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|  | <div>Universitas Negeri Surabaya</div> <div>Fakultas Vokasi</div> <div>Program Studi D4 Analisis Performa Olahraga</div> | | | | | Kode Dokumen |
| | <div>RENCANA PEMBELAJARAN SEMESTER</div> | | | | | |
| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | SEMESTER | Tgl Penyusunan |
| etika profesi tenaga keolahragaan | 8521204020 | | T=2 | P=2 | ECTS=6.36 | 4 7 Desember 2025 |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | Koordinator Program Studi | |
| | | | | | FIFIT YETI WULANDARI | |
| Model Pembelajaran | Project Based Learning | | | | | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | |
| | CPL-7 | Mampu menyusun laporan analisis performa secara profesional untuk pelatih dan tim pendukung (sports science team). | | | | |
| | CPL-8 | Mampu mengelola informasi dan data performa atlet untuk pengambilan keputusan berbasis bukti (evidence-based decision). | | | | |
| | CPL-9 | Mampu melakukan kolaborasi dengan pelatih, fisioterapis, ahli gizi, dan psikolog olahraga dalam mendukung pengembangan performa atlet. | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | |
| | CPMK - 1 | Menerapkan prinsip-prinsip etika profesional dalam menyusun laporan analisis performa olahraga (C3) | | | | |
| | CPMK - 2 | Menganalisis konflik etika dalam pengelolaan data performa atlet untuk pengambilan keputusan berbasis bukti (C4) | | | | |
| | CPMK - 3 | Mengevaluasi praktik etis dalam kolaborasi dengan tim pendukung olahraga (C5) | | | | |
| | CPMK - 4 | Menciptakan protokol etis untuk pengumpulan dan penggunaan data performa atlet (C6) | | | | |
| | CPMK - 5 | Menerapkan kode etik profesi dalam komunikasi hasil analisis performa kepada stakeholders (C3) | | | | |
| | CPMK - 6 | Menganalisis dilema etis dalam pembagian informasi performa atlet antar profesional olahraga (C4) | | | | |
| | CPMK - 7 | Mengevaluasi kepatuhan etika dalam penyimpanan dan keamanan data performa atlet (C5) | | | | |
| | CPMK - 8 | Menciptakan panduan etis untuk kolaborasi interdisipliner dalam tim olahraga (C6) | | | | |
| | CPMK - 9 | Menerapkan prinsip kerahasiaan dan transparansi dalam pelaporan analisis performa (C3) | | | | |
| | CPMK - 10 | Menganalisis implikasi etis dari penggunaan teknologi dalam analisis performa olahraga (C4) | | | | |
| | CPMK - 11 | Menganalisis konflik etika yang mungkin muncul dalam pengelolaan data performa atlet (C4) | | | | |
| | CPMK - 12 | Mengevaluasi keputusan berbasis bukti dari perspektif etika profesi keolahragaan (C5) | | | | |
| | CPMK - 13 | Menciptakan protokol etis untuk berkolaborasi dengan tim pendukung performa atlet (C6) | | | | |
| | CPMK - 14 | Menerapkan kode etik profesi dalam berkomunikasi dengan pelatih dan tim multidisiplin (C3) | | | | |
| | CPMK - 15 | Menganalisis dilema etis dalam penggunaan data performa atlet untuk pengambilan keputusan (C4) | | | | |
| CPMK - 16 | Mengevaluasi praktik profesional dalam penyusunan laporan analisis performa berdasarkan standar etika (C5) | | | | | |
| CPMK - 17 | Menciptakan panduan etis untuk pengelolaan informasi sensitif atlet (C6) | | | | | |
| CPMK - 18 | Menerapkan prinsip kerahasiaan dan transparansi dalam kolaborasi dengan tim sports science (C3) | | | | | |
| CPMK - 19 | Menganalisis implikasi etis dari teknologi pengumpulan data performa atlet (C4) | | | | | |
| Matrik CPL - CPMK | | | | | | |

