



**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
Sports Tests and Measurements	8520103194	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	May 12, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course
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	<b>Program Objectives (PO)</b>
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<b>PO - 1</b>	Have the ability to utilize ICT-based learning resources and learning media to understand globally the principles, objectives and domains of testing and measurement activities in the field of physical education and sports and be able to make decisions based on information and data analysis in selecting, using and interpreting test results in sports
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<b>PO - 2</b>	Have a responsible attitude towards individual and group work in collaborating to carry out tests and measurements.
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	<b>PLO-PO Matrix</b>
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P.O				
PO-1				
PO-2				

	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>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> <tr> <td>PO-2</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> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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<b>Short Course Description</b>	This course discusses the meaning of tests and measurements in coaching, the scope of sports tests and measurements, test techniques and SOPs for coaching measurements, analysis and processes in tests and measurements and the use of test and measurement results for sports performance
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<b>References</b>	<b>Main :</b>
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1. Departemen Pendidikan dan Kebudayaan. 1996, Ketahuilah Tingkat Kesegaran Jasmani , Jakarta.Kemenegpora, 1999,
2. Panduan Teknis Tes dan Latihan Kesegaran Jasmani, Jakarta.
3. Harsuki, 2003, Perkembangan Olahraga Terkini Kajian Para Pakar , Jakarta: PT. Raja Grafindo Persada
4. Johnson,Nelson, 1986, Practical Measurement For Evaluation In Physical Education , New York : Macmillan Publishing Company
5. James Morrow, 2000, Measurement and Evaluation in Human Performance, Australia: Human Kinetics.
6. Kemenegpora, 2005, Parameter Tes PPLP dan SKO, Jakarta

	<b>Supporters:</b>
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1. Alamsyah, D. A. N. , Hestiningih, R. , & Saraswati, L. D . (2017). Faktor-Faktor Yang Berhubungan Dengan Kebugaran Jasmani Pada Remaja Siswa Kelas Xi Smk Negeri 11 Semarang. *Jurnal Kesehatan Masyarakat (e-Journal)*, 5(3), 77–86
2. Ardyansyah Arief. (2019). Peranan tes dan pengukuran olahraga sebagai sport industry dalam bidang jasa evaluasi kondisi fisik atlet. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>
3. Permatasari, N . K . Ni. , Rusdiana, A. , & Ruhayati, Y . (2016). Pengembangan Alat Ukur Waktu Reaksi Berbasis Microcontroller. *Jurnal Terapan Ilmu Keolahragaan*, 1(2), 13. <https://doi.org/10.17509/jtikor.v1i2.1584>

**Supporting lecturer**  
 Prof. Dr. Nurhasan, M.Kes.  
 Dr. Sapto Wibowo, S.Pd., M.Pd.  
 Dr. Taufiq Hidayat, S.Pd., M.Kes.  
 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 (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to know the general and basic foundations of Sports Tests and Measurements	§ Course rules § Explanation of the function of sports tests and measurements § Division of structured tasks Understanding	<b>Criteria:</b> can know sports measuring tools  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> course contract <b>Bibliography:</b> <i>Johnson, Nelson, 1986, Practical Measurement For Evaluation In Physical Education, New York: Macmillan Publishing Company</i>	5%
2	Able to know and practice test and measurement components	§ Understanding Explanation of Functions of Test and Measurement components	<b>Criteria:</b> can know sports measuring tools  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> knowing measuring instruments <b>Reference:</b> <i>Harsuki, 2003, Latest Sports Developments Expert Studies, Jakarta: PT. Raja Grafindo Persada</i>	10%
3	Able to know and practice anthropometric tools	§ Understanding Describe anthropometry	<b>Criteria:</b> can know sports measuring tools  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can analyze the function of tools. <b>Reference:</b> <i>James Morrow, 2000, Measurement and Evaluation in Human Performance, Australia: Human Kinetics.</i>	5%
4	Able to know and practice speed tools	§ Definition Describes the components of a speed tool	<b>Criteria:</b> can know sports measuring tools  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can differentiate between sports measuring instruments. <b>Reference:</b> <i>James Morrow, 2000, Measurement and Evaluation in Human Performance, Australia: Human Kinetics.</i>	6%

