



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
Planning a Football Training Program	8520204389		T=1	P=1	ECTS=3.18	5	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Or. Muhammad, S.Pd., M.Pd.	
Learning model	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	This course provides further knowledge about coaching in the sport of football, especially in planning a team training program over a certain period of time.						
References	Main :						
	<ol style="list-style-type: none"> 1. Chandler, Jeff T nad Brown Lee. E. 2008. Conditioning for Strength and Human Performance. Philadelphia: Lippincott Williams & Wilkins. 2. Carling, C., Williams, Mark., and Reilly, Thomas. 2005. Handbook of Soccer Match Analysis: A Systematic Approach to Improving Performance. New York: Routledge. 3. FIFA. 2008. The Training Plan. Swiss: FIFA 4. Martens, Rainier. 2004. Successful Coaching. United state: Human Kinetics. 5. Roderick, Matin. 2006. The Work of Professional Football: a Labour or Love. New York: Routledge. 						
	Supporters:						
Supporting lecturer	Dr. Imam Syafii, M.Kes. Drs. Arif Bulqini, M.Kes. David Agus Prianto, 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	Students understand the outline of lecture planning material for the sport of football in general,	Students are able to explain exercise periodization in macro, meso and micro terms.	Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement	Lectures and discussions 4 X 50			0%
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2	Students can design and explain the philosophy, vision and goals of a team with predetermined targets.	1. Understand the meaning of philosophy, vision and goals in planning. 2. Able to explain a target to be achieved in a particular event.	Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement	Lectures and Discussions 4 X 50			0%
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3	<p>1. Students are able to understand conceptually (theoretically) the procedure for selecting players in accordance with the philosophy, vision and goals of the team.2. Students are able to practice player selection procedures in accordance with the team's philosophy, vision and goals.</p>	<p>1. Explain the steps for player selection.2. Carrying out selection activities in real life.</p>	<p>Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>Lectures and field practice. 4 X 50</p>		0%
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4	<p>1. Students are able to understand conceptually (theoretically) the procedure for selecting players in accordance with the philosophy, vision and goals of the team.2. Students are able to practice player selection procedures in accordance with the team's philosophy, vision and goals.</p>	<p>1. Explain the steps for player selection.2. Carrying out selection activities in real life.</p>	<p>Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>Lectures and field practice. 4 X 50</p>			0%
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5	<p>1. Students are able to plan training programs in the preparation phase theoretically and practically.2. Students are able to design physical preparation training programs, techniques and tactics in the preparation phase.</p>	<p>Students can plan training programs in the preparation phase. Students can practice planning training programs in the form of real activities in the field.</p>	<p>Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>Lectures, Discussions and Field Practices. 4 X 50</p>			0%
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6	<p>1. Students are able to plan training programs in the preparation phase theoretically and practically.2. Students are able to design physical preparation training programs, techniques and tactics in the preparation phase.</p>	<p>Students can plan training programs in the preparation phase. Students can practice planning training programs in the form of real activities in the field.</p>	<p>Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>Lectures, Discussions and Field Practices. 4 X 50</p>			0%
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7	Students are able to plan a trial program in the preparation phase in order to measure the results of the training they have carried out.	Able to plan match trials according to the objectives in the preparation phase.	Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement	Lectures and Discussions 4 X 50			0%
8	MIDTERM EXAM			4 X 50			0%

9	Students are able to plan training programs in the pre-competition phase.	Students understand the training program planning material in the pre-competition phase.	Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement	Lecture/Discussion 4 X 50			0%
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10	<p>1. Students are able to plan training and evaluation programs from the general preparation program to the pre-competition phase.</p> <p>2. Students are able to plan a trial program in the pre-competition phase according to the team's needs.</p>	<p>Students can prepare training plans, evaluations and trials in the pre-competition phase.</p>	<p>Criteria:</p> <p>1.4</p> <p>2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement</p> <p>3.3</p> <p>4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement</p> <p>5.2</p> <p>6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement</p> <p>7.1</p> <p>8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>Lectures and Discussions 4 X 50</p>			0%
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11	<p>1. Students are able to plan training and evaluation programs from the general preparation program to the pre-competition phase.</p> <p>2. Students are able to plan a trial program in the pre-competition phase according to the team's needs.</p>	<p>Students can prepare training plans, evaluations and trials in the pre-competition phase.</p>	<p>Criteria:</p> <p>1.4</p> <p>2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement</p> <p>3.3</p> <p>4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement</p> <p>5.2</p> <p>6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement</p> <p>7.1</p> <p>8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>Lectures and Discussions 4 X 50</p>			0%
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12	<p>1. Students are able to plan training and evaluation programs from the general preparation program to the pre-competition phase.</p> <p>2. Students are able to plan a trial program in the pre-competition phase according to the team's needs.</p>	<p>Students can prepare training plans, evaluations and trials in the pre-competition phase.</p>	<p>Criteria:</p> <p>1.4</p> <p>2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement</p> <p>3.3</p> <p>4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement</p> <p>5.2</p> <p>6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement</p> <p>7.1</p> <p>8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>Lectures and Discussions 4 X 50</p>			0%
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13	<p>1. Students are able to prepare a training plan for the competition phase by paying attention to the physical, technical, tactical and mental components required in the actual match.2. Students are able to develop strategies for home and away matches.</p>	<p>1. Students are able to plan training programs during the competition. 2. Students are able to plan strategies for home and away matches.</p>	<p>Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>Lectures, discussions and field practice. 4 X 50</p>			0%
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14	<p>1. Students are able to prepare a training plan for the competition phase by paying attention to the physical, technical, tactical and mental components required in the actual match.2. Students are able to develop strategies for home and away matches.</p>	<p>1. Students are able to plan training programs during the competition. 2. Students are able to plan strategies for home and away matches.</p>	<p>Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement</p>	<p>Lectures, discussions and field practice. 4 X 50</p>			0%
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15	Students are able to plan a training program for the transition period.	Students understand the form of transition period activities.	Criteria: 1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement	Lectures and Discussions. 4 X 50			0%
16	FINAL EXAMS			4 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.