



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences**  
**S1 Sports Coaching Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																													
Fitness Instructor	8520202349	Compulsory Study Program Subjects	T=1	P=1	ECTS=3.18	2	August 2, 2022																																																																																													
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																														
		Andri Suyoko, S.Pd.,M.Kes.	Andri Suyoko, S.Pd.,M.Kes.			Dr. Or. Muhammad, S.Pd., M.Pd.																																																																																														
<b>Learning model</b>	<b>Project Based Learning</b>																																																																																																			
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																			
	<b>PLO-1</b>	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																																																																		
	<b>PLO-3</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																		
	<b>Program Objectives (PO)</b>																																																																																																			
	<b>PO - 1</b>	Able to take professional responsibility for individual and group performance in following and learning from a Fitness Instructor																																																																																																		
	<b>PO - 2</b>	Able to analyze in oral and written form both theoretically and conceptually regarding history, philosophy and practice of basic fitness training techniques supported by sports coaching science and technology																																																																																																		
	<b>PO - 3</b>	Able to apply logical, critical, systematic and innovative thinking about philosophy and basic techniques of fitness training from the perspective of the trainer profession based on science and technology																																																																																																		
	<b>PLO-PO Matrix</b>																																																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</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> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-1	PLO-3					PO-1							PO-2							PO-3																																																																							
	P.O	PLO-1	PLO-3																																																																																																	
PO-1																																																																																																				
PO-2																																																																																																				
PO-3																																																																																																				
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <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> <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> <tr> <td>PO-3</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	✓																PO-2		✓															PO-3			✓													
P.O	Week																																																																																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																				
PO-1	✓																																																																																																			
PO-2		✓																																																																																																		
PO-3			✓																																																																																																	
<b>Short Course Description</b>	Introduction and understanding of fitness exercises, weight training equipment, in fitness centers in theory and practice to improve fitness and sports performance.																																																																																																			
<b>References</b>	<b>Main :</b>																																																																																																			
	<ol style="list-style-type: none"> <li>Clark, A., et al. (2018). NASM Essentials of Personal Fitness Training. Jones &amp; Bartlett Learning</li> <li>Ongko, Jansen.2020.Fitness Trainer Study Guide. Jakarta.APKI</li> </ol>																																																																																																			
	<b>Supporters:</b>																																																																																																			
<ol style="list-style-type: none"> <li>Clark, A., et al. (2011). NASM 's Essentials of Corrective Exercise Training. Lippincott Williams &amp; Wilkins.</li> <li>American College of Sports Medicine. (2017). ACSM's Guidelines for Exercise Testing and Prescription.</li> <li>World Health Organization. (2010). Global Recommendations on Physical Activity for Health.</li> </ol>																																																																																																				

Supporting lecturer		Dra. Ika Jayadi, M.Kes. Dr. Or. Muhammad, S.Pd., M.Pd. Dr. Mochamad Purnomo, S.Pd., M.Kes. Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO. Andri Suyoko, S.Pd., M.Kes.					
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 fitness instructor's course objectives	Students are able to understand the objectives of the fitness instructor's course	<b>Criteria:</b> Test for understanding the objectives of the fitness instructor's course  <b>Form of Assessment :</b> Participatory Activities	Lecture, discussion and question and answer method 2 X 50	Zoom Meeting / Explanatory Video Tutorial 2x50		3%
2	Able to understand the history, development of basic concepts, employment opportunities, legal and ethical aspects of the fitness instructor profession	1.Summarizes the history, development of basic concepts, employment opportunities, legal and ethical aspects of the fitness instructor profession 2.Able to provide arguments related to history, development of basic concepts, employment opportunities, legal and ethical aspects of the fitness instructor profession 3.Able to theoretically analyze history, development of basic concepts, employment opportunities, legal and ethical aspects of the fitness instructor profession	<b>Criteria:</b> Students are able to understand the history, development of basic concepts, employment opportunities, legal and ethical aspects of the fitness instructor profession  <b>Form of Assessment :</b> Portfolio Assessment	Lecture, discussion and question and answer method 2 X 50	Zoom Meeting / 2X50 Video Tutorial	<b>Material:</b> Employment, legal and ethical aspects of the fitness instructor profession. <b>Reference:</b> <i>Ongko, Jansen.2020.Fitness Trainer Study Guide. Jakarta.APKI</i>  <b>Material:</b> History, development of basic concepts of fitness instructors <b>References:</b> <i>Clark, A., et al. (2018). NASM Essentials of Personal Fitness Training. Jones &amp; Bartlett Learning</i>	3%