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| | <table><tr><td>CPMK</td><td>CPL-7</td><td>CPL-8</td><td>CPL-9</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-4</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-5</td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-6</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-7</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-8</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-9</td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-10</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-11</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-12</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-13</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-14</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-15</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-16</td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-17</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-18</td><td></td><td></td><td>✓</td></tr><tr><td>CPMK-19</td><td></td><td>✓</td><td></td></tr></table> | CPMK | CPL-7 | CPL-8 | CPL-9 | CPMK-1 | ✓ | | | CPMK-2 | | ✓ | | CPMK-3 | | | ✓ | CPMK-4 | | ✓ | | CPMK-5 | ✓ | | | CPMK-6 | | | ✓ | CPMK-7 | | ✓ | | CPMK-8 | | | ✓ | CPMK-9 | ✓ | | | CPMK-10 | | ✓ | | CPMK-11 | | ✓ | | CPMK-12 | | ✓ | | CPMK-13 | | | ✓ | CPMK-14 | | | ✓ | CPMK-15 | | ✓ | | CPMK-16 | ✓ | | | CPMK-17 | | ✓ | | CPMK-18 | | | ✓ | CPMK-19 | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| CPMK-2 | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| CPMK-4 | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| CPMK-9 | | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-10 | | | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-11 | | | | | | | | | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-13 | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-14 | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-15 | | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-16 | | | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deskripsi Singkat MK | Mata kuliah Etika Profesi Tenaga Keolahragaan membekali mahasiswa dengan pemahaman mendalam tentang prinsip-prinsip etika dan profesionalisme dalam bidang keolahragaan, khususnya dalam konteks analisis performa olahraga. Mata kuliah ini mencakup studi tentang kode etik profesi, tanggung jawab moral, integritas profesional, serta isu-isu etis kontemporer dalam dunia olahraga seperti doping, fair play, privasi data atlet, dan konflik kepentingan. Tujuannya adalah membentuk tenaga keolahragaan yang tidak hanya kompeten secara teknis tetapi juga berintegritas tinggi dan mampu mengambil keputusan etis dalam berbagai situasi profesional. Ruang lingkup meliputi etika dalam pengumpulan data performa, analisis statistik, pelaporan hasil, konsultasi dengan atlet dan pelatih, serta kolaborasi dengan stakeholder olahraga lainnya. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pustaka | Utama : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Pendukung : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Dosen Pengampu | | | | | | | |
|----------------|---|--|---|--|--|---|---------------------|
| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] | | Materi Pembelajaran [Pustaka] | Bobot Penilaian (%) |
| | | Indikator | Kriteria & Bentuk | Luring (offline) | Daring (online) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Mahasiswa dapat mengidentifikasi, menganalisis, dan menerapkan prinsip etika dalam konteks analisis performa olahraga, serta menghasilkan laporan yang etis dan profesional. | 1. Kemampuan mengidentifikasi prinsip etika yang relevan dalam analisis performa olahraga 2. Kemampuan menerapkan prinsip etika dalam penyusunan laporan analisis performa 3. Kesesuaian laporan dengan standar etika profesi tenaga keolahragaan | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Ceramah interaktif, studi kasus, diskusi kelompok, dan praktik penyusunan laporan. | Analisis Kasus dan Penyusunan Laporan, Mahasiswa menganalisis studi kasus pelanggaran etika dalam analisis performa olahraga dan menyusun laporan alternatif yang memenuhi prinsip etika profesional | Materi: Konsep dasar etika profesi tenaga keolahragaan, Prinsip-prinsip etika profesional (integritas, objektivitas, kerahasiaan, kompetensi), Studi kasus pelanggaran etika dalam analisis performa olahraga, Teknik penyusunan laporan analisis performa yang etis Pustaka: <i>Handbook Perkuliahan</i> | 5% |
