	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 Kepel Methodology II		8520202119		T=2	P=0	ECTS=3.18	1	July 18, 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 which is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Sports coaching methodology discusses all aspects of coaching in sports, which consist of: scope of training, training objectives, training system, training factors/aspects, training load norms, training cycles, fatigue and overtraining, peaking theory (peaking), recovery after training and matches, basic physical development, basic training planning, and training periodization.

References	Main :	
	1. Bompa Tudor O.2009. Periodezatio: Theory and Methodoloy of Training, Human Kinetic. USA. 2. Rainer Marten, 2012. Succesful Coaching, Human Kinetic, USA	
	Supporters:	

Supporting lecturer	Dr. Irmantara Subagio, M.Kes. Drs. Machfud Irsyada, M.Pd. MOCHAMAD ARIFIN Tutur Jatmiko, 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	Understanding college contracts Understanding the basics of training	1. Able to understand college contracts 2. Able to explain the meaning of training and its scope 3. Able to explain the objectives of the exercise 4. Able to group types of skills 5. Able to explain the body's adaptation process to exercise 6. Able to show the impact of exercise on physical development	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
2	The importance of having knowledge of the principles of training	1. Able to state the principles in practice 2. Able to distinguish the principles of training	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
3	Understanding about exercise preparation	1. Practice factors 2. Various types of physical exercise 3. Various kinds of technical training 4. Various kinds of theoretical exercises 5. Various kinds of mental training	**Criteria:** Assessment rubric	Lectures, practices and discussions 2 X 50			0%
4	Understanding about training variables	1. Meaning of practice variables 2. Various kinds of training variables	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
5	Understand about rest and recovery	1. Understanding rest and its benefits in training 2. Definition and function of recovery in training	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
6	Understand training periodization	1. Understanding the stages of physical training 2. Able to arrange training stages for physical elements	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%

7	The importance of understanding excellence in competition	1.Able to understand excellence in facing competition 2.Able to organize training before the match 3.Able to organize training in the competition phase	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
8	UTS	UTS	**Criteria:** UTS	UTS 2 X 50			0%
9	Understand the importance of training cycles	1. Understanding microcycles 2. Understanding macro cycles	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
10	Students understand about workout planning	1. Understanding of training planning 2. Understanding planning requirements 3. Understanding the types of training plans 4. Understanding training sessions 5.Training session plan model	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
11	Students understand about workout planning	1. Understanding of training planning 2. Understanding planning requirements 3. Understanding the types of training plans 4. Understanding training sessions 5.Training session plan model	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
12	Students understand strength and power development training methods	1. Understanding of strength training methods 2. Understanding of power training methods	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%

13	Students understand strength and power development training methods	1. Understanding of strength training methods 2. Understanding of power training methods	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
14	Students are able to understand speed and agility training	1. Understanding speed training 2. Understanding agility training 3. Develop an exercise program	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
15	Students are able to understand speed and agility training	1. Understanding speed training 2. Understanding agility training 3. Develop an exercise program	**Criteria:** Assessment rubric	Lectures and discussions 2 X 50			0%
16	UAS	UAS	**Criteria:** UAS	UAS 2 X 50			0%

<u>**Evaluation Percentage Recap: Case Study**</u>

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.