



**Universitas Negeri Surabaya  
Vocational Faculty  
D4 Sports Coaching Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>										
Development of a Physical Training Model	99998520204031	Compulsory Study Program Subjects	T=1	P=2	ECTS=4.77	4	July 16, 2024										
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>											
		Tutur Jatmiko, S.Pd., M.Kes	.....			Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO.											
<b>Learning model</b>	<b>Case Studies</b>																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																
	<b>PLO-5</b>	Have devotion to God Almighty and be able to show a religious attitude															
	<b>Program Objectives (PO)</b>																
	<b>PLO-PO Matrix</b>																
		P.O		PLO-5													
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Short Course Description</b>	Understanding the concepts and applications of various types of Physical Conditions in the field of sports coaching. This course examines overall physical condition (total fitness), the implementation of physical training in various sports as well as the preparation of physical training programs. This course is presented theoretically and practically																
<b>References</b>	<b>Main :</b>																
	<ol style="list-style-type: none"> <li>1. James C. R and Robert C. F., 1998, High-Powered Plyometrics , Australia: Human Kinetics.</li> <li>2. Bompa, 2015, Total Training for Young Champions , Australia: Human Kinetics.</li> <li>3. Donald Chu, 1999, Jumping Into Plyometrics , Australia: Human Kinetics.</li> <li>4. Lee E. B., Vance A. F., Juan C. S., 2000, Training for Speed, Agility, and Quickness , Australia : Human Kinetics.</li> <li>5. Edmund J. Burke, 1977, Toward an Understanding of Human Performance , New York: 102 Irving Place Ithaca.</li> <li>6. Michael J. Alter, 1999. 300 Teknik Peregangan Olahraga , Jakarta: PT. RajaGrafindo Persada</li> <li>7. Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetic</li> <li>8. Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Pelatihan Kondisi Fisik. Bandung. Rosda Karya</li> <li>9. Sukadiyanto &amp; Dangsina Muluk. 2011. Pengantar Teori dan Metodologi Melatih Fisik. Bandung. Lubuk Agung.</li> <li>10. Laursen, Paul &amp; Martin Bucheit. 2019. Science and Application of High-Intensity Interval Training. USA. Human Kinetic</li> <li>11. Kraemer, Williams J &amp; Keijo Hakkinen. 2000. Strenght Training for Sports. USA. Blackwell Science Ltd</li> <li>12. Walker, Isabel. 2010. Training For Speed, Power and Strenght. London. UK. Peak Performance Publishing</li> <li>13. Lee E. B., Vance A. F., Juan C. S., 2000, Training for Speed, Agility, and Quickness , Australia : Human Kinetics.</li> </ol>																
	<b>Supporters:</b>																
<b>Supporting lecturer</b>	Dr. Wijono, M.Pd. Dr. Mochamad Purnomo, S.Pd., M.Kes. Tutur Jatmiko, S.Pd., M.Kes. Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO. Fifit Yeti Wulandari, S.Pd., M.Pd. Dr. Donny Ardy Kusuma, S.Pd., M.Kes. Rizky Muhammad Sidik, S.Pd., M.Ed.																
<b>Week-</b>	<b>Final abilities of each learning</b>	<b>Evaluation</b>			<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>			<b>Learning materials</b>	<b>Assessment Weight (%)</b>								

	stage (Sub-PO)	Indicator	Criteria & Form	Offline ( <i>offline</i> )	Online ( <i>online</i> )	[ <a href="#">References</a> ]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	The Importance of Developing a Physical Training Model	<p>1. Students are able to understand the development of physical training models</p> <p>2. Students are able to make different models of physical exercise</p> <p>3. Students understand physical training methods</p> <p>4. Students understand the different methods of physical training</p>	<p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Tests</p>	Theory and Discussion 4x 50'		<p><b>Material:</b> Physical Training Methods</p> <p><b>Literature:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <hr/> <p><b>Material:</b> Physical Training Methods</p> <p><b>References:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <hr/> <p><b>Material:</b> Strength Conditioning Method</p> <p><b>References:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p>	0%