| 2 | Mahasiswa dapat menyusun laporan analisis performa olahraga yang mematuhi prinsip-prinsip etika profesional seperti kejujuran, objektivitas, kerahasiaan, dan tanggung jawab. | 1. Kesesuaian laporan dengan prinsip kejujuran dalam penyajian data 2. Penerapan objektivitas dalam interpretasi hasil analisis 3. Penjagaan kerahasiaan data atlet dan tim 4. Pemenuhan tanggung jawab profesional dalam penyusunan laporan | Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk | Studi kasus, diskusi kelompok, demonstrasi, dan praktik mandiri. | | Materi: Prinsip-prinsip etika profesional dalam keolahragaan, Teknik penyusunan laporan analisis performa olahraga, Studi kasus pelanggaran etika dalam laporan analisis performa, Panduan praktis penerapan etika dalam penyusunan laporan Pustaka: <i>Handbook Perkuliahan</i> | 0% |
| 3 | Mahasiswa dapat menganalisis konflik etika dalam pengelolaan data performa atlet dengan pendekatan kritis dan proporsitas sesuai standar profesi. | 1. Kemampuan mengidentifikasi jenis-jenis konflik etika dalam pengelolaan data performa atlet 2. Kemampuan menganalisis penyebab dan dampak konflik etika terhadap atlet dan stakeholders 3. Kemampuan mengevaluasi solusi etis untuk mengatasi konflik dalam pengelolaan data | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes | Studi kasus, diskusi kelompok, presentasi, dan analisis kritis. | Analisis Kasus Online, Mahasiswa menganalisis studi kasus konflik etika pengelolaan data atlet dan menyusun rekomendasi solusi dalam bentuk dokumen tertulis | Materi: Prinsip etika dalam pengelolaan data performa atlet, Jenis-jenis konflik etika: privasi vs transparansi, kepentingan tim vs individu, Studi kasus konflik etika dalam olahraga profesional, Regulasi dan kode etik pengelolaan data olahraga Pustaka: <i>Handbook Perkuliahan</i> | 5% |
| 4 | Mahasiswa dapat mengidentifikasi, menganalisis, dan mengevaluasi konflik etika dalam pengelolaan data performa atlet serta mengusulkan solusi yang sesuai dengan prinsip etika profesi. | 1. Mampu mengidentifikasi minimal 3 konflik etika dalam pengelolaan data performa atlet 2. Mampu menganalisis dampak konflik etika terhadap atlet, pelatih, dan organisasi olahraga 3. Mampu mengevaluasi solusi etis untuk mengatasi konflik dalam pengelolaan data performa | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes | Studi kasus, diskusi kelompok, presentasi, dan analisis kritis. | Analisis Studi Kasus Online, Mahasiswa menganalisis studi kasus konflik etika dalam pengelolaan data performa atlet dan menyusun rekomendasi solusi etis | Materi: Prinsip-prinsip etika dalam pengelolaan data atlet, Jenis-jenis konflik etika dalam pengelolaan data performa, Studi kasus nyata konflik etika dalam olahraga profesional, Framework analisis etika untuk pengambilan keputusan, Regulasi dan standar etika pengelolaan data olahraga Pustaka: <i>Handbook Perkuliahan</i> | 0% |

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| 5 | Mahasiswa dapat menganalisis kasus keputusan berbasis bukti, menilai kesesuaiannya dengan kode etik profesi, dan memberikan rekomendasi perbaikan berdasarkan pertimbangan etika. | <ol style="list-style-type: none"> 1. Kemampuan mengidentifikasi bukti yang mendukung keputusan dalam kasus keolahragaan 2. Kemampuan mengevaluasi kesesuaian keputusan dengan prinsip etika profesi 3. Kemampuan memberikan argumen yang logis dan berbasis bukti untuk menilai keputusan 4. Kemampuan merumuskan rekomendasi perbaikan berdasarkan pertimbangan etika | Kriteria: 5 Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Studi kasus, diskusi kelompok, presentasi, dan debat etika. | | Materi: Prinsip-prinsip etika dalam profesi keolahragaan, Teknik evaluasi keputusan berbasis bukti, Analisis kasus kontroversial dalam keolahragaan, Penyusunan rekomendasi etis berbasis bukti Pustaka: <i>Handbook Perkuliahan</i> | 0% |
