



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
ATHLETIC PERFORMANCE ANALYSIS	8920104210		T=2	P=0	ECTS=3.18	1	July 17, 2024																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
			Dr. Heri Wahyudi, S.Or., M.Pd.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																									
	PLO-7	Able to understand, analyze and evaluate and apply scientific theories, especially physical fitness, mental health and social health in the field of sports science. (PLO-7)																																																																																								
	PLO-9	Able to develop oneself and have scientific theoretical concepts, especially in the field of sports science, which are based on an intelligent, honest and responsible attitude. (PLO-9)																																																																																								
	PLO-12	Able to optimize the concept of effectiveness and efficiency of human movement in relation to physical activities and games and sports in the business and industrial environment as well as society in general. (PLO-2)																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Able to be responsible for applying basic techniques in athletics independently (CPL-2)																																																																																								
	PO - 2	Able to demonstrate independent performance and work together to produce basic athletic techniques sequentially and measurably (CPMK-5)																																																																																								
	PO - 3	Able to analyze problem solving in project-based athletics independently or in science and technology-based groups. (CPL-7)																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td>P.O</td> <td>PLO-7</td> <td>PLO-9</td> <td colspan="4">PLO-12</td> </tr> <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> </table>						P.O	PLO-7	PLO-9	PLO-12				PO-1							PO-2							PO-3																																																													
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <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> <tr> <td>PO-2</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> <tr> <td>PO-3</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																	PO-2																	PO-3																
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Short Course Description	This course is an introduction, learning/teaching, development, implementation, and evaluation of basic athletic concepts, athletic competition numbers, basic athletic movements.																																																																																									
References	Main :																																																																																									
	<ol style="list-style-type: none"> 1. IAAF. 1993. Pengenalan kepada teori kepelatihan (terjemahan,suyono,DS). Jakarta: pasi 2. IAAF. 2000. Pedoman mengajar cabang atlratik, DS. Jakarta: pasi 3. Khomsin. 2005. Atletik. UNNES PRES: Semarang 4. Mochamad djumidar. 2004. gerak dasar atletik. Jakarta: Raja Grafindo Persada 5. Muller H. 2004. RUN! JUMP! THROW!, The IAAF Guide to Teaching Athletics. Jakarta: pasi 																																																																																									
	Supporters:																																																																																									

Supporting lecturer		Dr. Heri Wahyudi, S.Or., M.Pd. Catur Supriyanto, S.Pd., M.Kes., Ph.D. Dr. Roy Januardi Irawan, S.Or., M.Kes. Testa Adi Nugraha, 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 lecture rules and introduction to athletics.	1.Able to understand and implement athletic course rules. 2.Able to understand and discuss matters related to athletic learning.	Forms of Assessment : Participatory Activities, Practice/Performance, Tests	Lectures, Discussions, Questions and Answers, and Assignments via Zoom Meeting/Google Meet/Classroom 2 X 50		Material: - Understanding athletic sports. - Explain athletic sports. - Sports organizations and sports facilities and infrastructure. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: quiet	2%
2	Able to analyze and understand basic running techniques, starting techniques, equipment modifications, and running games.	1.Able to understand and discuss athletic sports. 2.Able to explain and discuss athletic numbers. 3.Able to discuss and analyze athletic organizations and sports infrastructure.	Criteria: 1.Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Not Implementing Practice Value = (Total Score/3) x 100 2.Participation during lectures is carried out through direct observation and is given a weight of 2 (two) Mid-Semester Tests (UTS) carried out once with indicators 1-8 through practical exams and given a weight of 2 (two) Practical assessments and assignments, the scores are averaged and then given weight 3 (three) The UAS score is done in writing and practice with indicators 10-15 given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10 Forms of Assessment : Participatory Activities, Practice/Performance, Tests	Lectures, Discussions, Questions and Answers, and Assignments via Zoom Meeting/Google Meet/Classroom 2 X 50		Materials: - Doing the ABC Running Drill. References: IAAF. 2000. <i>Guidelines for teaching athletics</i> , DS. Jakarta: passable Material: Playing a reaction game from a sitting position. References: IAAF. 2000. <i>Guidelines for teaching athletics</i> , DS. Jakarta: quiet Material: - Play a reaction game with zig-zag movements. Reader: Mochamad Djumidar. 2004. <i>Basic athletic movements</i> . Jakarta: Raja Grafindo Persada Material: - Performing the squat start technique. Reference: IAAF. 2000. <i>Guidelines for teaching athletics</i> , DS. Jakarta: quiet	2%

