



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences,**  
**Bachelor of Physical Education, Health & Recreation 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 Massage	8520102080	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	April 28, 2023																																																																																																				
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																					
		Faridha Nurhayati, S.Pd., M.Kes.	Dr. Setiyo Hartoto, M.Kes.			Dr. Mochamad Ridwan, S.Pd., M.Pd.																																																																																																					
<b>Learning model</b>	Case Studies																																																																																																										
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																																																																																										
	Program Objectives (PO)																																																																																																										
	PO - 1	Able to be responsible for applying manipulation in fitness massage independently																																																																																																									
	PO - 2	Able to demonstrate independent performance and work together to produce sports massage manipulations in a sequential and measurable manner																																																																																																									
	PO - 3	Able to analyze problem solving in project-based sports activities independently or in groups based on science and technology.																																																																																																									
	PO - 4	Able to apply theoretical and practical concepts to sports massage, especially developing entrepreneurial creativity (entrepreneurs)																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="margin-left: 20px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>						P.O	PO-1	PO-2	PO-3	PO-4																																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																											
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<b>Short Course Description</b>	This course is a course that discusses the understanding and application of the theory and practice of sports massage which includes the concept of massage, types of massage and their uses, professional ethics, targets and manipulation techniques carried out during training, before competing/competing, during and after competing/competing including injury management. Lectures are conducted to measure the achievement of learning competencies using a case study approach, discussions, questions and answers, assignments. Assessment is carried out by performance, written tests and portfolios.																																																																																																										
<b>References</b>	<b>Main :</b>																																																																																																										
	<ol style="list-style-type: none"> <li>Dirjen pemuda dan Olahraga. 1980. Sport massage. Jakarta : Depdikbud.</li> <li>Cael, Christy. 2010. Functional Anatomy : Musculoskeletal Anatomy, Kinesiology, and Palpation for Manual Therapists : Baltimore : Lipincott Williams &amp; Wilkins</li> <li>Johnson, Jane. 2011. Deep Tissue Massage, Hands-on Guides for Therapists. Champaign-United States : Human Kinetics</li> <li>Simancek, Jeffrey A. 2013. Deep Tissue Massage Treatment 2nd Edition. St. Louis-Missouri : Mosby.</li> </ol>																																																																																																										
	<b>Supporters:</b>																																																																																																										
	<ol style="list-style-type: none"> <li>Satia Graha, Ali. Masase Terapi Cedera Olahraga Metode Ali Satia Graha (Therapy Massage Sport Injury). Yogyakarta: UNY</li> </ol>																																																																																																										
<b>Supporting lecturer</b>	Drs. Hari Wisnu, M.Pd. Dra. Sasminta Christina Yuli Hartati, M.Pd. Faridha Nurhayati, S.Pd., M.Kes. Yuni Fitriyah Ningsih, S.Pd., M.Pd.																																																																																																										
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																																																																				
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																																																																						

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to analyze the history and basic concepts of sports massage	Explain the history and basic concepts of sports massage	<b>Criteria:</b> test  <b>Form of Assessment :</b> Participatory Activities, Tests	Learning Form: Face-to-face lecture  Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')]  Student assignment Independent task to search for literature related to the history of massage [PT BM : (1 1) x (2X60')] 2 X 50	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')]  Student assignments  Independent assignments through assignments in vlearning related to the history of massage [PT BM : (1 1) x (2X60')] 2 X 50	<b>Material:</b> History of Massage <b>Literature:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i>	6%
2	Able to understand the various types of massage and their uses	1.Explain the various types of massage and their uses 2.Classifying the uses of massage	<b>Criteria:</b> Test  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')]  Student assignment Independent task to search for literature related to various types of massage and their uses [PT BM : (1 1) x (2X60')] 2 X 50	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')]  Student assignments Independent assignments through assignments in vlearning related to various types of massage and their uses [PT BM : (1 1) x (2X60')] 2 X 50	<b>Material:</b> Types of Massage <b>Literature:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i>	5%
