Module Description

PHYSICAL EDUCATION AND SPORT STUDY PROGRAM
FACULTY OF SPORT SCIENCE
UNIVERSITAS NEGERI SURABAYA

Dasar-dasar Penjasor/ The Fundamental of Physical Education

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td>Credits (ECTS)
2 CU x 1,59</td><td>Semester
1</td><td>Frequency
Every odd semester,</td><td>Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understand the latest developments in regulation, scientific arguments, and minimal demands in the field that must be considered in carrying out physical education.</td></tr>
<tr><td rowspan="3">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-7 (KNO-5) Able to master theoretical and practical concepts in the field of physical education, especially the development of creativity (entrepreneur) in the field of physical education and sports</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to conclude various basic regulations from the government that apply in the implementation of PE (four graduation standards, content, process, and assessment).
2. Able to analyze the urgency and function of PJOK related to the growth and development and needs of 21st century competencies in accordance with relevant scientific and technical research results.
3. Able to collect and analyze facts in the field related to minimum demands in the field to PE</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Project-Based Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
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Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
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<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. Handout mata kuliah Dasar-dasar Pendidikan Jasmani, Olahraga, dan Kesehatan
2. Permendikbud no. 20 tahun 2016. tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah.
3. Permendikbud no. 21 tahun 2016. tentang Standar Isi Satuan Pendidikan Dasar dan Menengah.
4. Permendikbud no. 22 tahun 2016. tentang Standar Proses Pendidikan Dasar dan Menengah.
5. Permendikbud no. 23 tahun 2016. tentang Standar Penilaian Pendidikan.
6. Permendikbud no. 24 tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013. pada Pendidikan Dasar dan Menengah.
7. Permendiknas no. 22 tahun 2006. tentang Standar Isi.
8. Undang-undang no. 20 tahun 2003. tentang Sistem Pendidikan Nasional.
9. Undang-undang no. 14 tahun 2005. tentang Guru dan Dosen.
10. kadar keguruan guru PJOK 11. Pangkalan Data Pendidikan Jasmani Olahraga Indonesia (PDPJOI)</td></tr>
</table>

Keterampilan Dasar Atletik/ Athletics Basic Skill

<table>
<tr><th colspan="7">Module/Course Title</th></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
1</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding, theoretical assessment, and mastery of basic athletic skills include: the steps of learning the numbers for walking, running, throwing, and jumping at the primary and secondary education unit levels.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
Summarize and theoretically examine basic athletic knowledge, mastery of learning stage skills and basic athletic techniques which include, road numbers, running, jumping, and throwing > learning street numbers, running, throwing, jumping at the primary and secondary education unit level.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Project-Based Learning.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
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	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Lari, Lompat, & Lempar Petunjuk Mengajar Atletik IAAF Level 1. IAAF Pendidikan Pelatihan dan Sistem Sertifikasi Tahun 2000. 2. Buku Pedoman Lomba Atletik Seri 1 Nomor Lari dan Gawang 3. Buku Pedoman Lomba Atletik Seri 2 Nomor Lompat 4. Buku Pedoman Lomba Atletik Seri 3 Nomor Lempar 5. IAAF Competition Rules 2016. -2017.		

Keterampilan Dasar Senam/ Gymnastics Basic Skill

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
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Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course discusses the understanding of history, the understanding of gymnastics in general and the elements of physical conditions that support the basic techniques of floor gymnastics, as well as making simple circuits and how to help with safety principals.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
Examining history, methods/stages of basic gymnastic movement techniques, understanding gymnastics in general and elements of physical conditions that support basic floor gymnastics techniques, as well as making simple circuits and how to help with safety principals</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Project-Based Learning.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
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<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
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	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information**		

1. FIG, 2013. Code Of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/site/index.php
2. Internet website : Safety First for Gymnast in Gymnasium .
3. Mahendra, 2000. Senam . Direktorat jenderal pendidikan dasar dan menengah bagian proyek penataran guru SLTP setara DIII. DEPDIKBUD
4. Sholeh, 1992. Olahraga Pilihan Senam . Direktorat jenderal pendidikan tinggi proyek pembinaan tenaga kependidikan. DEPDIKBUD
5. Soewandi, 1998. Perkembangan Senam Dasar . Unipress Unesa
6. Febriyanti, dkk, 2017. Keterampilan Dasar Senam . Unipress Unesa

Pencak Silat/ Pencak Silat

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td>Module/Course Title
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14 x (2 CU (50 + 60 + 60 munites)</td><td>Credits (ECTS)
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14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="5">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="5">Description
This course discusses the understanding and mastery of the theory and practitioners of the martial arts sport of pencak silat.</td></tr>
<tr><td rowspan="4">4</td><td colspan="5">Learning outcomes</td></tr>
<tr><td colspan="5">PLO-2 (AS-2) Able to demonstrate religious and cultural values properly in accordance with academic ethics in carrying out professionally</td></tr>
<tr><td colspan="5">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="5">PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach</td></tr>
<tr><td>5</td><td colspan="5">Subject aims/Content
1. Able to design and practice the historical culture of pencak silat, the perception of pencak silat as a spiritual foundation, culture, arts and sports, martial arts ethics procedures, pairs of stances, stances, step patterns, hand and foot attacks, defense and avoidance, locks, drop, sweep, cut
2. Stringing together the basic movements of pencak silat, basic techniques for playing in the sparring category, match rules, refereeing systems, simulation of the match system in the sparring category, empty-handed singles, empty-handed doubles, and teams</td></tr>
<tr><td>6</td><td colspan="5">Teaching methods
project work, group work, lectures, discussions, Cooperatif Learning.</td></tr>
<tr><td>7</td><td colspan="5">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula::
NA = $\frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
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<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
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If student can’t reach passing grade, they are take a course on next semester.
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<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
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Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. Atok dkk. Pencak Silat. Jakarta: Depdikbud Dirjen Dikti Proyek Pembinaan Tenaga Pendidikan
2. H. Subagyo. Pencak Silat Untuk Mahasiswa Umum. 2012. Surabaya: UNESA University Press.
3. Johansyah dkk. 2014. Pencak Silat edisi kedua. Jakarta: PT Raja Grafindo Persada
4. Munas IPSI. Penjelasan Peraturan Pertandingan Pencak Silat Antar Bangsa. 2013. Jakarta: PB IPSI.
5. R. Kotot. Slamet Riyadi. Teknik Dasar Penak Silat Tanding. 2003. Jakarta: PT. Dian Rakyat</td></tr>
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Pengetahuan Umum Olahraga/ The General Knowledge of Sport

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14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course will discuss the basics of sports knowledge in the world community, especially in Indonesia. Lectures are carried out with presentations and discussions, project assignments and reflections.</td></tr>
<tr><td rowspan="3">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Understand the general meaning of sport, the history of ancient and modern sports, the history of sports in Indonesia, the history of the Olympics, the history of PON, the history of the Asian games, and the physical fitness system.
2. Examine the contents of the Indonesian sports system and the relationship between sport and the state
3. Studying math problems and solving sports problems in Indonesia
4. Interpreting the health of exercising in terms of food and daily activities
5. Work hard and cooperate in completing tasks</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Saintifik.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
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	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information**		

1. Lutan, Rusli. (2001). Olahraga dan Etika Fair Play . Ditjora & Mendiknas: Jakarta. –
2. Pramono, Made. (2003). Dasar-dasar Filosofis Ilmu Keolahragaan (Suatu Pengantar) . Jurnal Filsafat, Jilid 34, No.
3. McNamee, Mike. 2005. Philosophy and the Sciences of Exercise, Health and Sport: Critical perspectives on research methods. LONDON: Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN
4. Heather Bateman, Katy McAdam, Howard Sargeant . 2006. Dictionary of Sport andExercise Science. Italy: Rotolito Lombarda
5. Malcolm, Dominic. 2008. The SAGE Dictionary of Sports Studies. London: SAGE Publications Ltd
6. Mallon, Bill & Heijmans, Jeroen. 2011. Historical Dictionary of the Olympic Movement . United Kingdom: Scarecrow Press, Inc - .
7. http://www.basicknowledge101.com/subjects/physicalhealth.html -
8. www.ultathlete.com
9. UU no 3 tahun 2005

Anatomi/ Anatomy

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40 students</td></tr>
<tr><td>2</td><td colspan="7">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="7">Description
This course will discuss the anatomical principles of locomotor organs, namely bones, joints, muscles and nerves as a system of movement of the human body in relation to various sports activities. Lectures are carried out with presentations and discussions, project assignments and reflections.</td></tr>
<tr><td rowspan="4">4</td><td colspan="7">Learning outcomes</td></tr>
<tr><td colspan="7">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="7">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="7">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td>5</td><td colspan="7">Subject aims/Content
Examine the anatomical principles of locomotion, namely bones, joints, muscles and nerves as a system of movement of the human body in relation to various sports activities.</td></tr>
<tr><td>6</td><td colspan="7">Teaching methods
project work, group work, lectures, discussions, Saintifik.</td></tr>
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	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
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8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Werner Platzer. 1983. Atlas dan Buku Teks Anatomi Manusia. EGC Penerbit Buku Kedokteran 2. Evelyn C Pearce. 1985. Anatomi dan Fisiologi untuk Paramedis. EGC Jakarta 3. Ethel Sloane. 1995. Anatomi Fisiologi. EGC Jakarta		

Fisiologi Olahraga/ Sport Physiology

<table>
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<tr><td colspan="2">Module/Course Title
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14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td colspan="2">Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and mastery of human physiology which includes skeletal muscle structure and function, energy and hormone systems, nervous control over muscles, energy supply and fatigue, cardiovascular system, respiratory system, cardiovascular response, principles of exercise, adaptation to aerobic and anaerobic exercise, exercise in hot and cold environments, exercise at high altitudes, sports training, body composition and nutrition for sports, ergogenics and exercise, exercise in children and adolescents, the aging process and exercise. Learning is done through literature review, discussion and case studies.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
Able to conclude muscle physiology, energy supply, original recovery, environmental influences, physiology, warming-up and cooling down, cardiorespiratory system, VO2max, as well as working smart, working in groups and being responsible for their duties.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Saintifik.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
</table></td></tr>
</table>

	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Dasar-dasar Fisiologi Olahraga, oleh Nining Kusnanik dkk, 2011. 2. 2.Fox' Physiological Basis for Exercise and Sport, Foss, Keteyian, 1998. 3. 3.Dasar Olahraga untuk Pembina Pelatih dan Atlet, Soekarman, R 4. Physiology of Sport Exercise, Wilmore, Costill, Kenney, 2008.		

