



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																	
Management of Organizing and Referencing Athletics Sports	8520204615		T=1	P=3	ECTS=6.36	6	July 17, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																		
			Dr. Or. Muhammad, S.Pd., M.Pd.																																		
Learning model	Case Studies																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																							
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
		P.O																																						
Short Course Description	This course discusses concepts, models, management information systems and leadership theories in sports management, as well as management of athletic sports events																																							
	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 15%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> </table>							P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																								
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Bucher, C.A. and Krotee, M.L. 1997. Management of Physical Education and Sport . McGraw-Hill Companie 2. Harsuki, 2003, Perkembangan olahraga Terkini , Jakarta. PT Raja Grafindo Perkasa 3. _____, 2012, Pengantar Manajemen Olahraga , Jakarta. PT Rajawali Pers 4. Mullin, Hardy, Sutton, 1993, Sport Marketing , USA. Human Kinetic Publishers 5. Mutohir, Toho C, 2006, Jejak Langkah Anak Bangsa Menjelajah Dunia Olahraga , Katalaog Dalam Terbitan (KTD) 6. Parkhouse, Bonnie L, 1991, The Management Of Sport , USA. Mosby Year Book 7. Rokosz.F., 1981, Procedures for Structuring and Scheduling Sport Tournaments . Wichita Kansas 8. Terry, George R & Leslie W. Rue, 2000, Dasar-dasar Manajemen : alih bahasa G.A Ticoalu, Jakarta. PT Bumi Aksara 9. UU RI Nomor : 3 Tahun 2005 tentang Sistem Keolahragaan Nasional 10. Robbin, Stephen P, 1996, Perilaku Organisasi : Alih Bahasa Handyana Pujaatmaka, Jakarta. Prenhalindo <p>Supporters:</p>																																							
Supporting lecturer	Catur Supriyanto, S.Pd., M.Kes., Ph.D. Fifit Yeti Wulandari, 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	Ability to understand competition rules and judging/refereeing systems.	<ol style="list-style-type: none"> 1.Students are able to explain the tasks of each track event and field event 2.Students are able to explain the various numbers in the competition 3.Students are able to explain the various types of violations at each track event and field event 		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
2	Ability to understand competition rules and judging/refereeing systems.	<ol style="list-style-type: none"> 1.Students are able to explain the tasks of each track event and field event 2.Students are able to explain the various numbers in the competition 3.Students are able to explain the various types of violations at each track event and field event 		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
3	Able to analyze and evaluate race rules for track and/or field events	<ol style="list-style-type: none"> 1.Students are able to explain timing at track events 2.Students are able to explain time recording at track events 3.Students are able to explain the various types of violations at track events 		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
4	Able to analyze and evaluate race rules for track and/or field events	<ol style="list-style-type: none"> 1.Students are able to explain timing at track events 2.Students are able to explain time recording at track events 3.Students are able to explain the various types of violations at track events 		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%

5	Able to analyze and evaluate race rules for track and/or field events	<ol style="list-style-type: none"> 1.Able to understand how to measure at field events 2.Able to understand and explain illegal rules when competing in field events 		4 x 50 face to face (lectures, demonstrations, practice) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
6	Able to analyze and evaluate race rules for track and/or field events	<ol style="list-style-type: none"> 1.Able to understand how to measure at field events 2.Able to understand and explain illegal rules when competing in field events 		4 x 50 face to face (lectures, demonstrations, practice) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
7	Able to analyze and evaluate race rules for track and/or field events	<ol style="list-style-type: none"> 1.Able to understand how to measure at field events 2.Able to understand and explain illegal rules when competing in field events 		4 x 50 face to face (lectures, demonstrations, practice) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
8	UTS		Form of Assessment : Participatory Activities	4 X 50			50%
9	Students are able to understand and simulate track numbers.	<ol style="list-style-type: none"> 1.Able to demonstrate track numbers 2.Know the rules for track numbers 3.Explanation of the practice of track numbers 		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
10	Students are able to understand and simulate track numbers.	<ol style="list-style-type: none"> 1.Able to demonstrate track numbers 2.Know the rules for track numbers 3.Explanation of the practice of track numbers 		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%

11	Students are able to understand and simulate field numbers	1.Able to demonstrate field numbers 2.Know the rules for field numbers 3.Explanation of the practice of field numbers		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
12	Students are able to understand and simulate field numbers	1.Able to demonstrate field numbers 2.Know the rules for field numbers 3.Explanation of the practice of field numbers		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
13	Students are able to understand and simulate the rules for combined numbers	Explanation of the practice of simulating combined numbers		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
14	Students are able to understand and simulate the rules for combined numbers	Explanation of the practice of simulating combined numbers		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
15	Students are able to understand and simulate the rules for combined numbers	Explanation of the practice of simulating combined numbers		4 x 50 face to face (case study, q&a and discussion) 4 x 60 structured assignments 4 x 60 independent study 4 X 50			0%
16	UAS		Form of Assessment : Participatory Activities	4 X 50			50%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	100%
		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.