

MODULE HANDBOOK



UNIVERSITAS NEGERI SURABAYA

Faculty of Social Science and Politic

Bachelor of Communication Science

Jl. Ketintang No.i5, Ketintang, Kec. Gayungan, Kota SBY, Jawa Timur 60231 email: adminikom@unesa.ac.id website: <https://ikom.fish.unesa.ac.id/>

Module/Course	Student Workload	Credits	Semester	Frequency	Duration
Sports / 7020103008	(2CU X 1.59 ECTS) X 28.49 = 90.59 Workhours	2 CU 3,18 ECTS	1 th / odd	Once Year	14 x meetings
1	Types of courses Lectures Structured, Assignments, Independent Study	Contact hours (2CU X 1,59 ECTS) X {(50:170') X 28,49 Workhour s= 26,65	Independent Study (2CU X 1,59 ECTS) X {(60:170') X 28,49 Workhours = 31,98	Structured Study (2CU X 1,59 ECTS) X {(60:170') X 28,49 Workhour s= 31,98	Class size MAX 50 STUDENT
2	Prerequisites for participation (if applicable)				
3	Program Learning outcomes				
	PLO 1.A Pious to God Almighty and able to show a religious attitude; PLO 1.B Uphold human values in carrying out duties based on religion, morals, and ethics; PLO 1.C Contribute to improving the quality of life in society, nation, state, and advancement of civilization				

	<p>based on Pancasila;</p> <p>PLO 1.D Play a role as a citizen who is proud and loves the country, has nationalism and a sense of responsibility to the state and nation;</p> <p>PLO 1.E Respect the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others;</p> <p>PLO 1 F Cooperate and have social sensitivity and concern for society and the environment;</p> <p>PLO 1.G Obey the law and be disciplined in social and state life;</p> <p>PLO 1.H Internalizing academic values, norms, and ethics;</p> <p>PLO 1.I Demonstrate an attitude of responsibility for work in their field of expertise independently;</p> <p>PLO 1.J Internalizing the spirit of independence, struggle, and entrepreneurship.</p> <hr/> <p><i>CLO : Students are able to understand the importance of physical education in daily life, understand the nature and purpose of physical education, create a physical education program to maintain ideal body shape, create a physical education program to improve and maintain personal physical fitness.</i></p>
4	<p>Subject aims/Content (learning objectives of the course/subject material)</p> <ol style="list-style-type: none"> 1. Able to understand and have knowledge of the legal basis for the implementation of physical education and the philosophy of physical education (chapters I and II) and the preparation of physical fitness tests. 2. Able to explain the meaning of physical fitness, components of physical fitness, exercise programs as an effort towards healthy living, and how to measure physical fitness (III and IV). 3. Able to take selected physical fitness tests. 4. Able to develop personality values contained in recreational sports by playing traditional games (using tools). 5. Able to understand and practice general patterns of aerobic exercise and gymnastics. 6. Able to understand and practice one of the selected sports-1 (group: football, futsal, volleyball, etc.) and learn the match system. 7. Able to understand and practice one of the optional sports-2 (individual: athletics, swimming, gymnastics, etc.) and learn the competition system 8. Able to plan a sports festival (class-meeting) 9. Able to take a selected physical fitness test at the 3rd meeting
5	<p>Teaching methods <i>Lecture Course, Group Discussion, Case Study.</i></p>
6	<p>Assessment methods <i>Participation</i></p>

7	This module/course is used in the following study program/s as well -
8	Responsibility for module/course <i>Compulsory</i>
9	<p>Other information (References)</p> <ol style="list-style-type: none"> 1. Dugan, SA, Gabriel, KP, Lange-Maia, BS, & Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. <i>Obstetrics and Gynecology Clinics of North America</i>, 45(4), 723-736. https://doi.org/10.1016/J.OGC.2018.07.009 2. Griera, J. L., Manzanares, J. M., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvadó, J. (2007). Physical activity, energy balance and obesity. <i>Public Health Nutrition</i>, 10(10A), 1194-1199. 3. Lopes, V. P., Malina, R. M., Gomez-Campos, R., Cossio-Bolaños, M., Arruda, M. de, & Hobold, E. (2019). Body mass index and physical fitness in Brazilian adolescents. <i>Jornal de Pediatria</i>, 95(3), 358-365. https://doi.org/10.1016/J.JPED.2018.04.003 4. Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. <i>Public Health Nutrition</i>, 10(10 A), 1194-1199. https://doi.org/10.1017/S1368980007000705 5. Nurhasan, et al. (2005). 2005. <i>Practical Guide to Physical Education (Unite to Build Healthy Humans Physically and Spiritually)</i>. Surabaya: Unesa University Press. 6. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). Effects of a 2-year physical education program (SPARK) program on physical activity and fitness in elementary school students. <i>American Journal of Public Health</i>, 87(8), 1328-1334. https://doi.org/10.2105/AJPH.87.8.1328 7. SCY, Hartati, et al. (2013). 2013. <i>Small Games</i>. Malang: Wineka Media. 8. WHO. (2010). <i>Global Recommendations on Physical Activity for Health</i>. https://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;jsessionid=E3D59CC040D39FAC27896A08EEB9AC4C?sequence=1 9. World Health Organization (WHO). (2010). <i>Global recommendations on physical activity for health</i>. In WHO Press. Retrieved from http://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;jsessionid=23CAE902DD510DBA1B49929E261460D2?sequence=1