



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate 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>																																																		
AUD Health and Nutrition	8620703031		T=3 P=0 ECTS=4.77	3	July 11, 2022																																																		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																		
	Mallevi Agustin Ningrum, S.Pd., M.Pd.		Prof. Dr. Rachma Hasibuan, M.Kes.		Kartika Rinakit Adhe, S.Pd., M.Pd.																																																		
<b>Learning model</b>	Project Based Learning																																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																																						
	Program Objectives (PO)																																																						
	PO - 1	Through this course, students can master the concepts of health and nutrition in early childhood and put them into practice through a fun activity program																																																					
	PLO-PO Matrix																																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> </table>				P.O	PO-1																																																
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PO-1																																																							
	PO Matrix at the end of each learning stage (Sub-PO)																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																							
PO-1																																																							
<b>Short Course Description</b>	This course discusses improving health through simple early detection and holistic development of education for early childhood including health and nutrition education which includes basic concepts of nutritional science, basic knowledge of health and disease, child safety and security, and immunization. This course also discusses an introduction to selecting food ingredients, good food processing techniques, food needs, balanced nutrition, as well as planning and assessing the composition of food for children and developing an introduction to ethics in eating.																																																						
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Adriani, Merryana. 2014. Gizi dan Kesehatan Balita . Jakarta: Prenada Media.</li> <li>Byrd Bredbenner, Carol, dkk. 2009. Wardlaw's Perspectives in Nutrition Eighth Edition . New York: Higher Education.</li> <li>Catur, Adi Annis. 2012. Konsep Angka Kecukupan Gizi (AKG)-Recommended Daily Allowance (RDA) . Surabaya: Departemen Gizi Kesehatan FKM Universitas Airlangga.</li> <li>Chamidah, Atien Nur. 2012. Status Gizi Anak Usia Dini . Yogyakarta: Universitas Negeri Yogyakarta.</li> <li>Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment . Missouri: Mosby Elsevier.</li> <li>Hasibuan, Rachma. 2017. Kesehatan, Gizi, Keamanan dan Keselamatan Anak Usia Dini . Surabaya: Unesa University Press.</li> <li>Hay, William W, dkk. 2011. Current Diagnosis &amp; Treatment Pediatric 20th Edition . New York: Mc Graw Hill Lange.</li> <li>Illingworth, Ronald S. 1979. The Normal Child (Some Problems of The Early Years and Their Treatment) . New York: Churchill Livingstone.</li> <li>Muhammad, Kartono. 1993. P3K (Pertolongan Pertama pada Kecelakaan) . Jakarta: Gramedia Pustaka Utama.</li> <li>Piziali Nichol MD, Kathryn. Panduan Menyusui . Jakarta: Prestasi Pustakaraya.</li> <li>Kemdikbud. 2015. Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif di Satuan PAUD . Jakarta: Kemdikbud.</li> <li>Adriani, Merryana dan Wirjatmadi, Bambang. 2012. Peranan Gizi dalam Siklus Kehidupan . Jakarta: Kencana Prenadamedia Group.</li> <li>Nicola Graines. 2005. Brain Foods for Kids . Jakarta: Erlangga.</li> <li>Ningrum, Mallevi Agustin. 2016. Pola Pengasuhan Anak Usia Dini . Surabaya: Unesa University Press.</li> <li>Ningrum, Mallevi Agustin. 2017. Permasalahan dan Bimbingan AUD . Surabaya: Unesa University Press.</li> <li>Devi, Nirmala. 2010. Nutrition and Food (Gizi untuk Keluarga) . Jakarta: Kompas.</li> <li>Noe'man, Rani Razak. 2012. Amazing Parenting (Menjadi Orangtua Asyik, Membentuk Anak Hebat) . Jakarta: Noura Books.</li> <li>Soegeng, Santosa dan Anne, Ranti Lies. 1996. Kesehatan dan Gizi . Jakarta: Depdikbud Dirjen Dikti.</li> <li>Moehji, Sjahmien. 2002. Ilmu Gizi . Jakarta: Erlangga.</li> <li>Dowshen, Steven A, dkk. 2002. Panduan Kesehatan Balita . Jakarta: Raja Grafindo Persada.</li> <li>Almatsier, Sunita. 2006. Prinsip Dasar Ilmu Gizi . Jakarta: Gramedia Pustaka Utama.</li> <li>Santoso, Soegeng. 2008. Kesehatan dan Gizi . Jakarta: Universitas Terbuka.</li> <li>Urip, Vera. 2004. Menu Sehat untuk Balita . Jakarta: Puspaswara.</li> </ol> <p><b>Supporters:</b></p> <ol style="list-style-type: none"> <li>Ningrum, M. A., Hasibuan, R., &amp; Fitri, R. (2023). PAUD Holistik Integratif Berdimensi Profil Pelajar Pancasila. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(1), 563-574.</li> </ol>																																																						

Supporting lecturer		Prof. Dr. Hj. Rachma Hasibuan, M.Kes. Mallevi Agustin Ningrum, S.Pd., M.Pd.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding of the nature of health and wellness	1. Students are able to define the meaning of health and wellness 2. Students are able to state the characteristics of healthy children 3. Students are able to explain the importance of health for children	<b>Criteria:</b> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students are unable to listen to the lecturer's explanation well  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Collaborative 3 X 50		<b>Material:</b> The nature of health and nutritional sciences <b>References:</b> <i>Adriani, Merryana. 2014. Nutrition and Toddler Health. Jakarta: Prenada Media.</i>	5%
2	Understanding of the basic concepts of early childhood development in a holistic-integrative manner	1. Students are able to explain the development of AUD in a holistic-integrative manner 2. Students are able to explain holistic-integrative programs at PAUD institutions 3. Students are able to understand holistic-integrative services in PAUD institutions	<b>Criteria:</b> 1.3 = Students are able to answer and understand the lecturer's questions very well 2.2 = Students are able to answer and understand the lecturer's questions well 3.1 = Student is unable to answer and understand questions well  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Collaborative 3 X 50		<b>Material:</b> HI PAUD Development Program <b>Reader:</b> <i>Catur, Adi Annis. 2012. Concept of Nutritional Adequacy Rate (AKG)- Recommended Daily Allowance (RDA). Surabaya: Department of Health Nutrition, FKM Airlangga University.</i>	5%
3	Understanding of child safety and security	Students are able to explain about first aid in accidents (P3K)	<b>Criteria:</b> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students are unable to listen to the lecturer's explanation well  <b>Form of Assessment :</b> Practical Assessment, Practice/Performance	Scientific 3 X 50		<b>Material:</b> The concept of early childhood security and safety <b>Reader:</b> <i>Hasibuan, Rachma. 2017. Health, Nutrition, Safety and Security of Early Childhood. