



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

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Physical, Technical, Tactics & Mental Training Methods for the Sport of Hockey | 8520204502 | Compulsory Study Program Subjects | T=1 | P=0 | ECTS=1.59 | 4 | July 17, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Mohammad Faruk, S. Pd., M. Kes | | Mohammad Faruk, S. Pd., M. Kes | | | Dr. Or. Muhammad, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Able to utilize science and technology to improve the ability to plan physical, technical, tactical and mental teaching for hockey athletes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Understand the knowledge, application and planning strategies for teaching techniques, physical, tactical and mental training programs for hockey athletes and the basic principles of teaching and evaluating teaching in the sport of hockey | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 | Implementing hockey technical learning planning and physical, tactical and mental training for young hockey athletes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 4 | Responsible for mastering the knowledge of preparing teaching plans, physical, thematic and mental training programs and having the attitude of a professional trainer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: 20px;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr><td>PO-4</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> </tbody> </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 | | | | | | | | | | | | | | | | | PO-4 | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course discusses the knowledge, stages and application of physical, technical, tactical and mental training methods for hockey athletes which consists of training teaching skills, evaluation, technical teaching planning, game strategy training and comprehensive mental training in accordance with the scientific principles of sports coaching. hockey | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes . US. Human Kinetic 2. Bompa, Tudor. & Haff, Gregory, 2009. Periodization : Theory and Methodology of Training . US. Human Kinetic 3. Martens, Rainer. 2002. Successful coaching .USA. Human Kinetics 4. Anders, Elizabeth. 2008. Field Hockey: Steps to Success - 2nd Edition (Steps to Success Sports Series) 2nd Edition. US. Human Kinetics 5. Faruk, Mohammad. 2014. Belajar Bermain Hockey. Surabaya, Unesa University Press 6. Avery D. Faigenbaum, Wayne L. Westcott. 2009. Youth strength training : programs for health, fitness, and sport. United States: Human Kinetics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Mohammad Faruk, S.Pd., M.Kes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Week- | Final abilities of each learning stage (Sub-PO) | Evaluation | | Help Learning, Learning methods, Student Assignments, [Estimated time] | | Learning materials [References] | Assessment Weight (%) |
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| | | Indicator | Criteria & Form | Offline (offline) | Online (online) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | understand the lecture contract for 1 semester | 1.Able to develop physical exercise programs from physiological theory 2.Able to apply training programs to athletes' physical training | Criteria: Oral test Form of Assessment : Participatory Activities | lectures and discussions 4 X 50 | | Material: ready to train References: Avery D. Faigenbaum, Wayne L. Westcott. 2009. Youth strength training: programs for health, fitness, and sport. United States: Human Kinetics | 5% |
| 2 | deepen the final teaching skills of basic teaching techniques and evaluation | 1.basic basics of teaching basic techniques for playing hockey 2.a good and relevant basic technique training/teaching program pattern | Criteria: Oral test Form of Assessment : Participatory Activities | lecture, discussion/question and answer 4 X 50 | | Material: ready to train References: Avery D. Faigenbaum, Wayne L. Westcott. 2009. Youth strength training: programs for health, fitness, and sport. United States: Human Kinetics | 4% |
| 3 | master the physical test evaluation meters | 1.Mastery of hockey technical test parameters 2.mastery of the mrlstih drill method | Criteria: Practice, Open and oral questions Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance | lecture, discussion/question and answer 4 X 50 | | Material: Program Prescriptions Bibliography: Avery D. Faigenbaum, Wayne L. Westcott. 2009. Youth strength training: programs for health, fitness, and sport. United States: Human Kinetics | 0% |
| 4 | development of mental/tactical training patterns | 1.understand the importance of mental/tactical training 2.understand the variables of mental test instruments | Criteria: project Form of Assessment : Project Results Assessment / Product Assessment | lecture and question and answer 4 X 50 | | Material: Stages of Athletic Development Bibliography: Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics Material: Principles of Behavior Reference: Martens, Rainer. 2002. Successful coaching .USA. Human Kinetics | 4% |

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| 5 | preparing a basic hockey technical training program plan | <ol style="list-style-type: none"> 1.understand the principles of preparing physical exercise programs 2.able to prepare a hockey physical training program | <p>Criteria: Practice, Open and oral questions</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p> | lectures, discussions, assignments 4 X 50 | | <p>Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i></p> | 0% |
| 6 | preparing a program for teaching basic hockey techniques | <ol style="list-style-type: none"> 1.make technical and tactical teaching plans in accordance with coaching rules 2.develop technical and tactical evaluation instruments | <p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | workshop/assignment 4 X 50 | | <p>Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i></p> | 0% |
| 7 | preparing a program for teaching basic hockey techniques | <ol style="list-style-type: none"> 1.make technical and tactical teaching plans in accordance with coaching rules 2.develop technical and tactical evaluation instruments | <p>Criteria: Practice, Open and oral questions</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p> | workshop/assignment 4 X 50 | | <p>Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i></p> | 0% |

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| 8 | Midterm exam | Mastering the material at least 75% | <p>Criteria: Maximum score if you answer all the questions correctly</p> <p>Form of Assessment : Test</p> | written test 4 X 50 | | <p>Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i></p> <p>Material: Stages of Athletic Development Bibliography: <i>Avery D. Faigenbaum, Wayne L. Westcott. 2009. Youth strength training: programs for health, fitness, and sport. United States: Human Kinetics</i></p> <p>Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i></p> <p>Material: periodization Bibliography: <i>Bompa, Tudor. & Haff, Gregory, 2009. Periodization: Theory and Methodology of Training. US. Human Kinetics</i></p> | 20% |
| 9 | able to practice training methods according to plans that have been made previously | able to practice physical training, techniques and tactics well in accordance with the scientific rules of hockey coaching | <p>Criteria: Practice, Open and oral questions</p> <p>Form of Assessment : Practical Assessment, Practice/Performance</p> | 4 X 50 demonstration | | <p>Material: basic techniques for playing hockey Reference: <i>Anders, Elizabeth. 2008. Field Hockey: Steps to Success - 2nd Edition (Steps to Success Sports Series) 2nd Edition. US. Human Kinetics</i></p> <p>Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i></p> | 0% |

