

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

Document Code

## SEMESTER I FARNING PLAN

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Courses				CODE				Course	e Fam	nily				Credi	t Weig	ht	SEME	ESTER	Comp	pilation
Sports Ma	assage			852010208	8520102080 Compulsory			ulsory	Study Program Subjects T=2 P=0 ECTS=3.18			ECTS=3.18		5	April 2 2023	28,				
AUTHORI	ZATION			SP Develo	per						(	Course	Clus	ter Co	ordina	ator	Study	y Program	Coord	linator
				Faridha Nu	rhayat	i, S.Pd	l., M.K	es.			[	or. Setiy	o Ha	rtoto, I	м.Kes.		Dr. M	Iochamad M.F		ı, S.Pd.,
Learning model	Case	Studies																		
Program	PLO	PLO study program which is charged to the course																		
Learning Outcome		Program Objectives (PO)																		
(PLO)	PO -	1	Able to	be responsi	ble for	r apply	ing ma	anipulat	tion in	fitness	massa	age inde	epend	dently						
	PO -	2		o demonstra rable manne	emonstrate independent performance and work together to produce sports massage manipulations in a sequential and le manner															
	PO -	3	Able to	ble to analyze problem solving in project-based sports activities independently or in groups based on science and technology.																
	PO -	PO - 4 Able to apply theoretical and practical concepts to sports massage, especially developing entrepreneurial creativity (entrepreneurs)																		
	PLO	-PO Matrix	(																	
				P.O PO-1																
				PO-2																
				PO-3																
				PO-4																
	PO	Matrix at th	ne end	of each lea	rning	stage	e (Sul	o-PO)												
				P.O									Wee	k						
					1	2	3	4	5	6	7	8	9	10	1	1 12	13	14 1	5 1	16
			PO	-1																
			PO	-2																
			РО	-3																
			РО	-4																
Short Course Descripti	ion mass comp learni	sage, types peting/comp	of m eting, c encies	assage and luring and a using a case	l their fter co	r uses ompetii	, pro	fession npeting	al eth inclu	hics, ta ıding inj	rgets ury m	and ´n anagen	nanip nent.	ulatior Lectu	tech res are	ports massag niques carrie e conducted . Assessment	ed out to mea	t during to asure the a	raining, achieve	, before ement of
Referenc	es Main	1:																		
	<ol> <li>Dirjen pemuda dan Olahraga. 1980. Sport massage. Jakarta: Depdikbud.</li> <li>Cael, Christy. 2010. Functional Anatomy: Musculoskeletal Anatomy, Kinesiology, and Palpation for Manual Therapists: Baltimore: Lipincott Williams &amp; Wilkins</li> <li>Johnson, Jane. 2011. Deep Tissue Massage, Hands-on Guides for Therapists. Champaign-United States: Human Kinetics</li> <li>Simancek, Jeffrey A. 2013. Deep Tissue Massage Treatment 2nd Edition. St. Louis-Missouri: Mosby.</li> </ol>																			
	Supp	porters:																		
	1. Satia Graha, Ali. Masase Terapi Cedera Olahraga Metode Ali Satia Graha (Therapy Massage Sport Injury). Yogyakarta: UNY																			
Supporti lecturer	Dra. S Farid	Hari Wisnu, Sasminta Cl Iha Nurhaya Fitriyah Nin	hristina ti, S.Pd		M.Pd.															
