



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Sports Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Current Issues and Research in Sports Education	8510108080	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	January 2, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Or. Gigih Siantoro, S.Pd., M.Pd. ; Dr. Zainudin Amali, M.Si. ; Dr. Anung Priambodo, S.Pd., M.Psi.T.		Dr. Or. Gigih Siantoro, S.Pd.			Dr. Taufiq Hidayat, S.Pd., M.Kes.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-4	Develop yourself continuously and collaborate.
	PLO-5	Able to develop management knowledge or professional research practices in the field of management through scientific research in the field of sports education management to produce innovative and tested work to be published in accredited national journals or international journals
	PLO-6	Able to solve scientific problems in the field of sports education management and organizations systematically through mastery of management theories and concepts and research methodology using an inter and multi-disciplinary approach
	PLO-14	Able to lead research working groups between specialties in the fields of learning management and sports education innovation
	Program Objectives (PO)	
	PO - 1	Act as a citizen who is proud and loves the country and supports world peace in MK lectures
	PO - 2	Able to work together and have social sensitivity and high concern for society and the environment in MK lectures Actual Issues and Research in Sports Education
	PO - 3	Respecting cultural diversity, views, beliefs and religions as well as other people's original opinions/findings in MK lectures Actual Sports Education Issues and Research
	PO - 4	Able to manage research, research and development programs in the field of sports education management in MK lectures Actual Sports Education Issues and Research
	PO - 5	Able to lead a research working group between specialties in the field of sports education management in MK lectures Actual Issues and Research in Sports Education
	PO - 6	Able to develop management knowledge or professional research practices in the field of management through scientific research in the field of sports education management to produce innovative and tested work to be published in accredited national journals or international journals in MK lectures Actual Sports Education Issues and Research
PO - 7	Able to solve scientific problems in the field of sports education management and organization systematically through mastery of management theories and concepts and research methodology using an inter and multi-disciplinary approach in MK lectures Actual Sports Education Issues and Research	

PLO-PO Matrix																																																									
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-1</th> <th>PLO-2</th> <th>PLO-4</th> <th>PLO-5</th> <th>PLO-6</th> <th>PLO-14</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-7</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-1	PLO-2	PLO-4	PLO-5	PLO-6	PLO-14	PO-1							PO-2							PO-3							PO-4							PO-5							PO-6							PO-7						
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PO Matrix at the end of each learning stage (Sub-PO)	

	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		PO-1															
PO-2																	
PO-3																	
PO-4																	
PO-5																	
PO-6																	
PO-7																	
Short Course Description	The Sports Education Issues and Actual Research course is a course that discusses policy: concepts and analysis, understanding issues and policies in sports, public policy in sports, changes in sports coaching motives from political to economic logic, the global crisis in sports development, current issues regarding sports, government policy regarding the National Sports System Law, sports development policies and value transformation, exploring the meaning of sports, reasoning strategies for fair play behavior, the use of doping in terms of ethics, sports management as a profession, the role of law and policy in sports development, and sports training systems competitive with the case method or PjBL which is implemented through theory and/or practice.																
References	Main : 1. Mcmillan, J. H., & Schumacher, S. (2022). Research in Education: Evidence-Based Inquiry (Indonesian Version). Person. 2. Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. International Journal of Qualitative Methods, 22, 1–18. https://doi.org/10.1177/16094069231205789 3. Okeeffe, L. (2013). A Framework for Textbook Analysis. International Review of Contemporary Learning Research, 2(1), 1–13. https://doi.org/10.12785/irclr/020101 4. Rozali, Y. A. (2022). Penggunaan Analisis Konten Dan Analisis Tematik. Penggunaan Analisis Konten Dan Analisis Tematik Forum Ilmiah, 19, 68. www.researchgate.net Supporters: 1. Artikel di jurnal-jurnal terkini yang relevan dari Springer, Cambridge, Elsevier 2. Mcmillan, J. H., & Schumacher, S. (2022). Research in Education: Evidence-Based Inquiry (Indonesian Version). Person. Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. International Journal of Qualitative Methods, 22, 1–18. https://doi.org/10.1177/16094069231205789 Okeeffe, L. (2013). A Framework for Textbook Analysis. International Review of Contemporary Learning Research, 2(1), 1–13. https://doi.org/10.12785/irclr/020101 Rozali, Y. A. (2022). Penggunaan Analisis Konten Dan Analisis Tematik. Penggunaan Analisis Konten Dan Analisis Tematik Forum Ilmiah, 19, 68. www.researchgate.net Taherdoost, H. (2020). Different Types of Data Analysis; Data Analysis Methods and Techniques in Research Projects Authors Hamed Taherdoost To cite this version: HAL Id: hal-03741837 Different Types of Data Analysis; Data Analysis Methods and Techniques in Research Projects. International Journal of Academic Research in Management (IJARM), 9(1), 1–9.																
Supporting lecturer	Dr. Zainudin Amali, M.Si. Dr. Anung Priambodo, S.Pd., M.Psi.T. Dr. Or. Gigih Siantoro, 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	Lecture contracts and Overview of Sports Research Developments	Able to understand lecture contracts and Sports Research Developments	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS	Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom Learning Method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS	Material: Research developments References: Okeeffe, L. (2013). A Framework for Textbook Analysis. International Review of Contemporary Learning Research, 2(1), 1–13. https://doi.org/..... Material: Development of sports research Library: Articles in the latest relevant journals from Springer, Cambridge, Elsevier	5%										
2	Research in education: Evidence-Based Inquiry (Research in Education: Evidence-Based Inquiry)	Able to analyze research in education with evidence-based investigations	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS	Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom Learning Method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS	Material: Research in education with evidence-based inquiry References: Mcmillan, JH, & Schumacher, S. (2022). Research in Education: Evidence-Based Inquiry (Indonesian Version). Person.	5%										

