



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

Document Code

### SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Basic Coaching Science	8520102056	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Dra. Sasminta Christina Juli Hartati, M.Pd., Dr. Nur Ahmad Arief, M.Pd., Drs. Sudarso, M.Pd., Hamdani, M.Pd.		Dra. Sasminta Christina Juli Hartati, M.Pd.	Dr. Mochamad Ridwan, S.Pd., M.Pd.	

Learning model	Case Studies																																																		
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																		
	Program Objectives (PO)																																																		
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PO Matrix at the end of each learning stage (Sub-PO)																																																			
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**Short Course Description** Understanding and mastery of the theory and practice of the basics of coaching science which includes principles, concepts, techniques and processes in the world of sports coaching.

**References**

**Main :**

1. Australian Coaching Council. 1990. Beginning Coaching Level 1 Coach Manual . Australian Coaching Council.
2. Bempa, Todor .1994. Theory and Methodology of Training . Iowa : Hunt Publishing Company.
3. Christina, Sasminta, dkk. 2017. Ilmu Kepeleatihan Dasar . Surabaya : Unesa University Press.
4. Gunarsa, Singgih D, dkk. 1989. Psikologi Olahraga . Jakarta : PT BPK Gunung Mulia.
5. Suhendro, Andi, dkk. 1999. Dasar-dasar Kepeleatihan. Jakarta : Universitas Terbuka.
6. Harsono. 2004. Perencanaan Program Latihan . Bandung: Universitas Pendidikan Indonesia.

**Supporters:**

1. <http://repo.uinsatu.ac.id/4670/2/3.%20BAB%20II%20Landasan%20Teori.pdf>

**Supporting lecturer** Drs. Sudarso, M.Pd.  
 Dra. Sasminta Christina Yuli Hartati, M.Pd.  
 Hamdani, S.Pd., M.Pd.  
 Dr. Nur Ahmad Arief, 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 (%)
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		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<p>1.Prepare a detailed lecture contract with the rules agreed upon by the lecturer and students.</p> <p>2.Provide a brief description of the lecture material from the beginning to the end of the semester</p>	<p>1.Explain the need to prepare a lecture contract</p> <p>2.Describe the content of the course</p>	<p><b>Criteria:</b> achievement criteria rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer 2 X 50</p>		<p><b>Material:</b> Able to understand and explain the basics of coaching science which includes the basic concepts of coaching philosophy, the role of a coach, working with other people, communicating with athletes, physical factors, conditioning, psychological development, sports psychology, skill learning process, teaching process skills, management and discipline groups, observing, analyzing and demonstrating, coaching team sports, coaching children, coaching female athletes, coaching veteran athletes, coaching athletes with special needs, prevention, handling and management of injuries, safety equipment, practicing safely, time management, annual program planning, planning a training session.</p> <p><b>References:</b> <i>Christina, Sasminta, et al. 2017. Basic Coaching Science. Surabaya: Unesa University Press.</i></p>	7%
2	<p>Understand the roles of a coach, coaching style and also coaching philosophy and so be able to identify the characteristics that make up a respected coach</p>	<p>1.Able to explain and identify various trainer roles</p> <p>2.Explain and identify various coaching styles</p> <p>3.Able to explain various coaching philosophies</p>	<p><b>Criteria:</b> Participation assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer 2 X 50</p>		<p><b>Material:</b> The role of a coach and coaching philosophy</p> <p><b>References:</b> <i>Christina, Sasminta, et al. 2017. Basic Coaching Science. Surabaya: Unesa University Press.</i></p>	8%