Week-	Final abil each lear stage			E	Evalua	ation						Learn Studen	iing r t Ass	arning netho signmo ed tim	ds, ents,		Learning materials			essment ght (%)
	(Sub-PO)	)	ī	ndicator		Crit	eria &	Form		Offli	ne ( o	ffline )		O	nline (	online )	[ Ref	erences]		5.11 (70)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to analyze the history and basic concepts of sports massage	Explain the history and basic concepts of sports massage	Criteria: test  Form of Assessment : Participatory Activities, Tests	Learning Form: Face-to-face lecture  Learning Method: Lecture, discussion and question and answer [TM:1(2x50')]  Student assignment Independent task to search for literature related to the history of massage [PT BM:(11) x (2x60')] 2 X 50	Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning Method: Lecture, discussion and question and answer [TM: 1 (2x50')] Student assignments Independent assignments through assignments in vilearning related to the history of massage [PT BM: (1 1) x (2X60')] 2 X 50	Material: History of Massage Literature: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	6%
2	Able to understand the various types of massage and their uses	1.Explain the various types of massage and their uses     2.Classifying the uses of massage	Criteria: Test  Form of Assessment: Participatory Activities	Learning Form: Face-to-face lecture  Learning Method: Lecture, discussion and question and answer [TM: 1 (2x50')]  Student assignment Independent task to search for literature related to various types of massage and their uses [PT BM: (1 1) x (2X60')]  2 X 50	Learning Form: Virtual face-to-face lecture via vilearning and zoom  Learning Method: Lecture, discussion and question and answer [TM: 1 (2x50')]  Student assignments Independent assignments through assignments in vilearning related to various types of massage and their uses [PT BM: (11) x (2X60')] 2 X 50	Material: Types of Massage Literature: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	5%
3	Able to analyze professional ethics in sports activities with full responsibility	1.explain     professional     ethics in sports     massage     2.Classifying     requirements as     a masseur or     masseuse     3.Analyze     indications and     contraindications     in massage	Criteria: Test  Form of Assessment: Participatory Activities	Learning Form: Face-to-face lecture  Learning Method: Lecture, discussion and question and answer [TM:1(2x50')]  Student assignment Independent task to search for literature related to various types of massage and their uses [PT BM:(11) x (2X60')]  2 X 50	Learning Form: Virtual face-to-face lecture via vilearning and zoom  Learning Method: Lecture, discussion and question and answer [TM: 1 (2x50')]  Student assignments Independent assignments through assignments in vilearning related to various types of massage and their uses [PT BM: (1 1) x (2X60')] 2 X 50	Material: Masseur requirements Reader: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	2%
4	Able to analyze manipulation techniques in massage and their benefits	1.Explain the various manipulation techniques in massage 2.Sequencing the use of manipulation in massage 3.Analyze the benefits of manipulation in massage	Criteria: Test  Form of Assessment: Participatory Activities	Learning Form: Face-to-face lecture  Learning Method: Lecture, discussion and question and answer [TM:1(2x50')]  Student assignment Independent task to search for literature related to various manipulations in massage [PT BM:(11) x (2X60')]  2 X 50	Learning Form: Virtual face-to-face lecture via vilearning and zoom  Learning Method: Lecture, discussion and question and answer [TM: 1 (2x50')]  Student assignments Independent assignments through assignments in vilearning related to various manipulations in massage [PT BM: (11) x (2X60')] 2 X 50	Material: Palpation Bibliography: Cael, Christy. 2010. Functional Anatomy: Musculoskeletal Anatomy, Kinesiology, and Palpation for Manual Therapists: Baltimore: Lipincott Williams & Wilkins	2%
5	Able to apply massage manipulation in prone, supine, sitting and general positions	1.Explain the various types of manipulation of the prone position (thighs, calves and soles of the feet, back and buttocks) 2.Practicing manipulation of the prone position (thighs, calves and soles of the feet, back and buttocks)	Criteria: Performance test  Form of Assessment: Participatory Activities, Practical Assessment	Learning Form: Practice  Learning Method: Demonstration, discussion and question and answer  Student assignment Independent assignment Practice manipulation in the prone position [TM: 2x170'] 2 X 170	Learning Form: Practice via video on vilearning and zoom  Learning Method: Demonstration, discussion and question and answer  Student assignment  Independent assignment via assignment on vilearning Practice manipulation in the prone position (documentation) [TM: 2x170] 2 x 170	Material: Sports Massage Reader: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	5%

