

 UNESA	Universitas Negeri Surabaya Faculty of Sports and Health Sciences Bachelor of Sports Science Study Program					Document Code	
SEMESTER LEARNING PLAN							
Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Philosophy of Sports Science	8920103049		T=3	P=0	ECTS=4.77	5	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Heri Wahyudi, S.Or., 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						
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">P.O</div>					
Short Course Description	Explanation of the implementation of sports philosophy as a basis and subject for analysis of various sports issues in three dimensions, namely ontology, axiology and epistemology.						
	References	Main :					
<ol style="list-style-type: none"> 1. Pramono, Made. 2015. Filsafat Ilmu Keolahragaan. Surabaya: Unesa University Press. 2. Haag, H. 1994. Theoretical Foundation of Sport Science as a Scientific Discipline: Contribution to a Philosophy (Meta-Theory) of Sport Science. Schourdorf, Verlaag Karl Hoffmann. Federal Republic of Germany. 3. Edgar, Andrew. 2014. Sport and Philosophy. dalam Sport, Ethics and Philosophy, 7:1, 10-29, DOI: 10.1080/17511321.2013.761882. 4. Morgan, William J. dan Meier, Klaus V. (ed.). 1995. Philosophic Inquiry in Sport. Second Edition. Champaign, USA: Human Kinetics. 5. Hardman, Alun dan Jones, Carwyn (eds.), 2010, Philosophy of Sport: International Perspectives, Cambridge Scholars Publishing, London. 6. Osterhoudt, Robert G. 1978 (published online 2013). The History and Philosophy of Sport: The Re-unification of Once Separated Opposites. Journal of the Philosophy of Sport, 5:1, 71-76, DOI: 10.1080/00948705.1978.10654143. 7. Kretchmar, R.S., 1994, Practical Philosophy of Sport, Champaign: Human Kinetics 8. McNamee, Mike (ed.), 2005, Philosophy and The Sciences of Exercise, Health and Sport: Critical Perspectives on Research Methods, Routledge, London and New York. 							
Supporters:							
Supporting lecturer	Dr. Made Pramono, S.S., M.Hum.						

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 identify sports terms based on analysis of their origins	<ol style="list-style-type: none"> 1.Explain some of the meanings of sport 2.Shows the roots of genesis (analysis of origins) of the term sport 3. Appreciating the body as a prerequisite for exercise 	Criteria: Full marks (10%) are obtained if you answer as completely as possible from at least two references	Pulpit lecture (slides) and questions and answers 2 X 50			0%
2	Able to identify sports terms based on analysis of their origins	<ol style="list-style-type: none"> 1.Explain some of the meanings of sport 2.Shows the roots of genesis (analysis of origins) of the term sport 3. Appreciating the body as a prerequisite for exercise 	Criteria: Full marks (10%) are obtained if you answer as completely as possible from at least two references	Pulpit lecture (slides) and questions and answers 2 X 50			0%
3	Able to map the field of sports philosophy studies	<ol style="list-style-type: none"> 1.Explain the tasks of philosophy in the context of science 2.Identify the differences between the terms sport, sports science, sports philosophy, and sports science philosophy 	Criteria: Full marks are obtained (15%) if done correctly and on time	Pulpit lecture (slides) and questions and answers Group discussion 3 X 50			0%
4	Able to map the field of sports philosophy studies	<ol style="list-style-type: none"> 1.Explain the tasks of philosophy in the context of science 2.Identify the differences between the terms sport, sports science, sports philosophy, and sports science philosophy 	Criteria: Full marks are obtained (15%) if done correctly and on time	Pulpit lecture (slides) and questions and answers Group discussion 3 X 50			0%

5	Able to map the field of sports philosophy studies	1.Explain the tasks of philosophy in the context of science 2.Identify the differences between the terms sport, sports science, sports philosophy, and sports science philosophy	Criteria: Full marks are obtained (15%) if done correctly and on time	Pulpit lecture (slides) and questions and answers Group discussion 3 X 50			0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.