3	<p>1.Introduction to national and international sports journals</p> <p>2.Analysis of indexed journals, indexed and reputable journals, and reputable journals and impact factors</p>	<p>1.Able to understand national and international sports journals</p> <p>2.Able to analyze indexed journals, indexed and reputable journals, and reputable journals & impact factors</p>	<p>Criteria: Participation assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion, lecture, question and answer 2 X 50/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Discussion, lecture, question and answer 2 X 50/3.18 ECTS</p>	<p>Material: Journal analysis</p> <p>References: Okeeffe, L. (2013). <i>A Framework for Textbook Analysis. International Review of Contemporary Learning Research</i>, 2(1), 1–13. https://doi.org/...</p> <p>Material: Introduction to indexed journals</p> <p>Bibliography: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i></p>	5%
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4	Analyze research on educational development	Able to analyze research on educational development	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation assessment rubric 2. Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> ● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group related to research on educational development published in journals. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials ● Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to search for data/materials/tools needed to solve problems related to research on educational development published in journals ● Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material ● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work ● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups <p>2 X 50/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> ● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group related to research on educational development published in journals. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials ● Phase 2: Organizing students to learn; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to search for data/materials/tools needed to solve problems related to research on educational development published in journals ● Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material ● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work ● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups <p>2 X 50/3.18 ECTS</p>	<p>Material: Analysis of research results References: Rozali, YA (2022). <i>Use of Content Analysis and Thematic Analysis. Use of Content Analysis and Thematic Analysis Scientific Forum</i>, 19, 68. www.researchgate.net</p> <p>Material: Analysis of research results on educational development References: <i>Articles in the latest relevant journals from Springer, Cambridge, Elsevier</i></p>	5%
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5	Analyzing research on the development of sports education	Able to analyze research on educational development	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation assessment rubric 2.Performance assessment rubric <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> ● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group related to research on the development of sports education published in journals. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials ● Phase 2: Organizing students to learn; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to search for data/materials/tools needed to solve problems related to research on the development of sports education published in journals ● Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material ● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work ● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS 	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> ● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group related to research on the development of sports education published in journals. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials ● Phase 2: Organizing students to learn; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to search for data/materials/tools needed to solve problems related to research on the development of sports education published in journals ● Phase 3: Guiding individual and group investigations; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material ● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work ● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS 	<p>Material: Analysis of research results References: <i>Rozali, YA (2022). Use of Content Analysis and Thematic Analysis. Use of Content Analysis and Thematic Analysis Scientific Forum, 19, 68. www.researchgate.net</i></p> <p>Material: Analysis of research results on the development of sports education References: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i></p>	5%
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6	Analyzing research results using context analysis and thematic analysis techniques	Able to analyze research results using context analysis and thematic analysis techniques	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS	Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom Learning Method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS	Material: Analysis techniques for research results. Reference: Rozali, YA (2022). <i>Use of Content Analysis and Thematic Analysis. Use of Content Analysis and Thematic Analysis Scientific Forum</i> , 19, 68. www.researchgate.net Material: Analysis procedures References: Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). <i>A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. International Journal of Qualitative Methods</i> , 22, 1–18. https://doi.org/... Material: Analysis techniques for research results References: <i>Articles in the latest relevant journals from Springer, Cambridge, Elsevier</i>	5%
7	Analyze research results using context analysis techniques and thematic analysis in national or international journals with a sports scope	Able to analyze research results using context analysis techniques and thematic analysis in national or international journals with a sports scope	Criteria: Participation assessment rubric Form of Assessment : Participatory Activities	Learning Form: Face-to-face lecture Learning method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS	Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom Learning Method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS	Material: Analysis techniques for research results. Reference: Rozali, YA (2022). <i>Use of Content Analysis and Thematic Analysis. Use of Content Analysis and Thematic Analysis Scientific Forum</i> , 19, 68. www.researchgate.net Material: Analysis procedures References: Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). <i>A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. International Journal of Qualitative Methods</i> , 22, 1–18. https://doi.org/..... Material: Analysis techniques for sports research results References: <i>Articles in the latest relevant journals from Springer, Cambridge, Elsevier</i>	5%
8	UTS	Able to complete the UTS test	Criteria: 5 Form of Assessment : Participatory Activities, Tests	Offline test 2 X 50'/3.18 ECTS	Online test 2 X 50'/3.18 ECTS	Material: Material 1-7 Bibliography: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i>	15%