Psikologi Olahraga/ Sport Psychology

<table>
<tr><th colspan="7">Module/Course Title</th></tr>
<tr><td>Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
2</td><td>Frequency
Every odd semester,</td><td>Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course will discuss the principles of psychology in sports so as to be able to take a better approach when dealing with psychological events that often arise in coaching practice.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to conclude the understanding of sport psychology, learning theory of behavior formation, developmental characteristics, personality and sports, leadership, group dynamics, violent behavior in sports, stress and its management, gender and sports, sports and character building
2. Able to do mental skills training to achieve sports achievements.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Saintifik.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
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Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
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<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
</table></td></tr>
</table>

<table>
<tr><td></td><td>
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<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. Maksum, 2007. Psikologi Olahraga. Teori dan Aplikasi. Surabaya: FIK UNESA.
2. Weinberg, R.S. & Gould, D. 1995. Foundations of Sport and Exercise Psychology. Champaign, IL : Human Kinetics.
3. Williams, J.M. 2001. Applied Sport Psychology. California: Mayfield Publishig Company.
4. Albinson, J.G. & Bull, S.J. (1988). The mental game plan. A training program for all sports. London, Ontario : Spodym Publishers</td></tr>
</table>

Keterampilan Dasar Renang/ Basic Swimming

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td>Credits (ECTS)
2 CU x 1,59</td><td>Semester
2</td><td>Frequency
Every odd semester,</td><td>Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and mastery of swimming history, basic swimming skills, theory and practice of freestyle, backstroke, breaststroke and butterfly, special methodical didactics for swimming, rules and organization of swimming competitions.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Can do freestyle swimming, backstroke, breaststroke and butterfly with the correct style technique.
2. Can coordinate swimming movements a minimum distance of 50 meters from each of the above styles.
3. Have knowledge of swimming history, style swimming, organization and administration of swimming competitions.
4. Increase self-confidence.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Project Based Learning.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
$NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
</table>
</td></tr>
</table>

	A-	3,75	80 ≤ A- < 85
	B+	3,50	75 ≤ B+ < 80
	B	3,00	70 ≤ B < 75
	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Ruben Guzman, 2007, *The Swimming Drill Book*, United States, Human Kinetics 2. Dave. S PhD dan Scott.A. R PhD, 2008, *Complete Conditioning for Swimming,* United States, Human Kinetics 3. Ernest W. M, 1982 *Swimming Faster*, California State University Chico, Mayfeld publising Company 4. David Haller, 2008, Belajar Berenang, Pionir Jaya, 511 Bandung 40231 5. Marta D dan Tina W, 2006, Renang, Cerdas Jaya Pondok Hijau Ciputat Tangerang 15419 6. Terry L dan John Delves, 2004, *Total Immersion (The Revolutionary Way to Swim Better, Faster, dan Easier)* Fireside, 1230 Avenue of Americas New York, NY 10020		

Pembelajaran Atletik/ Teaching Learning of Athletics

<table>
<tr><th colspan="8">Module/Course Title</th></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
2</td><td>Frequency
Every odd semester,</td><td>Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td colspan="2">Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="7">Prerequisites for participation (if applicable)
Athletics Basic Skill</td></tr>
<tr><td>3</td><td colspan="7">Description
Understanding, theoretical assessment, and mastery of basic athletic skills include: the steps of learning the numbers for walking, running, throwing, and jumping at the primary and secondary education unit levels.</td></tr>
<tr><td rowspan="5">4</td><td colspan="7">Learning outcomes</td></tr>
<tr><td colspan="7">PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach</td></tr>
<tr><td colspan="7">PLO-5 (KNO-3) Able to apply problem management methods in the field of physical education through classroom action research (PTK).</td></tr>
<tr><td colspan="7">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td colspan="7">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td>5</td><td colspan="7">Subject aims/Content
1. Understand the procedure for planning trials of athletic learning models,
2. Students are able to make indicators & instruments to measure students' initial abilities
3. Understand interview procedures to obtain materials for model testing, select 3 reference books for model testing materials, create lesson plans and model testing tools, can define needs and can apply model testing processes, can analyze model trial results, can report results model testing in accordance with procedures, understanding and applying street numbers, running, jumping, throwing, being able to apply the process of judging street numbers, running, jumping, throwing, understanding athletic number series and making event books,
4. Organizing athletic competitions for primary and secondary education in East Java, making book reports, and individual journals.</td></tr>
<tr><td>6</td><td colspan="7">Teaching methods
project work, group work, lectures, discussions, Project Based Learning.</td></tr>
<tr><td>7</td><td colspan="7">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).</td></tr>
</table>

<table>
<tr><td></td><td>
The final grade (NA) is calculated according to the following formula::
NA = $\frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
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<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. Lari, Lompat, & Lempar Petunjuk Mengajar Atletik IAAF Level 1. IAAF Pendidikan Pelatihan dan Sistem Sertifikasi
2. Buku Pedoman Lomba Atletik Seri 1 Nomor Lari dan Gawang
3. Buku Pedoman Lomba Atletik Seri 2 Nomor Lompat
4. Buku Pedoman Lomba Atletik Seri 3 Nomor Lempar
5. IAAF Competition Rules 2016-2017
6. The Referee 2012
7. Handout Atletik Lanjutan
8. Permendikbud No. 20, 21, 22, 23, 24 Tahun 2016</td></tr>
</table>

Pembelajaran Senam dan Aktivitas Ritmik/ Teaching Learning of Gymnastics

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
2</td><td>Frequency
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Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
Gymnastics Basic Skill</td></tr>
<tr><td>3</td><td colspan="6">Description
This course discusses the concepts of advanced techniques of artistic gymnastics and basic movements of rhythmic gymnastics, as well as rhythmic activities, mastery of artistic and rhythmic gymnastics skills, officiating, as well as organization with its application and mastery of material in the learning process.</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach</td></tr>
<tr><td colspan="6">PLO-5 (KNO-3) Able to apply problem management methods in the field of physical education through classroom action research (PTK).</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Students can understand, analyze and dare to try to carry out advanced movements of instrument gymnastics and rhythmic activities
2. Practicing in the form of a simple circuit by preparing various safety tools.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Project Based Learning.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<table>
<tr><td></td><td>
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<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
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<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
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If student can’t reach passing grade, they are take a course on next semester.
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<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. FIG, 2017. Code Of Points de Gymnastics Artistic . Available from : http://www.fig-gymnastics.com/site/index.php
2. Internet website : Safety First for Gymnast in Gymnasium .
3. Mahendra, 2000. Senam . Direktorat jenderal pendidikan dasar dan menengah bagian proyek penataran guru SLTP setara D-III. DEPDIKBUD
4. Sholeh, 1992. Olahraga Pilihan Senam . Direktorat jenderal pendidikan tinggi proyek pembinaan tenaga kependidikan. DEPDIKBUD
5. Soewandi, 1998. Perkembangan Senam Dasar . Unipress Unesa</td></tr>
</table>

Ilmu Gizi Olahraga/ Sports Nutrition

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td>Credits (ECTS)
2 CU x 1,59</td><td>Semester
2</td><td>Frequency
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Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course will discuss the basics of nutrition, energy metabolism processes and nutritional regulation in sports activities. Lectures are carried out with presentations and discussions, project assignments and reflections.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
Able to understand the elements of nutrients and their sources, understand the process of food digestion, absorption and metabolism of nutrients, perform methods of measuring nutritional status, conclude the role of nutrition for sports achievement and health development, master the impact of food, drinks and supplements on physical performance and examine problems nutritional problems in Indonesia, as well as working smart, working in groups and being responsible for their duties</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Saintifik.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
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NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
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Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<tr><td></td><td>
<table>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
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<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. Sunita Almatsier, 2003. Prinsip Dasar Ilmu Gizi. Gramedia Pustaka Tama Jakarta
2. Irianto, Djoko Pekik, 2007. Panduan Gizi Lengkap Keluarga dan Olahragawan. Yogyakarta: Andi Offset
3. Supariasa, dkk, 2013. Pemeriksaan Status Gizi. Jakarta: EGC Penerbit Buku kedokteran
4. P. Hill, Andrew, King, Neil a. Dan Byrne, Nuala M., 2007. Children, Obesity and Exercise-Prevention, treatment and management of chilhood and adolescent obesity, Oxon: Routledge.
5. Jeukendrup, Asker, 2010. Sport Nutrition-From Lab to Kitchen. Maidenhead: Meyer & Meyer Sport
6. Gropper, Sareen S., and Smith, Jack L. 2013. Advanced Nutrition and Human Metabolism. Wadsword: Cengange Learning
7. Lampercht, Manfred, 2015. Antioxidants in Sport Nutrition. New York: CRK Press
8. Gizi Atlet Sepak Bola. www.gizi.net
9. Gizi untuk olahraga prestasi.www.gizi.net</td></tr>
</table>

Biomekanik Olahraga/ Sports Biomechanics

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
3</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and mastering the analysis of motion and function of the human body as a system through the application of knowledge of anatomy and kinesiology based on the concept of mechanics and its application in various sports activities.</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-6 (KNO-4) Able to apply technology in physical education learning</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to understand and analyze the motion and function of the human body as a system through the application of knowledge of anatomy and kinesiology
2. Able to apply the concept of biomechanics and its application in various sports activities</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions. Project Based Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
</table></td></tr>
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<table>
<tr><td></td><td>
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<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. Blazevich, Anthony.2007.Sports Biomechanics.Black Publishers: London.
2. Knudson, Duane.2007.Fundamentals of Biomechanics Second Edition.Springer:New York.
3. Zatsiorsky, Vladimir.2000.Biomechanics in Sports.Blackwell Science.Ltd.Oxford:London.
4. Giancolli, C. Douglas.Fisika Dasar untuk Universitas.Erlangga:Jakarta
5. Hartono, Soetanto.2007.Anatomi Dasar dan Kinesiologi. Unesa University Press: Surabaya
6. R. Putz & R. Pabst.2000. Sobotta Atlas Der Anatomie Des Menschen, Edisi 21. Alih bahasa, Septelia Inawati Wanandi, 2000. EGC: Jakarta</td></tr>
</table>

Pendidikan Kesehatan Sekolah/ School Health Education

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
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3</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
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Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course will discuss the basics of health education which includes Personal Health, Nutritional Problems, Environmental Health, Disease, Reproductive Health, PHBS, and the implementation of UKS in Schools. Lectures are carried out with presentations and discussions, project assignments and reflection.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Understand the basics of health education which includes factors that affect health, signs of a healthy body, communicable-non-communicable diseases, efforts to maintain health and the meaning, purpose, implementation and benefits of health education in schools
2. Understanding Personal Health (Personal Hygiene), mental health, reproductive health, nutrition and healthy eating patterns, Healthy Clean Lifestyle (PHBS), P3K and P3P and their application in schools
3. Able to analyze the level of safety against potential hazards and causes of accidents in daily life, as well as procedures for saving oneself and evacuation from disasters
4. Able to carry out simple basic health checks on students, both initial and routine examinations to ensure optimal health conditions in participating in learning and avoiding the spread of infectious diseases in schools
5. Understanding the Goals, Targets, Management, Programs and School Health Business Services (UKS) so as to be able to manage these activities in schools
6. Demonstrate a responsible attitude towards the task of analyzing UKS activities at school</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions. Scientific Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities</td></tr>
</table>

(P).
The final grade (NA) is calculated according to the following formula::

$$NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$$

Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

If student can't reach passing grade, they are take a course on next semester.

8 **This module/course is used in the following study programme/s as well**
All undergradute study program in Unesa

9 **Responsibility for module/course**
Compulsory

10 **Other information**

1. Sarwoto, Bambang Soetedjo.1993.Pendidikan Kesehatan dan P3P, Depdikbud Jakarta
2. Lutan, Rusli dkk.2000. Pendidikan Kesehatan, Depdiknas Jakarta.
3. P. Hills, Andrew, King, Neil A. dan Byrne, Nuala M., 2007. Children, Obesity and Exercise - Prevention, treatment and management of childhood and adolescent obesity, Oxon: Routledge
4. Sukandarrumidi. 2010. *Bencana Alam dan Bencana Anthropogene*, Kanisius Yogyakarta
5. Notoatmodjo, Soekidjo. 2011. *Kesehatan Masyarakat Ilmu dan Seni*, Rineka Cipta Jakarta.
6. Kusmiran, Eny. 2011. *Kesehatan Reproduksi Remaja dan Wanita*, Salemba Medika Jakarta
7. St John Ambulance, St Andrew's First Aid dan The British Red Cross Society, 2011. *First Aid Manual – Revised 9th Edition*, London: Dorling Kindersly.

