | | | | | | | | | | | | |
| | | l | PO-2 | | | | | | | | | | | | | | | | |
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| | | | PO-4 | | | | | | | | | | | | | | | | |
| | | | PO-5 | | | | | | | | | | | | | | | | |
| | | | PO-6 | | | | | | | | | | | | | | | | |
| | DO Matrix at the | o and a | Facala la avesi | | a (Cub | DO) | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | |
| | | | P.O | | | | | | | | Wee | k | | | | | | | 1 |
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| | | PO-2 | 2 | | | | | | | | | | | | | | | | 1 |
| | | PO-3 | 3 | | | | | | | | | | | | | | | | 1 |
| | | PO-4 | 4 | | | | | | | | | | | | | | | | |
| | | PO-5 | 5 | | | | | | | | | | | | | | | | 1 |
| | | PO-6 | 3 | | | | | | | | | | | | | | | | - |
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| Short Course Description | A course that exacompetitions. It is competitions. | amines th s hoped th | e concept of hat this study | competit material | ion adm will be a | inistrati able to e | on & s enable | ystems studen | , the in | nportar naster a | nce of and ap | competi ply adm | tion adn nistrativ | ninistration e material | & sys & com | stems in o | organi syster | izing sp ns in sp | orts |
| References | Main : | | | | | | | | | | | | | | | | | | |
| | 2. Kristiyan 3. Bucher, 4. Handoko Ed. Revi | daru, A. 2 C.A. and o, T. Hani si, Cet.3. | 2015. Sistem 2010. Manaje Krotee, M.L. 1 . 2003. Manaj Jakarta: Bum idjrachman. 1 | men Pen 1997. Ma jemen. E i Aksara | didikan nageme d. Kedu | Jasmar ent of Pl a. Yogy | ni dan (hysical /akarta | Dlahrag Educa : BPFE | a . Su tion ar Hasib | rabaya: nd Spor nuan, M | Unes t. McC alayu | Graw-Hill S.P. 200 | Compa | nies | asar, F | Pengertia | n, daı | ı Masal | lah. |

Supporters:

- Gunawan, R. (2018) 'Perancangan Dan Implementasi Aplikasi Sistem Informasi Manajemen Pertandingan Dan Penilaian Elektronik Kempo', Infotronik: Jurnal Teknologi Informasi dan Elektronika, 3(1), p. 1. doi: 10.32897/infotronik.2018.3.1.82
 Shahfira, A. (2015) 'Aplikasi Pendaftaran Dan Penjadwalan Pertandingan Olahraga', Manajemen Informatika FakultasIlmu Terapan, 1(1), pp. 199–
- 3. Wardana, A. K., & Hartati, S. (2017). Sistem Penjadwalan Pertandingan Pencak Silat Berbasis Algoritme Genetika. IJCCS, 11(2), 177-186

Supporting lecturer

Dr. Advendi Kristiyandaru, S.Pd., M.Pd. Dony Andrijanto, S.Pd., M.Kes. Sri Wicahyani, M.Pd. Yuni Fitriyah Ningsih, S.Pd., M.Pd.

| Week- | Final abilities of each learning stage (Sub-PO) | Eval | uation | Learning Student A | earning, g methods, ssignments, ated time] | Learning materials [References | Assessment Weight (%) |
|-------|--|--|--|--|---|--|--------------------------|
| | , | Indicator | Criteria & Form | Offline (offline) | Online (online) | J | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1.Students are able to identify the contents of the college contract 2.Students are able to identify the outline material in administration & competition system courses | 1.Students identify the contents of the college contract 2.Students identify the outline material in administration & competition system courses | Criteria: 1.Participation assessment rubric 2.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance | Form of learning: Face-to-face lecture Learning method: Discussion & question and answer Assignment of students independent work to prepare a report on important points of the lecture contract and introduction to lecture administration & competition system 2 X 50' / 3.18 ECTS | Learning Form: Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id Learning method: Discussion & question and answer Assignment of students with independent assignments to prepare reports on important points of lecture contracts and introduction to lecture administration & competition systems 2 X 50' / 3.18 ECTS | Material: college contract Reference: Kristiyandaru, A. 2015. Effective Competition System. Sidoarjo: Zifatama Publisher. Material: Introduction to Management Literature: Kristiyandaru, A. 2010. Management of Physical Education and Sports. Surabaya: Unesa University Press. | 5% |

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| solved as a group. Shadents observe and become conveyed by the feature or orbatinate from the recommended reading and present the state of the state | | Education | Education | | | | Sidoarjo: | |
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| 3 | 1.Students are able | 1.Students analyze | Criteria: 1.Participation | Learning Form: Face-to-face lecture | Learning Form: Virtual face-to-face lecture | Material: introducing | 5% |
| | to analyze the meaning of | the meaning of administration | assessment rubric | | via V-learning and zoom. | the match | |
| | administration | and the | 2.Performance | Learning Method: | Vinesa | system | |
| | and the | importance of | assessment rubric | Problem based | V-learning: | Reference: | |
| | importance of | administration | Form of Assessment : | learning/case study | http://vlearning.unesa.ac.id | Kristiyandaru, A. 2015. | |
| | administration 2.Students are able | 2.Students analyze the administration | Participatory Activities | Phase 1: Learner | Learning method: | Effective | |
| | to analyze | and match | , , | orientation to the | Problem based | Match | |