2	<p>1.The Importance of Developing Flexibility and Coordination Training Models</p> <p>2.The Importance of Flexibility and Coordination Training Methods</p> <p>3.The Importance of Various Types of Flexibility and Coordination Training</p>	<p>1.Students understand the development of flexibility and coordination training models</p> <p>2.Students understand flexibility and coordination training methods</p> <p>3.Students understand various types of flexibility and coordination exercises</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Tests</p>	<p>Theory and Discussion 4 x 50'</p>	<p><b>Material:</b> Flexibility and Coordination</p> <p><b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <hr/> <p><b>Material:</b> Flexibility and Coordination</p> <p><b>Bibliography:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <hr/> <p><b>Material:</b> Flexibility, Methods and models of Stretching exercises</p> <p><b>Library:</b> <i>Michael J. Alter, 1999. 300 Sports Stretching Techniques, Jakarta: PT. RajaGrafindo Persada</i></p> <hr/> <p><b>Material:</b> Flexibility, Stretching training methods and models</p> <p><b>Library:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <hr/> <p><b>Material:</b> Flexibility, Methods and models of Stretching exercises</p> <p><b>Library:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p>	5%
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3	<p>1.The Importance of Developing a Flexibility Training Model</p> <p>2.The Importance of Flexibility Training Methods</p> <p>3.The importance of various types of flexibility training</p>	<p>1.Students understand the development of flexibility training models</p> <p>2.Students understand flexibility training methods</p> <p>3.Students understand various types of flexibility exercises</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Practice and Discussion 4 x 50'</p>		<p><b>Material:</b> Flexibility and Coordination</p> <p><b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <hr/> <p><b>Material:</b> Flexibility and Coordination</p> <p><b>Bibliography:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <hr/> <p><b>Material:</b> Flexibility, Methods and models of Stretching exercises</p> <p><b>Library:</b> <i>Michael J. Alter, 1999. 300 Sports Stretching Techniques, Jakarta: PT. RajaGrafindo Persada</i></p> <hr/> <p><b>Material:</b> Flexibility, Stretching training methods and models</p> <p><b>Library:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <hr/> <p><b>Material:</b> Flexibility, Methods and models of Stretching exercises</p> <p><b>Library:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p>	5%
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4	<p>1.The Importance of Developing a Coordination Training Model</p> <p>2.The Importance of Coordination Training Methods</p> <p>3.The Importance of Various Kinds of Coordination Training</p>	<p>1.Students understand the development of the Coordination training model</p> <p>2.students understand coordination training methods</p> <p>3.Students understand various types of coordination exercises</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Practice and Discussion 4 x 50'</p>	<p><b>Material:</b> Flexibility and Coordination</p> <p><b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <hr/> <p><b>Material:</b> Flexibility and Coordination</p> <p><b>Bibliography:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <hr/> <p><b>Material:</b> Flexibility, Methods and models of Stretching exercises</p> <p><b>Library:</b> <i>Michael J. Alter, 1999. 300 Sports Stretching Techniques, Jakarta: PT. RajaGrafindo Persada</i></p> <hr/> <p><b>Material:</b> Flexibility</p> <p><b>Readers:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <hr/> <p><b>Material:</b> Flexibility</p> <p><b>Literature:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p>	5%
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5	<p>1.The Importance of Developing an Endurance Training Model</p> <p>2.The Importance of Endurance Training Methods</p> <p>3.The Importance of Various Types of Endurance Training</p>	<p>1.Students understand the development of endurance training models</p> <p>2.students understand endurance training methods</p> <p>3.Students Understand Types of Endurance Exercises</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical Assessment, Tests</p>	<p>Theory and Discussion 4 x 50'</p>		<p><b>Material:</b> Endurance Training</p> <p><b>Reader:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <hr/> <p><b>Material:</b> Endurance Training</p> <p><b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <hr/> <p><b>Material:</b> Endurance Training</p> <p><b>Reader:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <hr/> <p><b>Material:</b> Endurance Training</p> <p><b>Literature:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <hr/> <p><b>Material:</b> Endurance Training</p> <p><b>Bibliography:</b> <i>Laursen, Paul &amp; Martin Bucheit. 2019. Science and Application of High-Intensity Interval Training. USA. Human Kinetics</i></p>	5%
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6	<p>1.The Importance of Developing an Aerobic Endurance Training Model</p> <p>2.The Importance of Aerobic Endurance Training Methods</p> <p>3.The Importance of Various Types of Aerobic Endurance Training</p>	<p>1.Students understand the development of aerobic endurance training models</p> <p>2.students understand the aerobic endurance training method</p> <p>3.Students Understand Types of Aerobic Endurance Exercises</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests</p>	<p>Practice and Discussion 4 x 50'</p>		<p><b>Material:</b> Endurance Training</p> <p><b>Reader:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <hr/> <p><b>Material:</b> Endurance Training</p> <p><b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <hr/> <p><b>Material:</b> Endurance Training</p> <p><b>Reader:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <hr/> <p><b>Material:</b> Endurance Training</p> <p><b>Literature:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <hr/> <p><b>Material:</b> Endurance Training</p> <p><b>Bibliography:</b> <i>Laursen, Paul &amp; Martin Bucheit. 2019. Science and Application of High-Intensity Interval Training. USA. Human Kinetics</i></p>	5%