3	Understanding of sprinting, starting techniques and sprinting games.	<ol style="list-style-type: none"> 1. Carrying out relay running techniques 2. Conducting running competitions 	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = $(\text{Total Score}/\text{Maximum Score}) \times 100$ Activity = $(\text{Total Score}/\text{Maximum Score}) \times 100$ Participation Value = $(\text{Activity discipline}) / 2$ Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = $(\text{Total Score}/3)$)Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is $(2 \times \text{Participation}) (3 \times \text{Practice}) (2 \times \text{UTS}) (3 \times \text{UAS})$ divided by 10</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	Lectures, Discussions, Questions and Answers, and Assignments via Zoom Meeting/Google Meet/Classroom 2 X 50		<p>Material: Carrying out relay running techniques Reference: IAAF. 2000. <i>Guidelines for teaching athletics</i>, DS. Jakarta: quiet</p> <p>Material: Running a running competition Reference: Khomsin. 2005. <i>Athletics</i>. UNNES PRES: Semarang</p>	5%
4	Able to analyze and understand basic running techniques, starting techniques, equipment modifications, and running games.	<ol style="list-style-type: none"> 1. Able to play hurdles and jump on modified hurdles. 2. Able to make reaction plays over various goal distances 3. Able to form the basic movement attitudes of hurdle running techniques. 	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = $(\text{Total Score}/\text{Maximum Score}) \times 100$ Activity = $(\text{Total Score}/\text{Maximum Score}) \times 100$ Participation Value = $(\text{Activity Discipline}) / 2$ Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = $(\text{Total Score}/3)$)Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is $(2 \times \text{Participation}) (3 \times \text{Practice}) (2 \times \text{UTS}) (3 \times \text{UAS})$ divided by 10</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	<ol style="list-style-type: none"> 1. Lecture 2. Demonstration 3. Mirroring 4. Individual practice 2 X 50		<p>Material: Understanding the game of hurdles Reference: IAAF. 2000. <i>Guidelines for teaching athletics</i>, DS. Jakarta: quiet</p> <p>Material: Able to play reaction games across various goal distances. Bibliography: Muller H. 2004. <i>RUN! JUMP! THROW!</i>, The IAAF Guide to Teaching Athletics. Jakarta: passable</p> <p>Material: Able to form the basic movement attitudes of hurdle running techniques. Reference: Khomsin. 2005. <i>Athletics</i>. UNNES PRES: Semarang</p>	5%

5	Able to analyze and understand basic running techniques, starting techniques, equipment modifications, and running games.	<ol style="list-style-type: none"> 1. Able to play hurdles and jump on modified hurdles. 2. Able to make reaction plays over various goal distances 3. Able to form the basic movement attitudes of hurdle running techniques. 	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity Discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3))Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	<ol style="list-style-type: none"> 1. Lecture 2. Demonstration 3. Mirroring 4. Individual practice 2 X 50		<p>Material: Understanding the game of hurdles Reference: IAAF. 2000. <i>Guidelines for teaching athletics</i>, DS. Jakarta: quiet</p> <p>Material: Able to play reaction games across various goal distances. Bibliography: Muller H. 2004. <i>RUN! JUMP! THROW!</i>, The IAAF Guide to Teaching Athletics. Jakarta: passable</p> <p>Material: Able to form the basic movement attitudes of hurdle running techniques. Reference: Khomsin. 2005. <i>Athletics</i>. UNNES PRES: Semarang</p>	6%
6	Able to analyze and understand basic running techniques, starting techniques, equipment modifications, and running games.	<ol style="list-style-type: none"> 1. Able to play hurdles and jump on modified hurdles. 2. Able to make reaction plays over various goal distances 3. Able to form the basic movement attitudes of hurdle running techniques. 	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity Discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3))Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	<ol style="list-style-type: none"> 1. Lecture 2. Demonstration 3. Mirroring 4. Individual practice 2 X 50		<p>Material: Understanding the game of hurdles Reference: IAAF. 2000. <i>Guidelines for teaching athletics</i>, DS. Jakarta: quiet</p> <p>Material: Able to play reaction games across various goal distances. Bibliography: Muller H. 2004. <i>RUN! JUMP! THROW!</i>, The IAAF Guide to Teaching Athletics. Jakarta: passable</p> <p>Material: Able to form the basic movement attitudes of hurdle running techniques. Reference: Khomsin. 2005. <i>Athletics</i>. UNNES PRES: Semarang</p>	5%

