



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

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																				
Analysis of Sports Tests and Measurements	8900102072	Study Program Elective Courses	T=2	P=0	ECTS=5.04	2	April 30, 2023																																																																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																					
	Prof. Dr. H. Hari Setijono, M.Pd. Dr. Oce Wiriawan, M.Kes.		Prof. Dr. H. Hari Setijono, M.Pd.			Prof. Dr. Agus Hariyanto, M.Kes.																																																																																																					
<b>Learning model</b>	Case Studies																																																																																																										
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																										
	<b>PLO-6</b>	Demonstrate a responsible attitude towards work in the field of sports science independently (S2) (PLO-2)																																																																																																									
	<b>PLO-7</b>	Able to discover or develop new scientific theories/conceptions/ideas, contribute to the development and practice of science and/or technology in the field of sports science which pays attention to and applies humanities values by producing scientific research based on scientific methodology, logical, critical, systematic and systematic thinking, creative.																																																																																																									
	<b>PLO-10</b>	Able to develop knowledge in the field of sports performance analysis through a scientific approach based on critical, logical and creative thinking (KK1) (PLO-10)																																																																																																									
	<b>PLO-15</b>	Mastering the concepts and strategies for conveying and defending ideas, findings and research results in sports science in academic and public forums																																																																																																									
	<b>Program Objectives (PO)</b>																																																																																																										
	<b>PO - 1</b>	Have the ability to analyze sports performance well																																																																																																									
	<b>PO - 2</b>	able to utilize ICT-based learning resources and learning media in understanding globally the principles, objectives and domains of test and measurement activities in the sports sector																																																																																																									
	<b>PO - 3</b>	able to make decisions based on information and data analysis in selecting, using and interpreting test results in sports																																																																																																									
	<b>PO - 4</b>	Have a responsible attitude towards individual and group work in collaborating to carry out tests and measurements																																																																																																									
	<b>PLO-PO Matrix</b>																																																																																																										
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-6</th> <th>PLO-7</th> <th>PLO-10</th> <th>PLO-15</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>						P.O	PLO-6	PLO-7	PLO-10	PLO-15	PO-1					PO-2					PO-3					PO-4																																																																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																											
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<b>Short Course Description</b>	This course will discuss understanding and mastery of the functions, objectives of measurement tests in the form of tests of physical abilities and skills in various sports, both theory and practice, including using assessment norms and increasing understanding of analysis of measurement results for decision making. Lectures are carried out with presentations and discussions, practice, project assignments, and reflection.																																																																																																										
<b>References</b>	<b>Main :</b>																																																																																																										

1. 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
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. Brian Mackenzie, 2005. 101 Performance Evaluation Tests.
4. Edward et.al., 2007. Sport and Exercise Physiology Testing Guidelines, The British Association of Sport and Exercise Sciences Guide, Volume II: Exercise and Clinical Testing, Routledge.

**Supporters:**

1. Nurhasan, 2001. Tes dan Pengukuran Dalam Pendidikan Jasmani, Depdiknas
2. Frank M.Verducci, Ed. D. 1980. Measurement Concepts in Physical Education
3. Margareth J. Safrit, 1981, Evaluation in Physical education

**Supporting lecturer** Prof. Dr. H. Hari Setijono, M.Pd.  
Dr. Oce Wiriawan, 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	Mastering the application of Measurement Tests in sports	<ol style="list-style-type: none"> <li>1.Able to analyze the application of tests and measurements well</li> <li>2.Able to provide examples in everyday life of tests and measurements</li> </ol>	<p><b>Criteria:</b> Explains the definition and application of tests for sports</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Lectures, discussions and questions and answers 2x50		<p><b>Material:</b> General understanding regarding sports tests and measurements</p> <p><b>Reference:</b> <i>Nurhasan, 2001. Tests and Measurements in Physical Education, Ministry of National Education</i></p>	5%
2	Mastering the application of Measurement Tests in sports	<ol style="list-style-type: none"> <li>1.Able to analyze the application of tests and measurements well</li> <li>2.Able to provide examples in everyday life of tests and measurements</li> </ol>	<p><b>Criteria:</b> Explains the definition and application of tests for sports</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Lectures, discussions, questions and answers 2x50		<p><b>Material:</b> General understanding regarding sports tests and measurements</p> <p><b>Reference:</b> <i>Nurhasan, 2001. Tests and Measurements in Physical Education, Ministry of National Education</i></p>	5%

3	<p>1.Explain the purpose of tests and measurements in detail</p> <p>2.Understand and master the Test Selection Criteria and Aspects</p>	<p>1.Mention the importance of tests</p> <p>2.Can analyze the data obtained</p> <p>3.Explaining teaching/training mistakes</p> <p>4.Describes measurements when used as material for comparative studies and for research</p> <p>5.Describe and mention various types of validity along with examples</p> <p>6.Explain the meaning of reliability with examples</p> <p>7.Explain the meaning of objectives along with examples and norms</p> <p>8.Explain with examples the meaning of interest</p> <p>9.Describes a simple and economical form of test with examples</p>	<p><b>Criteria:</b> Making Presentations</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Lectures, discussions, questions and answers, 2x50 assignments</p>		<p><b>Material:</b> sports evaluation</p> <p><b>Bibliography:</b> <i>Frank M. Verducci, Ed. D. 1980. Measurement Concepts in Physical Education</i></p>	5%
4	<p>Explain the purpose of tests and measurements in detail. Understand and master test selection criteria and their aspects</p>	<p>1.Mention the importance of tests</p> <p>2.Can analyze the data obtained</p> <p>3.Describes teaching/training mistakes</p> <p>4.Describes measurements when used as material for comparative studies and for research</p> <p>5.Describe and mention various types of validity along with examples</p> <p>6.Explain the meaning of reliability with examples</p> <p>7.Explain the meaning of objectives along with examples and norms</p> <p>8.Explain with examples the meaning of interest</p>	<p><b>Criteria:</b> Formulate the function of DNA tests and measurements</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lectures, discussions, questions and answers and 2x50 assignments</p>		<p><b>Material:</b> Purpose of tests and measurements</p> <p><b>Reference:</b> <i>Nurhasan, 2001. Tests and Measurements in Physical Education, Ministry of National Education</i></p>	5%