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7	<p>1.The Importance of Developing Anaerobic Endurance Training Models</p> <p>2.The Importance of Anaerobic Endurance Training Methods</p> <p>3.The Importance of Various Types of Anaerobic Endurance Training</p>	<p>1.Students understand the development of anaerobic endurance training models</p> <p>2.students understand anaerobic endurance training methods</p> <p>3.Students Understand Types of Anaerobic Endurance Exercises</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance, Tests</p>	<p>Practice and Discussion 4 x 50'</p>		<p><b>Material:</b> Endurance Training</p> <p><b>Reader:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <p>-----</p> <p><b>Material:</b> Endurance Training</p> <p><b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <p>-----</p> <p><b>Material:</b> Endurance Training</p> <p><b>Reader:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <p>-----</p> <p><b>Material:</b> Endurance Training</p> <p><b>Literature:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <p>-----</p> <p><b>Material:</b> Endurance Training</p> <p><b>Bibliography:</b> <i>Laursen, Paul &amp; Martin Bucheit. 2019. Science and Application of High-Intensity Interval Training. USA. Human Kinetics</i></p>	5%
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8	UTS	UTS	<p><b>Criteria:</b> UTS</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	UTS 4 x 50'		<p><b>Material:</b> Flexibility and Endurance <b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <hr/> <p><b>Material:</b> Flexibility and coordination <b>Reference:</b> <i>Michael J. Alter, 1999. 300 Sports Stretching Techniques, Jakarta: PT. RajaGrafindo Persada</i></p> <hr/> <p><b>Material:</b> Endurance, Flexibility and Coordination <b>Bibliography:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High- Performance Training for Sports. USA. Human Kinetics</i></p> <hr/> <p><b>Material:</b> Endurance, Flexibility and Coordination <b>Literature:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <hr/> <p><b>Material:</b> Endurance, Flexibility and Coordination <b>Literature:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p>	0%
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9	<p>1.The Importance of Developing a Strength Training Model</p> <p>2.The Importance of Strength Training Methods</p> <p>3.The importance of various types of strength training models</p>	<p>1.Students understand the development of strength training models</p> <p>2.students understand strength training methods</p> <p>3.Students understand the various types of strength training</p>	<p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Tests</p>	<p>theory and discussion 4 x 50'</p>		<p><b>Material:</b> Strength Training <b>Library:</b> Bompa, 2015, <i>Total Training for Young Champions, Australia: Human Kinetics.</i></p> <hr/> <p><b>Material:</b> Strength Training <b>Reader:</b> Joyce, David &amp; Daniel Lewindon. 2014. <i>High-Performance Training for Sports. USA. Human Kinetics</i></p> <hr/> <p><b>Material:</b> Strength Training <b>Literature:</b> Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. <i>Physical Condition Training. Bandung. Rosda Karya</i></p> <hr/> <p><b>Material:</b> Strength Training <b>Literature:</b> Sukadiyanto &amp; Dangsina Muluk. 2011. <i>Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <hr/> <p><b>Material:</b> Strength Training <b>Library:</b> Kraemer, Williams J &amp; Keijo Hakkinen. 2000. <i>Strength Training for Sports. USA. Blackwell Science Ltd</i></p> <hr/> <p><b>Material:</b> Strength Training <b>Reference:</b> Walker, Isabel. 2010. <i>Training For Speed, Power and Strength. London. UK. Peak Performance Publishing</i></p>	5%
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10	<p>1.The Importance of Developing a Maximum Strength Training Model</p> <p>2.The importance of maximal strength training methods</p> <p>3.The importance of various models of maximum strength training</p>	<p>1.Students understand the development of maximal strength training models</p> <p>2.students understand maximal strength training methods</p> <p>3.students understand the various types of maximal strength training</p>	<p><b>Forms of Assessment :</b>  Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Practice and discussion  4 x 50'</p>		<p><b>Material:</b>  Strength Training  <b>Library:</b>  <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <hr/> <p><b>Material:</b>  Strength Training  <b>Reader:</b>  <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <hr/> <p><b>Material:</b>  Strength Training  <b>Literature:</b>  <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <hr/> <p><b>Material:</b>  Strength Training  <b>Literature:</b>  <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <hr/> <p><b>Material:</b>  Strength Training  <b>Library:</b>  <i>Kraemer, Williams J &amp; Keijo Hakkinen. 2000. Strength Training for Sports. USA. Blackwell Science Ltd</i></p> <hr/> <p><b>Material:</b>  Strength Training  <b>Reference:</b>  <i>Walker, Isabel. 2010. Training For Speed, Power and Strength. London. UK. Peak Performance Publishing</i></p>	5%
11	<p>1.The Importance of Developing an Explosive Power Training Model</p> <p>2.The Importance of Explosive</p>	<p>1.Students understand the development of the explosive power</p>	<p><b>Forms of Assessment :</b>  Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Practice and discussion  4 x 50'</p>		<p><b>Material:</b>  Strength Training  <b>Library:</b>  <i>Bompa, 2015, Total Training for Young Champions,</i></p>	5%

