



**Universitas Negeri Surabaya  
Faculty of Sports and Health Sciences,  
Sports Education Masters 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>		
Sports Training Basics	8510102046		T=2   P=0   ECTS=4.48	2	July 18, 2024		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>		
	.....		.....		Dr. Taufiq Hidayat, S.Pd., M.Kes.		
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	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						
<b>References</b>	<b>Main :</b>						
	1. Martens, Rainer. 2002. Successful coaching. USA. Human Kinetics. 2. McMahon, Gladeana & Archer, Anne. 2010. 101 Coaching Strategies and Techniques. USA. Human Kinetics						
<b>Supporting lecturer</b>	<b>Supporters:</b>						
	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	Understand the qualities of a successful coach	1.Explaining the supporting knowledge of a trainer 2.Explains the skills that a trainer must master	<b>Criteria:</b> 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 trainer's responsibilities	<b>Criteria:</b> understand the main duties of a trainer	lecturediscussion answer 2 X 50			0%

3	Understand the capacity of a coach in the team	<ol style="list-style-type: none"> <li>1.Explain the categories of trainer attitudes in certain situations</li> <li>2.Explains the placement of coaches in determining attitudes</li> </ol>	<b>Criteria:</b> 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"> <li>1.Explain the benefits of coaching</li> <li>2.Explain the risks faced in training</li> <li>3.Explains how to minimize risks or losses in training</li> </ol>	<b>Criteria:</b> 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"> <li>1.Explains the trainer as a person</li> <li>2.Explain the needs of a trainer</li> <li>3.Explains the trainer's adjustment as a person</li> </ol>	<b>Criteria:</b> 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"> <li>1.The need for training</li> <li>2.Need for training facilities</li> <li>3.attention needs of athletes</li> </ol>	<b>Criteria:</b> 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"> <li>1.Set an example of a noble attitude</li> <li>2.Coach motivational support for athletes</li> <li>3.Coach involvement as a leader</li> </ol>	<b>Criteria:</b> 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	<b>Criteria:</b> attached	Written Exam 2 X 50			0%
9	Presenting on the topic "Coaches as role models"	<ol style="list-style-type: none"> <li>1.Explains about "being an example for athletes to emulate"</li> <li>2.Explaining "being a responsible coach"</li> <li>3.Explain how to move athletes to become role models</li> </ol>	<b>Criteria:</b> 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"> <li>1.Explain the importance of discipline in sports coaching</li> <li>2.Explain the impact of discipline on achieving peak performance</li> </ol>	<b>Criteria:</b> 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"> <li>1.Explain the knowledge of professional trainers</li> <li>2.Provide an assessment of the trainer profession</li> </ol>	<b>Criteria:</b> Field observations about trainers at Puslatda	Observations at the club (training ground) 2 X 50			0%
12	Students are able to observe and evaluate the profession of a trainer	<ol style="list-style-type: none"> <li>1.Explain the knowledge of professional trainers</li> <li>2.Provide an assessment of the trainer profession</li> </ol>	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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

- 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.