



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																																
Sports Tests and Measurements	8920104183		T=4 P=0 ECTS=6.36	3	July 17, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Dr. Heri Wahyudi, S.Or., M.Pd.																																
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	This course equips students with the skills to master, apply and be able to evaluate problems in the field of sports, especially regarding sports tests and measurements, including: basic concepts of tests and measurements, principles of tests and measurements in training, criteria for choosing a good test, types -types of sports tests, physical condition measurements, sports skills tests, knowledge tests and analysis of test items as well as preparation of skills tests and analysis of their reliability and validity through journal reviews, discussions, problem solving, simulations and test practice and measurement of physical fitness elements																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : 1. Miller, Todd. 2012. NSCA 19s Guide to Tests and Assessment .United State. Human Kinetic 2. Severini, Thomas A., 2015. Analytic Methods In Sports Using Mathematics and Statistics to Understand Data from Baseball, Football, Basketball, and Other . Boca Raton. CRC PressTaylor & Francis Group. 3. Winnick, Joseph P., dan Short, Francis X., 2014. Brockport physical fitness test manual : a health-related assessment for youngsters with disabilities . Champaign-IL, Human Kinetics. 4. Lutan, R. & Suherman, A. 2000. Pengukuran dan Evaluasi Penjaskes. Jakarta. Dirjen Dikdasmen Depdiknas. 5. Kirkendall, D.R. Gruber, JJ, & Johnson, R.E. 1987. Measurement and evaluation for physical educator . Champaign, IL . Human Kinetics Pub. 6. Strand, B.N. & Wilson, R. 1993. Assessing sport skill. Champaign, IL. Human Kinetics Pub 7. Mackenzie, B. 1997. Performance Evaluation Tests [WWW] Available from: http://www.brianmac.co.uk/eval.htm [Accessed 1/4/2015] 8. McArdle, W. et al. 2000. Essentials of Exercise Physiology. 2nd ed. Philadelphia. Lippincott Williams & Wilkins 9. Davis, B. et al. 2000. Physical Education and the Study of Sport . UK. Harcourt Publishers Ltd. 10. Nurhasan. 2000. Tes dan Pengukuran Pendidikan Olahraga. Fakultas Pendidikan Olahraga Dan Kesehatan Universitas Pendidikan Indonesia. Supporters:																																				
Supporting lecturer	Dr. Achmad Widodo, M.Kes. Mokhamad Nur Bawono, S.Or., M.Kes. Indra Himawan Susanto, S.Or., M.Kes. Ns. Wiwin Sulistyawati, S.Kep., M.Kep. Awang Firmansyah, S.Or., 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	Understand the general meaning of Measurement Tests. Understand the general meaning and meaning of Measurement Tests along with examples	<ol style="list-style-type: none"> 1.Be able to explain what a test is 2.Be able to explain what measurement is 3.Able to define the tests and measurements themselves 4.Able to provide examples in everyday life of tests and measurements 5.Able to provide examples of test and measurement models in the world of education 6.Provide examples of fitness measurements 7.Provide examples of academic measurements 8.Provide examples of objects for measuring skills, knowledge and attitudes 	<p>Criteria: Full marks are obtained if you do all the questions correctly.</p>	Lectures, discussions and questions and answers 4 X 50			0%
2	Understand the general meaning of Measurement Tests. Understand the general meaning and meaning of Measurement Tests along with examples	<ol style="list-style-type: none"> 1.Be able to explain what a test is 2.Be able to explain what measurement is 3.Able to define the tests and measurements themselves 4.Able to provide examples in everyday life of tests and measurements 5.Able to provide examples of test and measurement models in the world of education 6.Provide examples of fitness measurements 7.Provide examples of academic measurements 8.Provide examples of objects for measuring skills, knowledge and attitudes 	<p>Criteria: Full marks are obtained if you do all the questions correctly.</p>	Lectures, discussions and questions and answers 4 X 50			0%

