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**Supporters:**

**Supporting lecturer**  
 Prof. Dr. Nurhasan, M.Kes.  
 Dr. Supto Wibowo, S.Pd., M.Pd.  
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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. Understand the terminology of Fitness, Wellness, Fitness Center and Physical Fitness 2. Understand the Ethics of a Personal Trainer	1. Able to explain the differences between Fitness, Wellness, Fitness Center and Physical Fitness 2. Able to give examples in everyday life of the differences between Fitness, Wellness, Fitness Center and Physical Fitness 3. Able to explain and give examples of the ethics of a personal trainer	<b>Criteria:</b> 1.Full marks are obtained if you do all the questions correctly. 2.10%  <b>Form of Assessment :</b> Participatory Activities, Tests	Lectures, discussions and questions and answers 2 X 50		<b>Material:</b> understanding exercise movements <b>References:</b> <i>Kraemer, WJ and Bush, JA 2011. Factors Affecting the Acute Neuromuscular responses to Resistance Exercise. In Rotman, J.L. (Ed). ACSM's Resource Manual for Guidelignes for Exercise testing and Prescription. . 4Ed (pp: 449-259). Phyladelphia: Lippincott Williams &amp; Wilkins.</i>	10%
2	Understanding the Ethics of a Personal Trainer	1. Able to explain the meaning of Ethics 2. Able to explain and give examples of the ethics of a personal trainer	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, assignments and performances (presentations) 2 X 50		<b>Material:</b> understanding exercise movements <b>References:</b> <i>Kraemer, WJ and Bush, JA 2011. Factors Affecting the Acute Neuromuscular responses to Resistance Exercise. In Rotman, J.L. (Ed). ACSM's Resource Manual for Guidelignes for Exercise testing and Prescription. . 4Ed (pp: 449-259). Phyladelphia: Lippincott Williams &amp; Wilkins.</i>	9%
3	Understand the meaning of Weight Training and tips for success in training	1. Able to explain the meaning of Weight Training 2. Can determine individual or other people's training zones 3. Can determine individual or other people's goal settings 4. Find maximum load and maximum repetitions 5. Able to explain and create simple variations of weight training exercises	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, assignments and performances (presentations) 2 X 50		<b>Material:</b> healthy lifestyle <b>Reader:</b> <i>Ade Rai. 2007. Healthy Lifestyle Fitness and Bodybuilding. Jakarta: Football Tabloid Publisher</i>	2%

4	Understanding Workout Methods to Get Fit SPORT, FIT, HIIT, HICT, LISS, AMRAP, EMOM, TABATA, ASCENDING, DESCENDING, and PYRAMID	1. Able to explain the meaning of the principles of SPORT, FIT, HIIT, HICT, LISS, AMRAP, EMOM, TABATA, ASCENDING, DESCENDING, and PYRAMID along with examples 2. Able to explain and calculate the DNM and BMI of people with different ages	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, questions and answers and assignments 2 X 50		<b>Material:</b> understanding exercise movements <b>References:</b> Kraemer WJ, Vingren JL, Hatfield DL, Spiering BA, and Fragala MS. 2007. Resistance training programs. In: ACSM's Resources for the Personal Trainer . Thompson WR, Baldwin KE, Pire NJ, and Niederpruem M, eds. Baltimore, MD: Lippincott, Williams, & Wilkins. pp. 372–403.	10%
5	Understand the meaning of maximum load, sets, repetitions, rest interval, volume, intensity, interval training and circuit training	1. Able to explain the meaning of maximum load, sets, repetitions, rest interval, volume, intensity. 2. Able to include sets, repetitions and intervals in the weight training program 3. Able to create Total Body Weight training using a circuit model	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers and assignments 2 X 50		<b>Material:</b> understanding exercise movements <b>Reader:</b> Ministry of State and Youth and Sports. 2008. Physical Condition Development and Training. Jakarta: Ministry of Youth and Sports of the Republic of Indonesia.	1%
6	Understand general knowledge of Aromatherapy and practice how to use it correctly	1. Able to explain the meaning of aromatherapy 2. Able to feel and explain the positives and negatives of the process of aromatherapy entering the body 3. Able to explain the positive and negative benefits of using aromatherapy 4. Able to explain that aromatherapy can be used anywhere 5. Able to mix various types of aromatherapy and their benefits	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers and assignments 2 X 50		<b>Material:</b> understanding exercise movements <b>References:</b> Arazi, Hamid and Assadi, Abbas. 2011. Effects of 8 Weeks Equal-Volume Resistance Training with Different Workout Frequency on Maximal Strength, Endurance and Body Composition (International Journal of Sports Science and Engineering). Department of physical education and sports science, University of Guilan, Rasht, Iran	10%
7	U.S.S	Explain the meaning of fitness, physical fitness, functional training and weight training with examples	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	2 X 50		<b>Material:</b> performing leg strength movements. <b>Reference:</b> Mackenzie, B. 2005. 101 Performance Evaluation Tests. London: Electric Word plc.	10%
8	Warm-up practice and activities using dumbbells	1. Able to explain and provide static, PNF and dynamic warm-up 2. Able to explain and provide examples of weight training using dumbbells	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Discussion, performance, questions and answers and assignments 2 X 50		<b>Material:</b> performing leg strength movements <b>Reference:</b> La Torre, A., et al. 2010. Acute effects of static stretching on squat jump performance at different knee starting angles. Journal of Strength and Conditioning Research 24(3): 687–94. doi:10.1519/JSC.0b013e3181c7b443.	10%
9	Practice weight training using internal weights (using body weight training)	Able to explain and give examples of weight training using your own body weight (upper body, lower body and core)	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion, performance, questions and answers and assignments 2 X 50		<b>Material:</b> performing leg strength movements <b>References:</b> Bird, SP, Tarpenning, KM, & Marino, FE 2005. Designing Resistance Training Programs to Enhance Muscular Fitness a Review of the Acute Program Variable. Sports Medicine. 35 Vol.(10): 841-845.	5%