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6	Able to apply massage manipulation in prone, supine, sitting and general positions	1.Explain the various types of manipulation of the prone position (thighs, calves and soles of the feet, back and buttocks)     2.Practicing manipulation of the prone position (thighs, calves and soles of the feet, back and buttocks)	Criteria: Performance test  Form of Assessment : Participatory Activities, Practical Assessment	Learning Form: Practice  Learning Method: Demonstration, discussion and question and answer  Student assignment Independent assignment Practice manipulation in the prone position [TM: 2x170'] 2 X 170	Learning Form: Practice via video on vilearning and zoom  Learning Method: Demonstration, discussion and question and answer  Student assignment Independent assignment via assignment on vilearning Practice manipulation in the prone position (documentation) [TM: 2x170] 2 x 170	Material: Sports Massage Reader: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	5%
7	Able to apply massage manipulation in prone, supine, sitting and general positions	1.Explain the various types of manipulation in the supine position (thighs, legs, instep, chest, stomach, arms and hands)     2.Practicing manipulation in the supine position (thighs, legs, instep, chest, stomach, arms and hands)	Criteria: Performance test Form of Assessment: Participatory Activities	Learning Form: Practice  Learning Method: Demonstration, discussion and question and answer  Student assignment Independent assignment Practice manipulation in the supine position [TM: 2x170] 2 X 170	Learning Form: Practice via video on vilearning and zoom  Learning Method: Demonstration, discussion and question and answer  Student assignment  Independent assignment via assignment on vilearning Practice manipulation in the prone position (documentation) [TM: 2x170'] 2 X 170	Material: Sports Massage Reader: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	5%
8	Able to apply massage manipulation in prone, supine, sitting and general positions	1.Explain the various types of manipulation in the supine position (thighs, legs, instep, chest, stomach, arms and hands) 2.Practicing manipulation in the supine position (thighs, legs, instep, chest, stomach, arms and hands)	Criteria: Performance test Form of Assessment: Participatory Activities	Learning Form: Practice  Learning Method: Demonstration, discussion and question and answer  Student assignment Independent assignment Practice manipulation in the supine position [TM: 2x170] 2 X 170	Learning Form: Practice via video on vilearning and zoom  Learning Method: Demonstration, discussion and question and answer  Student assignment  Independent assignment via assignment on vilearning Practice manipulation in the prone position (documentation)  [TM: 2x170] 2 X 170	Material: Sports Massage Reader: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	5%
9	UTS - Various types of massage and various manipulations in massage	Analyze various types of manipulation	Criteria: 5 Form of Assessment : Participatory Activities, Practice/Performance	Case study 2 X 50	Case study 2 X 50	Material: Sports Massage Reader: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	5%
10	Able to apply massage manipulation in prone, supine, sitting and general positions	1.Explain the various manipulations in the sitting position (neck, shoulders and head) 2.Practicing various manipulations in a sitting position (neck, shoulders and head)	Criteria: Performance test  Form of Assessment: Participatory Activities, Practice/Performance	Learning Form: Practice  Learning Method: Demonstration, discussion and question and answer  Student assignment Independent assignment Practice manipulation in a sitting position [TM: 1x170'] 1 X 70	Learning Form: Practice via video on vilearning and zoom  Learning Method: Demonstration, discussion and question and answer  Student assignment  Independent assignment via assignment on vilearning Practice manipulation in a sitting position (documentation) [TM: 1x170'] 1 X 70	Material: Sports Massage Reader: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	10%

11	Able to apply	1 Eyplain the	Contract of	L	l <u>-</u>		
		1.Explain the	Criteria:	Learning Form:	Learning Form:	Material:	10%
	massage manipulation in	various	Project/Product	Practice	Practice via video on	Sports	
	prone, supine,	manipulations in			vilearning and zoom	Massage	
	sitting and general	the sitting	Forms of Assessment	Learning Method:	Loorning Mother d.	Reader:	
	positions	position, supine	Participatory Activities,	Project based learning	Learning Method:	Director General of	
		position and	Project Results	Phase 1: Determining	Project based learning	Youth and	
		sitting position	Assessment / Product	Basic Questions	Phase 1: Determining	Sports. 1980.	