| 6 | Mahasiswa dapat menganalisis kasus nyata, mengidentifikasi dilema etika, mengevaluasi bukti yang relevan, dan membuat rekomendasi keputusan yang etis sesuai dengan kode etik profesi keolahragaan. | <ol style="list-style-type: none"> 1. Kemampuan mengidentifikasi bukti dan informasi relevan dalam kasus etika keolahragaan 2. Ketepatan dalam menganalisis dampak keputusan terhadap stakeholders 3. Kesesuaian rekomendasi dengan prinsip etika profesi keolahragaan 4. Kualitas argumentasi dalam mengevaluasi alternatif keputusan | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Studi kasus, diskusi kelompok, presentasi, dan simulasi evaluasi keputusan etis. | | Materi: Prinsip-prinsip etika dalam pengambilan keputusan profesi keolahragaan, Teknik evaluasi bukti dan informasi dalam konteks etika, Analisis kasus-kasus kontroversial dalam dunia keolahragaan, Standar evaluasi keputusan berdasarkan kode etik profesi Pustaka: <i>Handbook Perkuliahan</i> | 5% |
| 7 | Mahasiswa dapat menciptakan protokol etis yang komprehensif dan aplikatif untuk memastikan kolaborasi yang efektif dan beretika dengan tim pendukung performa atlet. | <ol style="list-style-type: none"> 1. Protokol mencakup prinsip-prinsip etika dasar (integritas, kerahasiaan, keadilan) 2. Protokol mengatur mekanisme komunikasi dan koordinasi antarprofesi 3. Protokol memuat prosedur penyelesaian konflik etis 4. Protokol diterapkan dalam studi kasus realistis 5. Protokol mempertimbangkan aspek legal dan regulasi olahraga | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Project-based learning, diskusi kelompok, studi kasus, dan presentasi. | | Materi: Prinsip etika profesional dalam kolaborasi tim, Struktur dan peran tim pendukung performa atlet, Teknik komunikasi efektif antarprofesi, Studi kasus konflik etis dalam tim olahraga, Drafting dan implementasi protokol etis Pustaka: <i>Handbook Perkuliahan</i> | 0% |
| 8 | Mahasiswa dapat menciptakan panduan etis yang komprehensif untuk memfasilitasi kolaborasi yang harmonis dan etis antar berbagai disiplin ilmu dalam tim olahraga. | <ol style="list-style-type: none"> 1. Kemampuan mengidentifikasi prinsip etika yang relevan untuk kolaborasi interdisipliner 2. Ketepatan dalam merumuskan panduan komunikasi dan koordinasi antar profesi 3. Kelengkapan dan kejelasan struktur panduan etis yang dibuat 4. Kesesuaian panduan dengan konteks tim olahraga dan analisis performa | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Studi kasus, diskusi kelompok, presentasi, dan project-based learning. | Penyusunan draft panduan etis kolaborasi interdisipliner | Materi: Prinsip-prinsip etika dalam kolaborasi interdisipliner, Komunikasi efektif antar profesi dalam tim olahraga, Studi kasus kolaborasi interdisipliner dalam setting olahraga, Teknik penyusunan panduan etis yang aplikatif Pustaka: <i>Handbook Perkuliahan</i> | 0% |

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| 9 | Mahasiswa dapat merancang, mengembangkan, dan mengevaluasi protokol etis yang aplikatif untuk kolaborasi multidisiplin dalam lingkungan olahraga profesional. | <ol style="list-style-type: none"> 1.Kemampuan merumuskan prinsip-prinsip etis dalam kolaborasi tim 2.Keterampilan mendesain struktur protokol yang jelas dan implementatif 3.Kemampuan mengintegrasikan aspek legal dan profesional dalam protokol 4.Keterampilan mengevaluasi dan merevisi protokol berdasarkan studi kasus | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Project-based learning, diskusi kelompok, studi kasus, dan presentasi. | | Materi: Prinsip-prinsip etika kolaborasi multidisiplin, Struktur dan komponen protokol etis, Studi kasus kolaborasi tim pendukung atlet, Teknik evaluasi dan revisi protokol Pustaka: <i>Handbook Perkuliahan</i> | 0% |