5	Explain the purpose of tests and measurements in detail. Understand and master test selection criteria and their aspects	1. Mention the importance of tests 2. Can analyze the data obtained 3. Explain the mistakes in teaching/training 4. Explain measurement when used as material for comparative studies and for research 5. Describe and mention various types of validity with examples 6. Explain the meaning of reliability along with for example 7. Explain the purpose of objective with examples and norms 8. Explain with examples the purpose of interest	<b>Criteria:</b> Formulate the function of DNA tests and measurements <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, questions and answers and 2x50 assignments		<b>Material:</b> Purpose of tests and measurements <b>Reference:</b> <i>Nurhasan, 2001. Tests and Measurements in Physical Education, Ministry of National Education</i>	5%
6	able to carry out measurements properly according to the stages and read the measurement results	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 for and obtain the norm	<b>Criteria:</b> Formulate test and measurement functions <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, questions and answers and 2x50 assignments		<b>Material:</b> Purpose of tests and measurements <b>Reference:</b> <i>Nurhasan, 2001. Tests and Measurements in Physical Education, Ministry of National Education</i>	5%
7	able to carry out measurements properly according to the stages and read the measurement results	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 for and obtain the norm	<b>Criteria:</b> Formulate test and measurement functions <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, questions and answers and 2x50 assignments		<b>Material:</b> Purpose of tests and measurements <b>Reference:</b> <i>Nurhasan, 2001. Tests and Measurements in Physical Education, Ministry of National Education</i>	5%
8		Midterm exam					15%
9	1.Explain the various types of measurement tests using and without tools 2.solving the problem of selecting tests in sports	1.Be able to explain what to do before the test 2.Able to explain and practice the tools in question	<b>Criteria:</b> 1. Mention and explain preparations before measurement 2. Mention examples of various measurement tools 3. Discuss simple SOPs 4. Search for literature and read books about various measurement tools and their norms <b>Form of Assessment :</b> Participatory Activities, Tests	case based learning 2x50		<b>Material:</b> SOP measurement <b>Reference:</b> <i>Brian Mackenzie, 2005. 101 Performance Evaluation Tests.</i>	5%
10	Explain the various types of measurement tests using and without tools	1. Able to explain what must be done before the test 2. Able to explain and practice the tools in question	<b>Criteria:</b> Can carry out measurements according to SOP <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Discussion 2x50		<b>Material:</b> SOP measurement <b>Reference:</b> <i>Brian Mackenzie, 2005. 101 Performance Evaluation Tests.</i>	5%
11	Explain the various types of measurement tests using and without tools	1. Able to explain what must be done before the test 2. Able to explain and practice the tools in question	<b>Criteria:</b> Can carry out measurements according to SOP <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Discussion 2x50		<b>Material:</b> SOP measurement <b>Reference:</b> <i>Brian Mackenzie, 2005. 101 Performance Evaluation Tests.</i>	5%

12	Explain the various types of measurement tests using and without tools	1. Able to explain what must be done before the test 2. Able to explain and practice the tools in question	<b>Criteria:</b> Can carry out measurements according to SOP  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Discussion 2x50		<b>Material:</b> SOP measurement <b>Reference:</b> <i>Brian Mackenzie, 2005. 101 Performance Evaluation Tests.</i>	5%
13	Explain the various types of measurement tests using and without tools	1. Able to explain what must be done before the test 2. Able to explain and practice the tools in question	<b>Criteria:</b> Can carry out measurements according to SOP  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Discussion 2x50		<b>Material:</b> SOP measurement <b>Reference:</b> <i>Brian Mackenzie, 2005. 101 Performance Evaluation Tests.</i>	5%
14	Practice measurements in the Lab. Sport	Able to explain and implement these tools and adapt them to norms and analyze them for decision making	<b>Criteria:</b> Formulate SOPs  <b>Form of Assessment :</b> Participatory Activities	Discussion, performance, questions and answers and 2x50 assignments		<b>Material:</b> SOP measurement <b>Reference:</b> <i>Brian Mackenzie, 2005. 101 Performance Evaluation Tests.</i>  <b>Material:</b> Measurement SOP <b>Reference:</b> <i>Edward et.al., 2007. Sport and Exercise Physiology Testing Guidelines, The British Association of Sport and Exercise Sciences Guide, Volume II: Exercise and Clinical Testing, Routledge.</i>	5%
15	1.Practice measurements in the Lab. Sport 2.Analysis of measurement results	Able to explain and implement these tools and adapt them to norms and analyze them for decision making	<b>Criteria:</b> Formulate SOPs  <b>Form of Assessment :</b> Participatory Activities	case based learning 2x50		<b>Material:</b> SOP measurement <b>Reference:</b> <i>Brian Mackenzie, 2005. 101 Performance Evaluation Tests.</i>  <b>Material:</b> Measurement SOP <b>Reference:</b> <i>Edward et.al., 2007. Sport and Exercise Physiology Testing Guidelines, The British Association of Sport and Exercise Sciences Guide, Volume II: Exercise and Clinical Testing, Routledge.</i>	5%
16		Final exams					15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Practice / Performance	12.5%
3.	Test	7.5%
		70%

## 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.