| | administration | system | | problem; The lecturer conveys the | learning/case study | System. Sidoarjo: | |
| | and match | | | problem that will be | • Phase 1: Learner | Zifatama | |
| | systems | | | solved as a group. | orientation to the problem; | Publisher. | |
| | | | | Students observe and identify the problem | The lecturer conveys the problem that will be solved | | |
| | | | | presented by the lecturer | as a group. | Material: Administration | |
| | | | | or obtained from the | Students observe and | and | |
| | | | | recommended reading material. | identify the problem presented by the lecturer | Management | |
| | | | | Phase 2: Organize | or obtained from the | Library: Ranupandojo, | |
| | | | | students to learn; | recommended reading | Heidjrachman. | |
| | | | | The lecturer ensures that each member identifies | material. • Phase 2: Organize | 1996. Basics | |
| | | | | their respective tasks. | students to learn; | of Management. | |
| | | | | Students discuss and | The lecturer ensures that | Yogyakarta: | |
| | | | | divide tasks to find the | each member identifies | UPP-AMP | |
| | | | | data/materials/tools needed to solve the | their respective tasks. Students discuss and | YKPN | |
| | | | | problem | divide tasks to find the | | |
| | | | | Phase 3: Cuiding individual and | data/materials/tools | | |
| | | | | Guiding individual and group investigations; | needed to solve the problem | | |
| | | | | The lecturer monitors | • Phase 3: | | |
| | | | | student involvement in | Guiding individual and | | |
| | | | | collecting data/materials during the investigation | group investigations; The lecturer monitors | | |
| | | | | process. | student involvement in | | |
| | | | | Students conduct | collecting data/materials | | |
| | | | | investigations (search for | during the investigation process. | | |
| | | | | data/references/sources) | Students conduct | | |
| | | | | for group discussion | investigations (search for | | |
| | | | | materials • Phase 4: | data/references/sources) for group discussion | | |
| | | | | Develop and present the | materials | | |
| | | | | results of the work; and | • Phase 4: | | |
| | | | | the lecturer monitors the discussion and guides | Develop and present the results of the work; and | | |
| | | | | the preparation of | the lecturer monitors the | | |
| | | | | reports so that each | discussion and guides the | | |
| | | | | group's work is ready to be presented. | preparation of reports so that each group's work is | | |
| | | | | Students hold | ready to be presented. | | |
| | | | | discussions to produce | Students hold discussions | | |
| | | | | problem solving solutions and the results | to produce problem solving solutions and the | | |
| | | | | are presented/presented | results are | | |
| | | | | in the form of work | presented/presented in the | | |
| | | | | Phase 5: Analyze and evaluate | form of work • Phase 5: | | |
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| | | | | appreciation. The activity continues by | appreciation. The activity continues by | | |
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| meaning of conganization of conganizatio | | | | | | | | |
| 2. Students are able to identify organizational organizational organizational organizational organizations. 3. Students are able to dentify the benefits of organizations or organizations. 3. Students are able to dentify the benefits of organizations organizations. 4. Students are able to dentify the benefits of organization organizations. 5. Students are able to dentify the benefits of organization organization. 5. Students are able to dentify the benefits of organization. 5. Students dentify the benefits of organization organization organization organization. 5. Students design a perfect organization or of the organization. 6. Students design a perfect organization or organization and | | | • | | | | | |
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| 5 | 1.Students are able | 1.Students identify | Criteria: | Learning Form: | Learning Form: | Material: | 4% |
| | to identify the | the meaning of | 1.Participation | Face-to-face lecture | Virtual face-to-face lecture | introducing | |
| | meaning of | organization | assessment rubric | | via V-learning and zoom. | the match | |
| | organization | 2.Students identify | 2.Product | Learning method: | Vinesa | system | |
| | 2.Students are able | organizational | assessment rubric | Project Base | V-learning: | Reference: | |
| | | forms | ussessment rubite | Learning | http://vlearning.unesa.ac.id | Kristiyandaru, | |
| | to identify | | Form of Assessment : | | | A. 2015. | |
| | organizational | 3.Students identify | Participatory Activities, | Phase 1: Determining | Learning method: | Effective | |
| | forms | the benefits of the | Project Results | Basic Questions | Project Base | Match | |
| | 3.Students are able | organization | Assessment / Product | The lecturer asks: How | Learning | System. | |
| | to identify the | | Assessment | an organization is | 3 | Sidoarjo: | |
| | benefits of | | Assessment | formed, the | Phase 1: Determining | Zifatama | |
| | organizations | | | management of an | Basic Questions | Publisher. | |
| | • | | | organization and the | The lecturer asks: How an | | |
| | | | | form of the organization | organization is formed, the | Material: | |
