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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Competition Administration		8520102254	Compulsory Study Program Subjects		**T=2**	**P=0**	**ECTS=3.18**	3	April 30, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Advendi Kristiyandaru, M.Pd	Dr. Advendi Kristiyandaru, M.Pd	Dr. Mochamad Ridwan, S.Pd., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 — Demonstrate an attitude of responsibility for work in their field of expertise independently in MK Administration and Competition System lectures
	PO - 2 — Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise in MK Administration and Competition Systems lectures
	PO - 3 — Able to solve sports education problems and make decisions based on knowledge in MK Administration and Competition Systems lectures
	PO - 4 — 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
	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

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																
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.
2. Kristiyandaru, A. 2010. Manajemen Pendidikan Jasmani dan Olahraga . Surabaya: Unesa University Press.
3. Bucher, C.A. and Krotee, M.L. 1997. Management of Physical Education and Sport. McGraw-Hill Companies
4. 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:	

1. 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
2. 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)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	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%

| 2 | 1. Students are able to analyze the nature of Physical Education
2. Students are able to analyze the importance of organizing Physical Education | 1.
2. Students analyze the nature of Physical Education
3. Students analyze the importance of organizing Physical Education | **Criteria:**
1. Participation assessment rubric
2. Performance assessment rubric

Form of Assessment :
Participatory Activities | 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 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 according to input obtained from other groups.

Assignment of students to group assignments to prepare a report on the meaning of administration, the importance of administration, and administration and competition systems
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:
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
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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 according to input obtained from other groups.

Assignment of students to group assignments to prepare a report on the meaning of administration, the importance of administration, and administration and competition systems
2 X 50' / 3.18 ECTS | **Material:**
introducing the match system
Reference:
Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher.
- - - - - - - - - - -
Material:
Administration and Management
Library:
Ranupandojo, Heidjrachman. 1996. Basics of Management. Yogyakarta: UPP-AMP YKPN | 5% |

| 3 | 1.Students are able to analyze the meaning of administration and the importance of administration
2.Students are able to analyze administration and match systems | 1.Students analyze the meaning of administration and the importance of administration
2.Students analyze administration and match systems | **Criteria:**
1.Participation assessment rubric
2.Performance assessment rubric

Form of Assessment : Participatory Activities | 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;
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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 according to input obtained from other groups.

Assignment of students to group assignments to prepare a report on the meaning of administration, the importance of administration, and administration and competition systems
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:
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
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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 according to input obtained from other groups.

Assignment of students to group assignments to prepare a report on the meaning of administration, the importance of administration, and administration and competition systems
2 X 50' / 3.18 ECTS | **Material:**
introducing the match system
Reference:
Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher.
- - - - - - - - - - - -
Material:
Administration and Management
Library:
Ranupandojo, Heidjrachman. 1996. Basics of Management. Yogyakarta: UPP-AMP YKPN | 5% |

| 4 | 1. Students are able to identify the meaning of organization 2. Students are able to identify organizational forms 3. Students are able to identify the benefits of organizations | 1. Students identify the meaning of organization 2. Students identify organizational forms 3. Students identify the benefits of the organization | **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: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: How an organization is formed, the management of an organization and the form of the organization.. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to design a presentation about how organizations are formed, the management of an organization and organizational forms. Students design a PPT presentation about how organizations are formed, the management of an organization and organizational forms • Phase 3: Arrange a Schedule The lecturer makes an agreement on the final deadline for submitting the PPT presentation project. Students develop a timeline for completing the presentation PPT project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit • Phase 5: Testing the Results Students make group presentations according to the results of each group's discussion, and are observed by the lecturer to see the quality of the presentation content and group performance. • Phase 6: Student Experience Evaluation analyzes the results of students' thoughts during the discussion process during the presentation before submitting it to the lecturer. The lecturer gives students time to reflect and revise the project. The lecturer provides suggestions and input on the project. 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: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: How an organization is formed, the management of an organization and the form of the organization.. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to design a presentation about how organizations are formed, the management of an organization and organizational forms. Students design a PPT presentation about how organizations are formed, the management of an organization and organizational forms • Phase 3: Arrange a Schedule The lecturer makes an agreement on the final deadline for submitting the PPT presentation project. Students develop a timeline for completing the presentation PPT project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit • Phase 5: Testing the Results • Students make group presentations according to the results of each group's discussion, and are observed by the lecturer to see the quality of the presentation content and group performance • Phase 6: Evaluation of Student Experience analyzing the results of students' thoughts in the discussion process during presentations before submitting them to the lecturer. The lecturer gives students time to reflect and revise the project. The lecturer provides suggestions and input on the project. 2 X 50' / 3.18 ECTS | **Material:** introducing the match system **Reference:** *Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher.* -------- **Material: Library** Organization : *Ranupandojo, Heidjrachman. 1996. Basics of Management. Yogyakarta: UPP-AMP YKPN* | 5% |

