



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences**  
**S1 Sports Coaching Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																	
Physical, Technical, Tactics & Mental Training Methods for Aquatic/Diving Sports		8520204493	Compulsory Study Program Subjects	T=1	P=0	ECTS=1.59	4	January 1, 2023																																																	
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																		
		Bayu Agung Pramono, S.Pd., M.Kes		Dr. Imam Marsudi, M.Kes			Dr. Or. Muhammad, S.Pd., M.Pd.																																																		
Learning model	Case Studies																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																								
	Program Objectives (PO)																																																								
	PO - 1	Able to design and compile swimming training programs in the physical, technical, tactical and mental fields with independent, high-quality and measurable performance, and present them with a responsible attitude.																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin-left: 40px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> </table>							P.O	PO-1																																															
	P.O																																																								
PO-1																																																									
PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																									
PO-1																																																									
Short Course Description	This course explains and understands the theoretical concepts of physical, technical, tactical and mental training methods in swimming training programs carried out on land and in water as well as how to create and apply these programs in training, including how to analyze structured training programs. This course also teaches how to be responsible for applying the theory used in the training process.																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> <li>1. Riewald, Scott and Rodeo, Scott. 2015. Science of Swimming Faster. United States. Human Kinetics.</li> <li>2. Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</li> <li>3. Bompa, Tudor O. 2015. Conditioning Young Athletes. United States. Human Kinetics.</li> <li>4. Bompa, Tudor O. 2014. Periodization training for sports. United States. Human Kinetics.</li> <li>5. Gordon, Richard. 2013. A Shorter Guide To Long Term Athlete Development (LTAD). United States. ASA.</li> <li>6. Knuttgen, Howard G. 2005. Handbook of Sports Medicine and Science Swimming. Blackwell Science Ltd</li> </ol>																																																								
	Supporters:																																																								
Supporting lecturer	Prof.Dr. Imam Marsudi, M.Si. Bayu Agung Pramono, S.Pd., M.Kes. Muhammad Kharis Fajar, 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, master and practice the concept of training to improve the physical components of swimming athletes on land and in water	1.Able to develop physical exercise programs from physiological theory 2.able to apply training programs to athletes' physical training	<b>Criteria:</b> Grade A if the student is able to explain and practice Grade B if the student is only able to explain  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	Theory discussion Journal discussion Book discussion Direct practice 4 X 50		<b>Material:</b> concepts of swimming training on land and in water. <b>Reference:</b> <i>Riewald, Scott and Rodeo, Scott. 2015. Science of Swimming Faster. United States. Human Kinetics.</i> ----- <b>Material:</b> stages of physical training for swimming athletes. <b>References:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i> ----- <b>Material:</b> physical training for young athletes <b>Reference:</b> <i>Bompa, Tudor O. 2015. Conditioning Young Athletes. United States. Human Kinetics.</i>	3%
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2	Understand, master and practice the concept of training to improve the physical components of swimming athletes on land and in water	<p>1. Able to develop physical exercise programs from physiological theory</p> <p>2. able to apply training programs to athletes' physical training</p>	<p><b>Criteria:</b> TEST AND PRACTICE</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	Theory discussion Journal discussion Book discussion Direct practice 4 X 50		<p><b>Material:</b> concepts of swimming training on land and in water. <b>Reference:</b> <i>Riewald, Scott and Rodeo, Scott. 2015. Science of Swimming Faster. United States. Human Kinetics.</i></p> <p>-----</p> <p><b>Material:</b> stages of physical training for swimming athletes. <b>References:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i></p> <p>-----</p> <p><b>Material:</b> physical training for young athletes <b>Reference:</b> <i>Bompa, Tudor O. 2015. Conditioning Young Athletes. United States. Human Kinetics.</i></p>	3%
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3	Understand, master and practice the concept of training to improve the physical components of swimming athletes on land and in water	<ol style="list-style-type: none"> <li>1.Able to develop physical exercise programs from physiological theory</li> <li>2.able to apply training programs to athletes' physical training</li> </ol>	<p><b>Criteria:</b> TEST AND PRACTICE</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	Theory discussion Journal discussion Book discussion Direct practice 4 X 50		<p><b>Material:</b> concepts of swimming training on land and in water. <b>Reference:</b> <i>Riewald, Scott and Rodeo, Scott. 2015. Science of Swimming Faster. United States. Human Kinetics.</i></p> <hr/> <p><b>Material:</b> stages of physical training for swimming athletes. <b>References:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i></p> <hr/> <p><b>Material:</b> physical training for young athletes <b>Reference:</b> <i>Bompa, Tudor O. 2015. Conditioning Young Athletes. United States. Human Kinetics.</i></p>	3%
4	Able to identify movement errors in the 4 swimming style swimming techniques, able to provide solutions to change movement errors	<ol style="list-style-type: none"> <li>1. Students record all movement errors that occur to swimmers</li> <li>2. students create a correction training program for swimming movement errors</li> <li>3. Students apply the training program that has been created</li> </ol>	<p><b>Criteria:</b> test and practice</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Case study Group and individual discussions Presentation 4 X 50		<p><b>Material:</b> Swimming techniques <b>References:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i></p> <hr/> <p><b>Material:</b> ANALYSIS OF SWIMMING TECHNIQUES <b>Reference:</b> <i>Riewald, Scott and Rodeo, Scott. 2015. Science of Swimming Faster. United States. Human Kinetics.</i></p>	5%