5	Able to know and practice the tools of strength	§ Definition Describes the components of power tools	<b>Criteria:</b> can know sports measuring tools  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can differentiate between sports measuring instruments <b>Reference:</b> <i>Alamsyah, DAN, Hestinarsih, R., &amp; Saraswati, LD (2017). Factors Associated with Physical Fitness in Adolescent Class Xi Students of SMK Negeri 11 Semarang. Journal of Public Health (e-Journal), 5(3), 77–86</i>	8%
6	Able to know and practice power tools	Definition Describes the components of a power tool	<b>Criteria:</b> can know sports measuring tools  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can differentiate between sports measuring instruments <b>Reference:</b> <i>Ministry of State and Sports, 2005, PPLP and SKO Test Parameters, Jakarta</i>	6%
7	Able to know and practice flexibility	Definition Describes the components of a bending tool	<b>Criteria:</b> can know sports measuring tools  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can differentiate between sports measuring instruments. <b>Reader:</b> <i>Ardiansyah Arief. (2019). The role of sports tests and measurements as a sports industry in the field of athlete physical condition evaluation services. Journal of Chemical Information and Modeling, 53(9), 1689–1699. <a href="https://doi.org/...">https://doi.org/...</a></i>	6%
8	uts	Definition Describes the components of a bending tool	<b>Criteria:</b> UTS  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can analyze the function of the tool <b>Reference:</b> <i>Ministry of State and Youth and Sports, 2005, PPLP and SKO Test Parameters, Jakarta</i>	5%

9	Able to know and practice agility	Definition Describes the components of an agility tool	<b>Criteria:</b> can understand sports measuring instruments and can analyze the function of the equipment  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can analyze tool functions and uses. <b>Reference:</b> <i>Alamsyah, DAN, Hestingsih, R., &amp; Saraswati, LD (2017). Factors Associated with Physical Fitness in Adolescent Class Xi Students of SMK Negeri 11 Semarang. Journal of Public Health (e-Journal), 5(3), 77–86</i>	5%
10	Able to know and practice reactions	Definition Describes the components of the reaction tool	<b>Criteria:</b> can understand sports measuring instruments and can analyze the function of the equipment  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can analyze the function of tools and their use. <b>Reader:</b> <i>Ardiansyah Arief. (2019). The role of sports tests and measurements as a sports industry in the field of athlete physical condition evaluation services. Journal of Chemical Information and Modeling, 53(9), 1689–1699. <a href="https://doi.org/...">https://doi.org/...</a></i>	6%
11	Able to know and practice lung capacity	Definition Describes the components of the lung capacity apparatus	<b>Criteria:</b> can understand sports measuring instruments and can analyze the function of the equipment  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can analyze the function of tools and their use. <b>Reference:</b> <i>Johnson, Nelson, 1986, Practical Measurement For Evaluation In Physical Education, New York: Macmilan Publishing Company</i>	7%
12	Able to know and practice the pulse	§ Definition: Describe the components of a pulse detection tool	<b>Criteria:</b> can understand sports measuring instruments and can analyze the function of the equipment  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can analyze the function of tools and their use. <b>Reference:</b> <i>Johnson, Nelson, 1986, Practical Measurement For Evaluation In Physical Education, New York: Macmilan Publishing Company</i>	4%

13	Able to know and practice endurance	Definition Describes the components of endurance equipment	<b>Criteria:</b> can understand sports measuring instruments and can analyze the function of the equipment  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can differentiate between sports measuring instruments. <b>Reference:</b> <i>Johnson, Nelson, 1986, Practical Measurement For Evaluation In Physical Education, New York: Macmilan Publishing Company</i>	5%
14	Able to know and practice equipment maintenance	Describe equipment maintenance	<b>Criteria:</b> can understand sports measuring instruments and can analyze the function of the equipment  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can differentiate between sports measuring instruments. <b>Reference:</b> <i>Johnson, Nelson, 1986, Practical Measurement For Evaluation In Physical Education, New York: Macmilan Publishing Company</i>	7%
15	Able to understand evaluation	Describe measurement evaluation	<b>Criteria:</b> can understand sports measuring instruments and can analyze the function of the equipment  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments		<b>Material:</b> can analyze tool function and use. <b>Reference:</b> <i>James Morrow, 2000, Measurement and Evaluation in Human Performance, Australia: Human Kinetics.</i>  <b>Material:</b> can analyze the function of tools and their use. <b>Reader:</b> <i>Ardyansyah Arief. (2019). The role of sports tests and measurements as a sports industry in the field of athlete physical condition evaluation services. Journal of Chemical Information and Modeling, 53(9), 1689–1699. <a href="https://doi.org/...">https://doi.org/...</a></i>	5%
16	Able to understand evaluation	Describe measurement evaluation	<b>Criteria:</b> UAS  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, demonstrations, tactical approaches and assignments		<b>Material:</b> can analyze tool functions and uses. <b>Reference:</b> <i>Ministry of State and Youth and Sports, 2005, PPLP and SKO Test Parameters, Jakarta</i>	10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	53.5%

2.	Project Results Assessment / Product Assessment	46.5%
		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.