	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 Tests and Measurements*	8520203229		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	This course discusses the meaning of tests and measurements in coaching, the scope of sports tests and measurements, test techniques and SOPs for coaching measurements, analysis and processes in tests and measurements and the use of test and measurement results for sports performance
References	**Main :**

1. Departemen Pendidikan dan Kebudayaan. 1996, Ketahuilah Tingkat Kesegaran Jasmani , Jakarta.Kemenegpora, 1999,
2. Panduan Teknis Tes dan Latihan Kesegaran Jasmani, Jakarta.
3. Harsuki, 2003, Perkembangan Olahraga Terkini Kajian Para Pakar , Jakarta: PT. Raja Grafindo Persada
4. Johnson,Nelson, 1986, Practical Measurement For Evaluation In Physical Education , New York : Macmilan Publishing Company
5. James Morrow, 2000, Measurement and Evaluation in Human Performance, Australia: Human Kinetics.
6. Kemenegpora, 2005, Parameter Tes PPLP dan SKO, Jakarta

Supporters:	
Supporting lecturer	Dr. Oce Wiriawan, M.Kes. Dr. Mochamad Purnomo, 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	Able to know the general and basic foundations of Sports Tests and Measurements	§ Course rules § Explanation of the function of sports tests and measurements § Division of structured tasks Understanding		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
2	Able to know and practice test and measurement components	§ Understanding Explanation of Functions of Test and Measurement components		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
3	Able to know and practice anthropometric tools	§ Understanding Describe anthropometry		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
4	Able to know and practice speed tools	§ Definition Describes the components of a speed tool		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
5	Able to know and practice the tools of strength	§ Definition Describes the components of power tools		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
6	Able to know and practice power tools	Definition Describes the components of a power tool		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
7	Able to know and practice flexibility	Definition Describes the components of a bending tool		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
8	uts			 3 X 50			0%
9	Able to know and practice agility	Definition Describes the components of an agility tool		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%

10	Able to know and practice reactions	Definition Describes the components of the reaction tool		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
11	Able to know and practice lung capacity	Definition Describes the components of the lung capacity apparatus		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
12	Able to know and practice the pulse	§ Definition: Describe the components of a pulse detection tool		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
13	Able to know and practice endurance	Definition Describes the components of endurance equipment		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
14	Able to know and practice equipment maintenance	Describe equipment maintenance		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			0%
15	Able to understand evaluation	Describe measurement evaluation		Lectures, discussions, questions and answers, demonstrations, tactical approaches and 3 X 50 assignments			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.