



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																	
Coaching Philosophy and Profession	99998520202031		T=2	P=0	ECTS=3.18	1	July 16, 2024																																	
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																		
				Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO.																																		
Learning model	Case Studies																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																							
	PLO-5	Have devotion to God Almighty and be able to show a religious attitude																																						
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-5</td> </tr> </table>						P.O	PLO-5																															
P.O	PLO-5																																							
	PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 15px;">1</td> <td style="width: 15px;">2</td> <td style="width: 15px;">3</td> <td style="width: 15px;">4</td> <td style="width: 15px;">5</td> <td style="width: 15px;">6</td> <td style="width: 15px;">7</td> <td style="width: 15px;">8</td> <td style="width: 15px;">9</td> <td style="width: 15px;">10</td> <td style="width: 15px;">11</td> <td style="width: 15px;">12</td> <td style="width: 15px;">13</td> <td style="width: 15px;">14</td> <td style="width: 15px;">15</td> <td style="width: 15px;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																								
Short Course Description	Understanding theory includes the competence of novice trainers, trainer ethics and the basic concepts of a trainer's profession as well as being able to analyze the professionalism of trainers in training properly and correctly																																							
References	Main :																																							
	1. Martens, Rainer. 2002. Successful coaching. USA. Human Kinetics2. McMahon, Gladeana & Archer, Anne. 2010. 101 Coaching Strategies and Techniques. USA. Human Kinetics																																							
	Supporters:																																							
Supporting lecturer	Dr. Wijono, M.Pd. Dr. Abdul Hafidz, S.Pd., M.Pd. Fifit Yeti Wulandari, S.Pd., M.Pd. Dio Alif Airlangga Dauly, S.Pd., M.Pd.																																							
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 qualities of a successful coach	1.Explaining the supporting knowledge of a trainer 2.Explains the skills that a trainer must master	Criteria: able to understand the qualities of a successful coach	lecturediscussion answer 2 X 50			0%																																	
2	Understand the duties and obligations of a professional trainer	1.Explain the duties of a trainer 2.Explain the coach's responsibilities	Criteria: understand the main duties of a coach	lecturediscussion answer 2 X 50			0%																																	

3	Understand the capacity of a coach in the team	<ol style="list-style-type: none"> 1.Explain the categories of trainer attitudes in certain situations 2.Explains the placement of coaches in determining attitudes 	Criteria: able to describe the coach's capacity in sports training	lecture question and answer discussion 2 X 50			0%
4	Understand the advantages and disadvantages of being a coach	<ol style="list-style-type: none"> 1.Explain the benefits of coaching 2.Explain the risks faced in training 3.Explains how to minimize risks or losses in training 	Criteria: understand the consequences and responsibilities of a coach	lecturediscussionpresentation 2 X 50			0%
5	Understand the role of the coach as an interesting person	<ol style="list-style-type: none"> 1.Explains the trainer as a person 2.Explain the needs of a trainer 3.Explains the trainer's adjustment as a person 	Criteria: able to present the results of discussions and workshops on making powerpoints	lecturepresentationdiscussion 2 X 50			0%
6	Understand the needs of trainers in carrying out their duties	<ol style="list-style-type: none"> 1.The need for training 2.Need for training facilities 3.attention needs of athletes 	Criteria: understand the lecture material	lecture presentationdiscussion questions answers 2 X 50			0%
7	Understand the abilities of a coach as a leader	<ol style="list-style-type: none"> 1.Set an example of a noble attitude 2.Coach motivational support for athletes 3.Coach involvement as a leader 	Criteria: <ol style="list-style-type: none"> 1.understand lecture material (trainer as leader) 2.presenting material in class 	lecturediscussionpresentation 2 X 50			0%
8	Mid-semester exam	material for meetings 1 to 7	Criteria: attached	Written Exam 2 X 50			0%
9	Presenting on the topic "Coaches as role models"	<ol style="list-style-type: none"> 1.Explains about "being an example for athletes to emulate" 2.Explaining "being a responsible coach" 3.Explain how to move athletes to become role models 	Criteria: understand and be able to present material about coaches as a role play	lecturediscussion answer 2 X 50			0%
10	Students are able to present about "trainers as disciplinarians"	<ol style="list-style-type: none"> 1.Explain the importance of discipline in sports coaching 2.Explain the impact of discipline on achieving peak performance 	Criteria: presenting lecture material (trainer as disciplinarian)	lecturediscussion answer 2 X 50			0%
11	Students are able to observe and evaluate the profession of a trainer	<ol style="list-style-type: none"> 1.Explain the knowledge of professional trainers 2.Provide an assessment of the trainer profession 	Criteria: Field observations about trainers at Puslatda	Observation 2 X 50			0%
12	Students are able to observe and evaluate the profession of a trainer	<ol style="list-style-type: none"> 1.Explain the knowledge of professional trainers 2.Provide an assessment of the trainer profession 	Criteria: Field observations about trainers at Puslatda	Observations at the club (training ground) 2 X 50			0%

13	Students are able to provide examples (in the form of videos about the duties of professional trainers)	1.Explains selecting events related to the coaching profession 2.Assessing the professionalism of a coach	Criteria: have the ability to analyze videos about coaching	group assignment 2 X 50			0%
14	Students are able to solve problems faced by a trainer	1.Able to identify problems 2.Giving criticism and accepting criticism 3.Draw conclusions from the discussion results	Criteria: able to solve problems faced by trainers	lecturediscussionpresentation 2 X 50			0%
15	Students are able to solve problems faced by a trainer	1.Able to identify problems 2.Giving criticism and accepting criticism 3.Draw conclusions from the discussion results	Criteria: able to solve problems faced by trainers	lecturediscussionpresentation 2 X 50			0%
16	Final exams	Final exams		Final Exam Semester 2 X 50			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.