



**Universitas Negeri Surabaya  
Faculty of Sports and Health Sciences  
Bachelor of Sports Science Study Program**

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																	
SPORTS HEALTH OF CHILDREN, WOMEN AND ELDERLY	8920102217		T=2	P=0	ECTS=3.18	1	July 17, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																		
	.....		.....			Dr. Heri Wahyudi, S.Or., M.Pd.																																		
<b>Learning model</b>	Project Based Learning																																							
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																							
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
	<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>							P.O																																
P.O																																								
	PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																								
<b>Short Course Description</b>	This course discusses the growth and development of early childhood, movement patterns of early childhood, the response of the body of early childhood to physical exercise, the elderly and their activities, physiological and psychological conditions of the elderly, the influence of nutrition on the health of the elderly, exercise for the elderly, physiological fluctuations basics of women that can affect physical performance, female athlete triad, phases of menopause, exercise for premenopausal-menopausal-postmenopause women. Lectures are conducted to measure the achievement of learning competencies using a discussion, question and answer, assignment approach. Assessment is carried out by performance, written tests and portfolios.																																							
<b>References</b>	<b>Main :</b>																																							
	<p>1. 1. Drinkwater, Barbara. 2000. Women in Sport. Vol. VIII of the Encyclopedia of Sport Medicine. IOC Medical Committee Publication. Blackwell Science Ltd, UK. 2. Hahn, Fredrick. 2009. Strong Kids Healthy Kids. Amacom, New York. 3. Leavitt, Michael. 2008 Physical Activity Guidelines for Americans. U.S. Department of Health &amp; Human Services. www.health.gov/paguidelines. 4. Pocinki, Karen M. 2009. Exercise and Physical Activity. The National Institute on Aging. U.S. Department of Health &amp; Human Services. 5. Redgrave ,Ann. 2008. Exercise Physiology in Special Population. Churchill Livingstone. Elsevier, Philadelphia. 6. Vasta, Ross, Haith, Marshall M., Miller, Scott A. (1999). Child Psychology (the Modern Science) Third Edition. New York: John Wiley &amp; Sons Inc. 7. Yusuf, Syamsu. (2002). Psikologi Perkembangan Anak dan Remaja. Bandung: Rosda Karya. http://www.unicef.org/specialsession/wffc/ 8. Pudjiastuti, Sri Surini &amp; Budi Utomo, 2000. Fisioterapi pada Lansia. Jakarta 9. Sembiring, Sri Alem. 2007. Penataan Lingkungan Sosial bagi Penderita Dimensia (Pikun) dan RTA (Retardasi Mental). Universitas Sumatera Utara: Fakultas Ilmu Sosial dan Ilmu Politik, 10. Arisman. 2004. Gizi dalam Daur Kehidupan. Jakarta : Buku Kedokteran EGC.</p>																																							
	<b>Supporters:</b>																																							
<b>Supporting lecturer</b>	Dr. Noortje Anita Kumaat, M.Kes. Dr. Dita Yuliastrid, S.Si., M.Kes. Anna Noordia, S.TP., M.Kes.																																							
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																	
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )																																			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																	

1	Able to analyze the growth and development of early childhood	<ol style="list-style-type: none"> <li>1.Explain the characteristics of early childhood</li> <li>2.Explain the growth of early childhood</li> <li>3.Explain early childhood development</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to the growth and development of children.</p> <p>Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning Method : Lectures, discussions and questions and answers [TM : 1 (2x50')] Student assignments Independent assignments through assignments in vlearning related to the growth and development of early childhood 2 X 50</p>			0%
2	Able to analyze early childhood movement patterns	<ol style="list-style-type: none"> <li>1.Explain the concept of early childhood movement patterns</li> <li>2.Describe the concept of early childhood movement patterns</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to early childhood movement patterns</p> <p>Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning Method: Lecture , discussion and questions and answers [TM : 1 (2x50')] Student assignments Independent assignments through assignments in vlearning related to early childhood movement patterns 2 X 50</p>			0%

3	Able to analyze the body's response in early childhood to physical exercise	<ol style="list-style-type: none"> <li>1.Explain the body's response in early childhood to physical exercise</li> <li>2.Explain the effects of exercise on early childhood growth</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to the growth and development of children.</p> <p>Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning Method: Lecture, discussion and questions and answers[TM : 1 (2x50')]Student assignments Independent assignments through assignments in vilearning related to the growth and development of early childhood 2 X 50</p>			0%
4	Able to understand the elderly and their activities	<ol style="list-style-type: none"> <li>1.Able to explain the meaning of elderly and the definition of elderly</li> <li>2.Able to explain and differentiate categories of elderly age limits</li> <li>3.Able to explain the activities of the elderly</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to the elderly and their activities</p> <p>Learning Form: Virtual face-to-face lecture via vilearning and zoom Learning Method: Lecture, discussion and question and answer[ TM : 1 (2x50')]Student assignments Independent assignments through assignments in vilearning related to elderly people and their activities 2 X 50</p>			0%