3	Understand how coaches can build good relationships with the people around them and how best coaches can convey messages to athletes	- Able to explain effective ways of working with interested people Able to explain and practice good ways of communicating	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer 2 X 50		<b>Material:</b> Working with other people <b>References:</b> <i>Christina, Sasminta, et al. 2017. Basic Coaching Science. Surabaya: Unesa University Press.</i>	6%
4	Understand the basic structure of the human body as it relates to sports performance so that you can use this understanding to plan forms of exercise and modify sports that are safe for children.	- Understand the structure of the human body. Able to draw common threads between forms of exercise and stages of human physical development	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer 2 X 50		<b>Material:</b> Physical factors <b>References:</b> <i>Christina, Sasminta, et al. 2017. Basic Coaching Science. Surabaya: Unesa University Press.</i>	6%
5	Able to explain forms of training activities that can improve athletes' physical components	1.Able to explain conditioning 2.Able to explain physical components 3.Able to explain the principles of exercise 4.Able to explain forms of physical exercise	<b>Criteria:</b> 1.Participation assessment rubric 2.Performance assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer 2 X 50		<b>Material:</b> Conditioning <b>Literature:</b> <i>Christina, Sasminta, et al. 2017. Basic Coaching Science. Surabaya: Unesa University Press.</i>	6%
6	Able to explain various psychological factors in sports so that you can understand ways to help athletes deal with psychological problems	1.Understand and be able to explain the process of human psychological development 2.Understanding mental preparation in sports 3.Understand the importance of having targets 4.Understand how to deal with victory and defeat	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer 2 X 50		<b>Material:</b> Psychological development <b>References:</b> <i>Christina, Sasminta, et al. 2017. Basic Coaching Science. Surabaya: Unesa University Press.</i>	5%
7	Able to explain the process of teaching and learning skills	1.Able to explain the purpose of the briefing 2.Able to explain the role of communication in briefing	<b>Criteria:</b> Participation assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning method: Discussion & question and answer 2 X 50		<b>Material:</b> communication in sports <b>Reference:</b> <i>Suhendro, Andi, et al. 1999. Basics of Coaching. Jakarta: Open University.</i>	7%

8	Midterm exam	Material for meetings 2 to 7	<b>Criteria:</b> achievement criteria rubric	Doing UTS 2 X 50 questions		<b>Material:</b> Able to understand and explain the basics of coaching science which includes the basic concepts of coaching philosophy, the role of a coach, working with other people, communicating with athletes, physical factors, conditioning, psychological development, sports psychology, skill learning process, teaching process skills, management and discipline groups, observing, analyzing and demonstrating, coaching team sports, coaching children, coaching female athletes, coaching veteran athletes, coaching athletes with special needs, prevention, handling and management of injuries, safety equipment, practicing safely, time management, annual program planning, planning a training session. <b>References:</b> Christina, Sasminta, et al. 2017. <i>Basic Coaching Science</i> . Surabaya: Unesa University Press.	15%
9	Able to explain effective and efficient ways of group management; and be able to explain methods of observation, analysis and demonstration	1. Able to explain how to organize small groups in training sessions 2. Know how to start a training session quickly 3. Know how to perform exercises effectively	<b>Criteria:</b> 1. Participation assessment rubric 2. Performance assessment rubric 3. Performance assessment rubric <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion & question and answer 2 X 50		<b>Material:</b> coaching team sports <b>References:</b> Christina, Sasminta, et al. 2017. <i>Basic Coaching Science</i> . Surabaya: Unesa University Press.	5%