| | | | | Students respond to the | management of an | Library | |
| | | | | lecturer's questions. | organization and the form | | |
| | | | | Phase 2: Developing a | of the organization | Organization : | |
| | | | | Project Plan | Students respond to the | Ranupandojo, | |
| | | | | | | Heidjrachman. | |
| | | | | The lecturer gives | lecturer's questions. | 1996. Basics | |
| | | | | students time to design a | Phase 2: Developing a Project Plan | of | |
| | | | | presentation about how | Project Plan | Management. | |
| | | | | organizations are | The lecturer gives | Yogyakarta: | |
| | | | | formed, the | students time to design a | UPP-AMP | |
| | | | | management of an | presentation about how | YKPN | |
| | | | | organization and | organizations are formed, | | |
| | | | | organizational forms. | the management of an | | |
| | | | | Students design a PPT | organization and | | |
| | | | | presentation about how | organizational forms. | | |
| | | | | organizations are | Students design a PPT | | |
| | | | | formed, the | presentation about how | | |
| | | | | management of an | organizations are formed, | | |
| | | | | organization and | the management of an | | |
| | | | | organizational forms | organization and | | |
| | | | | Phase 3: Arrange a | organizational forms | | |
| | | | | Schedule | Phase 3: Arrange a | | |
| | | | | The lecturer makes an | Schedule | | |
| | | | | agreement on the final | The lecturer makes an | | |
| | | | | deadline for submitting | agreement on the final | | |
| | | | | the PPT presentation | deadline for submitting the | | |
| | | | | project. | PPT presentation project. | | |
| | | | | Students develop a | Students develop a | | |
| | | | | timeline for completing | timeline for completing the | | |
| | | | | the presentation PPT | presentation PPT project. | | |
| | | | | project. | Phase 4: Monitoring | | |
| | | | | Phase 4: Monitoring | The lecturer monitors the | | |
| | | | | The lecturer monitors the | student process of | | |
| | | | | student process of | collecting project results. | | |
| | | | | collecting project results. | Students submit their work | | |
| | | | | Students submit their | according to the agreed | | |
| | | | | work according to the | time limit | | |
| | | | | agreed time limit | Phase 5: Testing the | | |
| | | | | Phase 5: Testing the | Results | | |
| | | | | Results | Students make group | | |
| | | | | Students make group | presentations according to | | |
| | | | | presentations according | the results of each group's | | |
| | | | | to the results of each | discussion, and are | | |
| | | | | group's discussion, and | observed by the lecturer to | | |
| | | | | | | | |
| | | | | are observed by the | see the quality of the | | |
| | | | | lecturer to see the | presentation content and | | |
| | | | | quality of the | group performance | | |
| | | | | presentation content and | | | |
| | | | | group performance. | Student Experience | | |
| | | | | Phase 6: Student Experience | analyzing the results of | | |
| | | | | Student Experience | students' thoughts during | | |
| | | | | Evaluation analyzes the | the discussion process | | |
| | | | | results of students' | during presentations | | |
| | | | | thoughts during the | before submitting them to | | |
| | | | | discussion process | the lecturer. | | |
| | | | | during the presentation | The lecturer gives | | |
| | | | | before submitting it to | students time to reflect and | | |
| | | | | the lecturer. | revise the project. | | |
| | | | | The lecturer gives | The lecturer provides | | |
| | | | | students time to reflect | suggestions and input on | | |
| | | | | and revise the project. | the project. | | |
| | | | | The lecturer provides | 2 X 50' / 3.18 ECTS | | |
| | | | | suggestions and input on | | | |
| | | | | the project. | | | |
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| 1. Suutems an abite to identify the concept of actualing | | ı | | | 1 | | ı | 1 |
|--|---|------------|---|------------|---------------------------|------------------------------|-----------|-----|
| 2. Students are ability to concept of concept of concept of concept of concept of actualing and | 6 | | , | | | | | 10% |
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| 3. Sauderenia de nate la tautiding d'autorispart y Activitées, project Résults de concept of staffairig 4. Suutiens au rouble de citerative de | | | | | learning/case study | http://vlearning.unesa.ac.id | | |
| Subdertiss are all studing of the trouble of the transport of actualing of actualin | | | | | Phase 1: Learner | Learning method: | | |
| A subsention of actuating of a clustering of actuating of | | | | | | | | |
| Assistents a able to identify the correctly of actualing | | | | | | learning/case study | | |
| solved as a group. Shadests observe and identify the problem that will be solved in the problem of the problem | | | | Assessment | | • Dhaca 1: Learner | | |
| schuaring denter the projection and identify the problem that will be solved the identify the problem and will be solved and interest. - Phase 2 Coganize the lecturer ensures that a each member identifies their respective tasks. Sheders stickurs and distributions are considered to the solved and group investigations; The lecturer ensures that the control of the problem of the p | | | | | | | | |
