

Module Handbook

Module name	Physical Education
Module level	Undergraduate Program (S-1) / Bachelor
Abbreviation / code (if any)	
Subtitles (if any)	
Courses included in the module (if any)	
Semester / year level	1 or 2 / 1 st year
Module coordinator	Dr. Advendi Kristiyandaru, S.Pd., M.Pd.
Lecturer	<p>Dra. Sasminta Christina Yuli Hartati, M.Pd. Dr. Abdul Rahman Syam Tuasikal, M.Pd. Drs. Bambang Ferianto Tjahyo Kuntjoro, M.Pd. Dr. Advendi Kristiyandaru, S.Pd., M.Pd. Dr. Sapto Wibowo, S.Pd., M.Pd. Drs. Hari Wisnu, M.Pd. Vega Candra Dinata, S.Pd., M.Pd. Fifukha Dwi Khory, S.Pd., M.Pd. Dony Andrijanto, S.Pd., M.Kes. Dwi Lorry Juniarisca, S.Pd., M.Ed. Mochamad Ridwan, S.Pd., M.Pd. Andhega Wijaya, S.Pd.Jas., M.Or. Mochamad Arief Al Ardha, S.Pd., M.Ed. Bayu Budi Prakoso, S.Pd., M.Pd. Dr. Mochamad Purnomo, S.Pd., M.Kes. Kunjung Ashadi, S.Pd., M.Fis. Aghus Sifaq, S.Pd., M.Pd. Dr. Heri Wahyudi, S.Or., M.Pd. Hijrin Fitroni, S.Or., M.Pd. Indra Himawan Susanto, S.Or., M.Pd. Drs. Edy Riyanto, M.Pd.</p>
The language used	Indonesian
Classification in the curriculum	Compulsory course / elective studies
Learning format / number of class hours per week	Per week consists of: 2 hours face to face (1 hour face to face = 50 minutes / hour)
Load	2 hours face to face (2x50), 2 hours structured assignments (2x60), 2 hours self-study (2x60), for 15 weeks, total 85 hours / semester
SKS	2
Precondition	-
Learning Outcomes	<p>PLO 4 and PLO 9</p> <p>General competence:</p> <ol style="list-style-type: none"> 1. Having a lifelong learning ability which is manifested in the ability to increase knowledge and be able to continue studies to a higher level 2. Able to apply transferable skills according to fields to develop ecopreneurship (eco-innovation, eco-opportunity, eco-commitment) in an effort to realize character: Jelita's Idaman <p>Special competencies:</p> <ol style="list-style-type: none"> 1. Able to make physical education programs to improve and maintain

	<p>personal physical fitness</p> <ol style="list-style-type: none"> 2. Able to make physical education programs to maintain ideal body shape 3. Able to take simple fitness measurements 																														
Content	<p>This course provides understanding and mastery of the nature, function, and goals of physical education. Provide introduction and experience in carrying out various sports and game activities to be used in order to increase physical activity according to the recommendations of various researches and WHO. In addition, students can experience composing physical education programs for themselves in an effort to improve and maintain physical fitness. Students have experience in measuring the level of physical fitness using various measurement methods. Students have understanding and experience in determining indicators and measuring the ideal body shape based on various methods. As an additional competency, students learn in sports management and competition systems.</p>																														
Soft skill attributes	<p>Discipline Responsible Sport</p>																														
Learning / examination achievement	<p>Students are considered competent and pass if they get at least a minimum test score of 68 (USS and US), and structured activities (assignments / T) and participatory activities (P).</p> <p>The final grade (NA) is calculated according to the formula: $NA = \frac{(2xP)+(3xT)+(2xUSS)+(3xUS)}{10}$ </p> <p>Convert the 0-100 scale value to a 0-4 scale and the letters are arranged as follows:</p> <table border="1"> <thead> <tr> <th>Letter</th> <th>Number</th> <th>Interval</th> </tr> </thead> <tbody> <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> </tbody> </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
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Media form	<p>Video, PPT-based slides, equipment modification.</p>																														
Reference	<ol style="list-style-type: none"> 1. Hartono, S., Et al. 2013. Physical Education (An Introduction). Surabaya: Unesa University Press. 2. Nurhasan, et al. 2005. Practical Instructions for Physical Education (United to Build a Human who is Physically and Spiritually Healthy). Surabaya: Unesa University Press. 3. SCY, Hartati, et al. 2013. Small Game. Malang: Wineka Media. 4. Dugan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. <i>Obstetrics and Gynecology Clinics of North America</i>, 45(4), 723–736. https://doi.org/10.1016/J.OGC.2018.07.009 5. Griera, J. L., Manzanares, J. M., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvadó, J. (2007). Physical activity, energy balance and 																														

	<p>obesity. <i>Public Health Nutrition</i>, 10(10A), 1194-1199.</p> <p>6. Lopes, V. P., Malina, R. M., Gomez-Campos, R., Cossio-Bolaños, M., Arruda, M. de, & Hobold, E. (2019). Body mass index and physical fitness in Brazilian adolescents. <i>Jornal de Pediatria</i>, 95(3), 358–365. https://doi.org/10.1016/J.JPED.2018.04.003</p> <p>7. Luís Grieria, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. <i>Public Health Nutrition</i>, 10(10 A), 1194–1199. https://doi.org/10.1017/S1368980007000705</p>
Note	