Administrasi dan Sistem Pertandingan/ Sport Match System and Administration

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 3	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** This course will discuss the importance of administration and the competition system in physical education activities in schools and also the organization of sports activities.
4	**Learning outcomes**
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education
	PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches
	PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports
5	**Subject aims/Content** 1. Able to understand knowledge related to sports in the context of organizing matches 2. Able to analyze the match system based on related theories that have a positive attitude. 3. Able to plan the administration and competition system of a sport
6	**Teaching methods** Project work, group work, lectures, discussions. Scientific Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55

	<table><tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr></table> If student can't reach passing grade, they are take a course on next semester.
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Compulsory
10	**Other information** 1. Advendi K. (2015). *Sistem Pertandingan yang Efektif.* Sidoarjo: Zifatama Publisher. 2. Ahmad P. (2012). *Manajemen Pendidikan Jasmani dan Olahraga.* Jakarta: Rineka Cipta. 3. Dini R. (2013). *Perencanaan Pembelajaran dalam Penjaskes*. Bandung: Alfa Beta.

Sarana dan Prasarana Olahraga/ Sport Infrastructures

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
3</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and mastery of sports and physical education facilities and infrastructure, including; planning, management, maintenance and construction. Lectures are carried out with presentations and discussions, project assignments, and reflections.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td colspan="6">PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to understand the problem of sports and physical education facilities and infrastructure
2. Able to plan physical education tools for learning
3. Able to carry out good maintenance and management of facilities and infrastructure
4. Able to understand various types of field construction
5. Able to demonstrate a responsible and intelligent attitude in analyzing the availability of facilities and infrastructure in the campus environment</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions. Project Based Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
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<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
</table></td></tr>
</table>

	B	3,00	70 ≤ B < 75
	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Midgley Rud cs. (1996). *Ensiklopedi Olahraga*. Semarang: Dahara Prize. 2. Atmasubrata Ginanjar (2012). *Serba Tahu Dunia Olahraga*. Surabaya: Dafa Publishing. 3. Pardijono, dan Yulfadinata Afifan (2014). *Buku Ajar Sarana dan Prasarana Olahraga Edisi 1*. Surabaya: Unesa University Press.		

Permainan Kecil/ Traditional Games

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
3</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and mastery of techniques, rules, teaching and learning processes, and application of theory and practice of small games. Lectures are carried out with presentations and discussions, practice, project assignments, and reflection.</td></tr>
<tr><td rowspan="3">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to understand the meaning of values contained in small games
2. Able to apply the use of learning resources and ICT-based learning media in mastering the theory of small games in the form of the nature, types and benefits of games
3. Able to demonstrate a responsible attitude for individual and group work in working together to practice small games with tools, small games without tools, and competitive games</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions. Project Based Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
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</table>

<table>
<tr><td></td><td>
<table>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
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All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
Hartati, Sasminta Christina Yuli, dkk. 2012. Permainan Kecil (Cara Efektif Mengembangkan Fisik, Motorik, Keterampilan Sosial dan Emosional). Malang : Wineka Widya.</td></tr>
</table>

Pembelajaran Akuatik/ Teaching Learning of Aquatic

<table>
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<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
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14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
Basic Swimming</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and mastery of theory and practice of swimming which includes rescue swimming, first aid in water, process and simulation of rescue swimming, long-distance swimming.</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach</td></tr>
<tr><td colspan="6">PLO-5 (KNO-3) Able to apply problem management methods in the field of physical education through classroom action research (PTK).</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to understand 4 style swimming technique correctly.
2. Able to do individual medley swimming with correct style technique.
3. Able to swim as far as 200 meters.
4. Able to understand and review knowledge about procedures in providing assistance to victims of drowning in water.
5. Able to perform and apply rescue swimming and water traps for 5 minutes.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions. Project Based Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
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	B-	2,75	65 ≤ B- < 70
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	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information**		

1. Renang, Drs. Heroe Subali
2. Laughlin, Terry and Delves, John. 2004. Total Immersion: The Revolutionary Way To Swim Better, Faster, and Easier. Simon & Schuster New York
3. Salo, Dave and Riewald, Scott. 2008. Complete Conditioning For Swimming. Human Kinetics States of America
4. Montgomery, Jim & Chambers, Mo. 2009. Menguasai Berenang. Human Kinetics States of America.Ruben Guzman, 2007. , The Swimming Drill Book, United States, Human Kinetics.
5. Dave. S PhD dan Scott.A. R PhD, 2008. , Complete Conditioning for Swimming, United States, Human Kinetics.
6. David Haller, 2008. , Belajar Berenang, Pionir Jaya, 511 Bandung 40231.
7. Terry L dan John Delves, 2004. , Total Immersion (The Revolutionary Way to Swim Better, Faster, dan Easier) Fireside, 1230 Avenue of Americas New York, NY 10020.

Telaah Kurikulum Pendidikan Jasmani Sekolah/ School's Physical Education Curriculum study

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
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14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
A study of the meaning of curriculum, school curriculum development, curriculum analysis which includes task and material analysis, formulation of goals and indicators of achievement, essential concepts and learning, misconceptions and coping strategies by utilizing ICT. Lectures are carried out with a case study analysis system (curriculum, learning, and misconceptions), presentations and discussions, project assignments, and reflections.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-6 (KNO-4) Able to apply technology in physical education learning</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to analyze learning resources and ICT-based learning media in studying the curriculum
2. Able to understand and master knowledge about the development of the school curriculum, the principles of curriculum analysis and master the concepts of physical education and learning including misconceptions and strategies to overcome them
3. Able to conduct curriculum analysis to find competency indicators, select material including breadth and depth.
4. Able to demonstrate a responsible attitude which is reflected in the results of a critical and thorough curriculum review</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions. Project Based Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.</td></tr>
</table>

	Letter	**Number**	**Interval**
	A	4,00	85 ≤ A < 100
	A-	3,75	80 ≤ A- < 85
	B+	3,50	75 ≤ B+ < 80
	B	3,00	70 ≤ B < 75
	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Undang-Undang Dasar Negara Republik Indonesia tahun 1945 Amandemen 10 Agustus 2002. 2. Undang-Undang Republik Indonesia Nomor 20 tahun 2003. tentang Sistem Pendidikan Nasional. 3. Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005. tentang Standar Nasional Pendidikan. 4. Peraturan Pemerintah Republik Indonesia Nomor 32 tahun 2013 tentang Perubahan atas Peraturan Pemerintah Nomor 19 tahun 2005. tentang Standar Nasional Pendidikan. 5. Peraturan Pemerintah Republik Indonesia Nomor 13 tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah Nomor 19 tahun 2005. tentang Standar Nasional Pendidikan. 6. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 61 tahun 2014. tentang Kurikulum Tingkat Satuan Pendidikan pada Pendidikan Dasar dan Pendidikan Menengah. 7. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013. pada Pendidikan Dasar dan Pendidikan Menengah. 8. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 20 tahun 2016. tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah. 9. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 21 tahun 2016. tentang Standar Isi Pendidikan Dasar dan Menengah. 10. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 22 tahun 2016. tentang Standar Proses Pendidikan Dasar dan Menengah. 11. Undang-Undang Republik Indonesia Nomor 14 tahun 2005. tentang Guru dan Dosen. 12. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 tahun 2007. tentang Standar Kualifikasi Akademik dan Kompetensi Guru. 13. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 13 tahun 2007. tentang Standar Kepala Sekolah/ Madrasah. 14. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 12 tahun 2007. tentang Standar Pengawas Sekolah/ Madrasah. 15. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 24 tahun 2007. tentang Standar Sarana dan Prasarana untuk Sekolah Dasar/ Madrasah Ibtidaiyah (SD/MI), Sekolah		

	Menengah Pertama/ Madrasah Tsanawiyah (SMP/ MTs), dan Sekolah Menengah Atas/ Madrasah Aliyah (SMA/MA). 16. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 33 tahun 2008. tentang Standar Sarana dan Prasarana untuk Sekolah Dasar Luar Biasa (SDLB), Sekolah Menengah Pertama Luar Biasa (SMPLB), dan Sekolah Menengah Atas Luar Biasa (SMALB). 17. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 40 tahun 2009. tentang Standar Penguji pada Kursus dan Pelatihan. 18. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 19 tahun 2007. tentang Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar dan Menengah. 19. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 69 tahun 2009. tentang Standar Biaya Operasi NonPersonalia tahun 2009 untuk Sekolah Dasar/ Madrasah Ibtidaiyah (SD/MI), Sekolah Menengah Pertama/ Madrasah Tsanawiyah (SMP/MTs), Sekolah Menengah Atas/ Madrasah Aliyah (SMA/MA), Sekolah Menengah Kejuruan (SMK), Sekolah Dasar Luar Biasa (SDLB), Sekolah Menengah Pertama Luar Biasa (SMPLB), dan Sekolah Menengah Atas Luar Biasa (SMALB). 20. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 23 tahun 2016. tentang Standar Penilaian Pendidikan.

Teori Perkembangan dan Belajar Motorik/ Development and Motor Learning Theory

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
4</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and mastery of the nature of the development of human movement, the involvement of elements that support the achievement of mastery of movement and improvement of movement skills (skills). To further be able to develop models of learning motion in physical education that can improve the quality of movement. Lectures are carried out with presentations and discussions, project assignments and reflections.</td></tr>
<tr><td rowspan="3">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-6 (KNO-4) Able to apply technology in physical education learning</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to understand the meaning of human growth and development, motion and various classifications (types) of motion, and stages of child movement development from infants to adolescents
2. Able to analyze the factors that influence the development of human movement and the principles of learning movement skills
3. Able to conclude and develop learning models to improve the quality of movement</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions. Scientific Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
</table></td></tr>
</table>

	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information**		

1. Cech, D & Martin, S. Functional Movement Development Across the Life Span . Philadelpia. W.B. Saunders Company
2. Hurlock, E. 1995. Perkembangan Anak jilid 1. Jakarta: Erlangga.
3. Kiram Y.1992. Belajar Motorik . Jakarta: Dirjen Dikti, Depdikbud.
4. Magill, R.A, 2001. Motor Learning Concepts and Applications . Mc Graw-Hill Int.
5. Mutohir, T.C & Gusril. 2004. Perkembangan Motorik pada masa anak-anak . Jakarta: Dirjen Olahraga, Depdiknas.
6. Papalia, D, Olds, S.W, & Feldman, R.D. 2001. Human Development. Mc Graw-Hill Int
7. Payne, V.G & Isaacs, L.D. 1999. Human Motor Development.A lifespan Approach. California. Mayfield Publishing Company
8. Santrock J.W.2007. Child Development. (Perkembangan Anak. Alih bahasa : Mila dan Anna). Jakarta: Erlangga.
9. Strand & Wilson. 1993. Assessing Sport Skills . The United States of Amerika.Human Kinetics Publishers.
10. Kathleen M. H & Nancy Getchell. 2009. Life Span Motor Development . United States of America: Human Kinetics Publisher.
11. Richard A. Schmidt & Timothy D. Lee. 2011. Motor Control and Learning: A Behavioral Emphasis . United States of America:Human Kinetics Publisher.
12. Dale N. Le Fevre. 2012. Best New Games . United States of America: Human Kinetics Publisher.