5	Able to explain the condition of the elderly physiologically and psychologically	<ol style="list-style-type: none"> <li>1. Able to explain the cardiovascular and respiratory systems</li> <li>2. Able to explain the musculoskeletal system</li> <li>3. Able to explain the nervous and hormonal systems</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50)] Student assignment Independent task to search for literature related to the physiological and psychological conditions of the elderly.</p> <p>Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning Method: Lectures, discussions and questions and answers [TM : 1 (2x50)] Student assignments Independent assignments through assignments in vlearning related to the physiological and psychological conditions of the elderly 2 X 50</p>			0%
6	Able to explain the condition of the elderly physiologically and psychologically	<ol style="list-style-type: none"> <li>1. Able to explain the mental state of the elderly</li> <li>2. Able to explain the aging process and the problems faced by the elderly</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50)] Student assignment Independent assignment to search for literature related to physiological and psychological conditions of the elderly</p> <p>Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning Method: Lecture, discussion and questions and answers [TM : 1 (2x50)] Student assignments Independent assignments through assignments in vlearning related to the physiological and psychological conditions of the elderly 2 X 50</p>			0%

7	Able to explain the influence of nutrition on the health of the elderly	<p>1.Explain the nutritional needs and nutritional values of the elderly</p> <p>2.2. Explain the impact of nutrition on the health of the elderly</p>	<p><b>Criteria:</b></p> <p>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</p> <p>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</p> <p>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</p> <p>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</p> <p>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</p>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to the influence of nutrition on the health of the elderly [TM : 1 (2x50')]</p> <p>Learning Form: Face-to-face lecture virtual through vlearning and zoom Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignments Independent assignments through assignments in vlearning related to the influence of nutrition on the health of the elderly 2 X 50</p>			0%
8	MIDTERM EXAM		<p><b>Criteria:</b></p> <p>The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weighting of (2)</p>	2 X 50			0%
9	Able to explain the right type of exercise for the elderly	<p>1.Explain the right type of exercise for the elderly</p> <p>2.Explain the effects of exercise on the elderly</p>	<p><b>Criteria:</b></p> <p>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</p> <p>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</p> <p>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</p> <p>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</p> <p>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</p>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent task to search for literature related to appropriate types of exercise for the elderly [TM : 1 (2x50')]</p> <p>Learning Form: Lecture virtual face to face via vlearning and zoom Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignments Independent assignments through assignments in vlearning related to the right type of sport for the elderly 2 X 50</p>			0%

10	Able to explain basic physiological fluctuations in women	<ol style="list-style-type: none"> <li>1.Explains general terminology and concepts for regulating reproductive function</li> <li>2.Explain reproductive function in women</li> <li>3.Explain the function of the ovaries</li> <li>4.Explain hormonal changes in women</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to basic physiological fluctuations Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning Method: Lecture, discussion and questions and answers [TM : 1 (2x50')] Student assignments Independent assignments through assignments in vlearning related to basic physiological fluctuations in women 2 X 50</p>			0%
11	Able to explain women's physiological changes with physical performance	<ol style="list-style-type: none"> <li>1.Explains the menstrual cycle and physical performance</li> <li>2.Explaining premenstrual syndrome and physical performance</li> <li>3.Explains dysmenorrhoea and physical performance</li> <li>4.Explaining pregnancy and exercise</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. Participation during lectures and peer teaching, carried out through observation (weight 2)</li> <li>2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2)</li> <li>3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3)</li> <li>4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3)</li> <li>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> </ol>	<p>Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to women's physiological changes and performance Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning Method: Lecture, discussion and questions and answers [TM : 1 (2x50')] Student assignments Independent assignments through assignments in vlearning related to physiological changes in women with physical performance 2 X 50</p>			0%

12	Able to explain the female athlete triad (FAT)	Explaining the Female Athlete Triad, which includes: a. Amenorrhoea b. Disordered eating c. Osteoporosis	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2) 3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3) 4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3) 5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to the female athlete triad (FAT) Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning Method: Lectures, discussions and questions and answers [TM : 1 (2x50')] Student assignments Independent assignments through assignments in vlearning related to the female athlete triad (FAT) 2 X 50			0%
13	Be able to explain the phases of menopause	1. Explain the meaning of premenopause, 2. Explain the signs of menopause 3. Explain the signs of post-menopause	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2) 3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3) 4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3) 5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to the phases of menopause Learning Form: Virtual face-to-face lecture via vlearning and zoom Learning Method: Lecture, discussion and questions and answers [TM : 1 (2x50')] Student assignments Independent assignments through assignments in vlearning related to the phases of menopause 2 X 50			0%

14	Able to explain the right type of exercise for premenopausal, menopausal and postmenopausal women	Explains the right type of exercise for premenopausal, menopausal and postmenopausal women	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2) 3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3) 4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3) 5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to appropriate types of exercise for premenopausal, menopausal and postmenopausal women Learning Form: Face-to-face lecture via virtual vlearning and zoom Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignments Independent assignments through assignments in vlearning regarding the right type of exercise for premenopausal, menopausal and postmenopausal women 2 X 50			0%
15	Able to explain the impact of exercise for premenopausal, menopausal and postmenopausal women	Explain the impact of exercise for premenopausal, menopausal and postmenopausal women	<b>Criteria:</b> 1.1. Participation during lectures and peer teaching, carried out through observation (weight 2) 2.2. The subsummative test (UTS) is carried out once with indicators 1-6 via a written exam and is given a weight (2) 3.3. Assessment of written tests in peer teaching is considered an assignment, the scores are averaged, then weighted (3) 4.4. UAS scores are carried out in writing with indicators 8-16 given a weight (3) 5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Learning Form: Face-to-face lecture Learning Method: Lecture, discussion and question and answer [TM : 1 (2x50')] Student assignment Independent assignment to search for literature related to the impact of exercise on premenopausal, menopausal and postmenopausal women 2 X 50			0%
16							0%



### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.