| presented by the lecture or obtained for on the secument ded reading a "Pinace 2 Cognatical stations to learn;" The lecture remarks that their respective tasks. Students lockups and divide tasks to find the commended reading and their respective tasks. Students lockups and divide tasks to find the commended reading and their respective tasks. Students lockups and divide tasks to find the commended reading and their respective tasks. Students lockups and divide tasks to find the commended reading and their problem. Phase 2: Granting includinal and collecting data/materials tools are considered in collecting data/materials during their results of the work; and the lecturer monitors the discussion and guides the preparation of group's work is and the lecturer monitors the discussion and guides the preparation of group's work is and the lecturer monitors the discussion and guides the preparation of group's work is and the lecturer monitors the discussion and guides the preparation of group's work is and the lecturer monitors the discussion and guides the preparation of group's work is and the lecturer monitors the discussion and guides the preparation of group's work is and the lecturer monitors the discussion and guides the preparation of group's work is and the lecturer monitors the discussion and guides the preparation of group's work is and the lecturer monitors the discussion and guides the preparation and encourages groups to give awards and in practical and encourages groups to give awards and input to significant the problems along solutions and the results of the work and the preparation and encourages groups to give awards and input to significant the problems along solutions and the results of the work and the preparation of groups work is against the problems along solutions and the results of the work and the problems along solutions and and input to significant the problems along solutions and the prob | | concept of | | | | The lecturer conveys the | Unesa | |
| or obtained from the recommended reading material. The lecturer ensures that each member identifies and the rest of the state of the s | | actuating | | | | | | |
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| makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating | | | | | | | | |
| the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating | | | | | makes a presentation, | | | |
| continues by summarizing/making conclusions based on input obtained from other groups. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating continues by summarizing/making conclusions based on input obtained from other groups. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating | | | | | the other groups give | other groups give | | |
| summarizing/making conclusions based on input obtained from other groups. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating | | | | | | | | |
| conclusions based on input obtained from other groups. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating | | | | | | | | |
| groups. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating groups. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating | | | | | conclusions based on | conclusions based on | | |
| Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating | | | | | input obtained from other | | | |
| to group work to prepare group work to prepare concept reports on planning, organizing, staffing and actuating staffing and actuating | | | | | groups. | groups. | | |
| to group work to prepare group work to prepare concept reports on planning, organizing, staffing and actuating staffing and actuating | | | | | Assignment of students | Assignment of students to | | |
| planning, organizing, planning, organizing, staffing and actuating staffing and actuating | | | | | to group work to prepare | group work to prepare | | |
| staffing and actuating staffing and actuating | | | | | | | | |
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| 7 | 1 04-4-4-4 | 1.04 | Criteria: | Learning Form: | Learning Form: | Material: | 10% |
|-----------|--|--|---|--|--|-------------------------------|------|
| | 1.Students are able to identify | 1.Students identify planning concepts | 1.Participation | Face-to-face lecture | Virtual face-to-face lecture | explains how | 2070 |
| | planning concepts | 2.Students identify | assessment rubric | Learning Method: | via V-learning and zoom. Vinesa | to arrange a good and | |
| | 2.Students are able to identify the | the concept of organizing | 2.Product assessment rubric | Problem based | V-learning: | correct match | |
| | concept of | 3.Students identify | | learning/case study | http://vlearning.unesa.ac.id | Reference: | |
| | organizing | the concept of | Form of Assessment : Participatory Activities, | Phase 1: Learner | Learning method: | Kristiyandaru, A. 2010. | |
| | 3.Students are able | staffing | Project Results | orientation to the | Problem based | Physical | |
| | to identify the concept of staffing | Students identify the concept of | Assessment / Product | problem; | learning/case study | Education and Sports | |
| | 4.Students are able | actuating | Assessment | The lecturer conveys the problem that will be | Phase 1: Learner | Management. | |