	<p>Power Training Methods</p> <p>3.The importance of various models of explosive power training</p>	<p>training model</p> <p>2.students understand explosive power training methods</p> <p>3.Students understand the various types of explosive power training</p>	<p>Performance, test</p>		<p>Australia: Human Kinetics.</p> <p><b>Material:</b> Strength Training <b>Reader:</b> Joyce, David &amp; Daniel Lewindon. 2014. <i>High-Performance Training for Sports</i>. USA. Human Kinetics</p> <p><b>Material:</b> Strength Training <b>Literature:</b> Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. <i>Physical Condition Training</i>. Bandung. Rosda Karya</p> <p><b>Material:</b> Strength Training <b>Literature:</b> Sukadiyanto &amp; Dangsina Muluk. 2011. <i>Introduction to Physical Training Theory and Methodology</i>. Bandung. Lubuk Agung.</p> <p><b>Material:</b> Strength Training <b>Library:</b> Kraemer, Williams J &amp; Keijo Hakkinen. 2000. <i>Strength Training for Sports</i>. USA. Blackwell Science Ltd</p> <p><b>Material:</b> Strength Training <b>Reference:</b> Walker, Isabel. 2010. <i>Training For Speed, Power and Strength</i>. London. UK. Peak Performance Publishing</p> <p><b>Material:</b> Plyometrics <b>Bibliography:</b> Donald Chu, 1999, <i>Jumping Into Plyometrics</i>, Australia: Human Kinetics.</p>	
12	<p>1.The Importance of Developing Speed, Agility and Reaction Training Models</p>	<p>1.Students understand the development of speed,</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities,</p>	<p>theory and discussion 4 x 50'</p>	<p><b>Material:</b> Speed, Agility and Quickness <b>Bibliography:</b></p>	5%