Pencegahan dan perawatan Cidera OR/ Sport Injury Prevention and Treatment

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 4	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** This course provides an understanding and mastery of the principles and factors of injury prevention in sports as well as treatment or first aid procedures for sports injuries. Lectures are carried out with presentations and discussions, project assignments and reflections.
4	**Learning outcomes**
	PLO-6 (KNO-4) Able to apply technology in physical education learning
	PLO-7 (KNO-5) Able to master theoretical and practical concepts in the field of physical education, especially the development of creativity (entrepreneur) in the field of physical education and sports
	PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports
5	**Subject aims/Content** 1. Able to understand and master the principles and factors that cause sports injuries, various types of sports injuries, and injury prevention in sports 2. Able to review and analyze procedures for treatment and first aid for injuries 3. Able to study and evaluate sports injury problems that occur in the field
6	**Teaching methods** Project work, group work, lectures, discussions. Scientific Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65

<table>
<tr><td></td><td>
<table>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. Wibowo,H. 1994. Pencegahan dan Penatalaksanaan Cedera Olahaga. EGC.Jakarta
2. Cedera Olahraga,dkk. 1994. Cedera Olahraga. PERDOSRI. Surabaya.
3. Maughan R.J. 2009. The Olympic textbook of Science in Sport. Wiley-Blackwell, UK
4. Moeloek D. 2000. Doping. KONI . Jakarta
5. Norris C.M. 1993. Sports injuries diagnosis and management for physiotherapists. Butterworth Heinenmann Ltd. Oxford. UK</td></tr>
</table>

Keterampilan Dasar Bolavoli/ Volleyball

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
4</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding the basic knowledge of volleyball includes: history, organization, basic techniques in the practical mastery of the basic techniques of playing volleyball.</td></tr>
<tr><td>4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td></td><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td></td><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td></td><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to understand and master defense and attack tactics and strategies
2. Able to master and apply the administration and system of volleyball matches
3. Able to master the rules of indoor volleyball game
4. Able to carry out simulations of volleyball matches</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions. Cooperative Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
</table></td></tr>
</table>

	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information**		

1. American sport education program.2007. coaching youth volleyball. Canada : Human Kinetic.
2. FIVB. 2011. Coach Manual (level 1). Lussane : FEDERATION INTERNATIONALE DE VOLLEYBALL
3. Kenny bonnie and Gregory cindy. 2006. Volleyball step to success. Canada : Human Kinetics.
4. Mike Line 2003. Complete Conditioning for Volleyball : Human Kinetic
5. Nuril Ahmadi 2007, panduan olahraga bolavoli, Eka Pustaka Utama, Solo
6. PBVSI,peraturan permainan bolavoli , Jakarta
7. Taufiq, dkk. 2015 bolavoli ,unesa University Press Surabaya.

Keterampilan Dasar Sepakbola/ Football

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
4</td><td>Frequency
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1 semester(s)</td></tr>
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Lectures</td><td>Contact hours
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14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and Mastery of basic soccer theory and practice covering history, Indonesian football concepts, basic techniques of game activities and the rules of soccer games.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to understand the theory, history and pattern of national football development.
2. Be able to identify the rules of the game of football.
3. Able to analyze the basic techniques of the game of football.
4. Able to master and combine basic soccer techniques correctly.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions. Cooperative Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
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<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
</table></td></tr>
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	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Danny Mielke. 2007. *Dasar-dasar Sepakbola.* Bandung : Pakar Pustaka. 2. Tom Fleck dan Ron Quinn . 2007. *Panduan Latihan Sepakbola Andal*. Jakarta : Sunda Kelapa Pustaka. 3. Robert Koger. 2007. *Latihan Dasar Andal Sepakbola Remaja*. Klaten : Saka Mitra Kompetensi. 4. Sam Snow. 2011. *Coaching Youth Soccer fifth edition* : Human Kinetic. 5. Peter Hyballa. 2012. *Dutch Secret Soccer*. British Library Cataloguing. 6. Jay Miller. 2014. *Attacking Soccer* : Human Kinetic.		

Media Pembelajaran Pendidikan Jasmani/ Physical Education Learning Media

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
4</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Discuss and create phsical education learning media</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach</td></tr>
<tr><td colspan="6">PLO-6 (KNO-4) Able to apply technology in physical education learning</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td colspan="6">PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
Students are able to conclude the meaning of learning media, skilled in designing and developing learning media, and able to cooperate and respect the opinions of others when discussing.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions, Project Based Learning.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
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Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
</table></td></tr>
</table>

<table>
<tr><td></td><td>
<table>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. Media Pembelajaran (Hakikat, Pengembangan, Pemanfaatan, dan Penilaian)
2. Permendiknas no. 22 tahun 2006 tentang Standar Isi
3. Produksi Media Video
4. Power point mata kuliah teknologi pembelajaran</td></tr>
</table>

Teori Pembelajaran Inovatif Pendidikan Jasmani/ Physical Education Learning Inovation Theory

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
4</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
School's Physical Education Curriculum study, Psikologi Pendidikan , Basic of Education</td></tr>
<tr><td>3</td><td colspan="6">Description
This course examines learning models with direction (direct instruction), concept acquisition (concept attainment model), meaningful learning (meaningful learning), and discussion (discussion model of learning), SET-oriented learning, and learning strategies (learning strategies).). The study was carried out through the presentation of concepts, presentation of operational examples of each learning model in the form of learning tools, workshops on developing learning tools by students oriented to each model and learning strategy. The study activity ended with an exercise in implementing a certain learning model by each student in a peer teaching forum followed by discussion and reflection activities as well as cognitive internships in Junior High Schools.</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-6 (KNO-4) Able to apply technology in physical education learning</td></tr>
<tr><td colspan="6">PLO-7 (KNO-5) Able to master theoretical and practical concepts in the field of physical education, especially the development of creativity (entrepreneur) in the field of physical education and sports</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Utilizing learning resources and ICT to support the design and implementation of relevant innovative physical education learning to achieve student competence
2. Understanding knowledge about the characteristics of physical education learning models included in the Innovative Learning group
3. Making decisions in designing and implementing innovative physical education lessons that are relevant to competencies, characteristics of subject matter, and student characteristics in peer teaching format
4. Have a responsible attitude by applying learning that is relevant to the competencies and characteristics of students.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
Project work, group work, lectures, discussions, Project Based Learning.</td></tr>
</table>

7 **Assessment methods**

Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).

The final grade (NA) is calculated according to the following formula::

$$NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$$

Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

If student can't reach passing grade, they are take a course on next semester.

8 **This module/course is used in the following study programme/s as well**

All undergradute study program in Unesa

9 **Responsibility for module/course**

Compulsory

10 **Other information**

1. Permendikbud No. 20 tahun 2016 ttg Standar Kompetensi Lulusan
2. Permendikbud No. 21 tahun 2016 ttg Standar Isi
3. Permendikbud No. 22 tahun 2016 ttg Standar Proses
4. Permendikbud No. 23 tahun 2016 ttg Standar Penilaian
5. Dirjen PSMP. 2016. Panduan Pembelajaran untuk Sekolah Menengah Pertama. Jakarta: Kementerian Pendidikan dan Kebudayaan.
6. Joyce, B., Weil, M., dan Calhoun, E. (2009). Models of Teaching: Model-model Pengajaran (edisi kedelapan). Yogyakarta: Pustaka Belajar.
7. Rink, Judith E. (1993). Teaching Physical Education for Learning (second edition). USA: Mosby-Year Book, Inc.
8. Metzler, Michael W. (2000). *Instructional Models for Physical Education.* US: Allyn and Bacon
9. Arends, Richard I. (2012). *Learning to Teach (9th edition).* New York: McGraw-Hill Education.
10. Suroto dan Khory, F.D. (2013). *Peningkatan Keterampilan Mengelola Pembelajaran Siswa Aktif melalui Pendekatan Lesson Study (Studi pada Guru Penjasorkes SDN di Kecamatan Taman Sidoarjo).* Laporan Penelitian Hibah Bersaing Universitas Negeri Surabaya.
11. Escartí, A., Gutiérrez, M., Pascual, C., & Llopis, R. (2010). Implementation of the personal and social responsibility model to improve self-efficacy during physical education classes for primary school children. *International Journal of Psychology and Psychological Therapy*, 10(3).
12. Walsh, D. S. (2007). Supporting youth development outcomes: An evaluation of a

responsibility model-based program. *Physical Educator*, 64(1), 48.
13. Webb, P., & Pearson, P. (2012). Creative unit and lesson planning through a thematic/integrated approach to Teaching Games for Understanding (TGfU). *New Zealand Physical Educator*, 45(3), 17.
14. Perlman, D. (2012). The influence of the Sport Education Model on amotivated students' in-class physical activity. European Physical Education Review, 18(3), 335-345.

Ilmu Kepelatihan Dasar/ Basic Coaching Science

<table>
<tr><th colspan="7">Module/Course Title</th></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
4</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and mastery of the theory and practice of the basics of coaching science which includes principles, concepts, techniques and processes in the world of sports coaching.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td colspan="6">PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Mastering the concepts, principles and application of the basics of coaching in various sports training activities in order to increase achievement
2. Understanding coach profiles, talent monitoring, sports coaching at an early age, the influence of psychological factors on performance, the biological basis of muscle performance, and the fulfillment of athlete nutrition; Skilled in training and developing effective training programs that can be applied at school and outside of school
3. Able to make the right decisions based on studies based on the results of theoretical analysis and data in the field
4. Able to plan, manage and analyze a job that requires expertise in education and sports
5. Have a responsible attitude towards the task of making training programs.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Cooperative Learning.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.</td></tr>
</table>

	Letter	**Number**	**Interval**
	A	4,00	85 ≤ A < 100
	A-	3,75	80 ≤ A- < 85
	B+	3,50	75 ≤ B+ < 80
	B	3,00	70 ≤ B < 75
	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Australian Coaching Council. 1990. Beginning Coaching Level 1 Coach Manual. 2. Bompa, Todor .1994. *Teory and Metodologi of training*. 3. Gunarsa, Singgih D, dkk. Psikologi Olahraga. 1989. Jakarta : PT BPK Gunung Mulia 4. Suhendro, Andi, dkk. 1999. Jakarta : Universitas Terbuka. 5. Harsono. 2004. Perencanaan Program Latihan.		

Masase Olahraga/ Sports Massage

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
4</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
Anatomy, Sport Physiology</td></tr>
<tr><td>3</td><td colspan="6">Description
This course 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 handling injuries. Lectures are carried out with presentations and discussions, practice, project assignments and reflection.</td></tr>
<tr><td rowspan="3">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td colspan="6">PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Mastering the history of massage, basic concepts, principles, types and uses and benefits in sports, Creating and building professional ethics that must be upheld by a maseur, Mastering manipulation techniques in massage and the benefits that are carried out during training, before competing / competing, during and after competition/competition including injury treatment.
2. Have an intelligent attitude in making decisions and be responsible for the duties as masseur/masseuse.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Cooperative Learning.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
$NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td></td><td>
<table>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information

Dirjen pemuda dan Olahraga, 1980, Sport massage, Jakarta , depdikbud.
Cael, Christy, 2010, Functional Anatomy : Musculoskeletal Anatomy, Kinesiology, and Palpation for Manual Therapists, Baltimore, Lipincott Williams & Wilkins.
Johnson, Jane, 2011, Deep Tissue Massage, Hands-on Guides for Therapists, Champaign-United State, Human Kinetics
Simancek, Jeffrey A., 2013, Deep Tissue Massage Treatment 2nd Edition, St. Louis-Missouri, Mosby

</td></tr>
</table>

Sosiologi Olahraga/ Sport Sociology

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td>Credits (ECTS)
2 CU x 1,59</td><td>Semester
4</td><td>Frequency
Every odd semester,</td><td>Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="6">Types of courses
Lectures

Contact hours
14 x 2 CU X 50 minutes

Structured Assignments
14 x 2 CU X 60 minutes

Independent study
14 x 2 CU X 60 minutes

Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course discusses the phenomenon of sport in a social context; the ways in which society constructs, adapts, and appreciates sport; and how sports in schools and communities are used as a vehicle for the formation of values.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-2 (AS-2) Able to demonstrate religious and cultural values properly in accordance with academic ethics in carrying out professionally</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Understanding knowledge related to sports social phenomena
2. Applying skills in analyzing social phenomena of sports based on a number of sociological theories
3. Have a positive attitude and awareness that sport has become an agent of social change.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, Project Based Learning.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
$NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
</table></td></tr>
</table>

<table>
<tr><td></td><td>
<table>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information
1. Coakley, J. 2001. Sport in Society (7th edition). Boston: McGraw-Hill International
2. Yiannakis, A. Ɛt Greendorfer, S.L. (Editors). 1992. Applied Sociology of Sport. Champaign: Illinois:
3. Human Kinetics. Freeman, W. 2001. Physical Education and Sport in Changing Society. Boston: Allyn and Bacon
4. Maksum, Ali. 2009. Handout Sosiologi Olahraga. FIK- Unesa</td></tr>
</table>