| | to identify the | | | solved as a group. | orientation to the problem; | Surabaya: | |
| | concept of actuating | | | Students observe and identify the problem | The lecturer conveys the problem that will be solved | Unesa University | |
| | actuating | | | presented by the lecturer | as a group. | Press. | |
| | | | | or obtained from the | Students observe and | | |
| | | | | recommended reading material. | identify the problem presented by the lecturer | Material: Planning, | |
| | | | | Phase 2: Organize | or obtained from the | organizing, | |
| | | | | students to learn; The lecturer ensures that | recommended reading material. | staffing, | |
| | | | | each member identifies | Phase 2: Organize | actuating Reader: | |
| | | | | their respective tasks. | students to learn; | Ranupandojo, | |
| | | | | Students discuss and divide tasks to find the | The lecturer ensures that each member identifies | Heidjrachman. 1996. Basics | |
| | | | | data/materials/tools | their respective tasks. | of | |
| | | | | needed to solve the problem | Students discuss and divide tasks to find the | Management. | |
| | | | | Phase 3: | data/materials/tools | Yogyakarta: UPP-AMP | |
| | | | | Guiding individual and | needed to solve the | YKPN | |
| | | | | group investigations; The lecturer monitors | problem • Phase 3: | | |
| | | | | student involvement in | Guiding individual and | | |
| | | | | collecting data/materials during the investigation | group investigations; The lecturer monitors | | |
| | | | | process. | student involvement in | | |
| | | | | Students conduct | collecting data/materials | | |
| | | | | investigations (search for | during the investigation process. | | |
| | | | | data/references/sources) | Students conduct | | |
| | | | | for group discussion materials | investigations (search for data/references/sources) | | |
| | | | | • Phase 4: | for group discussion | | |
| | | | | Develop and present the | materials • Phase 4: | | |
| | | | | results of the work; and the lecturer monitors the | Develop and present the | | |
| | | | | discussion and guides | results of the work; and | | |
| | | | | the preparation of reports so that each | the lecturer monitors the discussion and guides the | | |
| | | | | group's work is ready to | preparation of reports so | | |
| | | | | be presented. Students hold | that each group's work is ready to be presented. | | |
| | | | | discussions to produce | Students hold discussions | | |
| | | | | problem solving | to produce problem | | |
| | | | | solutions and the results are presented/presented | solving solutions and the results are | | |
| | | | | in the form of work | presented/presented in the | | |
| | | | | Phase 5: Analyze and evaluate | form of work • Phase 5: | | |
| | | | | the problem solving | Analyze and evaluate the | | |
| | | | | process. Lecturer: guides the | problem solving process. Lecturer: guides the | | |
| | | | | presentation and | presentation and | | |
| | | | | encourages groups to | encourages groups to give | | |
| | | | | give awards and input to other groups. | awards and input to other groups. | | |
| | | | | Students. Each group | Students. Each group | | |
| | | | | makes a presentation, the other groups give | makes a presentation, the other groups give | | |
| | | | | appreciation. The activity | appreciation. The activity | | |
| | | | | continues by | continues by | | |
| | | | | summarizing/making conclusions based on | summarizing/making conclusions based on | | |
| | | | | input obtained from other | input obtained from other | | |
| | | | | groups. | groups. | | |
| | | | | Assignment of students | Assignment of students to | | |
| | | | | to group work to prepare | group work to prepare | | |
| | | | | concept reports on planning, organizing, | concept reports on planning, organizing, | | |
| | | | | staffing and actuating | staffing and actuating | | |
| | | | | 2 X 50° / 3.18 ECTS | 2 X 50° / 3.18 ECTS | | |
| · <u></u> | | | | | | | |

| 8 | Midterm Exam (UTS) | Students participate in UTS with meeting material i 1-7 | Criteria: 1.Participation Assessment Rubric 2.UTS assessment rubric Form of Assessment: Participatory Activities, Tests | Test 2 X 50' / 3.18 ECTS | Test 2 X 50' / 3.18 ECTS | Material: UTS Reference: Kristiyandaru, A. 2015. Effective Competition System. Sidoarjo: Zifatama Publisher. Material: Organizational material Reader: Ranupandojo, Heidjrachman. 1996. Basics of Management. Yogyakarta: UPP-AMP YKPN | 10% |
|---|--------------------|---|---|-----------------------------|-----------------------------|---|-----|
|---|--------------------|---|---|-----------------------------|-----------------------------|---|-----|

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|---|-------------------------------------|-----------------------------------|--------------------------------------|--|---|---------------------------|----|
| 9 | 1.Students are able to analyze the | 1.Students analyze the concept of | Criteria: 1.Participation | Learning Form: Face-to-face lecture | Learning Form: Virtual face-to-face lecture | Material: controlling, | 5% |
| | concept of | controlling 2.Students analyze | Assessment Rubric | | via V-learning and zoom. Vinesa | motivating, decision | |