3	Able to analyze professional ethics in sports activities with full responsibility	1.explain professional ethics in sports massage 2.Classifying requirements as a masseur or masseuse 3.Analyze indications and contraindications in massage	<b>Criteria:</b> Test  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')]  Student assignment Independent task to search for literature related to various types of massage and their uses [PT BM : (1 1) x (2X60')] 2 X 50	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')]  Student assignments Independent assignments through assignments in vlearning related to various types of massage and their uses [PT BM : (1 1) x (2X60')] 2 X 50	<b>Material:</b> Masseur requirements <b>Reader:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i>	2%
4	Able to analyze manipulation techniques in massage and their benefits	1.Explain the various manipulation techniques in massage 2.Sequencing the use of manipulation in massage 3.Analyze the benefits of manipulation in massage	<b>Criteria:</b> Test  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Face-to-face lecture  Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')]  Student assignment Independent task to search for literature related to various manipulations in massage [PT BM : (1 1) x (2X60')] 2 X 50	Learning Form: Virtual face-to-face lecture via vlearning and zoom  Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')]  Student assignments Independent assignments through assignments in vlearning related to various manipulations in massage [PT BM : (1 1) x (2X60')] 2 X 50	<b>Material:</b> Palpation <b>Bibliography:</b> <i>Cael, Christy. 2010. Functional Anatomy : Musculoskeletal Anatomy, Kinesiology, and Palpation for Manual Therapists : Baltimore : Lipincott Williams &amp; Wilkins</i>	2%
5	Able to apply massage manipulation in prone, supine, sitting and general positions	1.Explain the various types of manipulation of the prone position (thighs, calves and soles of the feet, back and buttocks) 2.Practicing manipulation of the prone position (thighs, calves and soles of the feet, back and buttocks)	<b>Criteria:</b> Performance test  <b>Form of Assessment :</b> Participatory Activities, Practical Assessment	Learning Form: Practice  Learning Method: Demonstration, discussion and question and answer  Student assignment Independent assignment Practice manipulation in the prone position [TM: 2x170'] 2 X 170	Learning Form: Practice via video on vlearning and zoom  Learning Method: Demonstration, discussion and question and answer  Student assignment  Independent assignment via assignment on vlearning Practice manipulation in the prone position (documentation) [TM: 2x170'] 2 X 170	<b>Material:</b> Sports Massage <b>Reader:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i>	5%

6	Able to apply massage manipulation in prone, supine, sitting and general positions	<p>1.Explain the various types of manipulation of the prone position (thighs, calves and soles of the feet, back and buttocks)</p> <p>2.Practicing manipulation of the prone position (thighs, calves and soles of the feet, back and buttocks)</p>	<p><b>Criteria:</b> Performance test</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	<p>Learning Form: Practice</p> <p>Learning Method: Demonstration, discussion and question and answer</p> <p>Student assignment Independent assignment Practice manipulation in the prone position [TM: 2x170'] 2 X 170</p>	<p>Learning Form: Practice via video on vlearning and zoom</p> <p>Learning Method: Demonstration, discussion and question and answer</p> <p>Student assignment</p> <p>Independent assignment via assignment on vlearning Practice manipulation in the prone position (documentation) [TM: 2x170'] 2 X 170</p>	<p><b>Material:</b> Sports Massage <b>Reader:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i></p>	5%
7	Able to apply massage manipulation in prone, supine, sitting and general positions	<p>1.Explain the various types of manipulation in the supine position (thighs, legs, instep, chest, stomach, arms and hands)</p> <p>2.Practicing manipulation in the supine position (thighs, legs, instep, chest, stomach, arms and hands)</p>	<p><b>Criteria:</b> Performance test</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Form: Practice</p> <p>Learning Method: Demonstration, discussion and question and answer</p> <p>Student assignment Independent assignment Practice manipulation in the supine position [TM: 2x170'] 2 X 170</p>	<p>Learning Form: Practice via video on vlearning and zoom</p> <p>Learning Method: Demonstration, discussion and question and answer</p> <p>Student assignment</p> <p>Independent assignment via assignment on vlearning Practice manipulation in the prone position (documentation) [TM: 2x170'] 2 X 170</p>	<p><b>Material:</b> Sports Massage <b>Reader:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i></p>	5%
8	Able to apply massage manipulation in prone, supine, sitting and general positions	<p>1.Explain the various types of manipulation in the supine position (thighs, legs, instep, chest, stomach, arms and hands)</p> <p>2.Practicing manipulation in the supine position (thighs, legs, instep, chest, stomach, arms and hands)</p>	<p><b>Criteria:</b> Performance test</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Learning Form: Practice</p> <p>Learning Method: Demonstration, discussion and question and answer</p> <p>Student assignment Independent assignment Practice manipulation in the supine position [TM: 2x170'] 2 X 170</p>	<p>Learning Form: Practice via video on vlearning and zoom</p> <p>Learning Method: Demonstration, discussion and question and answer</p> <p>Student assignment</p> <p>Independent assignment via assignment on vlearning Practice manipulation in the prone position (documentation) [TM: 2x170'] 2 X 170</p>	<p><b>Material:</b> Sports Massage <b>Reader:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i></p>	5%