9	<p>1. Analyze articles of approximately 10-15 articles with a certain theme according to your choice</p> <p>2. Synthesize articles with certain themes according to choice</p> <p>3. Presenting the results of a synthesis of articles with a particular theme according to your choice</p>	<p>1. Able to analyze approximately 10-15 articles with certain themes according to choice</p> <p>2. Able to synthesize articles with certain themes according to choice</p> <p>3. Able to present the results of a synthesis of articles with a particular theme according to choice</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation assessment rubric 2. Performance assessment rubric <p>Form of Assessment : Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> ● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials. ● Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice. ● Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material ● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work ● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups <p>2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> ● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials. ● Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice. ● Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material ● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work ● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups <p>2 X 50'/3.18 ECTS</p>	<p>Material: Sports research</p> <p>Bibliography: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i></p>	5%
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10	<p>1. Analyze articles of approximately 10-15 articles with a certain theme according to your choice</p> <p>2. Synthesize articles with certain themes according to choice</p> <p>3. Presenting the results of a synthesis of articles with a particular theme according to your choice</p>	<p>1. Able to analyze approximately 10-15 articles with certain themes according to choice</p> <p>2. Able to synthesize articles with certain themes according to choice</p> <p>3. Able to present the results of a synthesis of articles with a particular theme according to choice</p>	<p>Criteria:</p> <p>1. Participation assessment rubric</p> <p>2. Performance assessment rubric</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials.</p> <p>● Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice.</p> <p>● Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups</p> <p>2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Problem based learning/case study</p> <p>● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials.</p> <p>● Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice.</p> <p>● Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups</p> <p>2 X 50'/3.18 ECTS</p>	<p>Material: Sports research</p> <p>Bibliography: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i></p>	5%
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11	<p>1. Analyze articles of approximately 10-15 articles with a certain theme according to your choice</p> <p>2. Synthesize articles with certain themes according to choice</p> <p>3. Presenting the results of a synthesis of articles with a particular theme according to your choice</p>	<p>1. Able to analyze approximately 10-15 articles with certain themes according to choice</p> <p>2. Able to synthesize articles with certain themes according to choice</p> <p>3. Able to present the results of a synthesis of articles with a particular theme according to choice</p>	<p>Criteria:</p> <p>1. Participation assessment rubric</p> <p>2. Performance assessment rubric</p> <p>Form of Assessment : Practice / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials.</p> <p>• Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice.</p> <p>• Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups</p> <p>2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials.</p> <p>• Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice.</p> <p>• Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups</p> <p>2 X 50'/3.18 ECTS</p>	<p>Material: Sports research</p> <p>Bibliography: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i></p>	5%
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12	<p>1. Analyze articles of approximately 10-15 articles with a certain theme according to your choice</p> <p>2. Synthesize articles with certain themes according to choice</p> <p>3. Presenting the results of a synthesis of articles with a particular theme according to your choice</p>	<p>1. Able to analyze approximately 10-15 articles with certain themes according to choice</p> <p>2. Able to synthesize articles with certain themes according to choice</p> <p>3. Able to present the results of a synthesis of articles with a particular theme according to choice</p>	<p>Criteria:</p> <p>1. Participation assessment rubric</p> <p>2. Performance assessment rubric</p> <p>Form of Assessment :</p> <p>Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials.</p> <p>● Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice.</p> <p>● Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups</p> <p>2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Problem based learning/case study</p> <p>● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials.</p> <p>● Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice.</p> <p>● Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups</p> <p>2 X 50'/3.18 ECTS</p>	<p>Material: Sports research</p> <p>Bibliography: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i></p>	5%