3	Able to analyze theories and concepts of the relationship between health and fitness and physical activity and sports	<ol style="list-style-type: none"> <li>1.Concludes the relationship between health and fitness and physical activity and sports</li> <li>2.Providing arguments for the relationship between health and fitness and physical activity and sports</li> <li>3.Analyze the relationship between health and fitness and physical activity and sport</li> </ol>	<p><b>Criteria:</b> Students can conclude, provide arguments and analyze the relationship between health and fitness and physical activity and sports</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lecture, discussion and question and answer method 2 X 50	zoom meeting and watch the 2x50 explanation video	<p><b>Material:</b> Basic concepts of health and fitness <b>Reference:</b> Ongko, Jansen.2020.Fitness Trainer Study Guide. Jakarta.APKI</p> <hr/> <p><b>Material:</b> Physical activity recommendations for health and fitness <b>Library:</b> American College of Sports Medicine. (2017). ACSM's Guidelines for Exercise Testing and Prescription.</p> <hr/> <p><b>Material:</b> Recommendations for physical activity for health and fitness <b>Reference:</b> World Health Organization. (2010). Global Recommendations on Physical Activity for Health.</p>	5%
4	Able to understand 2 categories of fitness components (health-related fitness components and performance-related fitness components)	<ol style="list-style-type: none"> <li>1.analyze and conclude fitness components related to health (health-related fitness components)</li> <li>2.analyze and conclude fitness components related to sports performance (performance-related fitness components)</li> </ol>	<p><b>Criteria:</b> Able to explain fitness components related to health (health-related fitness components) as well as fitness components related to sports performance (performance-related fitness components)</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lecture, discussion and question and answer method 2 X 50	zoom meeting or 2 X 50 video explanation	<p><b>Material:</b> Fitness Components <b>Library:</b> Ongko, Jansen.2020.Fitness Trainer Study Guide. Jakarta.APKI</p>	5%
5	Able to analyze training principles and determine training loads in fitness training programs	<ol style="list-style-type: none"> <li>1.Explains training, exercise and physical activity</li> <li>2.Explain the principles of exercise in a fitness training program</li> <li>3.Explaining FITT</li> </ol>	<p><b>Criteria:</b> able to explain the principles of training and determine the training load in a fitness training program</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lecture, discussion and question and answer method 2 X 50	zoom meeting or explanatory video 2 X 50	<p><b>Material:</b> training principles and determining training loads in fitness training programs <b>Reference:</b> Ongko, Jansen.2020.Fitness Trainer Study Guide. Jakarta.APKI</p> <hr/> <p><b>Material:</b> Exercise principles <b>References:</b> Clark, A., et al. (2018). NASM Essentials of Personal Fitness Training. Jones &amp; Bartlett Learning</p>	3%
6	Able to analyze theories and concepts and master health assessment and fitness level measurement	<ol style="list-style-type: none"> <li>1.Able to analyze and conclude theories and concepts of health assessment and fitness level measurement</li> <li>2.Able to practice health assessment and fitness level measurement</li> </ol>	<p><b>Criteria:</b> Students are able to explain and practice health assessment and fitness level measurement</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance</p>	2 X 50 Evaluation lecture method		<p><b>Material:</b> Health assessment and fitness measurement <b>References:</b> Clark, A., et al. (2018). NASM Essentials of Personal Fitness Training. Jones &amp; Bartlett Learning</p> <hr/> <p><b>Material:</b> Health assessment and fitness measurement <b>Reference:</b> Ongko, Jansen.2020.Fitness Trainer Study Guide. Jakarta.APKI</p>	10%