9	UTS - Various types of massage and various manipulations in massage	Analyze various types of manipulation	<p><b>Criteria:</b> 5</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Case study 2 X 50	Case study 2 X 50	<p><b>Material:</b> Sports Massage <b>Reader:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i></p>	5%
10	Able to apply massage manipulation in prone, supine, sitting and general positions	<p>1.Explain the various manipulations in the sitting position (neck, shoulders and head)</p> <p>2.Practicing various manipulations in a sitting position (neck, shoulders and head)</p>	<p><b>Criteria:</b> Performance test</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Learning Form: Practice</p> <p>Learning Method: Demonstration, discussion and question and answer</p> <p>Student assignment Independent assignment Practice manipulation in a sitting position [TM: 1x170'] 1 X 70</p>	<p>Learning Form: Practice via video on vlearning and zoom</p> <p>Learning Method: Demonstration, discussion and question and answer</p> <p>Student assignment</p> <p>Independent assignment via assignment on vlearning Practice manipulation in a sitting position (documentation) [TM: 1x170'] 1 X 70</p>	<p><b>Material:</b> Sports Massage <b>Reader:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i></p>	10%

11	Able to apply massage manipulation in prone, supine, sitting and general positions	<p>1.Explain the various manipulations in the sitting position, supine position and sitting position</p> <p>2.Sequencing various types of manipulation in the sitting position, supine position and sitting position</p> <p>3.Practicing various manipulations in the sitting position, supine position and sitting position</p>	<p><b>Criteria:</b> Project/Product</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance</p>	<p>Learning Form: Practice</p> <p>Learning Method: Project based learning</p> <ul style="list-style-type: none"> <li>• Phase 1: Determining Basic Questions The lecturer asks: What is the overall sequence of doing the massage? Students respond to the lecturer's questions.</li> <li>• Phase 2: Develop a project plan. The lecturer gives the students time to plan the making of a general massage video (preparation of tools and materials, determining the patient, duration of implementation). Students design a scenario for making the video, and prepare the patient and massage equipment.</li> <li>• Phase 3: Develop a schedule. The lecturer makes a final deadline agreement project collection. Students develop a timeline for completing the general massage video making project</li> <li>• Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit</li> <li>• Phase 5: Testing the Results Students test the video results, whether the order and manipulation are appropriate . The video testing process is observed by the lecturer to see the quality of the product and the sequence of manipulations.</li> <li>• Phase 6: Evaluation of Experience Students edit the video, adjusting the order and names of the manipulations before the upload process on YouTube. Lecturer gives students time to reflect and revise the project. Lecturer provides suggestions and input on the project</li> </ul> <p>[TM: 3x170'] 3 X 170</p>	<p>Learning Form: Practice via video on vlearning and zoom</p> <p>Learning Method: Project based learning</p> <ul style="list-style-type: none"> <li>• Phase 1: Determining Basic Questions The lecturer asks: What is the overall sequence for doing the massage? Students respond to the lecturer's questions.</li> <li>• Phase 2: Develop a project plan. The lecturer gives the students time to plan the making of a general massage video (preparation of tools and materials, determining the patient, duration of implementation). Students design a scenario for making the video, and prepare the patient and massage equipment.</li> <li>• Phase 3: Develop a schedule. The lecturer makes a final deadline agreement project collection. Students develop a timeline for completing the general massage video making project</li> <li>• Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit</li> <li>• Phase 5: Testing the Results Students test the video results, whether the order and manipulation are appropriate . The video testing process is observed by the lecturer to see the quality of the product and the sequence of manipulations.</li> <li>• Phase 6: Evaluation of Experience Students edit the video, adjusting the order and names of the manipulations before the upload process on YouTube. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions and input on the project</li> </ul> <p>[TM: 3x170' 3 X 170</p>	<p><b>Material:</b> Sports Massage <b>Reader:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i></p>	10%
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12	Able to apply massage manipulation in prone, supine, sitting and general positions	<p>1.Explain the various manipulations in the sitting position, supine position and sitting position</p> <p>2.Sequencing various types of manipulation in the sitting position, supine position and sitting position</p> <p>3.Practicing various manipulations in the sitting position, supine position and sitting position</p>	<p><b>Criteria:</b> Project/Product</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance</p>	<p>Learning Form: Practice</p> <p>Learning Method: Project based learning</p> <ul style="list-style-type: none"> <li>• Phase 1: Determining Basic Questions The lecturer asks: What is the overall sequence of doing the massage? Students respond to the lecturer's questions.</li> <li>• Phase 2: Develop a project plan. The lecturer gives the students time to plan the making of a general massage video (preparation of tools and materials, determining the patient, duration of implementation). Students design a scenario for making the video, and prepare the patient and massage equipment.