| | controlling 2.Students are able | the concept of | 2.Product | | V-learning: | making and | |
| | to analyze the | motivating | assessment rubric | | http://vlearning.unesa.ac.id | leadership Reference: | |
| | concept of motivating | 3.Students analyze the concept of | Form of Assessment : | | Learning method: | Kristiyandaru, | |
| | 3.Students are able | decision making | Participatory Activities, | Learning Method: | Problem based learning/case study | A. 2015. Effective | |
| | to analyze the | 4.Students analyze | Project Results Assessment / Product | Problem based | learning/case study | Competition | |
| | concept of | the concept of leadership | Assessment | learning/case study | Phase 1: Learner | System. | |
| | decision making 4.Students are able | leadership | | Phase 1: Learner | orientation to the problem; The lecturer conveys the | Sidoarjo: Zifatama | |
| | to analyze the | | | orientation to the | problem that will be solved | Publisher. | |
| | concept of leadership | | | problem; The lecturer conveys the | as a group. Students observe and | | |
| | icadership | | | problem that will be | identify the problem | | |
| | | | | solved as a group. Students observe and | presented by the lecturer or obtained from the | | |
| | | | | identify the problem | recommended reading | | |
| | | | | presented by the lecturer or obtained from the | material. • Phase 2: Organize | | |
| | | | | recommended reading | students to learn; | | |
| | | | | material. | The lecturer ensures that each member identifies | | |
| | | | | Phase 2: Organize students to learn; | their respective tasks. | | |
| | | | | The lecturer ensures that | Students discuss and | | |
| | | | | each member identifies their respective tasks. | divide tasks to find the data/materials/tools | | |
| | | | | Students discuss and | needed to solve the | | |
| | | | | divide tasks to find the data/materials/tools | problem • Phase 3: | | |
| | | | | needed to solve the | Guiding individual and | | |
| | | | | problem • Phase 3: | group investigations; The lecturer monitors | | |
| | | | | Guiding individual and | student involvement in | | |
| | | | | group investigations; The lecturer monitors | collecting data/materials during the investigation | | |
| | | | | student involvement in | process. | | |
| | | | | collecting data/materials during the investigation | Students conduct investigations (search for | | |
| | | | | process. | data/references/sources) | | |
| | | | | Students conduct investigations (search | for group discussion materials | | |
| | | | | for | • Phase 4: | | |
| | | | | data/references/sources) for group discussion | Develop and present the results of the work; and | | |
| | | | | materials | the lecturer monitors the | | |
| | | | | Phase 4: Develop and present the | discussion and guides the | | |
| | | | | Develop and present the results of the work; and | preparation of reports so that each group's work is | | |
| | | | | the lecturer monitors the | ready to be presented. Students hold discussions | | |
| | | | | discussion and guides the preparation of | to produce problem | | |
| | | | | reports so that each | solving solutions and the | | |
| | | | | group's work is ready to be presented. | results are presented/presented in the | | |
| | | | | Students hold | form of work | | |
| | | | | discussions to produce problem solving | Phase 5: Analyze and evaluate the | | |
| | | | | solutions and the results | problem solving process. | | |
| | | | | are presented/presented in the form of work | Lecturer: guides the presentation and | | |
| | | | | Phase 5: Analyze and evaluate | encourages groups to give | | |
| | | | | Analyze and evaluate the problem solving | awards and input to other groups. | | |
| | | | | process. | Students. Each group | | |
| | | | | Lecturer: guides the presentation and | makes a presentation, the other groups give | | |
| | | | | encourages groups to | appreciation. The activity | | |
| | | | | give awards and input to other groups. | continues by summarizing/making | | |
| | | | | Students. Each group | conclusions based on | | |
| | | | | makes a presentation, the other groups give | input obtained from other groups. | | |
| | | | | appreciation. The activity | • , | | |
| | | | | continues by summarizing/making | Assign students to group tasks to prepare reports on | | |
| | | | | conclusions based on | the concepts of controlling, | | |
| | | | | input obtained from other groups. | motivating, decision making and leadership. | | |
| | | | | groups. | 2 X 50' / 3.18 ECTS | | |
| | | | | Assign students to group | | | |
| | | | | tasks to prepare reports on the concepts of | | | |
| | | | | controlling, motivating, | | | |
| | | | | decision making and leadership. | | | |
| | | | | 2 X 50° / 3.18 ECTS | | | |
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|----|---|---|---|---|---|--|----|