10	Understand the ins and outs of coaching team sports efficiently and effectively	<ol style="list-style-type: none"> <li>1.Understand the various ways of coaching team sports</li> <li>2.Understand how to plan training sessions and team sports training programs</li> <li>3.Understand how to choose captains in team sports</li> <li>4.Understand how to train individual athletes in team sports</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Performance assessment rubric</li> <li>3.Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer 2 X 50</p>		<p><b>Material:</b> Coaching team sports</p> <p><b>References:</b> <i>Christina, Sasminta, et al. 2017. Basic Coaching Science. Surabaya: Unesa University Press.</i></p>	5%
11	Able to explain how to train children and women effectively	<ol style="list-style-type: none"> <li>1.Understand why children play sports</li> <li>2.Be able to explain various ways to make sports more interesting for children</li> <li>3.Able to understand how to communicate with children effectively</li> <li>4.Understand the various factors that differentiate female athletes from male athletes</li> </ol>	<p><b>Criteria:</b> Participation assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer 2 X 50</p>		<p><b>Material:</b> training children</p> <p><b>References:</b> <i>Christina, Sasminta, et al. 2017. Basic Coaching Science. Surabaya: Unesa University Press.</i></p>	5%
12	Able to explain how to train veteran athletes effectively and adapt training patterns for athletes with special needs.	<ol style="list-style-type: none"> <li>1.Understand physical changes in veteran athletes and their effects on coaches</li> <li>2.Understand the basic principles of training athletes with special needs</li> <li>3.Understand the various limitations of athletes with special needs</li> <li>4.Understand how to integrate sport with athlete needs</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Quiz scoring rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer 2 X 50</p>		<p><b>Material:</b> special training</p> <p><b>References:</b> <i>Suhendro, Andi, et al. 1999. Basics of Coaching. Jakarta : Open University.</i></p>	6%
13	Understanding injury management in athletes	<ol style="list-style-type: none"> <li>1.Understand ways to deal with injuries</li> <li>2.Understand the various types of safety equipment</li> <li>3.Can identify exercises that have the potential to cause injury and know safer replacement exercises</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation assessment rubric</li> <li>2.Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer 2 X 50</p>		<p><b>Material:</b> Sports equipment</p> <p><b>Reference:</b> <i>Suhendro, Andi, et al. 1999. Basics of Coaching. Jakarta: Open University.</i></p>	6%

14	Able to explain good time management and how to plan a training session.	<ol style="list-style-type: none"> <li>1. Able to explain effective ways of managing time</li> <li>2. Able to identify aspects of exercise</li> <li>3. Able to explain the elements of a training session</li> </ol>	<p><b>Criteria:</b> Participation assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer 2 X 50</p>		<p><b>Material:</b> Training sessions and organization</p> <p><b>References:</b> <i>Christina, Sasminta, et al. 2017. Basic Coaching Science. Surabaya: Unesa University Press.</i></p>	7%
15	Able to explain how to create an annual training program.	<ol style="list-style-type: none"> <li>1. Able to identify the essential components of an annual training program</li> <li>2. Able to design an annual training program outline</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Participation assessment rubric</li> <li>2. Portfolio assessment rubric</li> <li>3. Performance assessment rubric</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion &amp; question and answer 2 X 50</p>		<p><b>Material:</b> Training program</p> <p><b>References:</b> <i>Bompa, Todor .1994. Theory and Methodology of Training. Iowa : Hunt Publishing Company.</i></p>	6%

16	Implementation of the basics of coaching science	Able to implement his knowledge of the basics of coaching science through creating branch training programs	<b>Criteria:</b> achievement criteria rubric  <b>Form of Assessment :</b> Portfolio Assessment	2 X 50		<b>Material:</b> Able to understand and explain the basics of coaching science which includes the basic concepts of coaching philosophy, the role of a coach, working with other people, communicating with athletes, physical factors, conditioning, psychological development, sports psychology, skill learning process, teaching process skills, management and discipline groups, observing, analyzing and demonstrating, coaching team sports, coaching children, coaching female athletes, coaching veteran athletes, coaching athletes with special needs, prevention, handling and management of injuries, safety equipment, practicing safely, time management, annual program planning, planning a training session.  <b>References:</b> Christina, Sasminta, et al. 2017. <i>Basic Coaching Science</i> . Surabaya: Unesa University Press.	15%
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Project Results Assessment / Product Assessment	13,5%
3.	Portfolio Assessment	18%
4.	Practice / Performance	5,5%
5.	Test	3%
		100%

**Notes**

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.

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