



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																																																				
Sports Coaching Philosophy	8520202060	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	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)																																																								
	PO - 1	CPMK-1																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="4"></td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td colspan="4"></td> </tr> </table>				P.O					PO-1																																														
P.O																																																									
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 style="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> <tr> <td style="text-align: center;">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><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																	
P.O	Week																																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																									
PO-1																																																									
Short Course Description	Understanding theory includes the scope of work as a coach, developing a coaching philosophy, determining coaching goals, choosing a coaching style, building athlete character and understanding the various differences in athletes.																																																								
References	Main :																																																								
	1. Martens, Rainer. 2002. Successful coaching . USA:Human Kinetics																																																								
	Supporters:																																																								
Supporting lecturer	Dr. Or. Muhammad, S.Pd., M.Pd. Mohammad Faruk, S.Pd., M.Kes. I Dewa Made Aryananda Wijaya Kusuma, S.Pd., M.Or.																																																								
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	Understanding college contracts	Agree on materials, assignments and achievement of learning objectives	Criteria: active participation Form of Assessment : Participatory Activities	lectures and discussions 2 X 50		Material: introduction Bibliography: Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics	5%																																																		

2	Understand and be able to develop a coaching philosophy	1.The success of a trainer depends more on his coaching philosophy than on other factors 2.Self talk is a way to expand	Criteria: active participation Form of Assessment : Participatory Activities	Lectures and discussions 2 X 50		Material: Coaching philosophy References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	5%
3	Understanding and Determining Training Goals	Explaining the purpose of training as the trainer's main job	Criteria: active participation Form of Assessment : Participatory Activities	lectures and discussions 2 X 50		Material: Training objectives References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	5%
4	Understand coaching styles and communication styles	Explain coaching style	Criteria: active participation Form of Assessment : Participatory Activities	Lectures and discussions 2 X 50		Material: coaching style References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	5%
5	Understand the meaning and function of leadership in training	explaining the meaning and function of leadership will make it easier for trainers in the training process	Criteria: active participation Form of Assessment : Participatory Activities	lecture and discussion/question and answer 2 X 50		Material: leadership of a coach References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	5%
6	Understand the meaning and function of leadership in training	explaining the meaning and function of leadership will make it easier for trainers in the training process	Criteria: active participation Form of Assessment : Participatory Activities	lecture and discussion/question and answer 2 X 50		Material: leadership of a coach References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	5%
7	Understanding Adolescent Development	Each stage of adolescent development has its own characteristics, which require treatment appropriate to the period of growth and development	Criteria: active participation Form of Assessment : Participatory Activities, Practice/Performance	lectures, questions and answers and discussions		Material: Adolescent Development References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	5%
8	Midterm exam	UTS	Criteria: UTS Form of Assessment : Test	Writing test		Material: sports coaching References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	10%
9	Understanding differences in athletes in terms of differences in maturity	An athlete's maturity can be seen from their chronological and biological age	Criteria: active participation Form of Assessment : Participatory Activities	lectures, questions and answers and discussions		Material: understanding the differences between athletes References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	5%

10	Understanding differences in athletes in terms of culture and gender	<ol style="list-style-type: none"> 1.Training requires adaptation, especially to the culture of the training environment 2.Training requires adaptation to see the gender tendencies of athletes, especially in terms of masculinity and femininity 	<p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	group presentation		<p>Material: Culture and gender</p> <p>References:</p>	5%
11	Understanding differences in athletes in terms of mental and physical differences as well as issues regarding human rights	Training requires adaptation to the physical and mental differences of athletes so that the athlete's motivation is always maintained in achieving achievements	<p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	group presentation		<p>Material: adaptation to physical differences</p> <p>References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i></p>	5%
12	Build self-quality in order to prepare yourself to compete for the future	<ol style="list-style-type: none"> 1.Understand perspective 2.Establish goals 3.Make a commitment 4.Building connections 5.Know the challenges and risks that will be faced 6.Prepare a set of actions to compete 	<p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	group presentation		<p>Material: building self-quality</p> <p>References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i></p>	5%
13	Realizing self-quality by being patient and confident in the plans that have been prepared and the challenges that will be faced	<ol style="list-style-type: none"> 1.Recognize the need for patience 2.Requires balance 3.Requires consistency 4.Requires flexibility 5.Build good relationships 6.Build team spirit 7.Think and direct yourself to positive things 	<p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	group presentation		<p>Material: Realization of self-quality</p> <p>References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i></p>	5%
14	Building self image (Personal Branding)	<ol style="list-style-type: none"> 1.In pursuing his career, a coach needs to build his image so that it is easier for the public to recognize him 2.Having distinctive characteristics and differences from other people will create a competitive advantage in competing for the market 	<p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	group presentation		<p>Material: branding image</p> <p>References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i></p>	5%

15	Life plan and Career Development	1.A coach needs a strategy to get a coaching job in accordance with the desired philosophy and targets 2.Determining the steps to get the desired coaching job must be done carefully	Criteria: active participation Form of Assessment : Participatory Activities, Practical Assessment	group presentation		Material: Career Development References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	5%
16	UAS	overall understanding of the material	Criteria: Maximum score if you can answer correctly Form of Assessment : Test	written exam		Material: meetings 1-15 References: <i>Martens, Rainer. 2002. Successful coaching. USA:Human Kinetics</i>	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Practical Assessment	12.5%
3.	Practice / Performance	5%
4.	Test	30%
		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.**