5	Able to identify movement errors in the 4 swimming style swimming techniques, able to provide solutions to change movement errors	<ol style="list-style-type: none"> <li>1. Students record all movement errors that occur to swimmers</li> <li>2. students create a correction training program for swimming movement errors</li> <li>3. Students apply the training program that has been created</li> </ol>	<p><b>Criteria:</b> TEST AND PRACTICE</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance</p>	Case study Group and individual discussions Presentation 4 X 50		<p><b>Material:</b> Swimming techniques</p> <p><b>References:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i></p> <hr/> <p><b>Material:</b> ANALYSIS OF SWIMMING TECHNIQUES</p> <p><b>Reference:</b> <i>Riewald, Scott and Rodeo, Scott. 2015. Science of Swimming Faster. United States. Human Kinetics.</i></p>	5%
6	Able to identify movement errors in the 4 swimming style swimming techniques, able to provide solutions to change movement errors	<ol style="list-style-type: none"> <li>1. Students record all movement errors that occur to swimmers</li> <li>2. students create a correction training program for swimming movement errors</li> <li>3. Students apply the training program that has been created</li> </ol>	<p><b>Criteria:</b> TEST AND PRACTICE</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Case study Group and individual discussions Presentation 4 X 50		<p><b>Material:</b> Swimming techniques</p> <p><b>References:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i></p> <hr/> <p><b>Material:</b> ANALYSIS OF SWIMMING TECHNIQUES</p> <p><b>Reference:</b> <i>Riewald, Scott and Rodeo, Scott. 2015. Science of Swimming Faster. United States. Human Kinetics.</i></p>	5%

7	Students are experts in designing short, medium and long distance swimming tactics. Students are experts in designing medley swimming tactics. Students are experts in designing relay swimming tactics. Students are experts in designing race targets. Students are experts in designing strategies for direct final and indirect final competitions.	<ol style="list-style-type: none"> <li>1.able to design and apply tactical programs for short, medium and long distance swimming</li> <li>2.able to design and apply a medley swimming tactical program</li> <li>3.able to design and implement a relay swimming program</li> <li>4.Able to design and implement competition target programs</li> <li>5.able to design and apply final direct and indirect final competition strategy programs</li> </ol>	<b>Criteria:</b> TEST AND PRACTICE  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	case study discussion answers 4 X 50		<b>Material:</b> match strategy <b>References:</b> <i>Bompa, Tudor O. 2014. Periodization training for sports. United States. Human Kinetics.</i>	5%
8	UTS	UTS	<b>Criteria:</b> UTS  <b>Form of Assessment :</b> Participatory Activities, Tests	case study discussion answers 4 X 50		<b>Material:</b> dive <b>Bibliography:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i>	10%

