



**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>																																	
PLANNING OF THE TRAINING PROGRAM FOR THE SPORTS OF PARADISE DIVING/PARA KITES/GANTOLE	8520204653		T=1 P=3 ECTS=6.36	5	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Dr. Or. Muhammad, S.Pd., M.Pd.																																	
<b>Learning model</b>	<b>Case Studies</b>																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																					
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 20px;">P.O</td> </tr> </table>					P.O																															
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	The baseball/softball training program planning course discusses baseball/softball training program planning regarding training targets, structuring factors, and periodization of training, annual, monthly, weekly, daily training programs and training sessions.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Bompa Tudor O, Half G Gregory 2015: Theory and Methodology of Training 5th Edition, Lippincott Williams &amp; Wilkins</li> <li>2. Powers SK, Howley ET, 2009: Exercise Physiology, McGraw Hill;</li> <li>3. Robinson paul E, 2015 Fondation of Sport Coaching, 2nd Edition, Routledge</li> <li>4. Bompa Tudor O, 2005, Total Training for your Champhion, Human Kinetics</li> <li>5. Bompa Tudor O Carrera Michael, 2000, Periodezation Training for Sport, Human Kinetics</li> <li>6. Bompa Tudor O, Michael Carrera, 2015, Conditioning Young Athlete, Human Kinetics</li> <li>7. Judi Garman and Michelle Gromacki, 2011, Softball skills &amp; drills, Human Kinetics</li> <li>8. Ralph Weekly, Jr., Karen J. Weekly, 2012, High-scoring softball, Human Kinetics</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Or. Muhammad, S.Pd., M.Pd.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Able to master the concept of goals and benefits of exercise program plans	1. Explain the meaning of a training program plan. 2. Explain the benefits of an exercise program plan. 3. Explain the purpose of an exercise program plan	<b>Criteria:</b> Full marks will be given if explained correctly	Scientific comprehension, scientific recollection memorization and humanistic performance 4 X 50			0%
2	Able to master the factors in preparing training program plans	1. Explain the factors for training program plans. 2. Evaluate the factors for preparing training program plans.	<b>Criteria:</b> Full marks will be given if explained correctly	Scientific Comprehension, Humanistic Generalization and Humanistic Performance 4 X 50			0%
3	Able to master the principles of preparing training program plans	1. Explain the principles of training program planning. 2. Evaluate the principles of preparing training program plans	<b>Criteria:</b> Full marks will be given if explained correctly	Scientific Comprehension, Humanistic Generalization and Humanistic Performance 4 X 50			0%
4	Able to master the steps in preparing an exercise program plan	1. Explain the steps in planning a training program. 2. Explain sports tests and measurements. 3. Explain physical, technical, tactical and mental tests and measurements.	<b>Criteria:</b> Give full marks if you explain correctly Give full marks if you can practice correctly according to aerobic and anaerobic measurement techniques	Scientific Comprehension, Humanistic Generalization and Humanistic Performance 4 X 50			0%
5	Able to master the concept of goals and benefits of exercise periodization	1. Explain the meaning of training periodization. 2. Explain the benefits of periodization of training. 3. Explain the purpose of periodization of training	<b>Criteria:</b> Full marks will be given if explained correctly	Scientific comprehension, scientific recollection memorization and humanistic performance 4 X 50			0%
6	Able to understand and theory of the preparatory period.	1. Explain the meaning of the preparation period. 2. Describe the general preparation period. 3. Describe specific preparation periods.	<b>Criteria:</b> Full marks will be given if explained correctly	Scientific comprehension, scientific recollection memorization and humanistic performance 4 X 50			0%
7	Able to understand and theory of match periods	1. Explain the meaning of match period. 2. Explain the pre-match period. 3. Describe the main game periods.	<b>Criteria:</b> Full marks will be given if explained correctly	Scientific comprehension, scientific recollection memorization and humanistic performance 4 X 50			0%
8	UTS	UTS	<b>Criteria:</b> UTS	UTS 4 X 50			0%
9	Able to understand the theory of transition periods.	1. Explain the meaning of the transition period. 2. Explain the evaluation of match results. 3. Explain the recovery after the match	<b>Criteria:</b> Full marks will be given if the arrangement is correct	Scientific comprehension, scientific recollection memorization and humanistic performance 4 X 50			0%

10	Able to understand and organize daily training programs and training sessions.	1. Explain the preparation of a one-day program. 2. Explain the preparation of a daily exercise program. 3. Explain the preparation of the training session program.	<b>Criteria:</b> Full marks will be given if the arrangement is correct	Scientific comprehension, scientific recollection, memorization and humanistic performance 4 X 50			0%
11	Able to understand and compile a weekly exercise program.	1. Explain the preparation of a weekly training program. 2. Explain the preparation of a one-peak weekly training program. 3. Explain the preparation of a two-peak weekly training program. 4. Explain the preparation of a three-peak weekly training program.	<b>Criteria:</b> Full marks will be given if the arrangement is correct	Scientific comprehension, scientific recollection, memorization and humanistic performance 4 X 50			0%
12	Able to understand and prepare a monthly training program.	1. Explain the preparation of a monthly training program. 2. Explain the preparation of a two-week monthly training program. 3. Explain the preparation of a three-week monthly training program.	<b>Criteria:</b> Full marks will be given if the arrangement is correct	Scientific comprehension, scientific recollection, memorization and humanistic performance 4 X 50			0%
13							0%
14							0%
15							0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.
- 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.