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13	<p>1. Analyze articles of approximately 10-15 articles with a certain theme according to your choice</p> <p>2. Synthesize articles with certain themes according to choice</p> <p>3. Presenting the results of a synthesis of articles with a particular theme according to your choice</p>	<p>1. Able to analyze approximately 10-15 articles with certain themes according to choice</p> <p>2. Able to synthesize articles with certain themes according to choice</p> <p>3. Able to present the results of a synthesis of articles with a particular theme according to choice</p>	<p>Criteria:</p> <p>1. Participation assessment rubric</p> <p>2. Performance assessment rubric</p> <p>Form of Assessment : Practice / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> ● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials. ● Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice. ● Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material ● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work ● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups <p>2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Problem based learning/case study</p> <ul style="list-style-type: none"> ● Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials. ● Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice. ● Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material ● Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work ● Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups <p>2 X 50'/3.18 ECTS</p>	<p>Material: Sports research</p> <p>Bibliography: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i></p>	5%
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14	<p>1. Analyze articles of approximately 10-15 articles with a certain theme according to your choice</p> <p>2. Synthesize articles with certain themes according to choice</p> <p>3. Presenting the results of a synthesis of articles with a particular theme according to your choice</p>	<p>1. Able to analyze approximately 10-15 articles with certain themes according to choice</p> <p>2. Able to synthesize articles with certain themes according to choice</p> <p>3. Able to present the results of a synthesis of articles with a particular theme according to choice</p>	<p>Criteria:</p> <p>1. Participation assessment rubric</p> <p>2. Performance assessment rubric</p> <p>Form of Assessment : Practice / Performance</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials.</p> <p>• Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice.</p> <p>• Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Learner orientation to the problem; The lecturer conveys problems that will be solved as a group regarding articles of approximately 10-15 articles with a particular theme according to the student's choice. Students observe and understand the problems presented by the lecturer or obtained from recommended reading materials.</p> <p>• Phase 2: Organizing students to study; Lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find data/materials/tools needed to solve problems related to articles of approximately 10-15 articles with certain themes according to choice.</p> <p>• Phase 3: Guiding individual investigations or group; The lecturer monitors student involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion material</p> <p>• Phase 4: Develop and present the results of the work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students in each group make a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions according to input obtained from other groups 2 X 50'/3.18 ECTS</p>	<p>Material: Sports research</p> <p>Bibliography: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i></p>	5%
15	<p>Analyzing the relationship between research results in efforts to increase SDI (Sport Development Index)</p>	<p>Able to analyze the relationship between research results in efforts to increase SDI (Sport Development Index)</p>	<p>Criteria: Participation assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning Form: Face-to-face lecture</p> <p>Learning method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS</p>	<p>Learning Form: Virtual face-to-face lecture via SIDIA LMS using Google Meet or Zoom</p> <p>Learning Method: Discussion, lecture, question and answer 2 X 50'/3.18 ECTS</p>	<p>Material: SDI</p> <p>Library: <i>Articles in the latest relevant journals from Springer, Cambridge, Elsevier</i></p>	5%

16	UAS	Able to master material 1-15	Criteria: 1.Participation assessment rubric 2.UAS assessment rubric Form of Assessment : Participatory Activities, Tests	Offline test 2 X 50'/3.18 ECTS	Online test 2 X 50'/3.18 ECTS	Material: Material 1-15 Bibliography: <i>Articles in relevant recent journals from Springer, Cambridge, Elsevier</i>	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	62.5%
2.	Practice / Performance	22.5%
3.	Test	15%
		100%

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.