| 10 | 1. Students are able to analyze the concept of controlling 2. Students are able to analyze the concept of motivating 3. Students are able to analyze the concept of decision making 4. Students are able to analyze the concept of leadership | 1. Students analyze the concept of controlling 2. Students analyze the concept of motivating 3. Students analyze the concept of decision making 4. Students analyze the concept of leadership | Criteria: 1.Participation Assessment Rubric 2.Product assessment rubric Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment | Learning Form: Face-to-face lecture Learning Method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and identify the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member identifies their respective tasks. Students discuss and divide tasks to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigation (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other group give appreciation. The activity eappreciation. The activity eappreciation. | Virtual face-to-face lecture via V-learning and zoom. Vinesa V-learning: http://vlearning.unesa.ac.id Learning method: Problem based learning/case study • Phase 1: Learner orientation to the problem; The lecturer conveys the problem that will be solved as a group. Students observe and identify the problem presented by the lecturer or obtained from the recommended reading material. • Phase 2: Organize students to learn; The lecturer ensures that each member identifies their respective tasks. Students discuss and divide tasks to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigation process. Students conduct investigation (search for data/references/sources) for group discussion materials • Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving solutions and the results are presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented in the form of work of the work; and the results are presented/presented in the form of work of the work; and the results are presented/presented in the form of work of the work; and the problem solving solutions and the results are presented/presented in the form of work of the work; and the problem solving solutions and the results are presented/presented in the form of work of the work; and the problem solving solutions and the results are presented/presented in the form of work of the work; and the problem solving process. | Material: controlling, motivating, decision making and leadership Reference: Kristiyandaru, A. 2015. Effective Competition System. Sidoarjo: Zifatama Publisher. | 5% |
| | | | | in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group | presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on | | |
| | | | | the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups. Assign students to group tasks to prepare reports on the concepts of | | | |
| | | | | controlling, motivating, decision making and leadership. 2 X 50 / 3.18 ECTS | | | |

| 11 | 1.Students are able | 1.Students identify | Criteria: | Learning Form: | Learning Form: | Material: | 5% |
|----|--|---|--|--|---|---|-----|
| | to identify match systems 2.Students are able to identify the challenge match system | the competition system 2.Students identify the challenge match system | 1.Participation Assessment Rubric 2.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance | Face-to-face lecture Learning method: Discussion, lecture & question and answer about the match system and challenge match system Assignment to students independent assignment to seek literacy about the match system and challenge match system 2 X 50' / 3.18 ECTS | Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion, lecture & question and answer about the match system and challenge match system Assignment to students independent assignments to find literacy about the match system and challenge match system 2 X 50' / 3.18 ECTS | Match system Reference: Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher. | |
| 12 | Students are able to identify single knockout, triple knockout and double knockout competition systems | Students identify the single knockout, triple knockout and double knockout competition systems | Criteria: 1.Participation Assessment Rubric 2.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance | Learning Form: Face-to-face lecture Learning method: Discussion, lecture & questions and answers about the single knockout triple knockout and double knockout match systems Assignment to students independent work to find literacy about the single knockout, double knockout and double knockout match systems 2 X 50' / 3.18 ECTS | Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion, lecture & question and answer about the single knockout, triple knockout and double knockout competition systems. Assignment of students with independent work to find literacy about the single knockout, double knockout and double knockout and double knockout competition systems. double fall 2 X 50' / 3.18 ECTS | Material: Match system Reference: Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher. | 5% |
| 13 | Students are able to identify half-competition and full-competition match systems | Students identify the single knockout, triple knockout and double knockout competition systems | Criteria: 1.Participation Assessment Rubric 2.Performance assessment rubric Form of Assessment: Participatory Activities, Practice/Performance | Learning Form: Face-to-face lecture Learning method: Discussion, lecture & questions and answers about the half-competition and full-competition match system Assignment to students independent assignment to seek literacy about the half-competition and full-competition match system 2 X 50' / 3.18 ECTS | Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion, lecture & question and answer about the half-competition and full-competition match system Assignment to students independent work to find literacy about the half- competition and full- competition match system 2 X 50° / 3.18 ECTS | Material: Match system Reference: Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher. Material: Sports competition system Reference: Kristiyandaru, A. 2010. Physical Education and Sports Management. Surabaya: Unesa University Press. | 5% |
