	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 Psychology		8520202181			**T=2**	**P=0**	**ECTS=3.18**	3	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
	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	This Sports Coaching Psychology course bases students' knowledge on the definition and understanding of Sports Psychology, the benefits and objectives of studying sports psychology, various approaches that must be taken to solve problems and understand the various personality characteristics of athletes and train for their achievements.
References	**Main :**
	1. - Maksum, Psikologi Olahraga. Universitas Negeri Surabaya. - Wann, 1997. Sport Psychology.
	Supporters:
Supporting lecturer	Prof. Dr. Agus Hariyanto, M.Kes. Dr. Rini Ismalasari, S.Pd., M.Kes. Dr. Fransisca Januarumi Marhaendra Wijaya, 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	Students are able to understand the definition, meaning, objectives and benefits of studying sports psychology.	Demonstrate a serious attitude and respect for others in studying the usefulness of studying the definition, meaning, objectives and benefits for coaches and athletes in understanding sports psychology.		- Lecture - Discussion - Question and answer - Review 2 X 50			0%
2	Students are able to apply the goals and benefits of sports psychology in specific approaches as a basis for problem solving.	Students show a serious and respectful attitude in learning several approaches needed in interactions with coaches and athletes as a basis for problem solving.		- Lecture-Discussion-Question and answer 2 X 50			0%
3	Students are able to apply various approach methods related to teaching roles, consulting roles and psycho-psychology in the problem solving process.	Students demonstrate an independent and responsible attitude and respect for others in carrying out teaching roles, consulting roles and psycho-psychological processes in the field.		- Lecture-Discussion-Question and answer 2 X 50			0%
4	Students are able to apply learning theory and its practice in the field related to training and interaction between people.	Students show a sportsmanship and independent attitude in studying learning theories and their practice in the field.		- Lecture - Story experience - Discussion - Question and answer 2 X 50			0%
5	Students understand and can apply in the field about human growth and development from the prenatal period to the elderly as well as various variations of early training according to age and sport needs.	Students show a sincere attitude and respect for others regarding the importance of understanding the characteristics of each period of human growth and development as an effort to understand in providing training doses and understanding self-concept based on age.		- Lecture - Story experience - Discussion - Question and answer 2 X 50			0%
6	Identical to meeting 5	Identical to meeting 5		Idem with 5 2 X 50 meetings			0%
7	Students are able to apply in the field how to be a good coach and can create a goal setting program as an effort to achieve success.	- Students understand what a coach is and how to train - Students understand how to make goal settings - Students are able to apply in the field the goal settings that have been designed.		- Lecture-Discussion-Question and answer 2 X 50			0%
8	UTS	UTS		UTS 2 X 50			0%

9	Students are able to apply in the field how to become a coach who can make their athletes confident. Students are able to apply in the field how athletes' personalities become better.	- Students understand what self-confidence means - Students understand how to grow self-confidence - Students understand how to generate sufficient self-confidence - Students understand how to deal with athletes who lack self-confidence - Students understand what personality means - Students understand personality theories such as psychodynamics-nature, disposition, character and how to deal with the environment. - Students understand the ideal personality coach.		- Lecture-Discussion-Question and answer 2 X 50			0%
10	Students are able to apply mental theory and aggressiveness in the field and can differentiate the needs of individual and team sports and games.	- Students understand mental theory - Students understand aggressiveness theory - Students can differentiate between mental training and aggressiveness in individual sports, teams and games.		- Lecture-Discussion-Question and answer 2 X 50			0%
11	Students understand the definition and understanding of Imagery and Anxiety. Students understand how to practice Imagery and Anxiety. Students are able to apply it in the field on how to practice imagery and prevent anxiety.	Students are able to apply imagery training methods. Students are able to apply training methods to prevent anxiety. Students are able to introduce the characteristics of anxiety in athletes.		Lecture Discussion Questions and answers 2 X 50			0%
12	Students are able to understand the meaning of boredom and fatigue specifically and can recognize the characteristics of athletes who experience boredom and fatigue as a way to prevent injury.	Students understand the meaning of boredom. Students understand the meaning of fatigue. Students understand the characteristics of athletes who experience boredom and fatigue. Students understand methods of dealing with boredom and fatigue.		Lecture Discussion Questions and answers 2 X 50			0%

13	Students are able and understand the need for psychological development training for athletes according to their characteristics and age and are able to create psychological development training programs in general and special training programs.	Students are able to identify psychological training needs for athletes according to their sport Students are able to create psychological development training programs for athletes in training programs		Lecture Discussion answers 2 X 50			0%
14	Identical to meeting 13	identical to meeting 13		Idem with 13 2 X 50 meetings			0%
15	UAS	UAS	**Criteria:** UAS	UAS 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

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.