Tes dan Pengukuran Olahraga/ Sport's Test and Measurement

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
5</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course will discuss understanding and mastery of function, the purpose of measurement tests in physical education, sports and recreation in the form of tests of physical abilities and skills, both theory and practice, including using the assessment norms. Lectures are carried out with presentations and discussions, practice, project assignments, and reflection</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td colspan="6">PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Apply the ability to utilize learning resources and ICT-based learning media in understanding globally about the principles, objectives and domains of test and measurement activities in the field of physical education and sports
2. Able to make decisions based on analysis of information and data in selecting, using, and interpreting test results in sports
3. Implement a responsible attitude for individual and group work in working together to carry out tests and measurements.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions, cooperative learning .</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table><tr><th>Letter</th><th>Number</th><th>Interval</th></tr></table></td></tr>
</table>

	A	4,00	85 ≤ A < 100
	A-	3,75	80 ≤ A- < 85
	B+	3,50	75 ≤ B+ < 80
	B	3,00	70 ≤ B < 75
	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information**		

1. Margareth J. Safrit , 1981. , Evaluation in Physical education. Champaign-IL, Human Kinetics
2. Frank M.Verducci, Ed. D . 1980. Measurement Concepts in Physical Education.
3. Nurhasan. 2001. Tes dan Pengukuran Dalam Pendidikan Jasmani. Depdiknas
4. Winnick, Joseph P., dan Short, Francis X. 2014. Brockport physical fitness test manual : a health-related assessment for youngsters with disabilities. Champaign-IL, Human Kinetics
5. Severini, Thomas A. 2015. Analytic Methods In Sports Using Mathematics and Statistics to Understand Data from Baseball, Football, Basketball, and Other. Boca Raton
6. Brian Mackenzie. 2005. 101 Performance Evaluation Tests. Champaign-IL, Human Kinetics
7. Edward et.al. 2007. Sport and Exercise Physiology Testing Guidelines, The British Association of Sport and Exercise Sciences Guide, Volume II: Exercise and Clinical Testing, Routledge.

Pembelajaran Bolavoli/ Teaching Learning of Volleyball

<table>
<tr><td colspan="8">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
5</td><td>Frequency
Every odd semester,</td><td>Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td colspan="2">Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="7">Prerequisites for participation (if applicable)
Volleyball</td></tr>
<tr><td>3</td><td colspan="7">Description
Understanding of basic volleyball knowledge includes: history, organization, basic techniques in the practical mastery of basic volleyball playing techniques.</td></tr>
<tr><td>3</td><td colspan="7">Learning outcomes</td></tr>
<tr><td>4</td><td colspan="7">PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach</td></tr>
<tr><td></td><td colspan="7">PLO-5 (KNO-3) Able to apply problem management methods in the field of physical education through classroom action research (PTK).</td></tr>
<tr><td></td><td colspan="7">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td></td><td colspan="7">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td>5</td><td colspan="7">Subject aims/Content
1. Mastering general defense tactics and strategies.
2. Mastering and understanding the rules of the game
3. Planning the match system
4. Compile game statistics
5. Mastering and understanding the administration and system of volleyball matches.
7. Designing rules and indoor volleyball games</td></tr>
<tr><td>6</td><td colspan="7">Teaching methods
project work, group work, lectures, discussions, Project Based Learning.</td></tr>
<tr><td>7</td><td colspan="7">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
$NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
</table>
</td></tr>
</table>

	A-	3,75	80 ≤ A- < 85
	B+	3,50	75 ≤ B+ < 80
	B	3,00	70 ≤ B < 75
	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. American sport education program. 2007. coaching youth volleyball. Canada : Human Kinetic 2. FIVB. 2011. Coach Manual (level 1). Lussane : FEDERATION INTERNATIONALE DE VOLLEYBALL 3. Kenny bonnie and Gregory cindy. 2006. Volleyball step to success. Canada : Human Kinetic 4. Mike Line 2003. Complete Conditioning for Volleyball : Human Kinetic. 5. Nuril Ahmadi 2007. , panduan olahraga bolavoli, Eka pustaka utama, solo. 6. PBVSI,peraturan permainan bolavoli , jakarta 7. Taufiq Dkk 2015. bolavoli ,unesa University press surabaya.		

Pembelajaran Sepakbola/ Teaching Learning of Football

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 5	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** Football
3	**Description** This course will discuss the theory of football match rules or officiting, football refereeing rules, football systems and strategies, organizing championships and being able to modify football learning.
4	**Learning outcomes**
	PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach
	PLO-5 (KNO-3) Able to apply problem management methods in the field of physical education through classroom action research (PTK).
	PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups
	PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches
5	**Subject aims/Content** 1. Able to understand the theory of match rules or football officiting 2. Applying the rules of the match or football officiting 3. Analyzing the theory of football refereeing rules. 4. Apply football refereeing rules 5. Examine the theory of football techniques, systems and strategies 6. Demonstrating football techniques, systems and strategies 7. Make modifications to learning football.
6	**Teaching methods** project work, group work, lectures, discussions. Cooperative Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75

	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Danny Mielke. 2007. Dasar-dasar Sepakbola. Bandung : Pakar Pustaka. 2. Tom Fleck dan Ron Quinn . 2007. Panduan Latihan Sepakbola Andal. Jakarta : Sunda Kelapa Pustaka. 3. Robert Koger. 2007. Latihan Dasar Andal Sepakbola Remaja. Klaten : Saka Mitra Kompetensi. 4. Sam Snow. 2011. Coaching Youth Soccer fifth edition : Human Kinetic. 5. Peter Hyballa. 2012. Dutch Secret Soccer. British Library Cataloguing. 6. Jay Miller. 2014. Attacking Soccer : Human Kinetic. 7. Laws Of The Game 2015/2015. FIFA		

Bulutangkis/ Badminton

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td>Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td>Credits (ECTS)
2 CU x 1,59</td><td>Semester
5</td><td>Frequency
Every odd semester,</td><td>Duration
1 semester(s)</td></tr>
<tr><td>1</td><td>Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="5">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="5">Description
Understanding and mastery of the concept of badminton, game rules and applications. Lectures are carried out with practice, project assignments, and reflection.</td></tr>
<tr><td>4</td><td colspan="5">Learning outcomes</td></tr>
<tr><td></td><td colspan="5">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td></td><td colspan="5">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td></td><td colspan="5">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td>5</td><td colspan="5">Subject aims/Content
1. Able to understand the early history and development of badminton
2. Able to analyze badminton game rules
3. Able to demonstrate the basic techniques of the game of Badminton into Learning</td></tr>
<tr><td>6</td><td colspan="5">Teaching methods
project work, group work, lectures, discussions.</td></tr>
<tr><td>7</td><td colspan="5">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = $\frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.</td></tr>
<tr><td>8</td><td colspan="5">This module/course is used in the following study programme/s as well</td></tr>
</table>

	All undergradute study program in Unesa
9	**Responsibility for module/course** Compulsory
10	**Other information** 1. Alhusin, S. 2007. Gemar Bermain Bulutangkis. Surakarta: Seti-aji 2. Grice, T. 2007. Bulutangkis Petunjuk Praktis untuk Pemula dan Lanjut.Jakarta : Raja GrahaRafindo. 3. Hari setiono dan Nurhasan, 2001. Belajar bermain bulutangkis. Unesa 4. Lutan dan Suherman, 2000. Perencanaan Pembelajaran Penjaskes. Jakarta: Depdiknas. 5. M. Ngalim P, 2002.Perencanaan Pembelajaran. Bandung: Remaja Rosdakarya 6. M. Tohar, 1992. Olahraga Pilihan Bulutangkis. IKIP Semarang. Semarang. 7. Zanwar, M. 1992. Olahraga Pilihan Bulutangkis. Pengaruh Latihan Bulutangkis Menggunakan skor 15 dan skor 21 tehadap peningkatan Vo2. Skripsi tidak diterbitkan. Semarang FIK IKIP. Unnes.

Asesmen Proses dan Hasil Belajar Pendidikan Jasmani/ Assessment Process and Learning Outcomes of Physical Education

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
5</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course discusses techniques, procedures, processing, and utilization of physical education assessment results in schools. Lectures are carried out with presentations and discussions, practice, project assignments and reflection.</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-5 (KNO-3) Able to apply problem management methods in the field of physical education through classroom action research (PTK).</td></tr>
<tr><td colspan="6">PLO-6 (KNO-4) Able to apply technology in physical education learning</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to explain the meaning of tests, measurements, assessments and evaluations, basic principles and implementation of evaluations, various assessments, assessment aspects
2. Identify assessment techniques and forms of instruments, assessment criteria, assessment approaches, determination of KKM
3. Create and process the results of the assessment on the PJOK folder, enrichment and remedial learning, and the preparation of the LHPKPD (raport)</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions. Project Based Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
</table></td></tr>
</table>

	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Arikunto, Suharsimi. 2003. Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara 2. Haryanti, Mimin. 2007. Model dan Teknik Penilaian Pada Tingkat Satuan Pendidikan. Jakarta: Gaung Persada Press 3. Purwanto, Ngalim. 2006. Prinsip-Prinsip dan Teknik Evaluasi Pengajaran. Bandung: PT. Remaja Rosdakarya 4. Sukardjo, Nurhasan. 1991. Evaluasi Pengajaran Pendidikan Jasmani dan Kesehatan. Jakarta: Depdikbud Dirjen Dikti PPTK 5. --------, 2007. Panduan Penilaian Kelompok Mata Pelajaran Jasmani Olahraga dan Kesehatan. Jakarta: BSNP Depdiknas 6. Permendikbud No 64 tahun 2013. Tentang Standar Penilaian Materi Sosialisasi Kurikulum 2013, Kemendikbud		

Pengembangan Perangkat Pembelajaran Pendidikan Jasmani/ Development of Physical Education Learning Tool

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
5</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course discusses systems, objectives, and instructional planning in Physical Education learning. Lectures are carried out with presentations and discussions, practice, project assignments and reflection.</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-5 (KNO-3) Able to apply problem management methods in the field of physical education through classroom action research (PTK).</td></tr>
<tr><td colspan="6">PLO-6 (KNO-4) Able to apply technology in physical education learning</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Applying learning resources and ICT to support the design and implementation of school-based management, clinical supervision, micro teaching and peer teaching
2. Understand about school-based management, clinical supervision, micro teaching and learning planning
3. Make decisions about school-based management, clinical supervision based on case analysis and the design, implementation, evaluation of micro teaching and peer teaching.
4. Demonstrate a responsible attitude by applying learning that is relevant to the competencies and characteristics of students</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions. Project Based Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
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<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
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<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
</table></td></tr>
</table>

	B+	3,50	75 ≤ B+ < 80
	B	3,00	70 ≤ B < 75
	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** Dick, W. And Carey, Lou 1985. The systematic Design of Instructional 2. nd Ed.. Glenview, Illinois : Scot Foresman and Company ---------- 2008. Pengantar Perencanaan Pengajaran untuk Pendidikan jasmani Olahraga dan Kesehatan. Surabaya : FIK Unesa. _____. 2013. Panduan Supervisi Klinis. Jakarta: Direktorat Jenderal Pendidikan Dasar, Direktorat Pembinaan Sekolah Menengah Pertama. _____. 2014. Permendikbud RI Nomor 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan RI. _____. 2014. Permendikbud RI Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan RI.		

