Document Code

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

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Courses		CODE				Cours	se Fam	ily			Credit	Weig	ht	SE	MESTE		Compilat Date	ion
Competition A	dministration	85201	02254			Comp	ulsory	Study I	Progran	n Subjects	T=2	P=0	ECTS=3	.18	3		pril 30, 023	
AUTHORIZAT	ON	SP De	veloper			•			С	ourse Clu	ster Co	ordina	tor	St	udy Pro	gram (Coordina	ator
		Dr. Ad	lvendi Kris	tiyanda	ıru, M.F	Pd			D	r. Advendi	Kristiya	ndaru,	M.Pd			hamao Pd., M	d Ridwan .Pd.	١,
Learning model	Project Based L	_earning																
Program Learning	PLO study pro	gram that is c	harged to	the c	ourse													
Outcomes (PLO)	Program Object																	
(PLO)	PO - 1	Demonstrate a lectures																
	PO - 2	technology tha	e to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and nology that pays attention to and applies humanities values in accordance with their field of expertise in MK Administration and impetition Systems lectures															
	PO - 3	Able to solve sports education problems and make decisions based on knowledge in MK Administration and Competition Systems lectures													ems			
	PO - 4	Master theoret procedural pro	Master theoretical concepts in the field of knowledge and theoretical concepts of physical education in depth, and be able to formulate procedural problem solving in MK Administration and Competition System lectures												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													sical			
	PLO-PO Matrix																	
	PO Matrix at th	P.O PO-1 PO-2 PO-3 PO-4 PO-5 PO-6	learning	stage	(Sub-	PO)				We	ek							
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P.O					Week												
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PO-6																	

Short Course Description

A course that examines the concept of competition administration & systems, the importance of competition administration & systems in organizing sports competitions. It is hoped that this study material will be able to enable students to master and apply administrative material & competition systems in sports competitions.

References

Main:

- $1. \ \ Kristiyandaru, \ A. \ 2015. \ Sistem \ Pertandingan \ yang \ Efektif \ . \ Sidoarjo: \ Zifatama \ Publisher.$
- Kristiyandaru, A. 2010. Manajemen Pendidikan Jasmani dan Olahraga . Surabaya: Unesa University Press.
 Bucher, C.A. and Krotee, M.L. 1997. Management of Physical Education and Sport. McGraw-Hill Companies
 Handoko, T. Hani. 2003. Manajemen. Ed. Kedua. Yogyakarta: BPFE Hasibuan, Malayu S.P. 2004. Manajemen: Dasar, Pengertian, dan Masalah.
- Ed. Revisi, Cet.3. Jakarta: Bumi Aksara
- 5. Ranupandojo, Heidjrachman. 1996. Dasar-dasar Manajemen. Yogyakarta: UPP-AMP YKPN

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–
- 211.
- 3. Wardana, A. K., & Hartati, S. (2017). Sistem Penjadwalan Pertandingan Pencak Silat Berbasis Algoritme Genetika. IJCCS, 11(2), 177-186

Supporting lecturer

Dr. Heryanto Nur Muhammad, S.Pd., M.Pd. 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	Learning form: 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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4	1.Students are able	1.Students identify	Criteria:	Learning Form:	Learning Form:	Material:	5%
	to identify the	the meaning of	1.Participation	Face-to-face lecture	Virtual face-to-face lecture	introducing	
	meaning of	organization	assessment rubric	Learning method:	via V-learning and zoom. Vinesa	the match	
	organization	2.Students identify	2.Product	Project Base	V-learning:	system Reference:	
	2.Students are able	organizational	assessment rubric	Learning	http://vlearning.unesa.ac.id	Kristiyandaru,	
	to identify organizational	forms 3.Students identify	Forms of Assessment	_		A. 2015.	
	forms	the benefits of the	:	Phase 1: Determining	Learning method:	Effective	
	3.Students are able	organization	Participatory Activities,	Basic Questions	Project Base	Match	
	to identify the	organization	Project Results	The lecturer asks: How an organization is	Learning	System.	
	benefits of		Assessment / Product	formed, the	Phase 1: Determining	Sidoarjo: Zifatama	
	organizations		Assessment	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. • Phase 2: Developing a	organization and the form	Organization :	
				Project Plan	of the organization Students respond to the	Ranupandojo,	
				The lecturer gives	lecturer's questions.	Heidjrachman. 1996. Basics	
				students time to design a	Phase 2: Developing a	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 organizational forms.	organizations are formed, 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 organization and	organizations are formed, 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 project.	deadline for submitting the 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 least year manitors the	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 Popults	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 presentation content and	group performance • Phase 6: Evaluation of		
				group performance.	Student Experience		
				• Phase 6:	analyzing the results of		
				Student Experience	students' thoughts in the		
				Evaluation analyzes the	discussion process during		
				results of students	presentations before		
				thoughts during the	submitting them to the		
				discussion process during the presentation	lecturer. 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. 2 X 50' / 3.18 ECTS			

				1	1		
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:	
	to identify	forms	accessinent rubite	Learning	http://vlearning.unesa.ac.id	Kristiyandaru,	
	organizational	3.Students identify	Forms of Assessment			A. 2015.	
	forms	the benefits of the	:	Phase 1: Determining	Learning method:	Effective	
	_		Participatory Activities,	Basic Questions	Project Base	Match	
	3.Students are able	organization	Project Results	The lecturer asks: How	Learning	System.	
	to identify the		Assessment / Product	an organization is		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	Organization:	
				Phase 2: Developing a	of the organization	Ranupandojo,	
				Project Plan	Students respond to the	Heidjrachman.	
				The lecturer gives	lecturer's questions.	1996. Basics	
				students time to design a	Phase 2: Developing a	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 the		
				timeline for completing 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:	analyzing the results of		
				Student Experience	students' thoughts in the		
				Evaluation analyzes the	discussion process during		
				results of students'	presentations before		
				thoughts during the	submitting them to the		
				discussion process	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.			
				2 X 50' / 3.18 ECTS			