| 5 | 1. Students are able to identify the meaning of organization 2. Students are able to identify organizational forms 3. Students are able to identify the benefits of organizations | 1. Students identify the meaning of organization 2. Students identify organizational forms 3. Students identify the benefits of the organization | **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: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: How an organization is formed, the management of an organization and the form of the organization.. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to design a presentation about how organizations are formed, the management of an organization and organizational forms. Students design a PPT presentation about how organizations are formed, the management of an organization and organizational forms • Phase 3: Arrange a Schedule The lecturer makes an agreement on the final deadline for submitting the PPT presentation project. Students develop a timeline for completing the presentation PPT project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit • Phase 5: Testing the Results Students make group presentations according to the results of each group's discussion, and are observed by the lecturer to see the quality of the presentation content and group performance. • Phase 6: Student Experience Evaluation analyzes the results of students' thoughts during the discussion process during the presentation before submitting it to the lecturer. The lecturer gives students time to reflect and revise the project. The lecturer provides suggestions and input on the project. 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: Project Base Learning • Phase 1: Determining Basic Questions The lecturer asks: How an organization is formed, the management of an organization and the form of the organization.. Students respond to the lecturer's questions. • Phase 2: Developing a Project Plan The lecturer gives students time to design a presentation about how organizations are formed, the management of an organization and organizational forms. Students design a PPT presentation about how organizations are formed, the management of an organization and organizational forms • Phase 3: Arrange a Schedule The lecturer makes an agreement on the final deadline for submitting the PPT presentation project. Students develop a timeline for completing the presentation PPT project. • Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit • Phase 5: Testing the Results • Students make group presentations according to the results of each group's discussion, and are observed by the lecturer to see the quality of the presentation content and group performance • Phase 6: Evaluation of Student Experience analyzing the results of students' thoughts in the discussion process during presentations before submitting them to the lecturer. The lecturer gives students time to reflect and revise the project. The lecturer provides suggestions and input on the project. 2 X 50' / 3.18 ECTS | **Material:** introducing the match system **Reference:** *Kristiyandaru, A. 2015. Effective Match System. Sidoarjo: Zifatama Publisher.* **Material: Library** Organization : *Ranupandojo, Heidjrachman. 1996. Basics of Management. Yogyakarta: UPP-AMP YKPN* | 4% |

| 6 | 1. Students are able to identify planning concepts 2. Students are able to identify the concept of organizing 3. Students are able to identify the concept of staffing 4. Students are able to identify the concept of actuating | 1. Students identify planning concepts 2. Students identify the concept of organizing 3. Students identify the concept of staffing 4. Students identify the concept of actuating | **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 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.

Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating
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: 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.
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• Phase 5:
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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.

Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating
2 X 50' / 3.18 ECTS | **Material:** explains how to organize a good and correct match **Reference:** *Kristiyandaru, A. 2010. Physical Education and Sports Management. Surabaya: Unesa University Press.*

Material: Planning, organizing, staffing, actuating **Reader:** *Ranupandojo, Heidjrachman. 1996. Basics of Management. Yogyakarta: UPP-AMP YKPN* | 10% |

| 7 | 1. Students are able to identify planning concepts 2. Students are able to identify the concept of organizing 3. Students are able to identify the concept of staffing 4. Students are able to identify the concept of actuating | 1. Students identify planning concepts 2. Students identify the concept of organizing 3. Students identify the concept of staffing 4. Students identify the concept of actuating | **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 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. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating 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: 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. Assignment of students to group work to prepare concept reports on planning, organizing, staffing and actuating 2 X 50' / 3.18 ECTS | **Material:** explains how to organize a good and correct match **Reference:** *Kristiyandaru, A. 2010. Physical Education and Sports Management. Surabaya: Unesa University Press.* **Material:** Planning, organizing, staffing, actuating **Reader:** *Ranupandojo, Heidjrachman. 1996. Basics of Management. Yogyakarta: UPP-AMP YKPN* | 10% |

| 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% |

| 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 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;
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• Phase 3:
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The lecturer monitors student involvement in collecting data/materials during the investigation process.
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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 tasks to prepare reports on the concepts of controlling, motivating, decision making and leadership.
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:
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.
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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 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% |

| 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 presented by the lecturer or obtained from the recommended reading material.
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• 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 tasks to prepare reports on the concepts of controlling, motivating, decision making and leadership.
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:
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 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% |

No	Final ability expected	Indicators	Assessment	Learning (Offline)	Learning (Online)	Material / Reference	%
11	1.Students are able to identify match systems 2.Students are able to identify the challenge match system	1.Students identify the competition system 2.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 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 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	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 | 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 **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: 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 process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.