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| 10 | able to put into practice training methods according to plans that have been made previously | able to practice physical training, techniques and tactics well in accordance with the scientific rules of hockey coaching | Criteria: active participation Form of Assessment : Participatory Activities, Practical Assessment | 4 X 50 demonstration | | Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i> <hr/> Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i> <hr/> Material: Stages of Athletic Development Bibliography: <i>Avery D. Faigenbaum, Wayne L. Westcott. 2009. Youth strength training: programs for health, fitness, and sport. United States: Human Kinetics</i> | 0% |
| 11 | able to put into practice training methods according to plans that have been made previously | able to practice physical training, techniques and tactics well in accordance with the scientific rules of hockey coaching | Criteria: active participation Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance | 4 X 50 demonstration | | Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i> | 5% |

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| 12 | able to put into practice training methods according to plans that have been made previously | able to practice physical training, techniques and tactics well in accordance with the scientific rules of hockey coaching | <p>Criteria: Practice, Open and oral questions</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p> | 4 X 50 demonstration | | <p>Material: periodization Bibliography: <i>Bompa, Tudor. & Haff, Gregory, 2009. Periodization: Theory and Methodology of Training. US. Human Kinetics</i></p> <hr/> <p>Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i></p> | 10% |
| 13 | able to put into practice training methods according to plans that have been made previously | able to practice physical training, techniques and tactics well in accordance with the scientific rules of hockey coaching | <p>Criteria: Practice, Open and oral questions</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p> | 4 X 50 demonstration | | <p>Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i></p> <hr/> <p>Material: Principles of Physical Training References: <i>Martens, Rainer. 2002. Successful coaching .USA. Human Kinetics</i></p> | 6% |

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| 14 | able to practice training methods according to plans that have been made previously | able to practice physical training, techniques and tactics well in accordance with the scientific rules of hockey coaching | <p>Criteria: Practice, Open and oral questions</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p> | 4 X 50 demonstration | | <p>Material: Training Guidelines for Young Athletes Reference: Bompa, Tudor. & Carera, Michael, 2015. <i>Conditioning Young Athletes. US. Human Kinetics</i></p> <hr/> <p>Material: Stages of Athletic Development Bibliography: Avery D. Faigenbaum, Wayne L. Westcott. 2009. <i>Youth strength training: programs for health, fitness, and sport. United States: Human Kinetics</i></p> <hr/> <p>Material: periodization Bibliography: Bompa, Tudor. & Haff, Gregory, 2009. <i>Periodization: Theory and Methodology of Training. US. Human Kinetics</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: Faruk, Mohammad. 2014. <i>Learning to Play Hockey. Surabaya, Unesa University Press</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: Anders, Elizabeth. 2008. <i>Field Hockey: Steps to Success - 2nd Edition (Steps to Success Sports Series) 2nd Edition. US. Human Kinetics</i></p> | 5% |
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| 15 | able to practice training methods according to plans that have been made previously | able to practice physical training, techniques and tactics well in accordance with the scientific rules of hockey coaching | <p>Criteria: Practice, Open and oral questions</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p> | 4 X 50 demonstration | | <p>Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i></p> <hr/> <p>Material: Principles of Physical Training References: <i>Martens, Rainer. 2002. Successful coaching .USA. Human Kinetics</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: <i>Anders, Elizabeth. 2008. Field Hockey: Steps to Success - 2nd Edition (Steps to Success Sports Series) 2nd Edition. US. Human Kinetics</i></p> | 20% |
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| 16 | UAS | 75% mastery of material (theory and practice) | <p>Criteria: practice, and theory</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p> | Written and Practical Exams 4 x 50 | | <p>Material: Training Guidelines for Young Athletes Reference: <i>Bompa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes. US. Human Kinetics</i></p> <hr/> <p>Material: periodization Bibliography: <i>Bompa, Tudor. & Haff, Gregory, 2009. Periodization: Theory and Methodology of Training. US. Human Kinetics</i></p> <hr/> <p>Material: Principles of Physical Training References: <i>Martens, Rainer. 2002. Successful coaching .USA. Human Kinetics</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: <i>Anders, Elizabeth. 2008. Field Hockey: Steps to Success - 2nd Edition (Steps to Success Sports Series) 2nd Edition. US. Human Kinetics</i></p> <hr/> <p>Material: basic techniques for playing hockey Reference: <i>Faruk, Mohammad. 2014. Learning to Play Hockey. Surabaya, Unesa University Press</i></p> <hr/> <p>Material: Stages of Athletic Development Bibliography: <i>Avery D. Faigenbaum, Wayne L. Westcott. 2009. Youth strength training: programs for health, fitness, and sport. United States: Human Kinetics</i></p> | 21% |
|----|-----|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|-------------------------------------------------|------------|
| 1. | Participatory Activities | 35.67% |
| 2. | Project Results Assessment / Product Assessment | 4% |
| 3. | Practical Assessment | 26.67% |
| 4. | Practice / Performance | 13.67% |
| 5. | Test | 20% |
| | | 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.