



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 Talent Scouting	8520202133		T=2 P=0 ECTS=3.18	4	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 which is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
References	Main : 1. Australian Sports Commission. 2005. Sports Search , National Sports Information. Canberra Australia. 2. Brown J. 2005. Sport Talent, How to Identify and Develop Outstanding Athletes. Champaign, Illinois. Human Kinetics. 3. Kluka DA. 2006. Systematic Talent Identification. Canada.																																														
	Supporters: Dr. Irmantara Subagio, M.Kes. Prof. Dr. Nining Widyah Kusnanik, S.Pd., M.Appl.Sc. Dr. Fransisca Januarumi Marhaendra Wijaya, S.Pd., M.Kes. Eva Ferdita Yuhantini, S.Pd., M.Kes.																																														
Supporting lecturer																																															
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	Able to explain talent (aptitude), potential (potential ability), general talent (gifted), special talent (talent)	<ol style="list-style-type: none"> 1.Explaining talent (aptitude), potential (potential ability) 2.Formulate the difference between general talent (gifted), special talent (talent) 3.Explain the different types of talents 	Criteria: Null	Lecture (presentation with slides), discussion, and questions and answers 2 X 50			0%
2	Able to explain talent (aptitude), potential (potential ability), general talent (gifted), special talent (talent)	<ol style="list-style-type: none"> 1.Explaining talent (aptitude), potential (potential ability) 2.Formulate the difference between general talent (gifted), special talent (talent) 3.Explain the different types of talents 	Criteria: Null	Lecture (presentation with slides), discussion, and questions and answers 2 X 50			0%
3	Able to classify various criteria for identifying talent	<ol style="list-style-type: none"> 1.Classifying various criteria for identifying talent 2.Analyze talent criteria 	Criteria: Null	Lecture (presentation with slides), discussion, and questions and answers 2 X 50			0%
4	Able to explain various views of talent scouting	<ol style="list-style-type: none"> 1.Explain the view of natural vs scientific selection 2.Explain the view of nature vs nurture 	Criteria: Null	Lecture (presentation with slides), discussion and questions and answers 2 X 50			0%
5	Able to explain various views of talent scouting	<ol style="list-style-type: none"> 1.Explain the view of natural vs scientific selection 2.Explain the view of nature vs nurture 	Criteria: Null	Lecture (presentation with slides), discussion and questions and answers 2 X 50			0%
6	Able to explain the benefits of identifying talent	<ol style="list-style-type: none"> 1.Explain the various benefits of talent identification 2.Analyze the advantages of identifying talents 	Criteria: Null	Lecture (presentation with slides), discussion and questions and answers 2 X 50			0%
7	Able to explain the stages of talent scouting	<ol style="list-style-type: none"> 1.Explains the initial, second and final stages of talent scouting 2.Explain the stages of the long-term athlete development model 	Criteria: Null	Lecture (presentation with slides), discussion and questions and answers 2 X 50			0%

8	Able to explain the stages of talent scouting	<ol style="list-style-type: none"> 1.Explains the initial, second and final stages of talent scouting 2.Explain the stages of the long-term athlete development model 	Criteria: Null	Lecture (presentation with slides), discussion and questions and answers 2 X 50			0%
9	UTS			2 X 50			0%
10	Able to analyze talent scouting models	<ol style="list-style-type: none"> 1.Analyzing the talent scouting model that physique determines appearance 2.Analyzing the talent scouting model that anthropometrics determines appearance 3.Analyzing the talent scouting model that physical and anthropometric determine appearance 	Criteria: Null	Lectures (presentations with slides), discussions and questions and answers, as well as 2 X 50 structured assignments			0%
11	Able to analyze talent scouting models	<ol style="list-style-type: none"> 1.Analyzing the talent scouting model that physique determines appearance 2.Analyzing the talent scouting model that anthropometrics determines appearance 3.Analyzing the talent scouting model that physical and anthropometric determine appearance 	Criteria: Null	Lectures (presentations with slides), discussions and questions and answers, as well as 2 X 50 structured assignments			0%
12	Able to explain the role of talent scouting in sports achievements	Formulate the various roles of talent scouting in sports performance	Criteria: Null	Lecture (presentation with slides), discussion and questions and answers 2 X 50			0%
13	Able to analyze talent scouting in several countries	<ol style="list-style-type: none"> 1.Explains talent scouting in several countries 2.Explain the advantages of the talent scouting model in various countries 	Criteria: Null	Lecture (presentation with slides), discussion and questions and answers 2 X 50			0%
14	Able to analyze talent scouting in several countries	<ol style="list-style-type: none"> 1.Explains talent scouting in several countries 2.Explain the advantages of the talent scouting model in various countries 	Criteria: Null	Lecture (presentation with slides), discussion and questions and answers 2 X 50			0%

15	Able to implement various talent scouting applications	1.Implementing the sports search program talent scouting application 2.Implementing the IBAB Volleyball talent scouting program application	Criteria: Null	Practice the 2 X 50 talent scouting application			0%
16	UAS			2 X 50			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.**