		2.Sequencing	Assessment, Practical	The lecturer asks: What	Basic Questions	Sports	
		various types of	Assessment, Practical /	is the overall sequence	The lecturer asks: What	massage.	
		manipulation in	Performance	of doing the massage?	is the overall sequence	Jakarta :	
		the sitting		Students respond to the	for doing the massage?	Department of	
		position, supine		lecturer's questions.	Students respond to the	Education and	
		position and		Phase 2: Develop a	lecturer's questions.	Culture.	
		sitting position		project plan.	Phase 2: Develop a		
		3.Practicing		The lecturer gives the students time to plan the	project plan. The lecturer gives the		
		various		making of a general	students time to plan the		
		manipulations in the sitting		massage video	making of a general		
		position, supine		(preparation of tools and	massage video		
		position and		materials, determining	(preparation of tools and		
		sitting position		the patient, duration of	materials, determining		
		Siturity position		implementation).	the patient, duration of		
				Students design a	implementation).		
				scenario for making the	Students design a		
				video, and prepare the	scenario for making the video, and prepare the		
				patient and massage equipment.	patient and massage		
				Phase 3: Develop a	equipment.		
				schedule.	Phase 3: Develop a		
				The lecturer makes a	schedule.		
				final deadline agreement	The lecturer makes a		
				project collection.	final deadline agreement		
				Students develop a	project collection.		
				timeline for completing	Students develop a		
				the general massage video making project	timeline for completing the general massage		
				Phase 4: Monitoring	video making project		
				The lecturer monitors the	Phase 4: Monitoring		
				student process of	The lecturer monitors the		
				collecting project results.	student process of		
				Students submit their	collecting project results.		
				work according to the	Students submit their		
				agreed time limit  • Phase 5: Testing the	work according to the agreed time limit		
				Results	Phase 5: Testing the		
				Students test the video	Results		
				results, whether the	Students test the video		
				order and manipulation	results, whether the		
				are appropriate	order and manipulation		
				. The video testing	are appropriate		
				process is observed by the lecturer to see the	. The video testing		
				quality of the product	process is observed by the lecturer to see the		
				and the sequence of	quality of the product		
				manipulations.	and the sequence of		
				Phase 6: Evaluation of	manipulations.		
				Experience	<ul> <li>Phase 6: Evaluation of</li> </ul>		
				Students edit the video,	Experience		
				adjusting the order and	Students edit the video,		
				names of the	adjusting the order and		
				manipulations before the upload process on	names of the manipulations before the		
				YouTube.	upload process on		
				Lecturer gives students	YouTube.		
				time to reflect and revise	The lecturer gives the		
				the project.	students time to reflect		
				Lecturer provides	and revise the project.		