</li> <li>• Phase 3: Develop a schedule. The lecturer makes a final deadline agreement project collection. Students develop a timeline for completing the general massage video making project</li> <li>• Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit</li> <li>• Phase 5: Testing the Results Students test the video results, whether the order and manipulation are appropriate . The video testing process is observed by the lecturer to see the quality of the product and the sequence of manipulations.</li> <li>• Phase 6: Evaluation of Experience Students edit the video, adjusting the order and names of the manipulations before the upload process on YouTube. Lecturer gives students time to reflect and revise the project. Lecturer provides suggestions and input on the project</li> </ul> <p>[TM: 3x170'] 3 X 170</p>	<p>Learning Form: Practice via video on vlearning and zoom</p> <p>Learning Method: Project based learning</p> <ul style="list-style-type: none"> <li>• Phase 1: Determining Basic Questions The lecturer asks: What is the overall sequence for doing the massage? Students respond to the lecturer's questions.</li> <li>• Phase 2: Develop a project plan. The lecturer gives the students time to plan the making of a general massage video (preparation of tools and materials, determining the patient, duration of implementation). Students design a scenario for making the video, and prepare the patient and massage equipment.</li> <li>• Phase 3: Develop a schedule. The lecturer makes a final deadline agreement project collection. Students develop a timeline for completing the general massage video making project</li> <li>• Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit</li> <li>• Phase 5: Testing the Results Students test the video results, whether the order and manipulation are appropriate . The video testing process is observed by the lecturer to see the quality of the product and the sequence of manipulations.</li> <li>• Phase 6: Evaluation of Experience Students edit the video, adjusting the order and names of the manipulations before the upload process on YouTube. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions and input on the project</li> </ul> <p>[TM: 3x170'] 3 X 170</p>	<p><b>Material:</b> Sports Massage</p> <p><b>Reader:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i></p>	5%
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13	Able to apply massage manipulation in prone, supine, sitting and general positions	<p>1.Explain the various manipulations in the sitting position, supine position and sitting position</p> <p>2.Sequencing various types of manipulation in the sitting position, supine position and sitting position</p> <p>3.Practicing various manipulations in the sitting position, supine position and sitting position</p>	<p><b>Criteria:</b> Project/Product</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance</p>	<p>Learning Form: Practice</p> <p>Learning Method: Project based learning</p> <ul style="list-style-type: none"> <li>• Phase 1: Determining Basic Questions The lecturer asks: What is the overall sequence of doing the massage? Students respond to the lecturer's questions.</li> <li>• Phase 2: Develop a project plan. The lecturer gives the students time to plan the making of a general massage video (preparation of tools and materials, determining the patient, duration of implementation). Students design a scenario for making the video, and prepare the patient and massage equipment.</li> <li>• Phase 3: Develop a schedule. The lecturer makes a final deadline agreement project collection. Students develop a timeline for completing the general massage video making project</li> <li>• Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit</li> <li>• Phase 5: Testing the Results Students test the video results, whether the order and manipulation are appropriate . The video testing process is observed by the lecturer to see the quality of the product and the sequence of manipulations.</li> <li>• Phase 6: Evaluation of Experience Students edit the video, adjusting the order and names of the manipulations before the upload process on YouTube. Lecturer gives students time to reflect and revise the project. Lecturer provides suggestions and input on the project</li> </ul> <p>[TM: 3x170'] 3 X 170</p>	<p>Learning Form: Practice via video on vlearning and zoom</p> <p>Learning Method: Project based learning</p> <ul style="list-style-type: none"> <li>• Phase 1: Determining Basic Questions The lecturer asks: What is the overall sequence for doing the massage? Students respond to the lecturer's questions.</li> <li>• Phase 2: Develop a project plan. The lecturer gives the students time to plan the making of a general massage video (preparation of tools and materials, determining the patient, duration of implementation). Students design a scenario for making the video, and prepare the patient and massage equipment.</li> <li>• Phase 3: Develop a schedule. The lecturer makes a final deadline agreement project collection. Students develop a timeline for completing the general massage video making project</li> <li>• Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit</li> <li>• Phase 5: Testing the Results Students test the video results, whether the order and manipulation are appropriate . The video testing process is observed by the lecturer to see the quality of the product and the sequence of manipulations.</li> <li>• Phase 6: Evaluation of Experience Students edit the video, adjusting the order and names of the manipulations before the upload process on YouTube. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions and input on the project</li> </ul> <p>[TM: 3x170'] 3 X 170</p>	<p><b>Material:</b> General Massage <b>Library:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i></p>	5%
