



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																																																												
Sports Psychology	8520102152	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	April 27, 2023																																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																													
	Dr. Anung Priambodo, S.Pd, M.Psi.T		Prof. Ali Maksum, M.Si	Dr. Mochamad Ridwan, S.Pd., M.Pd.																																																													
Learning model	Case Studies																																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																
	Program Objectives (PO)																																																																
	PO - 1	Students are able to explain the meaning of sports psychology, learning theory of behavior formation, developmental characteristics, personality and sports, leadership, group dynamics, violent behavior in sports, stress and its management, gender and sports, sports and character formation and are able to carry out mental skills training to achieve achievements sport.																																																															
	PLO-PO Matrix																																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> <tr><td style="padding: 5px;">PO-1</td></tr> </table>				P.O	PO-1																																																										
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PO-1																																																																	
PO Matrix at the end of each learning stage (Sub-PO)																																																																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																																	
Short Course Description	This course will discuss the principles of psychology in sports so that you can take a better approach when dealing with psychological events that often arise in coaching practice.																																																																
References	Main :																																																																
	<ol style="list-style-type: none"> 1. Maksum, 2007. Psikologi Olahraga. Teori dan Aplikasi. Surabaya: FIK UNESA. 2. Weinberg, R.S. & Gould, D. 1995. Foundations of Sport and Exercise Psychology. Champaign, IL : Human Kinetics. 3. Williams, J.M. 2001. Applied Sport Psychology. California: Mayfield Publishig Company. 4. Albinson, J.G. & Bull, S.J. (1988). The mental game plan. A training program for all sports. London, Ontario : Spodym Publishers 																																																																
	Supporters:																																																																
	<ol style="list-style-type: none"> 1. Mylsidayu, A. (2022). Psikologi olahraga. Bumi Aksara. 2. Satiadarma, M.P. (2000).Dasar-dasar Psikologi Olahraga. Jakarta: PustakaSinar Harapan 3. Gunarsa, S. (2004). PsikologiOlahraga Prestasi. Jakarta: PT. BPK GunungMulia AnggotakAPI 																																																																
Supporting lecturer	Prof. Dr. Ali Maksum, S.Pd., M.Si. Dr. Anung Priambodo, S.Pd., M.Psi.T. Nanang Indriarsa, S.Pd., M.Psi.T. Gita Benefita Suprianto, S.Psi., M.Sc.																																																																
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	Understand the meaning of sports psychology and its role in achieving achievement	- Able to explain the meaning of sports psychology and its influence on achievement. Able to explain the scope of sports psychology	<p>Criteria:</p> <p>1.Originality of the report and quality of discussion with criteria 1 - 4, namely:</p> <p>2.1 = not good 3.2 = quite good 4.3 = good 5.4 = very good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: understanding of sports psychology. Reference: <i>Weinberg, RS & Gould, D. 1995. Foundations of Sport and Exercise Psychology. Champaign, IL : Human Kinetics.</i></p>	8%
2	Able to explain learning theories that shape behavior	- Explain behavioristic, cognitive and humanistic learning theories correctly	<p>Criteria:</p> <p>1.Assessment is carried out by observing group discussions with the following criteria:</p> <p>2.1 == less active 3.2 = quite active, asks questions and has opinions 4.3 = actively asking questions and giving opinions, even though sometimes the problem being discussed is not appropriate to the topic of discussion 5.4 = very active in asking questions and giving opinions, and what is conveyed is quite weighty</p> <p>Form of Assessment : Participatory Activities</p>	Inquiry, presentation and question and answer 2 X 50		<p>Material: understanding of sports psychology. Reference: <i>Williams, JM 2001. Applied Sport Psychology. California: Mayfield Publishing Company.</i></p>	6%