Metodologi Penelitian Pendidikan Jasmani/ Physical Education Research Metodology

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
5</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course will discuss how to identify research problems in the field of physical education and sports, determine the design appropriate research, determine research instruments and data analysis techniques that can be applied to complete the thesis.</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-5 (KNO-3) Able to apply problem management methods in the field of physical education through classroom action research (PTK).</td></tr>
<tr><td colspan="6">PLO-6 (KNO-4) Able to apply technology in physical education learning</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to identify research problems, formulate problem formulations and research objectives
2. Analyze the appropriate literature review
3. Finding the type and design of the research
4. Selecting appropriate research instruments and data analysis techniques
5. Make research proposals in the field of physical education and sports according to existing guidelines.</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions. Project Based Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
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<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
</table></td></tr>
</table>

	C+	2,50	60 ≤ C+ < 65	
	C	2,00	55 ≤ C < 60	
	D	1,00	40 ≤ D < 55	
	E	0,00	0 ≤ E < 40	
	If student can't reach passing grade, they are take a course on next semester.			
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa			
9	**Responsibility for module/course** Compulsory			
10	**Other information** 1. Maksum, 2012. Metodologi Penelitian dalam Olahraga.. Surabaya; Unipress UNESA. 2. Creswell, J.W. 2012. Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition). Boston: Pearson Education Inc. 3. Moleong, L.J. 2005. Metodologi Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya 4. Sugiyono. 2010. Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta CV. Tim. 2014. Pedoman Penulisan Skripsi. Surabaya: Unipress UNESA			

Praktek Pembelajaran Inovatif Pendidikan Jasmani/ Physical Education Learning Inovation Practice

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (3 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 3 CU x 1,59	**Semester** 5	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 3 CU X 50 minutes	**Structured Assignments** 14 x 3 CU X 60 minutes	**Independent study** 14 x 3 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** Learning teori, Physical Education Learning Inovation Theory
3	**Description** This course examines learning models with directives (direct instruction), concept acquisition (concept attainment models), meaningful learning (meaningful learning), and discussion (discussion models of learning), SET-oriented learning, and learning strategies (learning strategies). strategies). The study was carried out through the presentation of concepts, presentation of operational examples of each learning model in the form of learning tools, workshops on developing learning tools by students oriented to each model and learning strategy. The assessment activity ended with an exercise in implementing a certain learning model by each student in a peer teaching forum followed by discussion and reflection activities as well as cognitive internships in Junior High Schools.
4	**Learning outcomes**
	PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach
	PLO-7 (KNO-5) Able to master theoretical and practical concepts in the field of physical education, especially the development of creativity (entrepreneur) in the field of physical education and sports
	PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches
5	**Subject aims/Content** 1. Analyze information and learning resources that support the design and implementation of innovative learning relevant to student competencies 2. Detailing the facts and concepts of physical education and having knowledge about the characteristics of learning models included in the Innovative Learning II group 3. Making decisions in designing and implementing innovative learning that is relevant to the competencies, characteristics of the subject matter, and student characteristics in the peer teaching format 4. Demonstrate a responsible attitude by applying learning that is relevant to the competencies and characteristics of students.
6	**Teaching methods** project work, group work, lectures, discussions. Project Based Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: NA = (2xP)+(3xT)+(2xUTS)+(3xUS)

	10 Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows. <table><tr><th>Letter</th><th>Number</th><th>Interval</th></tr><tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr><tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr><tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr><tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr><tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr><tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr><tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr><tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr><tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr></table> If student can't reach passing grade, they are take a course on next semester.
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Compulsory
10	**Other information** 1. Joyce, B., Weil, M., dan Calhoun, E. 2009. *Models of Teaching: Model-model Pengajaran (edisi kedelapan)*. Yogyakarta: Pustaka Belajar 2. Rink, Judith E. 1993. *Teaching Physical Education for Learning (second edition)*. USA: Mosby-Year Book, Inc 3. Metzler, Michael W. 2000. *Instructional Models for Physical Education*. Virginia: Allyn and Bacon 4. Direktorat Pembinaan Pendidikan Dasar dan Menengah. 2016. *Panduan Pembelajaran untuk Sekolah Menengah Pertama*. Jakarta: Kementerian Pendidikan dan Kebudayaan 5. Suroto. 2016. *Inovation Teaching Method For Physical Education Teacher In Indonesia*. Surabaya: in International Conference of Sport Science in Unesa, 12 July 2017 6. Suroto, F D Khory, V C Dinata, and A Priambodo. 2016. *Core Competency Measurement Model for Prospective Physical Education Teacher*. In 1st Annual Applied Science and Engineering Conference: IOP Publishing 7. Ratliffe, T & Ratliffe L.M. 1994. *Teaching Children Fitness (Becoming a Master Teacher)*. USA: Human Kinetics 8. Suroto. 2008. *Tiga Belas Jurus Mengelola Pembelajaran Penjasorkes sehingga Menarik dan Produktif*. Surabaya: Artikel dalam Seminar Nasional di Gedung Wanita 1CCandra Kirana 1D pada 22 November 2008 9. Suroto dan Khory, F.D. 2013. *Peningkatan Keterampilan Mengelola Pembelajaran Siswa Aktif melalui Pendekatan Lesson Study (Studi pada Guru Penjasorkes SDN di Kecamatan Taman Sidoarjo)*. Surabaya: LPPM Unesa, Laporan Penelitian Hibah Bersaing Universitas Negeri Surabaya 10. Suroto dan Khory, F.D. 2015. *Peningkatan Keterampilan Mengelola Pembelajaran Siswa Aktif melalui Pendekatan Lesson Study (Studi pada Guru Penjasorkes SDN di Kecamatan Taman Sidoarjo)*. Surabaya: LPPM Unesa, Laporan Penelitian Hibah Bersaing Universitas Negeri Surabaya 11. Suroto, F D Khory, V C Dinata, and A Priambodo. 2016. *Pengembangan Media Pengukuran dan Media Pengembangan Keterampilan Guru Pendidikan Jasmani, Olahraga, dan Kesehatan Dikdasmen*. Surabaya: LPPM Unesa, Laporan Penelitian Penelitian Unggulan Perguruan Tinggi Universitas Negeri Surabaya

Kewirausahaan Olahraga/ Sports Entrepreneurship

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 6	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** This course will discuss the understanding and mastery of the basic concepts of entrepreneurship, the process and selection of business types, entrepreneurial internships, business feasibility studies, business planning preparation and student creativity programs. Lectures are carried out with presentations and discussions, practice, project assignments and reflection.
4	**Learning outcomes**
	PLO-7 (KNO-5) Able to master theoretical and practical concepts in the field of physical education, especially the development of creativity (entrepreneur) in the field of physical education and sports
	PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches
	PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports
5	**Subject aims/Content** 1. Able to understand the basic concepts of entrepreneurship, master the latest principles and issues in economics, social and entrepreneurship 2. Able to apply the entrepreneurial spirit and work effectively both individually and in multidisciplinary or multicultural teams, as well as having a responsible and intelligent attitude towards tasks 3. Able to analyze entrepreneurial opportunities in the field
6	**Teaching methods** project work, group work, lectures, discussions. Project Based learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70

<table>
<tr><td></td><td>
<table>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Compulsory</td></tr>
<tr><td>10</td><td>Other information

Boerse, George. 2006. Theories Personality. Shipenburg University: Psychology Department
Tim Kewirausahaan Unesa. 2016. Kewirausahaan. Unesa University Press
Jumaat, Abdul, dkk. Business Opportunities and Managerial Skills in Enhancing the Involvement of Entrepreneurship in Malaysia. British Journal of Arts and Social Sciences ISSN: 2046-9578, Vol.16 No.I (2013.) BritishJournal Publishing, Inc. 2013
Ahman, H., Romana, Y., 2007. Ilmu Ekonomi Dalam PIPS, Edisi Kedua, Cetakan Pertama. Jakarta: Universitas Terbuka
Sukirno, S. 2011. Mikroekonomi teori Pengantar. Jakarta: PT. Raja Grafindo Persada. Tjiptono, Fandy. 2007. Strategi Bisnis Pemasaran. Andi: Yogyakarta

</td></tr>
</table>

Kepramukaan dan Aktivitas Luar kelas/ Scout and Outdoor Education

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 6	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** This lecture discusses the basic philosophy, methods of scouting education, the function and role of scouting in the nation's education process, the history of scouting, and the five factors of scouting education. Organization of the Scout Movement, Allusion to Basic Systems and Methods, Various Ceremonies, Guidelines for Scouting Techniques I to V, and Getting to Know Scout Training Equipment.
4	**Learning outcomes**
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner
	PLO-2 (AS-2) Able to demonstrate religious and cultural values properly in accordance with academic ethics in carrying out professionally
	PLO-7 (KNO-5) Able to master theoretical and practical concepts in the field of physical education, especially the development of creativity (entrepreneur) in the field of physical education and sports
5	**Subject aims/Content** 1. Able to understand and explain the nature of scouting 2. Able to apply skills in scouting activities 3. Able to apply scouting values in life 4. Able to plan scouting activities in the community, especially in schools in the context of fostering the younger generation and utilizing free time
6	**Teaching methods** project work, group work, lectures, discussions. Cooperative Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70

	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Alwasilah. A., Chaedar. 2008. Filsafat Pramuka. Bandung: Rosdakarya 2. Azrul Azwar. 2012. Mengenal gerakan pramuka. Jakarta: Esensi Erlangga Group 3. Boden Powel. 1982. Memandu Untuk Putera. De Nederlandse Padvinders 4. Elly Rusda. 2007. Gerakan Pramuka. Jakarta: Raih Asa Sukses 5. Boden Powel. 1954. Mengembara Menuju Bahagia. Jakarta: Yayasan Pendidikan Masyarakat 6. Takijoedin. 1977. Tuntunan Pemimpin Regu. Bandung: Ganaco NV 7. Kwarnas. 1987. Kursus Dasar B. Jakarta 7. Kwarnas. 2001. Gerakan Pramuka. Jakarta 8. Kwarnas. 1983. Kursus Orientasi Gerakan Pramuka. Jakarta		

Statistik/ Statistics

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (3 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
3 CU x 1,59</td><td>Semester
6</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 3 CU X 50 minutes</td><td>Structured Assignments
14 x 3 CU X 60 minutes</td><td>Independent study
14 x 3 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
Physical Education Research Metodology</td></tr>
<tr><td>3</td><td colspan="6">Description
This course discusses theoretical understanding and mastery as well as the application of various statistical tests, both descriptive and inferential statistics to process research data and draw conclusions from the interpretation results that can be applied to complete the thesis.</td></tr>
<tr><td rowspan="5">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-5 (KNO-3) Able to apply problem management methods in the field of physical education through classroom action research (PTK).</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td colspan="6">PLO-9 (SS-2) Able to design research independently or in groups to provide alternative solutions to problems in the field of physical education</td></tr>
<tr><td colspan="6">PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to explain the concept of statistics in the process of processing research data which includes descriptive statistics and inferential statistics
2. Able to apply statistical concepts in the process of processing research data which includes descriptive statistics and inferential statistics
3. Able to analyze statistical concepts in the process of processing research data which includes descriptive statistics and inferential statistics
4. Able to operate and manage SPSS</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions. Scientific Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS) / 10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
</table></td></tr>
</table>

	B-	2,75	65 ≤ B- < 70
	C+	2,50	60 ≤ C+ < 65
	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Compulsory		
10	**Other information** 1. Maksum,Ali, 2007. ,Buku Ajar Statistik dalam Olahraga,Jurusan Pendidikan Olahraga-Unesa, Surabaya. 2. Sabri, Luknis. dan Hastowo, Sutanto Priyo. , 2006. ,Statistik Kesehatan,Jakarta,Raja Grafindo Press. 3. Hastowo, Sutanto Priyo, 2006. ,Managemen dan Analisis Data,FakultasKesehatan Masyarakat-UI, Depok. 4. Boslaugh, Sarah and Watter,Paul Andrew, 2008. Statistics in aNutshell : A Desktop Quick Reference,Sebastopol Canada, O 19Reilly. 5. Field, Andy, 2009. DiscoveringStatistic Using SPSS,London. SAGE Publication 6. Mann,Prem S. , 2010. Introductory Statistics7th, Hoboken-USA. John Wiley & Sons, Inc		

Penjasor Adaptif/ Adaptive Physical Education and Sport

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 6	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** This course discusses Children with Special Needs and physical education for Children with Special Needs.
4	**Learning outcomes**
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner
	PLO-4 (KNO-2) Able to apply the concept of physical education to deal with problems that occur in the field with a modified approach
	PLO-10 (GS-1) Able to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education with various models of approaches
5	**Subject aims/Content** 1. Understanding children with special needs 2. Analyzing children with special needs 3. Implementing physical education for children with special needs 4. Analyzing physical education for children with special needs
6	**Teaching methods** project work, group work, lectures, discussions. Project Based Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

If student can't reach passing grade, they are take a course on next semester.