| 10 | Mahasiswa dapat menunjukkan kemampuan menerapkan kode etik profesi dalam berbagai skenario komunikasi dengan pelatih dan tim multidisiplin, termasuk menyelesaikan konflik, memberikan umpan balik, dan berkolaborasi secara profesional. | <ol style="list-style-type: none"> 1.Kemampuan mengidentifikasi prinsip kode etik yang relevan dalam komunikasi 2.Ketepatan penerapan kode etik dalam simulasi komunikasi dengan pelatih 3.Kemampuan berkolaborasi etis dengan tim multidisiplin dalam studi kasus 4.Keterampilan menyelesaikan konflik komunikasi berdasarkan prinsip etika profesi | Bentuk Penilaian : Praktik / Unjuk Kerja, Penilaian Praktikum | Studi kasus, simulasi role-play, diskusi kelompok, dan presentasi. | Analisis Studi Kasus Online, Mahasiswa menganalisis video studi kasus komunikasi etis dalam tim olahraga dan membuat laporan tertulis tentang penerapan kode etik yang tepat | Materi: Prinsip-prinsip kode etik profesi tenaga keolahragaan dalam komunikasi, Teknik komunikasi efektif dengan pelatih dan tim multidisiplin, Studi kasus konflik etis dalam komunikasi olahraga, Strategi kolaborasi multidisiplin yang beretika Pustaka: <i>Handbook Perkuliahan</i> | 0% |
| 11 | Mahasiswa dapat menganalisis kasus-kasus nyata penggunaan data performa atlet, mengidentifikasi dilema etis, dan mengusulkan solusi yang mempertimbangkan prinsip-prinsip etika profesi keolahragaan. | <ol style="list-style-type: none"> 1.Kemampuan mengidentifikasi konflik etis dalam penggunaan data performa atlet 2.Kemampuan menganalisis dampak penggunaan data terhadap privasi dan kesejahteraan atlet 3.Kemampuan mengevaluasi keputusan berdasarkan prinsip keadilan, transparansi, dan tanggung jawab profesional | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes | Studi kasus, diskusi kelompok, presentasi, dan simulasi pengambilan keputusan berbasis data. | Analisis Kasus Online, Mahasiswa menganalisis studi kasus penggunaan data performa atlet yang kontroversial, mengidentifikasi dilema etis, dan menyusun rekomendasi solusi berdasarkan prinsip etika yang dipelajari | Materi: Prinsip-prinsip etika dalam pengelolaan data atlet, Kasus-kasus kontroversial penggunaan data performa dalam olahraga, Framework analisis dilema etis (consequentialism, deontology, virtue ethics), Regulasi dan pedoman etis nasional/internasional terkait data atlet Pustaka: <i>Handbook Perkuliahan</i> | 0% |
| 12 | Mahasiswa dapat menilai kualitas laporan analisis performa dari perspektif etika profesi, mengidentifikasi pelanggaran etika, dan memberikan rekomendasi perbaikan sesuai standar profesional. | <ol style="list-style-type: none"> 1.Kemampuan mengidentifikasi prinsip etika dalam laporan analisis performa 2.Ketepatan dalam mengevaluasi kepatuhan terhadap standar etika profesi 3.Kualitas rekomendasi perbaikan untuk memastikan integritas laporan | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Studi kasus, diskusi kelompok, presentasi, dan evaluasi mandiri dengan pendekatan problem-based learning. | Evaluasi Laporan Analisis Performa, Mahasiswa mengevaluasi contoh laporan analisis performa berdasarkan standar etika profesi dan memberikan rekomendasi perbaikan tertulis | Materi: Prinsip etika profesi dalam analisis performa olahraga, Standar penyusunan laporan yang beretika, Studi kasus pelanggaran etika dalam laporan analisis performa, Teknik evaluasi dan rekomendasi perbaikan laporan Pustaka: <i>Handbook Perkuliahan</i> | 0% |
| 13 | Mahasiswa dapat merancang, mengembangkan, dan mengevaluasi panduan etis pengelolaan informasi sensitif atlet yang sesuai dengan standar profesional dan regulasi yang berlaku. | <ol style="list-style-type: none"> 1.Kesesuaian panduan dengan prinsip privasi dan etika profesi 2.Kelengkapan aspek pengelolaan informasi yang dicakup 3.Kelengkapan dan implementabilitas panduan 4.Kreativitas dalam penyusunan solusi etis | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Project-based learning, diskusi kelompok, studi kasus, dan presentasi. | | Materi: Prinsip privasi dan kerahasiaan informasi, Regulasi perlindungan data pribadi, Etika pengelolaan informasi kesehatan atlet, Teknik penyusunan panduan operasional Pustaka: <i>Handbook Perkuliahan</i> | 0% |