1. Studerns are able to sterrigly the contept of actualing of a company of actualing of actualin		1						
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solved as a group. Students observe and identify the problem actuating of the problem of the pro								
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decentify the problem presented by the lecture material. Phase 2: Organize statement by the lecture or obtained from the statement of the statem		,						
or obtained from the recommended reading material. **Material:** Material:** Material:* Material:** Material:** Material:* Material:** Material:** Material:** Material:* Material:*								
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7	1.Students are able	1.Students identify	Criteria:	Learning Form:	Learning Form:	Material:	10%
	to identify	planning concepts	1.Participation	Face-to-face lecture	Virtual face-to-face lecture	explains how	2070
	planning concepts 2.Students are able	2.Students identify the concept of	assessment rubric 2.Product	Learning Method:	via V-learning and zoom. Vinesa	to organize a good and	
	to identify the	organizing	assessment rubric	Problem based	V-learning:	correct match	
	concept of organizing	Students identify the concept of	Forms of Assessment	learning/case study	http://vlearning.unesa.ac.id	Reference: Kristiyandaru,	
	3.Students are able	staffing	:	Phase 1: Learner orientation to the	Learning method: Problem based	A. 2010. Physical	
	to identify the	4.Students identify	Participatory Activities, Project Results	problem;	learning/case study	Education and	
	concept of staffing 4.Students are able	the concept of actuating	Assessment / Product	The lecturer conveys the problem that will be	Phase 1: Learner	Sports Management.	
	to identify the	ŭ	Assessment	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	
	g			presented by the lecturer	as a group.	Press.	
				or obtained from the recommended reading	Students observe and identify the problem	Material:	
				material. • Phase 2: Organize	presented by the lecturer or obtained from the	Planning,	
				students to learn;	recommended reading	organizing, staffing,	
				The lecturer ensures that each member identifies	material. • Phase 2: Organize	actuating	
				their respective tasks.	students to learn;	Reader: 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. Yogyakarta:	
				• Phase 3:	data/materials/tools	UPP-AMP	
				Guiding individual and group investigations;	needed to solve the problem	YKPN	
				The lecturer monitors student involvement in	Phase 3: Guiding individual and		
				collecting data/materials	group investigations;		
				during the investigation process.	The lecturer monitors student involvement in		
				Students conduct	collecting data/materials		
				investigations (search for	during the investigation process.		
				data/references/sources) for group discussion	Students conduct investigations (search for		
				materials	data/references/sources)		
				Phase 4: Develop and present the	for group discussion 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 group's work is ready to	discussion and guides the 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 solutions and the results	to produce problem solving solutions and the		
				are presented/presented	results are		
				in the form of work • Phase 5:	presented/presented in the form of work		
				Analyze and evaluate the problem solving	• Phase 5: Analyze and evaluate the		
				process.	problem solving process.		
				Lecturer: guides the presentation and	Lecturer: guides the 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 makes a presentation,	Students. Each group makes a presentation, the		
				the other groups give	other groups give		
				appreciation. The activity continues by	appreciation. The activity continues by		
				summarizing/making	summarizing/making		
				conclusions based on input obtained from other	conclusions based on 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 2 X 50' / 3.18 ECTS	staffing and actuating 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 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 Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	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 investigations (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 groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups. Assign students to group asks to prepare reports	Learning Form: 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 investigations (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 presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work • Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presented/presented in the form of work • Phase 5: Ana	Material: controlling, motivating, decision making and leadership Reference: Kristiyandaru, A. 2015. Effective Competition System. Sidoarjo: Zifatama Publisher.	5%
				continues by summarizing/making conclusions based on input obtained from other groups.	tasks to prepare reports on the concepts of controlling, motivating, decision making and leadership.		

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 Forms 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 mercented 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 process. Students conduct investigation process. Students conduct investigation 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 presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give awards and input to other groups. Students. Each group makes a presentation, the other groups give awards and input to other groups. Students for proups give awards and input to other groups give awards and input to other groups give awards and input to other groups. Assign students to group tasks to prepare reports on the concepts of controlling, motivating, decision making and	Learning Form: 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 investigations (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 preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving process. Lecturer: guides the prepentation and encourages groups to give awards and input to 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	Material: controlling, motivating, decision making and leadership Reference: Kristiyandaru, A. 2015. Effective Competition System. Sidoarjo: Zifatama Publisher.	5%
				controlling, motivating,			

11	Students are able to identify match systems Students are able to identify the challenge match system	Students identify the competition system Students identify the challenge match system	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 & question and answer about the match system and challenge match system Assignment to students independent work to seek literacy about the match system and challenge 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 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	Material: Match system Reference: Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher.	5%
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 & question and answer about the half-competition and full-competition match system Assignment to students independent assignment to seek literacy about the half-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	1. Students are able to identify competition systems in sports 2. Students simulate the administration & competition system in a match/competition and determine the match/competition chart that will be used	1. Students identify sports competition systems 2. 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	1.Students are able to identify competition systems in sports 2.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 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 Recan: Project Based Learning

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
- 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.
- 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
- 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.