

Universitas Negeri Surabaya Faculty of Sports and Health Sciences Bachelor of Sports Science Study Program

Document Code

SEMESTER LEARNING PLAN

Courses			CODE		Cours Family		Credit Weight		SEMESTER	Compilation Date			
APPLIED SPORT PSYCHOLOGY AND DOPING			GY 89201	02256			T=1	P=1	ECTS=3.18	6	July 17, 2024		
AUTHORIZATION			SP De	SP Developer			Course Cluster Coordinator			Study Program Coordinator			
										Dr. Hari Wabuudi, C.Or			
										Dr. Heri Wahyudi, S.Or., M.Pd.			
Learning model		Project Based I	Learning										
Program Learning		PLO study program that is charged to the course											
Outcom		Program Objectives (PO)											
(PLO)		PLO-PO Matrix											
			P.9	>									
		PO Matrix at th	ne end of ea	ch learning sta	ae (Sub	-PO)							
				on rounning out	90 (042	,							
			P.O				v	Vool					
									45 40				
							13 14	15 16					
Short Course		This course will sports performa	provide an ov ince and hea	erview of sports p Ith. Topics will in	osycholog nclude h	gy whi ow sp	ch inv	olves osvcho	the application	n of psycholog with athletes	cal theories in and teams in		
Descript	tion	motivation. cond	centration, p	ersonality, decisio	n makir	a bas	sed or	impo	ortant approa	ches in sport	s psychology.		
		approach, discu	Lectures are conducted to measure the achievement of learning competencies using a problem based learning approach, discussions, questions and answers, assignments. The problem-based learning approach requires										
		students to be able to discuss solving problems and present in groups and prepare reports well. Assessment is carried out by performance, written tests and portfolios											
Reference	ces	Main :											
		1. 1. Burton, D., & Raedeke, T. D. (2008). Sport Psychology for Coaches. Human Kinetics.											
		 2. Tod, D. (2014). Sport Psychology : the Basics. Routledge. 3. Vassilis Barkoukis, Lambros Lazuras, Haralambos Tsorbatzoudis. (2016) The Psychology of Doping in 											
		Sport. Routledge.											
		Supporters:											
Support	ina	Dr. Pudjijuniarto, M.Pd.											
lecturer	ing	Anna Noordia, S.TP., M.Kes. Ratna Candra Dewi, S.KM., M.Kes.											
Gita Benefita Suprianto, S.Psi., M.Sc.													
				Help Learning,									
Week-	Fina	al abilities of	1	Evaluation		Stu	Learning methods, Student Assignments, [Estimated time]		Learning				
	eac stat	h learning					-			materials [References]	Assessment Weight (%)		
		b-PO)	Indicato	Criteria & F		ffline ((online)				
					0	ffline)							
(1)		(2)	(3)	(4)		(5)		((6)	(7)	(8)		

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role of personality achievements personality theory comparison of personality assessment explain types of personality assessment electronship to performance 2 × 50 Image: Comparison of personality assessment electronship to performance 3 Able to explain motivation psychology soft-ference psychology achievements Explain the different types of motivation performance 2 × 50 Image: Comparison psychology 4 Able to explain motivation psychology or soft-efficacy A.1. Explain the meaning achievements 2 × 50 Image: Comparison psychology 5 Able to understand and performance A.1. Explain the meaning achievements 2 × 50 Image: Comparison provide achievements 6 Image: Soft and athete	1	meaning of sports psychology and its role in achieving	explain the meaning of sports psychology and its influence on achievement. 1.2 Able to explain the scope of sports	2 X 50		0%
molivation theory and definity molevation and their presents psychology different types of molivation and their presents and their present	2	role of personality	personality theory correctly 2.2 Be able to explain types of personality assessment and their relationship to performance	2 X 50		0%
concepts of self- self-efficacythe meaning of self- efficacy 4.2 Explain the relationsheif- and self- behavior2 × 502 × 505Able to understand and meaning of stress, anxiety and performance5.1 Explain the meaning of stress and anxiety 22 × 500%6	3	motivation theory and identify major motivation theories in sports	different types of motivation and their influence on achieving sporting	2 X 50		0%
understand and explain the meaning of stress, anxiety and performancethe meaning of stress and anxiety 5.2 Explain at least 3 stratigies for managing stress and anxiety2 x 5060%70%8090%100%110120%130140150	4	concepts of self- confidence and	the meaning of self- confidence and self- efficacy 4.2. Explain the relationship between self- confidence and athlete	2 X 50		0%
7 0 0% 8 0 0% 9 0 0% 10 0% 0% 11 0 0% 12 0 0% 13 0 0% 14 0% 0% 15 0 0%	5	understand and explain the meaning of stress, anxiety and	the meaning of stress and anxiety 5.2 Explain at least 3 strategies for managing stress and	2 X 50		0%
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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 abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.