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| 14 | Mahasiswa dapat menerapkan prinsip kerahasiaan dan transparansi secara efektif dalam kolaborasi dengan tim sports science, termasuk analisis situasi, pengambilan keputusan etis, dan komunikasi profesional yang sesuai dengan standar etika profesi. | <ol style="list-style-type: none"> 1.Mampu mengidentifikasi situasi yang memerlukan penerapan prinsip kerahasiaan dalam kolaborasi tim sports science 2.Mampu menerapkan prinsip transparansi yang tepat dalam berkomunikasi dengan anggota tim 3.Mampu menyeimbangkan kerahasiaan dan transparansi dalam pengambilan keputusan etis 4.Mampu menyusun strategi komunikasi yang mematuhi prinsip kerahasiaan dan transparansi | Bentuk Penilaian : Praktik / Unjuk Kerja, Penilaian Hasil Project / Penilaian Produk | Studi kasus, diskusi kelompok, simulasi kolaborasi tim, presentasi, dan demonstrasi penerapan prinsip etika dalam skenario nyata.. | Analisis Studi Kasus Online, Mahasiswa menganalisis studi kasus konflik kerahasiaan-transparansi dalam tim sports science dan menyusun rekomendasi solusi etis | Materi: Konsep kerahasiaan dalam profesi keolahragaan, Prinsip transparansi dalam kolaborasi tim, Studi kasus konflik antara kerahasiaan dan transparansi, Teknik komunikasi etis dalam tim sports science, Panduan praktis menyeimbangkan kerahasiaan dan transparansi Pustaka: <i>Handbook Perkuliahan</i> | 0% |
| 15 | Mahasiswa dapat mengidentifikasi, mengevaluasi, dan memberikan solusi terhadap isu-isu etis yang muncul dari teknologi pengumpulan data performa atlet. | <ol style="list-style-type: none"> 1.Kemampuan mengidentifikasi isu etis dalam teknologi pengumpulan data 2.Kemampuan menganalisis dampak teknologi terhadap privasi atlet 3.Kemampuan mengevaluasi implikasi keadilan dan integritas dalam olahraga 4.Kemampuan memberikan rekomendasi solusi etis | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Studi kasus, diskusi kelompok, presentasi, dan analisis kritis. | Analisis Studi Kasus Online, Mahasiswa menganalisis kasus nyata penggunaan teknologi pengumpulan data dalam olahraga dan membuat rekomendasi etis berbasis prinsip-prinsip yang dipelajari | Materi: Teknologi pengumpulan data performa atlet (wearable, tracking systems), Prinsip-prinsip etika dalam olahraga, Implikasi privasi dan consent, Dampak pada keadilan kompetitif dan integritas olahraga, Studi kasus kontroversial teknologi dalam olahraga Pustaka: <i>Handbook Perkuliahan</i> | 0% |
| 16 | Mahasiswa dapat mengevaluasi kualitas etis dari laporan analisis performa olahraga, mengidentifikasi potensi pelanggaran standar profesional, dan merumuskan solusi berbasis prinsip etika profesi. | <ol style="list-style-type: none"> 1.Kemampuan mengidentifikasi elemen-elemen etika dalam laporan analisis performa 2.Ketepatan dalam menganalisis kesesuaian laporan dengan standar etika profesi 3.Kualitas rekomendasi perbaikan untuk praktik yang tidak sesuai etika 4.Kedalaman evaluasi dampak pelanggaran etika terhadap stakeholders | Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Studi kasus, diskusi kelompok, presentasi, dan evaluasi teman sejawat (peer assessment). | Analisis Studi Kasus Online, Mahasiswa menganalisis studi kasus pelanggaran etika dalam laporan analisis performa dan menyusun rekomendasi perbaikan melalui forum diskusi LMS | Materi: Prinsip-prinsip etika dalam penyusunan laporan analisis performa, Studi kasus pelanggaran etika dalam laporan analisis performa olahraga, Teknik evaluasi kualitas etis laporan profesional, Panduan penyusunan rekomendasi perbaikan berbasis etika Pustaka: <i>Handbook Perkuliahan</i> | 0% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|----|--|------------|
| 1. | Penilaian Hasil Project / Penilaian Produk | 7.5% |
| 2. | Praktik / Unjuk Kerja | 5% |
| 3. | Tes | 2.5% |
| | | 15% |

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.

5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.