10	Practice exercises using functional training (Gymball, TRX, Resistance band, Battle Rope, Kinesis Wall, Bosu, ViPR, Olympic Bar, Curve Bar, ladder drill, friction training, mat)	Able to explain and give examples of weight training using functional training (Gymball, TRX, Resistance band, Battle Rope, Kinesis Wall, Bosu, ViPR, Olympic Bar, Curve Bar, ladder drill, friction training, mat)	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Practice, Discovery Learning, questions and answers and 2 X 50 assignments	<b>Material:</b> performing leg strength movements <b>References:</b> Clark, Michael A., Lucett, Scott., Corn, Rodney., Cappuccio, Robert., Humphrey, Reed., Kraus, JS, Titchenal, Alam., Robbins, Paul. 2004. <i>Optimum Performance Training for the Health and Fitness Professional ( NASM's Course Manual) . USA.</i>	5%
11	Practice exercises using functional training (Gymball, TRX, Resistance band, Battle Rope, Kinesis Wall, Bosu, ViPR, Olympic Bar, Curve Bar, ladder drill, friction training, mat)	Able to explain and give examples of weight training using functional training (Gymball, TRX, Resistance band, Battle Rope, Kinesis Wall, Bosu, ViPR, Olympic Bar, Curve Bar, ladder drill, friction training, mat)	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Practice, Discovery Learning, questions and answers and 2 X 50 assignments	<b>Material:</b> understanding exercise movements <b>References:</b> Kraemer WJ, Vingren JL, Hatfield DL, Spiering BA, and Fragala MS. 2007. <i>Resistance training programs. In: ACSM's Resources for the Personal Trainer . Thompson WR, Baldwin KE, Pire NI, and Niederpruem M, eds. Baltimore, MD: Lippincott, Williams, &amp; Wilkins. pp. 372–403.</i>	5%
12	Practice fitness instructor cardio workout	Able to explain and practice fitness instructor cardio workout (low impact aerobic exercise, high impact aerobic exercise, Zumba fitness, body combat, RPM, body pump, Stck Punch, Total body weight workout)	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion, performance, questions and answers and assignments 2 X 50	<b>Material:</b> performing leg strength movements <b>References:</b> Clark, Michael A., Lucett, Scott., Sutton, Brian G. 2012. <i>NASM Essentials of Personal Fitness Training. USA: Lippincott Williams &amp; Wilkins.</i>	3%
13	Organizing Training Camp Events	Able to organize events in Surabaya.	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	2 X 50 Assignments and Practice	<b>Material:</b> carrying out events <b>References:</b> La Torre, A., et al. 2010. <i>Acute effects of static stretching on squat jump performance at different knee starting angles. Journal of Strength and Conditioning Research 24(3): 687–94. doi:10.1519/JSC.0b013e3181c7b443.</i>	5%
14	Organizing Training Camp Events	Able to organize events in Surabaya.	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	2 X 50 Assignments and Practice	<b>Material:</b> carrying out events <b>Library:</b> Bompa, TO 2015. <i>Periodization Training for Sports, (3th edition). United States of America: Human Kinetics.</i>	4%
15	Organizing Training Camp Events	Able to organize events in Surabaya.	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly.  <b>Form of Assessment :</b> Participatory Activities	2 X 50 Assignments and Practice	<b>Material:</b> able to evaluate events <b>References:</b> Kraemer WJ, Vingren JL, Hatfield DL, Spiering BA, and Fragala MS. 2007. <i>Resistance training programs. In: ACSM's Resources for the Personal Trainer . Thompson WR, Baldwin KE, Pire NI, and Niederpruem M, eds. Baltimore, MD: Lippincott, Williams, &amp; Wilkins. pp. 372–403.</i>	1%
16	UAS	Explain the training program	<b>Criteria:</b> Full marks if you are able to describe the answer to the question  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Test 2 X 50	<b>Material:</b> UAS <b>Bibliography:</b> Clark, Michael A., Lucett, Scott., Corn, Rodney., Cappuccio, Robert., Humphrey, Reed., Kraus, JS, Titchenal, Alam., Robbins, Paul. 2004. <i>Optimum Performance Training for the Health and Fitness Professional ( NASM's Course Manual) . USA.</i>	10%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	43.5%
2.	Project Results Assessment / Product Assessment	51.5%
3.	Test	5%
		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.