8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Compulsory
10	**Other information** 1. David Werner, 2002. , Anak Anak Desa Penyandang cacat. yayasan bakti luhur 2. Dr. C. Asri Budiningsih, 2005. , Belajar dan Pembelajaran , Rineka Cipta. Jakarta 3. Dr. Mohammad Efendi,M.Pd., M.kes., 2008. , Pengantar Psikopedagogik Anak Berkelainan. Bumi Aksara Jakarta 4. Bandi Dhelphie, Pembelajaran Anak Tunagrahita 5. T. Sutjihati Somantri, Psikologi Anak Luar Biasa 6. Sri Widati &Murtadlo, Pendidikan Jasmani dan Olahraga Adaptif 7. Watra SOIna. Jakarta

Tenis Lapangan/ Tennis

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 6	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** This course will discuss understanding and mastery of techniques, tactics, rules, and the teaching and learning process of tennis as well as the application of learning in the field.
4	**Learning outcomes**
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education
	PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups
5	**Subject aims/Content** 1. Able to explain correctly about the brief history of tennis in the world and Indonesia. 2. Able to demonstrate basic techniques of playing tennis 3. Able to analyze the rules of the game and court tennis refereeing and have a responsible and intelligent attitude in analyzing the tennis game.
6	**Teaching methods** project work, group work, lectures, discussions. Cooperative Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

If student can't reach passing grade, they are take a course on next semester.

8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Compulsory
10	**Other information** 1. Kristiyandaru, A & Priambodo, A. 2009. Tenis Lapangan (Aplikasi Teknik Dasar dan Pembelajarannya). Surabaya. Unesa University Press 2. Hoskins, Tina. 2003. The Tennis Drill Book. United State: Human Kinetics 3. ITF. 2001. Coaching Manual. Canada: Wiz Middleton. 4. Jim Brown. 2001. Tenis Tingkat Pemula. Jakarta: PT RajaGrafindo Persada. 5. PB PELTI, 1989. Bahan Penataran Pelatih. Jakarta: PB. PELTI. 6. Marwoto, 1981. Menuju Tenis lapangan yang Sempurna. Jakarta: Balai Pustaka.

Bola Tangan*/ Handball

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td colspan="2">Credits (ECTS)
2 CU x 1,59</td><td>Semester
6</td><td>Frequency
Every odd semester,
Duration
1 semester(s)</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td>Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
This course will discuss the theoretical understanding of the basic concepts of Handball, the history of Handball and its development, game rules and basic techniques, as well as being able to practice the correct basic techniques of playing Handball.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Able to understand the basic techniques of playing handball, tactics and strategies for playing handball
2. Analyzing the rules of the game and refereeing in the game of Handball
3. Applying game rules and refereeing in Handball game and having a responsible attitude towards tasks</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions. Cooperative Learning</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::
NA = (2xP)+(3xT)+(2xUTS)+(3xUS)
10
Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.
<table>
<tr><th>Letter</th><th>Number</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
</table></td></tr>
</table>

	E | 0,00 | 0 ≤ E < 40 If student can't reach passing grade, they are take a course on next semester.
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Elective
10	**Other information** 1. Clanton, Reita E. & Dwight, Mary Phyl. 1997. Team Handball: Steps to Success. United States of America: Human Kinetics 2. Mahendra, Agus (2002). Bola Tangan, Jakarta: Dikti 3. Asian Hand Ball Federation (AHF). Rules of the games of Handball: Kuwait 1998 4. I.H.F (International Handball Federation.(2000). Commission of coaching and Methods hand ball. Dutchland 5. Pennycook, Lindsay & sykes, Robin(1980). Olympic handball. Stanley & Paul : Co.Ltd 6. Rowland, B.J. (1970). HandBall a Complete Guide: London 7. www.IHF.com 8. www.AHF.com

Sepak Takraw */ Sepak Takraw

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 6	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** This course discusses understanding the basic concepts of sepak takraw technique, the history of sepak takraw rules and their application in the teaching and learning process of sepak takraw. Lectures are carried out with lectures, practice, project assignments and reflections.
4	**Learning outcomes**
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education
	PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups
5	**Subject aims/Content** 1. Able to understand the history, basic techniques, and rules of sepak takraw 2. Analyze the history, basic techniques and rules of sepak takraw 3. Implementing the takraw learning process at school 4. Organize matches (officiating) and have a responsible attitude towards learning tasks and officiating sepak takraw.
6	**Teaching methods** project work, group work, lectures, discussions. Cooperative Learing
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60

<table>
<tr><td></td><td>
<table>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Elective</td></tr>
<tr><td>10</td><td>Other information
1. Basa, Penghulu.1992.Sepak Takraw. Jakarta. Dikti
2. Persetasi.1999.Bermain Sepak Takraw.Jakarta
3. Koni.2005.Perkembangan Sepak Takraw dan Peraturannya. www.koni.co.id
4. SSA. 2005. The World History of Sepak Takraw. www.takrawscotland.com
5. TSF.2005.How To Play Sepak Takraw. www.takrawthailand.com</td></tr>
</table>

Tenis Meja*/ Table Tennis

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 6	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				
3	**Description** Understanding and mastery of table tennis theory and practice, including: basic techniques, tactics and strategies, rules and learning in the game of table tennis. Lectures are carried out with lectures, practice, project assignments and reflections.				
4	**Learning outcomes**				
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner				
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education				
	PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups				
5	**Subject aims/Content** 1. Able to teach table tennis game to students 2. Understand the history, equipment and basic techniques of table tennis 3. Apply basic table tennis techniques and table tennis refereeing 4. Analyzing the management of table tennis matches and having a responsible attitude towards the task of learning table tennis in schools or organizations3				
6	**Teaching methods** project work, group work, lectures, discussions. Cooperative Learning				
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.				

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55

	E | 0,00 | 0 ≤ E < 40 If student can't reach passing grade, they are take a course on next semester.
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Elective
10	**Other information** 1. AASC. 2012. Playing for Life- Table Tennis. Australian Sports Commission 2. Geske, Klaus-M. Dan Mueller, Jens , 2010. Table Tennis Tactics Your Path to Success. Maidenhead 3. Herry Moestamar, Nurhasan. 1996. Belajar tenis meja efektif. Surabaya Unipres 4. McAfee, Richard. 2009. Table Tennis: Steps to Success. United States of America: Human Kinetics 5. Muhtar, T dan Sulistyo, W. 2007. Tenis Meja. Jakarta: Universitas Terbuka 6. Nurhasan. 2001. Macam-Macam Jenis Tes Keolahragaan dan Pengukuran Prinsip-Prinsip Gerak dalam Olahraga. Bandung: Direktorat Jendral Olahraga 7. PTMSI. 2016. Peraturan Tenis Meja 2016. PBPTMSI 8. TTA. 2002. Table Tennis in Schools Program. Waterwheel Press, North Melbourne, Victoria, Australia 9. www.ptmsi.org 10. www.attu.com 11. www.ittf.com

Softball*/ Softball

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 6	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** Mastering general knowledge and basics of softball games; master the basic techniques of throwing, catching, hitting, running between bases, defending, attacking; master the method of recording scores and arbitration; know the organization of softball matches; have a responsible and intelligent attitude towards the task of organizing softball matches.
4	**Learning outcomes**
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education
	PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups
5	**Subject aims/Content** 1. Understand general knowledge and basics of softball game 2. Apply the basic techniques of throwing, catching, hitting, running between bases, defending, attacking 3. Examine the method of recording and arbitration 4. Analyzing the organization of softball matches has a responsible and intelligent attitude towards the task of organizing softball matches.
6	**Teaching methods** project work, group work, lectures, discussions. Cooperative Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65

	C	2,00	55 ≤ C < 60
	D	1,00	40 ≤ D < 55
	E	0,00	0 ≤ E < 40
	If student can't reach passing grade, they are take a course on next semester.		
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa		
9	**Responsibility for module/course** Elective		
10	**Other information** 1. Petunjuk lengkap permainan softball dan baseball, Bethel, D,1987, Dahara Prize 2. Olahraga pilihan softball, (Drs. Parno, 1992) 3. *Official rules of softball* 2002-2005 4. *Official rules of baseball* 2005 5. *Coaching and power hitting* (Chick, Loren 1979) 6. *Coaching winning softball* (Bench, J, 1975) 7. *Coaching winning baseball* (Bethel, D, 1979)		

Hoki*/ Hockey

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 6	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				
3	**Description** This course will discuss the theoretical understanding of the basic concepts of Hockey, the history of Hockey and its development, the rules of the game and basic techniques, as well as being able to practice the basic techniques of the correct Hockey game.				
4	**Learning outcomes**				
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner				
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education				
	PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups				
5	**Subject aims/Content** 1. Able to understand the theory and history of Hockey 2. Interpreting the Hockey game rules 3. Analyzing the basic techniques of the game of Hockey 4. Presents the practice of basic techniques and Hockey properly.				
6	**Teaching methods** project work, group work, lectures, discussions. Cooperative Learning				
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.				

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55

	E | 0,00 | 0 ≤ E < 40 If student can't reach passing grade, they are take a course on next semester.
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Elective
10	**Other information** 1. Tabrani, Primadi. 2012. Hockey Dan Kreaktivitas Dalam Olahraga . Bandung: ITB. 2. Halen Tan Haridas . Hoki , Oxford Fajar. Bhd.Kuala Lumpur. 3. FIH Rules Of Hockey 2017.

Panahan*/ Archery

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 7	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				
3	**Description** This course discusses the history of archery, mastery of techniques, tactics, regulations, teaching processes and archery refereeing in the field. Lectures are carried out by lectures, practicals, project assignments and reflections.				
4	**Learning outcomes**				
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner				
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education				
	PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups				
5	**Subject aims/Content** 1. Understand the history and philosophy of archery, understand the rules of Archery Round FITA, National, Traditional 2. Determine archery equipment and competition equipment 3. Analyzing refereeing and teaching/training archery methods 4. Presenting archery skills in the National Round of 30 meters, and having a responsible attitude towards the task of organizing an archery competition.				
6	**Teaching methods** project work, group work, lectures, discussions. Project Based Learning				
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.				