				suggestions and input on	The lecturer provides		
				the project	suggestions and input on		
				[TM: 3x170 <sup>-</sup> ] 3 X 170	the project [TM: 3x170'		
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sitting and general positions. spain positions and project Results. Participatory Activities, Participatory Activities, Project Results and Participatory Activities, Participatory Activities, Project Results and Passes Questions and Participatory Activities, Participatory Activ			manipulations in			vilearning and zoom		
position and sitting position and a sitting position supine position and a sitting position supine position and sitting position and si		sitting and general		Forms of Assessment		La construe Maril		
Project Results authors types of manipulation in the siting position, supine position and sitting position sitting position and sitting		positions	position, supine	Darticinatory Activities	Project based learning			
assessment / Product 2. Sequemening various types of a lassessment / Product Assessment / Pro			position and		Phase 1: Determining	Project based learning		
2. Sequencing various types of manipulation in the stifting position and sating position and sitting position and					J	Phase 1: Determining		
wanous types of manipulation in the stimu position and sitting position and sitting position of the stimu position, supine position, supine position and sitting position of sitting position.  3. Practicing various project plan.  The lecturer was the students time to plan the stimu position, supine position of sitting position.  Suctions design a warm of the patient, duration of implementation). Suctions design a warm of the patient and massage of equipment.  - Phase 2. Develop a project plan.  Suctions design a warm of the patient, duration of implementation). Suctions design a warm of the patient and massage of equipment.  - Phase 3. Develop a project plan the patient, duration of implementation). Suctions design a warm of the patient and massage of equipment.  - Phase 3. Develop a project plan the patient, duration of implementation). Suctions design a warm of the patient and massage of equipment.  - Phase 3. Develop a project plan the patient, duration of implementation). Suctions develop a manipulation. Surface and project plan the patient, duration of implementation). Surface and project plan the patient, duration of implementation). Surface and project plan the patient, duration of implementation). Surface and project plan the patient, duration of implementation). Surface and project plan the project plan t						•		
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13	Able to apply	1.Explain the	Criteria:	Learning Form:	Learning Form:	Material:	5%
	massage manipulation in	various	Project/Product	Practice	Practice via video on	General	
	prone, supine,	manipulations in			vilearning and zoom	Massage	
	sitting and general	the sitting	Forms of Assessment	Learning Method:	I a a martin as Adard	Library:	
	positions	position, supine	Participatory Activities,	Project based learning	Learning Method:	Director General of	
		position and	Project Results	Phase 1: Determining	Project based learning	Youth and	
		sitting position	Assessment / Product	Basic Questions	Phase 1: Determining	Sports. 1980.	
		2.Sequencing	Assessment, Practical	The lecturer asks: What	Basic Questions	Sports	
		various types of	Assessment, Practical /	is the overall sequence	The lecturer asks: What	massage.	
		manipulation in	Performance	of doing the massage?	is the overall sequence	Jakarta :	
		the sitting		Students respond to the	for doing the massage?	Department of	
		position, supine		lecturer's questions.	Students respond to the	Education and	
		position and		Phase 2: Develop a	lecturer's questions.	Culture.	
		sitting position		project plan.	Phase 2: Develop a		
		3.Practicing		The lecturer gives the students time to plan the	project plan. The lecturer gives the		
		various		making of a general	students time to plan the		
		manipulations in the sitting		massage video	making of a general		
		position, supine		(preparation of tools and	massage video		
		position and		materials, determining	(preparation of tools and		
		sitting position		the patient, duration of	materials, determining		
		Sitting position		implementation).	the patient, duration of		
				Students design a	implementation).		
				scenario for making the	Students design a scenario for making the		
				video, and prepare the patient and massage	video, and prepare the		
				equipment.	patient and massage		
				Phase 3: Develop a	equipment.		
				schedule.	Phase 3: Develop a		
				The lecturer makes a	schedule.		
				final deadline agreement	The lecturer makes a		
				project collection.	final deadline agreement		
				Students develop a	project collection.		
				timeline for completing the general massage	Students develop a timeline for completing		
				video making project	the general massage		
				Phase 4: Monitoring	video making project		
				The lecturer monitors the	Phase 4: Monitoring		
				student process of	The lecturer monitors the		
				collecting project results.	student process of		
				Students submit their	collecting project results.		
				work according to the agreed time limit	Students submit their work according to the		
				Phase 5: Testing the	agreed time limit		
				Results	Phase 5: Testing the		
				Students test the video	Results		
				results, whether the	Students test the video		
				order and manipulation	results, whether the		
				are appropriate	order and manipulation		
				. The video testing	are appropriate		
				process is observed by the lecturer to see the	. The video testing process is observed by		
				quality of the product	the lecturer to see the		
				and the sequence of	quality of the product		
				manipulations.	and the sequence of		
				• Phase 6: Evaluation of	manipulations.		