2.The Importance of Speed, Agility and Reaction Training Methods  
3.The importance of various models of speed, agility and reaction training

agility and reaction training models  
2.Students understand speed, agility and reaction training methods  
3.Students understand various types of speed, agility and reaction training

Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test

*Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.*

**Material:** Speed, Agility and Quickness  
**Bibliography:** Lee EB, Vance AF, Juan CS, 2000, *Training for Speed, Agility, and Quickness, Australia: Human Kinetics.*

**Material:** Speed, Agility and Quickness  
**Reader:** Joyce, David & Daniel Lewindon. 2014. *High-Performance Training for Sports. USA. Human Kinetics*

**Material:** Speed, Agility and Quickness  
**Reader:** Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. *Physical Condition Training. Bandung. Rosda Karya*

**Material:** Speed, Agility and Quickness  
**Literature:** Sukadiyanto & Dangsina Muluk. 2011. *Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.*

**Material:** Speed, Agility and Quickness  
**Bibliography:** Lee EB, Vance AF, Juan CS, 2000, *Training for Speed, Agility, and Quickness, Australia: Human Kinetics.*

**Material:** Speed, Agility and Quickness  
**Reference:** Walker,

						Isabel. 2010. <i>Training For Speed, Power and Strength</i> . London. UK. <i>Peak Performance</i>	
13	<p>1.The Importance of Developing a Speed Training Model</p> <p>2.The Importance of Speed Training Methods</p> <p>3.The importance of various types of speed training models</p>	<p>1.Students understand the development of speed training models</p> <p>2.students understand speed training methods</p> <p>3.Students understand various types of speed training</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Practice and discussion 4 x 50'	<p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <p>-----</p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Bibliography:</b> <i>Lee EB, Vance AF, Juan CS, 2000, Training for Speed, Agility, and Quickness, Australia: Human Kinetics.</i></p> <p>-----</p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Reader:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <p>-----</p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Reader:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <p>-----</p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Literature:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <p>-----</p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Bibliography:</b> <i>Lee EB, Vance AF, Juan CS, 2000, Training for Speed,</i></p>	5%	

					<p><i>Agility, and Quickness, Australia: Human Kinetics.</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Reference:</b> <i>Walker, Isabel. 2010. Training For Speed, Power and Strength. London. UK. Peak Performance Publishing</i></p>	
14	<p>1.The Importance of Developing an Agility Training Model</p> <p>2.The Importance of Agility Training Methods</p> <p>3.The importance of various types of Agility Training models</p>	<p>1.Students understand the development of the Agility training model</p> <p>2.students understand Agility training methods</p> <p>3.students understand various types of Agility exercises</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Practice and discussion 4 x 50'	<p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Bibliography:</b> <i>Lee EB, Vance AF, Juan CS, 2000, Training for Speed, Agility, and Quickness, Australia: Human Kinetics.</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Reader:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Reader:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Literature:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology.</i></p>	5%

