



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																																												
Hockey Training Program Planning	8520204385		T=1 P=1 ECTS=3.18	5	July 17, 2024																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																												
		Dr. Or. Muhammad, S.Pd., M.Pd.																																												
Learning model	Project Based Learning																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		P.O																																															
PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 10%;"></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>																Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Short Course Description	This course discusses the knowledge, stages, and application of preparing training programs for young/beginner hockey athletes, which consists of training the ability to identify the physical needs of young/beginner athletes, compiling comprehensive annual, monthly, weekly, and daily training menus/portions in accordance with the rules. hockey coaching science.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Bumpa, Tudor. & Carera, Michael, 2015. Conditioning Young Athletes . US:Human Kinetic 2. Bumpa, Tudor. & Haff, Gregory. 2009. Periodization;Theory and Methodology of Training . US: Human Kinetic 3. Sportsworkout.com. 2003. The Ultimate Guide to Weight Training for Field Hockey. USA:Price World Enterprices 4. Martens, Rainer. 2002. Successful coaching . USA: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 (%)																																										
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																										
1	Understand physical training guidelines for young athletes	<ol style="list-style-type: none"> 1.Basics of physical development of young athletes 2.building the foundation for the physical development of young athletes 	Criteria: able to explain the basic principles of physical training for young athletes Form of Assessment : Participatory Activities	Lecture discussion internet browsing questions and answers 4 X 50			5%																																										

2	understand the stages of athlete's athletic development	<ol style="list-style-type: none"> 1.basic movement training for young athletes 2.physical training patterns of young athletes 3.types of training and abilities of young athletes 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Able to explain the basics of movement training for young/beginner athletes 2.2. have the ability to use internet information technology to search for material references <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lectures, Questions and Answers/discussions 4 X 50			5%
3	Mastering the procedures and parameters of physical condition tests for young athletes	<ol style="list-style-type: none"> 1.pulse measurement 2.psychological indicators of young athletes 3.physical test indicators of young athletes 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Practice the test protocol properly and correctly 2.describe test and measurement results accurately according to the parameters owned <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	lecturedemonstrationpracticalsummation questions and answers 4 X 50			5%
4	capable and mastering flexibility exercises and able to guide in training sessions	<ol style="list-style-type: none"> 1.flexibility training development program 2.flexibility training approach 	<p>Criteria:</p> <p>mempes implements effective flexibility training patterns for young/beginner athletes</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	lecturedemonstrationpracticalassignment 2 X 50			5%
5	lead speed training well	<ol style="list-style-type: none"> 1.speed development program 2.speed scope 3.practice speed training 4.speed training patterns and designs 	<p>Criteria:</p> <p>able to train speed well</p> <p>Form of Assessment : Participatory Activities</p>	lecturedemonstrationpracticalpresentation 3 X 50			5%
6	able to understand and practice training agility and reaction	<ol style="list-style-type: none"> 1.the essence of speed and reaction 2.speed and reaction training techniques 3.periodization of speed and reaction 4.speed and reaction training program design 	<p>Criteria:</p> <p>Able to design exercise programs Able to put exercise programs into practice</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	lecture demonstration/practical question and answer 2 X 50			5%
7	Has the ability to train strength and power	<ol style="list-style-type: none"> 1.strength and power training terminology for young athletes 2.basics and adaptations of strength and power training for young athletes 3.Injury prevention 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to develop strength and power training programs 2.able to practice strength and power training, create an exercise log book <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	lecture demonstration/practical discussion 4 X 50			5%
8	able to answer and practice questions and assignments within the framework of UTS	<ol style="list-style-type: none"> 1.answer the question correctly 2.practice properly 3.behave as a professional trainer 	<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Written and Practical Exam 4 X 50			20%

9	understand the essence and be able to practice endurance training	<ol style="list-style-type: none"> 1.Endurance training models 2.scope of endurance training 3.Endurance training for young athletes 	<p>Criteria: Students are able to demonstrate endurance training activities based on previously designed training programs and create an exercise logbook</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lecture Demonstration/practical discussion 4 X 50		5%
10	able to design and practice physical training in preparation for matches (competition phase)	<ol style="list-style-type: none"> 1.the need to face the competitive phase 2.physical condition care 	<p>Criteria: Able to design competition preparation training programs Able to practice competition preparation training</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lecture demonstration and practice discussion 4 X 50		5%
11	planning a long-term (annual) training program	<ol style="list-style-type: none"> 1.the dominant energy of the sport of hockey 2.hockey needs and physical parameters 3.training periodization 	<p>Criteria: able to prepare long-term physical training programs for young athletes/beginners in the sport of hockey</p> <p>Form of Assessment : Participatory Activities</p>	lecture, discussion, answers 4 X 50		5%
12	planning a long-term (annual) training program	<ol style="list-style-type: none"> 1.the dominant energy of the sport of hockey 2.hockey needs and physical parameters 3.training periodization 	<p>Criteria: able to prepare long-term physical training programs for young athletes/beginners in the sport of hockey</p> <p>Form of Assessment : Participatory Activities</p>	lecture, discussion, answers 4 X 50		5%
13	develop a short-term exercise program (micro cycle)	<ol style="list-style-type: none"> 1.short-term exercise program design 2.monthly exercise program 3.weekly exercise program 4.daily exercise program 	<p>Criteria: able to arrange short-term training programs</p> <p>Form of Assessment : Participatory Activities</p>	lectureworkshopdiscussionanswers 4 X 50		5%
14	develop a short-term exercise program (micro cycle)	<ol style="list-style-type: none"> 1.short-term exercise program design 2.monthly exercise program 3.weekly exercise program 4.daily exercise program 	<p>Criteria: able to arrange short-term training programs</p>	lectureworkshopdiscussionanswers 4 X 50		0%
15	Able to compile a training logbook systematically	compiling a training log book	<p>Criteria: 1.Able to compile a training logbook 2.describe the logbook results</p> <p>Form of Assessment : Participatory Activities</p>	lecture discussion (workshop) 4 X 50		10%
16	Completing the task of compiling a training program as a whole. Compiling a training program systematically with the principles of coaching science	<ol style="list-style-type: none"> 1.Complete all tasks given at the previous meeting 2.do the questions given 3.actively participate in lectures 4.act as a coach who has a strong character 	<p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Written test, practice and assignment 2 X 50		10%

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Project Results Assessment / Product Assessment	40%
3.	Portfolio Assessment	4.17%
4.	Test	3.33%
		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.