7	Understanding of hurdling, equipment modification and the game of hurdling.	<p>1. Able to play hurdles and jump on modified hurdles.</p> <p>2. Able to make reaction plays over various goal distances.</p>	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3))Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests</p>	<p>1. Lecture 2. Demonstration 3. Mirroring 4. Individual Practice 2 X 50</p>		<p>Material: Understanding the game of fast walking. References: IAAF. 2000. <i>Guidelines for teaching athletics</i>, DS. Jakarta: quiet</p> <p>Material: Understand the basic movements of fast walking. Reference: Khomsin. 2005. <i>Athletics</i>. UNNES PRES: Semarang</p> <p>Material: Perform a fast walking demonstration. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: quiet</p>	5%
8	UTS	<p>1. Able to make reaction plays over various goal distances.</p> <p>2. Able to form the basic movement attitudes of hurdle running techniques.</p>	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity Discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3))Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Form of Assessment : Test</p>	<p>Lectures, Discussions, Questions and Answers, and Teaching via Zoom Meeting/Google Meet/Classroom 2 X 50</p>			19%

9	Able to analyze and understand basic jumping techniques, equipment modifications, and jumping games.	<ol style="list-style-type: none"> 1. Able to play horizontal jump. 2. Able to play horizontal jumps, over various distances. 3. Able to play step and rhythm games with various basic horizontal jumping movement patterns. 	<p>Forms of Assessment : Participatory Activities, Practical Assessment, Practice/Performance, Test</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Demonstration 4. Mirroring 5. Personal Practice 	Project Based Learning group 2 x 50 min	<p>Material: Understand the horizontal jump game. References: IAAF. 1993. <i>Introduction to coaching theory (translation, Suyono, DS)</i>. Jakarta: passable</p> <hr/> <p>Material: Understand the basic movements of the horizontal jump. Reference: Khomsin. 2005. <i>Athletics. UNNES PRES: Semarang</i></p> <hr/> <p>Material: Demonstrate and horizontal jump. Bibliography: Muller H. 2004. <i>RUN! JUMP! THROW!</i>, The IAAF Guide to Teaching Athletics. Jakarta: passable</p>	5%
10	Able to analyze and understand basic jumping techniques, equipment modifications, and jumping games.	<ol style="list-style-type: none"> 1. Able to play horizontal jump. 2. Able to play horizontal jumps, over various distances. 3. Able to play step and rhythm games with various basic horizontal jumping movement patterns. 	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity Discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3)) Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Demonstration 4. Mirroring 5. Personal Practice 	Project Based Learning group 2 x 50 min	<p>Material: Understand the horizontal jump game. References: IAAF. 1993. <i>Introduction to coaching theory (translation, Suyono, DS)</i>. Jakarta: passable</p> <hr/> <p>Material: Understand the basic movements of the horizontal jump. Reference: Khomsin. 2005. <i>Athletics. UNNES PRES: Semarang</i></p> <hr/> <p>Material: Demonstrate and horizontal jump. Bibliography: Muller H. 2004. <i>RUN! JUMP! THROW!</i>, The IAAF Guide to Teaching Athletics. Jakarta: passable</p>	5%

11	Able to analyze and understand basic jumping techniques, equipment modifications, and jumping games.	<ol style="list-style-type: none"> 1. Able to play horizontal jump. 2. Able to play horizontal jumps, over various distances. 3. Able to play step and rhythm games with various basic horizontal jumping movement patterns. 	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity Discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3))Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Demonstration 4. Mirroring 5. Personal Practice 2 x 50 min	Project Based Learning group 2 x 50 min	<p>Material: Understand the horizontal jump game. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: passable</p> <hr/> <p>Material: Understand the basic movements of the horizontal jump. Reference: Khomsin. 2005. <i>Athletics. UNNES PRES: Semarang</i></p> <hr/> <p>Material: Demonstrate and horizontal jump. Bibliography: Muller H. 2004. <i>RUN! JUMP! THROW!, The IAAF Guide to Teaching Athletics.</i> Jakarta: passable</p>	7%
12	Able to analyze and understand basic jumping techniques, equipment modifications, and jumping games.	<ol style="list-style-type: none"> 1. Able to play physical development games for linear throwing. 2. Able to play a linear throwing game over various throwing distances. 3. Able to form basic movement attitudes for linear throwing techniques. 	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity Discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3))Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Demonstration 4. Mirroring 5. Personal Practice 2 x 50 min	Project Based Learning group 2 x 50 min	<p>Material: Understanding linear throwing games. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: quiet</p> <hr/> <p>Material: Understand the basic motion of linear throwing. Reader: Mochamad Djumidar. 2004. <i>Basic athletic movements.</i> Jakarta: Raja Grafindo Persada</p> <hr/> <p>Material: Performing a linear throwing demonstration. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: passable</p>	8%