					<p><i>Bandung. Lubuk Agung.</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Bibliography:</b> <i>Lee EB, Vance AF, Juan CS, 2000, Training for Speed, Agility, and Quickness, Australia: Human Kinetics.</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Reference:</b> <i>Walker, Isabel. 2010. Training For Speed, Power and Strength. London. UK. Peak Performance Publishing</i></p>	
15	<p>1.The Importance of Developing Reaction Training Models</p> <p>2.The Importance of Reaction Training Methods</p> <p>3.The importance of various Reaction Training models</p>	<p>1.Students understand the development of the Reaction training model</p> <p>2.students understand the Reaction training method</p> <p>3.Students understand various types of reaction exercises</p>	<p><b>Criteria:</b> assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Practice and discussion 4 x 50'	<p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Bibliography:</b> <i>Lee EB, Vance AF, Juan CS, 2000, Training for Speed, Agility, and Quickness, Australia: Human Kinetics.</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Reader:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance Training for Sports. USA. Human Kinetics</i></p> <p><b>Material:</b> Speed, Agility and Quickness</p> <p><b>Reader:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p>	5%



						<p><b>Material:</b> Speed, Agility and Quickness <b>Literature:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <p><b>Material:</b> Speed, Agility and Quickness <b>Bibliography:</b> <i>Lee EB, Vance AF, Juan CS, 2000, Training for Speed, Agility, and Quickness, Australia: Human Kinetics.</i></p> <p><b>Material:</b> Speed, Agility and Quickness <b>Reference:</b> <i>Walker, Isabel. 2010. Training For Speed, Power and Strength. London. UK. Peak Performance Publishing</i></p>	
16	UAS	UAS	<p><b>Criteria:</b> UAS</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Written Exam 2 x 50'		<p><b>Material:</b> Strength and SAQ <b>Bibliography:</b> <i>Bompa, 2015, Total Training for Young Champions, Australia: Human Kinetics.</i></p> <p><b>Material:</b> Power <b>Bibliography:</b> <i>Donald Chu, 1999, Jumping Into Plyometrics, Australia: Human Kinetics.</i></p> <p><b>Material:</b> SAQ <b>Bibliography:</b> <i>Lee EB, Vance AF, Juan CS, 2000, Training for Speed, Agility, and Quickness, Australia: Human Kinetics.</i></p> <p><b>Material:</b> Strength and SAQ <b>Bibliography:</b> <i>Joyce, David &amp; Daniel Lewindon. 2014. High-Performance</i></p>	25%

						<p><i>Training for Sports. USA. Human Kinetics</i></p> <hr/> <p><b>Material:</b> Strength and SAQ</p> <p><b>Readers:</b> <i>Djafar, Dikdik, Paulus L Pasurney, Luky Afari. 2019. Physical Condition Training. Bandung. Rosda Karya</i></p> <hr/> <p><b>Material:</b> strength and SAQ</p> <p><b>Reader:</b> <i>Sukadiyanto &amp; Dangsina Muluk. 2011. Introduction to Physical Training Theory and Methodology. Bandung. Lubuk Agung.</i></p> <hr/> <p><b>Material:</b> Strength and Power</p> <p><b>Library:</b> <i>Kraemer, Williams J &amp; Keijo Hakkinen. 2000. Strength Training for Sports. USA. Blackwell Science Ltd</i></p> <hr/> <p><b>Material:</b> Strength, Speed and Power</p> <p><b>Reference:</b> <i>Walker, Isabel. 2010. Training For Speed, Power and Strength. London. UK. Peak Performance Publishing</i></p> <hr/> <p><b>Material: SAQ</b></p> <p><b>Bibliography:</b> <i>Lee EB, Vance AF, Juan CS, 2000, Training for Speed, Agility, and Quickness, Australia: Human Kinetics.</i></p>
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	21.56%
2.	Project Results Assessment / Product Assessment	14.97%
3.	Portfolio Assessment	13.23%
4.	Practical Assessment	9.89%
5.	Practice / Performance	8.64%
6.	Test	21.56%
		89.85%

## 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.