3	Able to explain the characteristics of development and readiness for sports	Explain the characteristics of the development of children and adolescents as well as the stages of readiness to achieve sporting achievements correctly	<p>Criteria:</p> <p>1. Assessment is carried out by observing group discussions with the following criteria:</p> <p>2.1 == less active</p> <p>3.2 = quite active, asks questions and has opinions</p> <p>4.3 = actively asking questions and giving opinions, even though sometimes the problem being discussed is not appropriate to the topic of discussion</p> <p>5.4 = very active in asking questions and giving opinions, and what is conveyed is quite weighty</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: understanding of sports psychology.</p> <p>Reference: <i>Williams, JM 2001. Applied Sport Psychology. California: Mayfield Publishing Company.</i></p>	4%
4	Able to explain the principles of providing feedback and reinforcement	· Explain the meaning of positive, negative and punishment reinforcement. Explain the principles of providing reinforcement to shape athlete behavior	<p>Criteria:</p> <p>1. Assessment is carried out by observing group discussions with the following criteria:</p> <p>2.1 == less active</p> <p>3.2 = quite active, asks questions and has opinions</p> <p>4.3 = actively asking questions and giving opinions, even though sometimes the problem being discussed is not appropriate to the topic of discussion</p> <p>5.4 = very active in asking questions and giving opinions, and what is conveyed is quite weighty</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Case study, discussion 2 X 50		<p>Material: understanding of sports psychology</p> <p>References: <i>Albinson, JG & Bull, SJ (1988). The mental game plan. A training program for all sports. London, Ontario : Spodym Publishers</i></p>	6%

5	Explain the meaning of motivation and appropriate strategies to improve achievement	· Explain the meaning of motivation. Explain at least 3 motivating strategies for achieving achievement	<p>Criteria: Full marks are obtained if you do all the questions correctly</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Video analysis, case studies, 2 X 50 discussions		<p>Material: understanding of sports psychology. Reference: <i>Williams, JM 2001. Applied Sport Psychology. California: Mayfield Publishing Company.</i></p>	7%
6	Explains stress in sports and its management	· Identify behavioral symptoms of stress in sports. Explain at least 3 strategies for dealing with stress in sports.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assessment is carried out by observing group discussions with the following criteria: 2.1 = less active 3.2 = quite active, asks questions and has opinions 4.3 = actively asking questions and giving opinions, even though sometimes the problem being discussed is not appropriate to the topic of discussion 5.4 = very active in asking questions and giving opinions, and what is conveyed is quite weighty <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Inquiry, discussion, presentation 2 X 50		<p>Material: understanding of sports psychology References: <i>Albinson, JG & Bull, SJ (1988). The mental game plan. A training program for all sports. London, Ontario : Spodym Publishers</i></p>	5%

7	Able to explain violent behavior in sports	· Explain the types of violence in sports. Explain how to deal with violent behavior in sports	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assessment is carried out by observing group discussions with the following criteria: <ol style="list-style-type: none"> 2.1 = less active 3.2 = quite active, asks questions and has opinions 4.3 = actively asking questions and giving opinions, even though sometimes the problem being discussed is not appropriate to the topic of discussion 5.4 = very active in asking questions and giving opinions, and what is conveyed is quite weighty <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Video analysis, discussion, questions and answers 2 X 50		<p>Material: understanding of sports psychology References: <i>Albinson, JG & Bull, SJ (1988). The mental game plan. A training program for all sports. London, Ontario : Spodym Publishers</i></p>	7%
8	Can take mid-term exams	The minimum sports psychology UTS score is 75.	<p>Criteria: Full marks are obtained if you do all the questions correctly</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	written test 2 X 50		<p>Material: understanding of sports psychology Reference: <i>Gunarsa, S. (2004). PsychologySports Performance. Jakarta: PT. BPK GunungMulia Member ofIKAPI</i></p>	10%
9	Able to explain the importance of goal setting in achieving achievement	· Explain the principles of target setting (goal setting). Make a good target setting	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Originality of the report and quality of discussion with criteria 1 - 4, namely: <ol style="list-style-type: none"> 2.1 = not good 3.2 = quite good 4.3 = good 5.4 = very good <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, assignments and discussions 2 X 50		<p>Material: understanding of sports psychology. Reference: <i>Williams, JM 2001. Applied Sport Psychology. California: Mayfield Publishing Company.</i></p>	5%
10	Able to explain the importance of goal setting in achieving achievement	· Explain the principles of target setting (goal setting). Make a good target setting	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Originality of the report and quality of discussion with criteria 1 - 4, namely: <ol style="list-style-type: none"> 2.1 = not good 3.2 = quite good 4.3 = good 5.4 = very good <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, assignments and discussions 2 X 50		<p>Material: understanding of sports psychology. Reference: <i>Williams, JM 2001. Applied Sport Psychology. California: Mayfield Publishing Company.</i></p>	7%

