



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																																											
Test and Measurement	8900102061		T=2 P=0 ECTS=5.04	3	July 18, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																											
		Prof. Dr. Agus Hariyanto, M.Kes.																																											
Learning model	Project Based Learning																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="15"></td> </tr> </table>					P.O																																									
P.O																																																
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">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	<p>Main :</p> <ol style="list-style-type: none"> 1. p> 2. Margareth J. Safrit, 1981, <i>Evaluation in Physical education</i> . 3. Frank M.Verducci, Ed. D. 1980. <i>Measurement Concepts in Physical Education</i> . 4. Nurhasan, 2001. <i>Tes dan Pengukuran Dalam Pendidikan Jasmani</i> , Depdiknas 5. Winnick, Joseph P, dan Short, Francis X., 2014. <i>Brockport physical fitness test manual : a health-related assessment for youngsters with disabilities</i> . Champaign-IL, Human Kinetics. 6. Severini, Thomas A., 2015. <i>Analytic Methods In Sports Using Mathematics and Statistics to Understand Data from Baseball, Football, Basketball, and Other</i> . Boca Raton. CRC PressTaylor & Francis Group. 7. Brian Mackenzie, 2005. 101 Performance Evaluation Tests. 8. 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 <p>Supporters:</p>																																															
Supporting lecturer	Prof. Dr. H. Hari Setijono, M.Pd. EDY MINTARTO																																															
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	1. Master the application of Measurement Tests in sports	1. Able to analyze the application of tests and measurements well 2. Able to provide examples in everyday life of tests and measurements		Lectures, discussions and questions and answers 2 X 50			0%
2	1. Master the application of Measurement Tests in sports	1. Able to analyze the application of tests and measurements well 2. Able to provide examples in everyday life of tests and measurements		Lectures, discussions and questions and answers 2 X 50			0%
3	1. Explain the purpose of tests and measurements in detail. 2. Understand and master the 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 purpose of reliability with examples 7. Describe the purpose of objective with examples and norms 8. Explain with examples the meaning of interest 9. Describe a simple and economical form of test with examples		Lectures, discussions, questions and answers and assignments (presentations) 2 X 50			0%
4	1. Explain the purpose of tests and measurements in detail. 2. Understand and master the 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 purpose of reliability with examples 7. Describe the purpose of objective with examples and norms 8. Explain with examples the meaning of interest 9. Describe a simple and economical form of test with examples		Lectures, discussions, questions and answers and assignments (presentations) 2 X 50			0%

5	1. Explain the purpose of tests and measurements in detail. 2. Understand and master the 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 purpose of reliability with examples 7. Describe the purpose of objective with examples and norms 8. Explain with examples the meaning of interest 9. Describe a simple and economical form of test with examples		Lectures, discussions, questions and answers and assignments (presentations) 2 X 50			0%
6	able to carry out measurements properly according to the stages and read the measurement results	1. Able to say the name of the measuring tool 2. Able to explain the function of the tool 3. Able to explain SOP and its use 4. Able to search for and obtain norms		discussion, questions and answers and assignments (presentations) 2 X 50			0%
7	able to carry out measurements properly according to the stages and read the measurement results	1. Able to say the name of the measuring tool 2. Able to explain the function of the tool 3. Able to explain SOP and its use 4. Able to search for and obtain norms		discussion, questions and answers and assignments (presentations) 2 X 50			0%
8	UTS	UTS		2 X 50			0%
9	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		Discussion, performance, questions and answers and assignments 2 X 50			0%
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		Discussion, performance, questions and answers and assignments 2 X 50			0%
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		Discussion, performance, questions and answers and assignments 2 X 50			0%
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		Discussion, performance, questions and answers and assignments 2 X 50			0%

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		Discussion, performance, questions and answers and assignments 2 X 50			0%
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		Discussion, performance, questions and answers and assignments 2 X 50			0%
15	Practice measurements in the Lab. Sport	Able to explain and implement these tools and adapt them to norms and analyze them for decision making		Discussion, performance, questions and answers and assignments 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.