		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 Sports Regulations and Referees		8520204446			T=1	P=0	ECTS=1.59	6	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		....		....			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)		
	PLO-PO Matrix		
		P.O	
	PO Matrix at the end of each learning stage (Sub-PO)		

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course discusses the knowledge, stages and application of refereeing for hockey coaches, which consists of understanding the rules of games and matches, the ability to provide understanding to young/beginner athletes about the rules, referee competence, comprehensive match management in accordance with the scientific rules of hockey coaching.

References	Main :
	1. fih. 2018. Rules of Hockey. UK. www.fih.ch fih.208. Rules of Indoor Hockey. www.fih.ch
	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	Submission of Lecture Contracts Understand the development of the philosophy of hockey rules	1.Students receive lecture content information for 1 semester 2.philosophy of development of Hockey rules	**Criteria:** 1.on time 2.responsible **Form of Assessment** : Participatory Activities	Lecture, question and answer 4 X 50			5%

2	Dissect the development of the latest game rules in the sport of hockey	1.understand the development of changes in the rules of the hockey game 2.application of the rules in the game	**Form of Assessment** : Participatory Activities, Practice/Performance	lecture, discussion/question and answer, presentation, demonstration/simulation 4 X 50			5%
3	Dissect the development of the latest game rules in the sport of hockey	1.understand the development of changes in the rules of the hockey game 2.application of the rules in the game	**Form of Assessment** : Participatory Activities	lecture, discussion/question and answer, presentation, demonstration/simulation 4 X 50			5%
4	Dissect the development of the latest game rules in the sport of hockey	1.understand the development of changes in the rules of the hockey game 2.application of the rules in the game	**Form of Assessment** : Participatory Activities, Practice/Performance	lecture, discussion/question and answer, presentation, demonstration/simulation 4 X 50			5%
5	Application of Game Rules in attack and defense strategies for the sport of hockey	Application of rules in hockey attack and defense strategies		Presentation, demonstration, case analysis 4 X 50			0%
6	Application of Game Rules in attack and defense strategies for the sport of hockey	Application of rules in hockey attack and defense strategies		Presentation, demonstration, case analysis 4 X 50			0%
7	Application of Game Rules in attack and defense strategies for the sport of hockey	Application of rules in hockey attack and defense strategies		Presentation, demonstration, case analysis 4 X 50			0%
8	Midterm exam	Meeting Materials 1-7		Theory and Practice 4 X 50			0%
9	able to apply hockey referee positioning and mobility and a firm attitude in making decisions	1.hockey referee positioning 2.hockey referee mobility		lecture, demonstration 4 X 50			0%
10	understanding of match rules and match systems in Hockey	1.create a concept of match rules in a hockey championship (early age) 2.developing a system for early childhood hockey championship matches		workshops 4 X 50			0%
11	Mini hockey match simulation (Minkey)	hosting a minkey game		4 X 50 demonstration			0%
12	Mini hockey match simulation (Minkey)	hosting a minkey game		4 X 50 demonstration			0%
13	Organizing a hockey festival (early age)	holding an early childhood hockey championship using the principles of long-term development (LTAD)		4 X 50 championship			0%

14	Organizing a hockey festival (early age)	holding an early childhood hockey championship using the principles of long-term development (LTAD)		4 X 50 championship			0%
15	Evaluation of refereeing activities, match regulations and championship management	1. evaluate championship activities 2. make activity reports		reporting 4 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Practice / Performance	5%
		20%

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.