11	Able to explain the relationship between personality and sport	<ul style="list-style-type: none"> Mention the personality traits of outstanding athletes correctly. Explains the interrelationship between personality and sport correctly 	<p>Criteria: Assessment is carried out by observing group discussions with the following criteria: 1 == not very active 2 = quite active, asking questions and giving opinions 3 = actively asking questions and giving opinions, even though sometimes the problems discussed are not appropriate to the topic of discussion 4 = very active in asking questions and giving opinions, and what is conveyed is sufficient weighty</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Video analysis, case studies, 2 X 50 discussions		<p>Material: understanding of sports psychology. Reference: <i>Williams, JM 2001. Applied Sport Psychology. California: Mayfield Publishing Company.</i></p>	7%
12	Able to explain the process of group formation	<ul style="list-style-type: none"> Explain the stages of group formation. Mention the factors that influence team cohesiveness. 	<p>Criteria: 1. Assessment is carried out by observing group discussions with the following criteria: 2.1 == less active 3.2 = quite active, asks questions and has opinions 4.3 = actively asking questions and giving opinions, even though sometimes the problem being discussed is not appropriate to the topic of discussion 5.4 = very active in asking questions and giving opinions, and what is conveyed is quite weighty</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Film analysis, discussion, questions and answers. 2 X 50		<p>Material: understanding of sports psychology References: <i>Albinson, JG & Bull, SJ (1988). The mental game plan. A training program for all sports. London, Ontario : Spodym Publishers</i></p>	5%

13	Explain the influence of gender in sport	<ul style="list-style-type: none"> · Explain the meaning of gender · Explain the impact of sport on gender roles 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assessment is carried out by observing group discussions with the following criteria: 2.1 == less active 3.2 = quite active, asks questions and has opinions 4.3 = actively asking questions and giving opinions, even though sometimes the problem being discussed is not appropriate to the topic of discussion 5.4 = very active in asking questions and giving opinions, and what is conveyed is quite weighty <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Inquiry, case study, discussion, question and answer 2 X 50		<p>Material: understanding of sports psychology.</p> <p>Reference: <i>Satiadarma, MP (2000). Basics of Sports Psychology. Jakarta: Pustaka Sinar Harapan</i></p>	4%
14	Explain some psychological skills to improve achievement	<ul style="list-style-type: none"> · Explain the periodization of mental training · Do relaxation exercises · Do imagery exercises · Do concentration exercises 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assessment is carried out by observing group practice with the following criteria: 2.1 == less active 3.2 = quite active, asks questions and has opinions 4.3 = actively asking questions and giving opinions, even though sometimes the problem being discussed is not appropriate to the topic of discussion 5.4 = very active in asking questions and giving opinions, and what is conveyed is quite insightful <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Role play, discussion, question and answer. 2 X 50		<p>Material: understanding of sports psychology.</p> <p>Reference: <i>Weinberg, RS & Gould, D. 1995. Foundations of Sport and Exercise Psychology. Champaign, IL : Human Kinetics.</i></p>	4%

15	Explain some psychological skills to improve achievement	· Explain the periodization of mental training · Do relaxation exercises · Do imagery exercises Do concentration exercises	<p>Criteria:</p> <p>1. Assessment is carried out by observing group practice with the following criteria:</p> <p>2.1 == less active</p> <p>3.2 = quite active, asks questions and has opinions</p> <p>4.3 = actively asking questions and giving opinions, even though sometimes the problem being discussed is not appropriate to the topic of discussion</p> <p>5.4 = very active in asking questions and giving opinions, and what is conveyed is quite insightful</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Role play, discussion, question and answer. 2 X 50		<p>Material: understanding of sports psychology. Reference: <i>Williams, JM 2001. Applied Sport Psychology. California: Mayfield Publishing Company.</i></p>	5%
16	Explain some psychological skills to improve achievement	The minimum sports psychology UTS score is 75.	<p>Criteria:</p> <p>Full marks are obtained if you do all the questions correctly</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	UAS		<p>Material: understanding of sports psychology. Reference: <i>Williams, JM 2001. Applied Sport Psychology. California: Mayfield Publishing Company.</i></p>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	46.5%
2.	Project Results Assessment / Product Assessment	53.5%
		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.