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60

<table>
<tr><td></td><td>
<table>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
If student can’t reach passing grade, they are take a course on next semester.
</td></tr>
<tr><td>8</td><td>This module/course is used in the following study programme/s as well
All undergradute study program in Unesa</td></tr>
<tr><td>9</td><td>Responsibility for module/course
Elective</td></tr>
<tr><td>10</td><td>Other information
1. Harsono, Teknik-Teknik Dasar Memanah
2. Jean A. Barret,1990, Olahraga Panahan
3. Perpani,1994,Peraturan Lomba Panahan
4. Mengenal Olahraga Panahan, 2001, Surabaya, Unesa University Press.
5. Memahami Falsafah Olahraga Panahan, 2001, Surabaya, Unesa University Press.
6. Archery, USA, 2012. Archery, Champaign-IL: Human Kinetcs.
7. Haywood, Kathleen and M., Lewis, Catherine F., 2013. Archery Steps To Success, Champaign-IL: Human Kinetcs.</td></tr>
</table>

Karate*/ Karate

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 7	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** To develop practical skills in various karate training methods to improve training skills accompanied by the concept of achievement and the concept of self-defense. Lectures are carried out with lectures, practices, project assignments and reflections.
4	**Learning outcomes**
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education
	PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups
5	**Subject aims/Content** 1. Understanding the History of the Development of Karate Martial Arts, Ethics and Philosophy in Karate Martial Arts 2. Mastering the basic techniques in karate 3. Have a responsible attitude towards learning karate in schools or sports associations.
6	**Teaching methods** project work, group work, lectures, discussions. Saintifik
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

	If student can't reach passing grade, they are take a course on next semester.
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Elective
10	**Other information** 1. Perry Paul. 1992. Bebas Cidera Karate. Jakarta: Ghalia Indonesia. 2. Sujito J.B. 2006. Teknik Oyama Karate. Jakarta: PT. Alex Media Komputindo. 3. Prayitno Kwat dan P. Rahmadi Guruh. 2007. Karate Kata. Jombang: K-Media. 4. Pardijono, dan Yulfadinata Afifan (2014). Buku Ajar Sarana dan Prasarana Olahraga Edisi 1. Surabaya: Unesa University Press.

Anggar*/ Fencing

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 7	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students
2	**Prerequisites for participation (if applicable)** -				
3	**Description** This course discusses the basic technical skills in fencing, consisting of the ability to move the legs (Forward, Back, Jump and Attack) the hands (respect, readiness, zipper, hitting movements, sliding movements) and basic skills in applying basic techniques in the game and the rules of the game of fencing.				
4	**Learning outcomes**				
	PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner				
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education				
	PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups				
5	**Subject aims/Content** 1. Able to understand general knowledge about fencing, practice basic fencing postures, practice hand stances / florets, Sabel and Degen 2. Proves how to parry, attack the weapons of Floret, Sabel and Degen, and have a responsible attitude by applying fencing lessons in the field.				
6	**Teaching methods** project work, group work, lectures, discussions. Project based learning				
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.				

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55

	<table><tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr></table> If student can't reach passing grade, they are take a course on next semester.
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Elective
10	**Other information** 1. Sejarah perkembangan Anggar di Indonesia. Dr. Bernard Barth, Spor Verlag, Berlin 1975 2. Peraturan FIE terbaru 3. Cheris, Elaine. 2002. Fencing: steps to success. Champaign-IL, Human Kinetics

Olahraga Berkuda/ Equestrian

<table>
<tr><td colspan="7">Module/Course Title</td></tr>
<tr><td colspan="2">Module/Course Title
(if used)</td><td>Student Workload
14 x (2 CU (50 + 60 + 60 munites)</td><td>Credits
(ECTS)
2 CU x 1,59</td><td>Semester
7</td><td>Frequency
Every odd semester,</td><td>Duration
1 semester(s)</td></tr>
<tr><td>1</td><td>Types of courses
Lectures</td><td>Contact hours
14 x 2 CU X 50 minutes</td><td>Structured Assignments
14 x 2 CU X 60 minutes</td><td>Independent study
14 x 2 CU X 60 minutes</td><td colspan="2">Class size
40 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
-</td></tr>
<tr><td>3</td><td colspan="6">Description
Understanding and Mastery of theory includes the procedures for caring for, history, types and practice of basic riding techniques.</td></tr>
<tr><td rowspan="4">4</td><td colspan="6">Learning outcomes</td></tr>
<tr><td colspan="6">PLO-1 (AS-1) Able to demonstrate a scientific, critical and innovative attitude in teaching physical education in a professional manner</td></tr>
<tr><td colspan="6">PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education</td></tr>
<tr><td colspan="6">PLO-8 (SS-1) Able to solve problems in project-based physical education and guided discovery independently or in groups</td></tr>
<tr><td>5</td><td colspan="6">Subject aims/Content
1. Explain the procedures for caring for, theory, history, types and basic techniques of equestrian sport.
2. Practice basic riding techniques.
3. Organizing workshops/socialization increases self-confidence and courage</td></tr>
<tr><td>6</td><td colspan="6">Teaching methods
project work, group work, lectures, discussions.</td></tr>
<tr><td>7</td><td colspan="6">Assessment methods
Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P).
The final grade (NA) is calculated according to the following formula::</td></tr>
</table>

	NA = $\frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows. If student can't reach passing grade, they are take a course on next semester.
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Compulsory
10	**Other information** 1. http://www.peta.org/living/compani-animal/caring-animal-companions/caring-horses/ 2. http://www.humanesociety.org/animals/horses/tips/horse-care-guidelines.html 3. http://www.balancedquine.com.au/nutritions/electrolytes.html 4. http://www.horses-and-horse-information.com/articles/horse-management.shtml 5. http://www.horses-and-horse-information.com/articles/0502clean.shtml 6. http://www.aspca.org/pet-care/horse-care/top-10-disaster-readiness-tips-horses 7. http://www.horses-and-horse-information.com/articles/0899expense.shtml

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

Jurnalistik Olahraga*/ Sports Journalism

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 8	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** Introduction and understanding of the basics of journalism and mastery of the ability to write sports news and articles in mass and electronic media. Lectures are carried out with presentations and discussions, practice, project assignments and reflection.
4	**Learning outcomes**
	PLO-7 (KNO-5) Able to master theoretical and practical concepts in the field of physical education, especially the development of creativity (entrepreneur) in the field of physical education and sports
	PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports
5	**Subject aims/Content** 1. Detailing the meaning, scope of discussion, history, and position of sports journalism 2. State the types of media in journalism 3. Analyzing the characteristics of journalistic language in news writing 4. Interpreting news search techniques 5. Composing news writing and views in journalism 6. Identify the organization and code of ethics in journalism, independently and have a sense of responsibility towards the task of writing news products and views.
6	**Teaching methods** project work, group work, lectures, discussions. Project Based Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55

	E | 0,00 | 0 ≤ E < 40 If student can't reach passing grade, they are take a course on next semester.
8	**This module/course is used in the following study programme/s as well** All undergradute study program in Unesa
9	**Responsibility for module/course** Elective
10	**Other information** 1. Kustadi Suhandang, *Pengantar Jurnalistik: Seputar Organisasi, Produk, & Kode Etik*, 2010, Jakarta: Nuansa Cendekia 2. Romli, Asep Syamsul M. 2003. *Jurnalistik Praktis untuk Pemula*. Bandung: Remaja Rosdakarya. 3. Iswara, Luwi. 2005. *Catatan Jurnalistik Dasar*. Jakarta: Kompas. 4. Sports Journalism: *An Introduction to Reporting and Writing*. 2010. Kathryn T. Stofer. United States of America: Rowman & Littlefield Publishers, Inc.

Fitness dan Pendidikan Spa Terapi */ Fitness Instructur & Spa Therapy Education

Module/Course Title					
Module/Course Title (if used)	**Student Workload** 14 x (2 CU (50 + 60 + 60 munites)	**Credits (**ECTS**)** 2 CU x 1,59	**Semester** 8	**Frequency** Every odd semester,	**Duration** 1 semester(s)

1	**Types of courses** Lectures	**Contact hours** 14 x 2 CU X 50 minutes	**Structured Assignments** 14 x 2 CU X 60 minutes	**Independent study** 14 x 2 CU X 60 minutes	**Class size** 40 students

2	**Prerequisites for participation (if applicable)** -
3	**Description** This course will discuss understanding and mastery of fitness theory and practice (indoor, outdoor, functional training, and weight training with fitness equipment), how to use and maintain fitness equipment and knowledge about spa treatments using aromatherapy. Lectures are carried out with presentations, discussions, practices, performances, and organizing events.
4	**Learning outcomes**
	PLO-3 (KNO-1) Able to demonstrate theoretical and practical knowledge in the field of physical education through the concept of physical education
	PLO-7 (KNO-5) Able to master theoretical and practical concepts in the field of physical education, especially the development of creativity (entrepreneur) in the field of physical education and sports
	PLO-11 (GS-2) Designing entrepreneurial designs related to physical education and sports
5	**Subject aims/Content** 1. Able to understand the concepts of preparation, implementation, transition, load, sets, repetitions, rest intervals, training methods using functional training and weight training, training programs developed and designed according to client needs in achieving wellness and fitness 2. Able to apply theory and practice of use, types of exercise, and maintenance of fitness equipment, knowledge of treatment using aroma therapy 3. Able to demonstrate a responsible attitude towards tasks and smart in analyzing opportunities in the field.
6	**Teaching methods** project work, group work, lectures, discussions. Scienctific Learning
7	**Assessment methods** Students are considered competent and pass if they get at least a minimum test score of 55 which consists of UTS, US, structured activities (assignments / T) and participatory activities (P). The final grade (NA) is calculated according to the following formula:: $NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUS)}{10}$ Conversion of the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

Letter	Number	Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80

B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	1,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

If student can't reach passing grade, they are take a course on next semester.

8 **This module/course is used in the following study programme/s as well**

All undergradute study program in Unesa

9 **Responsibility for module/course**

Elective

10 **Other information**

1. Nurhasan, dkk. 2017. Fitness. Unesa: University Press
2. Anderson, G. 2002. " High Intensity Strength Training: Move Aerobic than Anaerobic ". Retrieved Sept
3. Arazi, Hamid dan Assadi, Abbas. 2011. Effects of 8 Weeks Equal-Volume Resistance Training with Different Workout Frequency on Maximal Strength, Endurance and Body Composition (International Journal of Sports Science and Engineering). Department of physical education and sport science, University of Guilan, Rasht, Iran
4. ASCA (Australian Strength & Conditioning Association). 2010. International Conference on Applied Strength and Conditioning. Australia: ASCA
5. Bird, S.P., Tarpenning, K.M., & Marino, F.E. 2005. Designing Resistance Training Programmes to Enhance Muscular Fitness a Review of the Acute Programme Variable. Sport Medicine
6. Bompa, T. O. 2015. Periodization Training for Sports, (3th edition). United State of America: Human Kinetic
7. Clark, Michael A., Lucett, Scott., Sutton, Brian G. 2012. NASM Essensial of Personal Fitness Training. USA: Lippincott Williams & Wilkins
8. Clark, Michael A., Lucett, Scott., Corn, Rodney., Cappuccio, Robert., Humphrey, Reed., Kraus, J. S., Titchenal, Alam., Robbins, Paul. 2004. Optimum Performance Training for the Health and Fitness Professional (NASM's Course Manual). USA
9. Chin, A.P., Marjike., J.M., van Uffelen, J.G., Riphagen, I., and van Mechelen, W. 2008. The Fungtional Effect of Physical Exercise Training in Frail Older People. A Systemic Review
10. Corbin, C.B., and Lindsey, R. 1997. Concepts of Fitness and Wellness. Dubuque: Brown & Benchmark
11. Kemenpora. 2008. Pembinaan dan Pelatihan Kondisi Fisik. Jakarta: Kementerian Pemuda dan Olahraga Republik Indonesia
12. Kraemer, W.J. and Bush, J.A. 2011. Factor Afecting the Acute Neuromuscular responses to Resistance Exercise. In Rotman, J
13. Kraemer WJ, Vingren JL, Hatfield DL, Spiering BA, and Fragala MS. 2007. Resistance training programs. In: ACSM's Resources for the Personal Trainer
14. La Torre, A., et al. 2010. Acute effects of static stretching on squat jump performance at different knee starting angles. Journal of Strength and Conditioning Research 24 (3): 687–94
15. Mackenzie, B. 2005. 101 Performance Evaluation Tests. London: Electric Word plc
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