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14	Able to apply therapeutic massage manipulation to sports injuries	<ol style="list-style-type: none"> <li>1. Identify various types of sports injuries</li> <li>2. Explain the various types of manipulation for sports injuries</li> <li>3. Sequencing treatment for sports injuries</li> <li>4. Analyzing manipulation in sports injuries</li> <li>5. Practicing manipulation on sports injuries</li> </ol>	<p><b>Criteria:</b> Product</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Lecture and practice</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Orientation of students to the problem; The lecturer presents the problem that will be solved as a group. Students observe and understand the problem presented by the teacher or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</p> <p>• Phase 3: Guiding individual and group investigations; Lecturers monitor students' involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials</p> <p>• Phase 4: Develop and present the results of their work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem-solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem-solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups [TM: 2x170] 2 X 170</p>	<p>Learning Form: Lectures and Practice via video on vlearning and zoom</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Orientation of students to the problem; The lecturer presents the problem to be solved in groups. Students observe and understand the problem presented by the teacher or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</p> <p>• Phase 3: Guiding individual and group investigations; Lecturers monitor students' involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials</p> <p>• Phase 4: Develop and present the results of their work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem-solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem-solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups [TM: 2x170] 2 X 170</p>	<p><b>Material:</b> General Massage <b>Library:</b> <i>Director General of Youth and Sports. 1980. Sports massage. Jakarta : Department of Education and Culture.</i></p>	5%
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15	Able to apply therapeutic massage manipulation to sports injuries	<ol style="list-style-type: none"> <li>1. Identify various types of sports injuries</li> <li>2. Explain the various types of manipulation for sports injuries</li> <li>3. Sequencing treatment for sports injuries</li> <li>4. Analyzing manipulation in sports injuries</li> <li>5. Practicing manipulation on sports injuries</li> </ol>	<p><b>Criteria:</b> Product</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Learning Form: Lecture and practice</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Orientation of students to the problem; The lecturer presents the problem that will be solved as a group. Students observe and understand the problem presented by the teacher or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</p> <p>• Phase 3: Guiding individual and group investigations; Lecturers monitor students' involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials</p> <p>• Phase 4: Develop and present the results of their work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem-solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem-solving process. Lecturer: guides the presentation and encourages groups to give awards and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups [TM: 2x170] 2 X 170</p>	<p>Learning Form: Lectures and Practice via video on vlearning and zoom</p> <p>Learning Method: Problem based learning/case study</p> <p>• Phase 1: Orientation of students to the problem; The lecturer presents the problem to be solved in groups. Students observe and understand the problem presented by the teacher or obtained from the recommended reading material.</p> <p>• Phase 2: Organizing students to learn; The lecturer ensures that each member understands their respective assignments. Students discuss and divide assignments to find the data/materials/tools needed to solve the problem</p> <p>• Phase 3: Guiding individual and group investigations; Lecturers monitor students' involvement in collecting data/materials during the investigation process. Students conduct investigations (search for data/references/sources) for group discussion materials</p> <p>• Phase 4: Develop and present the results of their work; and the lecturer monitors the discussion and guides the preparation of reports so that each group's work is ready to be presented. Students hold discussions to produce problem-solving solutions and the results are presented/presented in the form of work</p> <p>• Phase 5: Analyze and evaluate the problem-solving process. Lecturer: guides the presentation and encourages groups to give appreciation and input to other groups. Students. Each group makes a presentation, the other groups give appreciation. The activity continues by summarizing/making conclusions based on input obtained from other groups [TM: 2x170] 2 X 170</p>	<p><b>Material:</b> Massage Therapy</p> <p><b>Literature:</b> Satia Graha, Ali. Ali Satia Graha Method Sports Injury Therapy <i>Massage (Sport Injury Massage Therapy)</i>. Yogyakarta: UNY</p>	5%
16	Semester Exam (US) (General Massage Practice)	Practicing general massage	<p><b>Criteria:</b> Performance test</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Case study 2 X 50	Case study 2 X 50	<p><b>Material:</b> Massage Therapy</p> <p><b>Literature:</b> Satia Graha, Ali. Ali Satia Graha Method Sports Injury Therapy <i>Massage (Sport Injury Massage Therapy)</i>. Yogyakarta: UNY</p>	20%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	52.84%
2.	Project Results Assessment / Product Assessment	8.34%



3.	Practical Assessment	10%
4.	Practice / Performance	25.84%
5.	Test	3%
		100%

#### Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.