7	Able to analyze theories and concepts and master health assessment and fitness level measurement	1.Able to analyze and conclude theories and concepts of health assessment and fitness level measurement 2.Able to practice health assessment and fitness level measurement	<b>Criteria:</b> Students are able to explain and practice health assessment and fitness level measurement  <b>Form of Assessment :</b> Portfolio Assessment, Practice/Performance, Test	Lecture, discussion and questions and answers, Practice 2 X 50	Zoom Meeting / Video Tutorial 2 X 50	<b>Material:</b> Health assessment and fitness measurement <b>References:</b> Clark, A., et al. (2018). <i>NASM Essentials of Personal Fitness Training</i> . Jones & Bartlett Learning  <b>Material:</b> Health assessment and fitness measurement <b>Reference:</b> Ongko, Jansen.2020. <i>Fitness Trainer Study Guide</i> . Jakarta.APKI	10%
8	Midterm exam	Can answer the questions given correctly	<b>Criteria:</b> 15	Face to face lectures 2 X 50	Zoom / Google Form 2x50	<b>Material:</b> uts <b>Library:</b>	10%
9	Able to design fitness training programs according to client goals	Can design training programs according to client goals	<b>Criteria:</b> Able to design training programs according to client goals  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Base Learning 2 X 50	Project Base Learning	<b>Material:</b> Training program planning <b>Reference:</b> Clark, A., et al. (2018). <i>NASM Essentials of Personal Fitness Training</i> . Jones & Bartlett Learning  <b>Material:</b> planning a strength training program <b>Reference:</b> Ongko, Jansen.2020. <i>Fitness Trainer Study Guide</i> . Jakarta.APKI	8%
10	Able to design fitness training programs according to client goals	Can design training programs according to client goals	<b>Criteria:</b> Able to design training programs according to client goals  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Base Learning 2 X 50	Project Base Learning	<b>Material:</b> Training program planning <b>Reference:</b> Clark, A., et al. (2018). <i>NASM Essentials of Personal Fitness Training</i> . Jones & Bartlett Learning  <b>Material:</b> planning a strength training program <b>Reference:</b> Ongko, Jansen.2020. <i>Fitness Trainer Study Guide</i> . Jakarta.APKI	5%
11	Able to design fitness training programs according to client goals	Can design training programs according to client goals	<b>Criteria:</b> Able to design training programs according to client goals  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Base Learning 2 X 50	Project Base Learning	<b>Material:</b> Training program planning <b>Reference:</b> Clark, A., et al. (2018). <i>NASM Essentials of Personal Fitness Training</i> . Jones & Bartlett Learning  <b>Material:</b> planning a strength training program <b>Reference:</b> Ongko, Jansen.2020. <i>Fitness Trainer Study Guide</i> . Jakarta.APKI	5%
12	Able to design fitness training programs according to client goals	Can design training programs according to client goals	<b>Criteria:</b> Able to design training programs according to client goals  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Base Learning 2 X 50	Project Base Learning	<b>Material:</b> Training program planning <b>Reference:</b> Clark, A., et al. (2018). <i>NASM Essentials of Personal Fitness Training</i> . Jones & Bartlett Learning  <b>Material:</b> planning a strength training program <b>Reference:</b> Ongko, Jansen.2020. <i>Fitness Trainer Study Guide</i> . Jakarta.APKI	5%

13	Able to design fitness training programs according to client goals	Can design training programs according to client goals	<p><b>Criteria:</b> Able to design training programs according to client goals</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Base Learning 2 X 50	Project Base Learning	<p><b>Material:</b> Training program planning <b>Reference:</b> Clark, A., et al. (2018). <i>NASM Essentials of Personal Fitness Training</i>. Jones &amp; Bartlett Learning</p> <hr/> <p><b>Material:</b> planning a strength training program <b>Reference:</b> Ongko, Jansen.2020.Fitness Trainer Study Guide. Jakarta.APKI</p>	8%
14	Able to design fitness training programs according to client goals	Can design training programs according to client goals	<p><b>Criteria:</b> Able to design training programs according to client goals</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Base Learning 2 X 50	Project Base Learning	<p><b>Material:</b> Training program planning <b>Reference:</b> Clark, A., et al. (2018). <i>NASM Essentials of Personal Fitness Training</i>. Jones &amp; Bartlett Learning</p> <hr/> <p><b>Material:</b> planning a strength training program <b>Reference:</b> Ongko, Jansen.2020.Fitness Trainer Study Guide. Jakarta.APKI</p>	10%
15	Able to design fitness training programs according to client goals	Can design training programs according to client goals	<p><b>Criteria:</b> Able to design training programs according to client goals</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Base Learning 2 X 50	Project Base Learning	<p><b>Material:</b> Training program planning <b>Reference:</b> Clark, A., et al. (2018). <i>NASM Essentials of Personal Fitness Training</i>. Jones &amp; Bartlett Learning</p> <hr/> <p><b>Material:</b> planning a strength training program <b>Reference:</b> Ongko, Jansen.2020.Fitness Trainer Study Guide. Jakarta.APKI</p>	10%
16	UAS	Students are able to answer questions correctly	<p><b>Criteria:</b> Students are able to identify and interpret the creation of a weight training program</p> <p><b>Form of Assessment :</b> Test</p>	Working on 2 X 50 Questions	Working on questions on Google Form	<p><b>Material:</b> Bibliography :</p>	10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7%
2.	Project Results Assessment / Product Assessment	51%
3.	Portfolio Assessment	20.33%
4.	Practice / Performance	8.33%
5.	Test	13.33%
		99.99%

#### Notes

- 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.
- 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.
- 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.
- 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 guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 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.