13	Able to analyze and understand basic throwing techniques, equipment modifications, and throwing games.	<p>1. Able to play physical development games for linear throwing.</p> <p>2. Able to play a linear throwing game over various throwing distances.</p> <p>3. Able to form basic movement attitudes for linear throwing techniques.</p>	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity Discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3))Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	<p>1. Lecture 2. Discussion 3. Demonstration 4. Mirroring 5. Personal Practice 2 x 50 min</p>	Project Based Learning group 2 x 50 min	<p>Material: Understanding linear throwing games. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: quiet</p> <hr/> <p>Material: Understand the basic motion of linear throwing. Reader: Mochamad Djumidar. 2004. <i>Basic athletic movements</i>. Jakarta: Raja Grafindo Persada</p> <hr/> <p>Material: Performing a linear throwing demonstration. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: passable</p>	10%
14	Able to analyze and understand basic throwing techniques, equipment modifications, and throwing games.	<p>1. Able to play physical development games for linear throwing.</p> <p>2. Able to play a linear throwing game over various throwing distances.</p> <p>3. Able to form basic movement attitudes for linear throwing techniques.</p>	<p>Criteria: Discipline score: 5= Present; 4= Dispensation; 3=Pain; 2=Late; 1= Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity Discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3))Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	<p>1. Lecture 2. Discussion 3. Demonstration 4. Mirroring 5. Personal Practice 2 x 50 min</p>	Project Based Learning group 2 x 50 min	<p>Material: Understanding linear throwing games. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: quiet</p> <hr/> <p>Material: Understand the basic motion of linear throwing. Reader: Mochamad Djumidar. 2004. <i>Basic athletic movements</i>. Jakarta: Raja Grafindo Persada</p> <hr/> <p>Material: Performing a linear throwing demonstration. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: passable</p>	8%

15	Able to analyze and understand basic throwing techniques, equipment modifications, and throwing games.	1. Able to play rotational throwing reaction games over various throwing distances. 2. Able to form basic movement attitudes of rotational throwing techniques.	<p>Criteria: Discipline score: 5=Present; 4=Dispensation; 3=Pain; 2=Late; 1=Permission; and 0=Absent Discipline = (Total Score/Maximum Score) x 100 Activity = (Total Score/Maximum Score) x 100 Participation Value = (Activity Discipline) / 2 Practice Score: 3=Good; 2=Fair; 1=Poor; 0=Didn't carry out Practical Value = (Total Score/3) Assessment of practices and assignments, scores are averaged and then given a weight of 3 (three) UAS scores are carried out in writing and practice with indicators 10-15 are given a weight of 3 (three) The final score is (2 x Participation) (3 x Practice) (2 x UTS) (3 x UAS) divided by 10</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	1. Lecture 2. Discussion 3. Demonstration 4. Mirroring 5. Personal Practice 2 x 50 min	Project Based Learning group 2 x 50 min	<p>Material: Understanding linear throwing games. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: quiet</p> <p>Material: Understand the basic motion of linear throwing. Reader: Mochamad Djumidar. 2004. <i>Basic athletic movements</i>. Jakarta: Raja Grafindo Persada</p> <p>Material: Performing a linear throwing demonstration. References: IAAF. 1993. <i>Introduction to coaching theory</i> (translation, Suyono, DS). Jakarta: passable</p>	8%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20.05%
2.	Project Results Assessment / Product Assessment	10.45%
3.	Practical Assessment	10.45%
4.	Practice / Performance	20.05%
5.	Test	39.05%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.