3	Understand and master the objectives of Evaluation Explain the Assessment and Evaluation process	<ol style="list-style-type: none"> 1. Able to explain with examples the implementation of evaluation 2. Able to follow up on the evaluation itself 3. Able to provide examples of aspects being measured 4. Able to provide examples of instruments used 5. Able to analyze data collection procedures 	Criteria: Full marks are obtained if you do all the questions correctly.	Lectures, discussions, questions and answers, assignments and performances (presentations) 4 X 50			0%
4	Explain the purpose of tests and measurements in detail. Understand and master the test selection criteria and their aspects	<ol style="list-style-type: none"> 1. Mention the importance of tests 2. Can analyze the data obtained 3. Explaining teaching/training mistakes 4. Describes measurements when used as material for comparative studies and for research 5. Describe and mention various types of validity along with examples 6. Explain the meaning of reliability with examples 7. Explain the meaning of objectives along with examples and norms 8. Explain with examples the meaning of interest 9. Describes a simple and economical form of test with examples 	Criteria: Full marks are obtained if you do all the questions correctly.	Lectures, discussions, questions and answers and assignments 4 X 50			0%

5	<p>Explain the purpose of tests and measurements in detail. Understand and master the test selection criteria and their aspects</p>	<ol style="list-style-type: none"> 1.Mention the importance of tests 2.Can analyze the data obtained 3.Explaining teaching/training mistakes 4.Describes measurements when used as material for comparative studies and for research 5.Describe and mention various types of validity along with examples 6.Explain the meaning of reliability with examples 7.Explain the meaning of objectives along with examples and norms 8.Explain with examples the meaning of interest 9.Describes a simple and economical form of test with examples 	<p>Criteria: Full marks are obtained if you do all the questions correctly.</p>	<p>Lectures, discussions, questions and answers and assignments 4 X 50</p>		0%
6	<p>Explain the purpose of tests and measurements in detail. Understand and master the test selection criteria and their aspects</p>	<ol style="list-style-type: none"> 1.Mention the importance of tests 2.Can analyze the data obtained 3.Explaining teaching/training mistakes 4.Describes measurements when used as material for comparative studies and for research 5.Describe and mention various types of validity along with examples 6.Explain the meaning of reliability with examples 7.Explain the meaning of objectives along with examples and norms 8.Explain with examples the meaning of interest 9.Describes a simple and economical form of test with examples 	<p>Criteria: Full marks are obtained if you do all the questions correctly.</p>	<p>Lectures, discussions, questions and answers and assignments 4 X 50</p>		0%

7	Learning by doing	<ol style="list-style-type: none"> 1.Be able to say the name of the measuring tool 2.Be able to explain the function of the tool 3.Able to explain SOP and its uses 4.Able to search and get the norm 	Criteria: Full marks are obtained if you do all the questions correctly.	Lectures, discussions, questions and answers and assignments 4 X 50			0%
8	UTS			4 X 50			0%
9	Continued Learning by doing	<ol style="list-style-type: none"> 1.Be able to say the name of the measuring tool 2.Be able to explain its function 3.Able to explain SOP and its uses 4.Get the norm 	Criteria: Complete results report from easy, effective and efficient training tips	Discussion, performance, questions and answers and 4 X 50 assignments			0%
10	Explain the various types of measurement tests using and without tools	<ol style="list-style-type: none"> 1.Be able to explain what to do before the test 2.Able to explain and practice the tools in question 	Criteria: Complete results report from easy, effective and efficient training tips	Discussion, performance, questions and answers and 4 X 50 assignments			0%
11	Explain the various types of fitness tests	Able to explain and simulate TKJI and MFT	Criteria: Complete results report from easy, effective and efficient training tips	Discussion, performance, questions and answers and 4 X 50 assignments			0%
12	Practice measurements in the Lab. Sport	Able to explain and carry out these tools and adapt them to the norms	Criteria: Complete results report from easy, effective and efficient training tips	Discussion, performance, questions and answers and 4 X 50 assignments			0%
13	Practice measurements in the Lab. Sport	Able to explain and carry out these tools and adapt them to the norms	Criteria: Complete results report from easy, effective and efficient training tips	Discussion, performance, questions and answers and 4 X 50 assignments			0%
14	Practice measurements in the Lab. Sports / field	Able to explain and carry out fitness tests and the results are adjusted to the norms	Criteria: Complete results report from easy, effective and efficient training tips	Discussion, performance, questions and answers and 4 X 50 assignments			0%
15	Practice measurements in the Lab. Sports / field	Able to explain and carry out fitness tests and the results are adjusted to the norms	Criteria: Complete results report from easy, effective and efficient training tips	Discussion, performance, questions and answers and 4 X 50 assignments			0%
16	Practice measurements in the Lab. Sport	Able to analyze and evaluate the results of measurements that have been carried out	Criteria: Full marks are obtained if you do all the questions correctly	Discussion, performance, questions and answers and 4 X 50 assignments			0%

Evaluation Percentage Recap: Project Based Learning

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** 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.