| 14 | Students are able to identify competition systems in sports Students simulate the administration & competition system in a match/competition and determine the match/competition chart that will be used | Students identify sports competition systems Students simulate the administration & competition system in a match/competition and determine the match/competition chart that will be used | Criteria: 1.Participation Assessment Rubric 2.Performance assessment rubric 3.Product assessment rubric Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance | Learning Form: Face-to-face lecture Learning method: Discussion, lecture & question and answer about competition systems in sports and administrative simulations & competition systems in a match/competition and determining the match/competition chart that will be used Student assignments are independent tasks to seek literacy about about competition system in sports and administrative simulation & competition system in a match/race and determining the match/race chart that will be used 2 X 50' / 3.18 ECTS | Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion, lecture & question and answer about the competition system in sports and administrative simulation & competition system in a match/competition and determining the match/race chart that will be used Student assignments independently to search for literacy about competition systems in sports and administrative simulations & competition systems in a match/race and determine the match/race chart that will be used 2 X 50' / 3.18 ECTS | Material: Match system Reference: Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher. Material: Sports competition system Reference: Kristiyandaru, A. 2010. Physical Education and Sports Management. Surabaya: Unesa University Press. | 10% |

| 15 | Students are able to identify competition systems in sports Students simulate the administration & competition system in a match/competition and determine the match/competition chart that will be used | Students identify sports competition systems Students simulate the administration & competition system in a match/competition and determine the match/competition chart that will be used | Criteria: 1.Participation Assessment Rubric 2.Performance assessment rubric Forms of Assessment: Participatory Activities, Portfolio Assessment, Practice / Performance | Learning Form: Face-to-face lecture Learning method: Discussion, lecture & question and answer about competition systems in sports and administrative simulations & competition systems in a match/competition and determining the match/competition chart that will be used Student assignments are independent tasks to seek literacy about about competition system in sports and administrative simulation & competition system in a match/race and determining the match/race chart that will be used 2 X 50' / 3.18 ECTS | Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning method: Discussion, lecture & question and answer about the competition system in sports and administrative simulation & competition system in a match/competition and determining the match/race chart that will be used Student assignments independently to search for literacy about competition systems in sports and administrative simulations & competition systems in a match/race and determine the match/race chart that will be used 2 X 50' / 3.18 ECTS | Material: Match system Reference: Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher. Material: Sports competition system Reference: Kristiyandaru, A. 2010. Physical Education and Sports Management. Surabaya: Unesa University Press. | 5% |
|----|--|---|---|--|---|---|----|
| 16 | understand the challenge system | Students participate in UAS with meeting material 1-15 | Criteria: UAS assessment rubric Form of Assessment: Participatory Activities | TEST 2 X 50° / 3.18 ECTS | TEST 2 X 50° / 3.18 ECTS | | 5% |

Evaluation Percentage Recap: Case Study

| Evaluation Fercentage Recap. Case Study | | | | | | |
|---|---|------------|--|--|--|--|
| No | Evaluation | Percentage | | | | |
| 1. | Participatory Activities | 53.67% | | | | |
| 2. | Project Results Assessment / Product Assessment | 22% | | | | |
| 3. | Portfolio Assessment | 4.17% | | | | |
| 4. | Practice / Performance | 14.17% | | | | |
| 5. | Test | 5% | | | | |
| | | 99.01% | | | | |

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
- 2. The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO) are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO) is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing 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.
- Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined 6. indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or
- 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.