9	<p>Students are experts in designing short, medium and long distance swimming tactics. Students are experts in designing medley swimming tactics. Students are experts in designing relay swimming tactics. Students are experts in designing race targets. Students are experts in designing strategies for direct final and indirect final competitions.</p>	<ol style="list-style-type: none"> <li>1.able to design and apply tactical programs for short, medium and long distance swimming</li> <li>2.able to design and apply a medley swimming tactical program</li> <li>3.able to design and implement a relay swimming program</li> <li>4.Able to design and implement competition target programs</li> <li>5.able to design and apply final direct and indirect final competition strategy programs</li> </ol>	<p><b>Criteria:</b> TEST AND PRACTICE</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	<p>case study discussion answers 4 X 50</p>		<p><b>Material:</b> COMPETITION TACTICS IN SHORT, MEDIUM AND LONG DISTANCE RACE NUMBERS <b>Reference:</b> <i>Bompa, Tudor O. 2014. Periodization training for sports. United States. Human Kinetics.</i></p>	5%
10	<p>Students are experts in designing short, medium and long distance swimming tactics. Students are experts in designing medley swimming tactics. Students are experts in designing relay swimming tactics. Students are experts in designing race targets. Students are experts in designing strategies for direct final and indirect final competitions.</p>	<ol style="list-style-type: none"> <li>1.able to design and apply tactical programs for short, medium and long distance swimming</li> <li>2.able to design and apply a medley swimming tactical program</li> <li>3.able to design and implement a relay swimming program</li> <li>4.Able to design and implement competition target programs</li> <li>5.able to design and apply final direct and indirect final competition strategy programs</li> </ol>	<p><b>Criteria:</b> TEST AND PRACTICE</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>case study discussion answers 4 X 50</p>		<p><b>Material:</b> COMPETITION TACTICS IN SHORT, MEDIUM AND LONG DISTANCE RACE NUMBERS <b>Reference:</b> <i>Bompa, Tudor O. 2014. Periodization training for sports. United States. Human Kinetics.</i></p>	5%

11	Students are able to manage mental athletes. Students are able to overcome all problems in the training process, especially improving mental training and competition. Students are able to create programs to improve mental development in training and competition.	Students are able to provide motivation to athletes when training and competing	<p><b>Criteria:</b> Grade A if the student is able to explain and practice. Grade B if the student is only able to explain</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Tests</p>	case study practical discussion 4 X 50		<p><b>Material:</b> ATHLETE MENTAL TRAINING <b>Reference:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i></p>	5%
12	Students are able to manage mental athletes. Students are able to overcome all problems in the training process, especially improving mental training and competition. Students are able to create programs to improve mental development in training and competition.	Students are able to provide motivation to athletes when training and competing	<p><b>Criteria:</b> Grade A if the student is able to explain and practice. Grade B if the student is only able to explain</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	case study practical discussion 4 X 50		<p><b>Material:</b> ATHLETE MENTAL TRAINING <b>Reference:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i></p>	5%
13	Students are able to manage mental athletes. Students are able to overcome all problems in the training process, especially improving mental training and competition. Students are able to create programs to improve mental development in training and competition.	Students are able to provide motivation to athletes when training and competing	<p><b>Criteria:</b> Grade A if the student is able to explain and practice. Grade B if the student is only able to explain</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	case study practical discussion 4 X 50		<p><b>Material:</b> ATHLETE MENTAL TRAINING <b>Reference:</b> <i>Montgomery, Jim and Chambers, Maureen. 2009. Mastering Swimming. United States. Human Kinetics.</i></p>	5%
14	able to apply physical, technical, tactical and mental training methods for swimming athletes	practicing physical, technical, tactical and mental training methods for swimming athletes	<p><b>Criteria:</b> Grade A if there is a change in the athlete's physical, technical, tactical and mental abilities. Grade B if there is a change in several components</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Direct practice of swimming 4 X 50		<p><b>Material:</b> tactical and mental training <b>Reference:</b> <i>Bompa, Tudor O. 2014. Periodization training for sports. United States. Human Kinetics.</i></p>	8%



15	able to apply physical, technical, tactical and mental training methods for swimming athletes	practicing physical, technical, tactical and mental training methods for swimming athletes	<p><b>Criteria:</b> Grade A if there is a change in the athlete's physical, technical, tactical and mental abilities. Grade B if there is a change in several components</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Direct practice of swimming 4 X 50		<p><b>Material:</b> tactical and mental training</p> <p><b>Reference:</b> <i>Bompa, Tudor O. 2014. Periodization training for sports. United States. Human Kinetics.</i></p>	8%
16	UAS	able to practice physical, technical, tactical and mental training methods	<p><b>Criteria:</b> skilled in practicing training methods</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	UAS		<p><b>Material:</b> training methods</p> <p><b>References:</b> <i>Bompa, Tudor O. 2014. Periodization training for sports. United States. Human Kinetics.</i></p>	20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	33.83%
2.	Project Results Assessment / Product Assessment	28.83%
3.	Practical Assessment	16.32%
4.	Practice / Performance	13.06%
5.	Test	8.05%
		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.