				Experience	Phase 6: Evaluation of		
				Students edit the video, adjusting the order and	Experience Students edit the video,		
				names of the	adjusting the order and		
				manipulations before the	names of the		
				upload process on	manipulations before the		
				YouTube.	upload process on		
				Lecturer gives students	YouTube.		
				time to reflect and revise	The lecturer gives the		
				the project.	students time to reflect		
				Lecturer provides suggestions and input on	and revise the project.		
				the project	The lecturer provides suggestions and input on		
				[TM: 3x170']	the project		
				3 X 170	[TM: 3x170		
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14	Able to apply therapeutic massage manipulation to sports injuries	1.Identify various types of sports injuries 2.Explain the various types of manipulation for sports injuries 3.Sequencing treatment for sports injuries 4.Analyzing manipulation in sports injuries 5.Practicing manipulation on sports injuries	Criteria: Product  Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Learning Form: Lecture and practice  Learning Method: Problem based learning/case study  • Phase 1: Orientation of students to the problem; The lecturer presents the problem that will be solved as a group. Students observe and understand the problem presented by the teacher or obtained from the recommended reading material. • Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; Lecturers monitor students' 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 their 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	Learning Form: Lectures and Practice via video on vilearning and zoom  Learning Method: Problem based learning/case study  • Phase 1: Orientation of students to the problem; The lecturer presents the problem to be solved in groups.  Students observe and understand the problem presented by the teacher or obtained from the recommended reading material.  • Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem  • Phase 3: Guiding individual and group investigations; Lecturers monitor students' 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 their 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 input to other groups. Students. Each group makes a presentation.	Material: General Massage Library: Director General of Youth and Sports. 1980. Sports massage. Jakarta: Department of Education and Culture.	5%
				encourages groups to give awards and input to other groups. Students. Each group makes a presentation,	Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups.		

15	Able to apply therapeutic massage manipulation to sports injuries	1.Identify various types of sports injuries 2.Explain the various types of manipulation for sports injuries 3.Sequencing treatment for sports injuries 4.Analyzing manipulation in sports injuries 5.Practicing manipulation on sports injuries	Criteria: Product  Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Learning Form: Lecture and practice  Learning Method: Problem based learning/case study  • Phase 1: Orientation of students to the problem; The lecturer presents the problem that will be solved as a group. Students observe and understand the problem presented by the teacher or obtained from the recommended reading material. • Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; Lecturers monitor students' 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 their 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 obtas interior interior other groups [TM: 2x170]  2 x 170	Learning Form: Lectures and Practice via video on vilearning and zoom  Learning Method: Problem based learning/case study  • Phase 1: Orientation of students to the problem; The lecturer presents the problem to be solved in groups. Students observe and understand the problem presented by the teacher or obtained from the recommended reading material. • Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem • Phase 3: Guiding individual and group investigations; Lecturers monitor students' 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 their 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 appreciation. The activity continues by summarizing/making conclusions based on input to other groups Students. Each group makes a presenpation, the presentation and encourages groups to give appreciation. The activity continues by summarizing/making conclusions based on input to other groups Students. Each group makes a presenpation, the presentation and encourages groups to give appreciation and solve appreciation and encourages groups to give appreciation and encourages groups do input to other groups Students. Each group makes a presenpation, the presentation and encourages groups to give app	Material: Massage Therapy Literature: Satia Graha, Ali. Ali Satia Graha Method Sports Injury Therapy Massage (Sport Injury Massage Therapy). Yogyakarta: UNY	20%
10	General (US) (General Massage Practice)	massage	Criteria: Performance test  Form of Assessment: Participatory Activities, Practice/Performance	Case study 2 X 50	Case study 2 X 50	Massage Therapy Literature: Satia Graha, Ali. Ali Satia Graha Method Sports Injury Therapy Massage (Sport Injury Massage Therapy). Yogyakarta: UNY	2070

**Evaluation Percentage Recap: Case Study** 

No	Evaluation	Percentage
1.	Participatory Activities	52.84%
2.	Project Results Assessment / Product Assessment	8.34%

3.	Practical Assessment	10%
4.	Practice / Performance	25.84%
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
- 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.
- 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 quidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment: test and non-test.
- 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,  $\label{lem:contextual} \textbf{Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.}$
- 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.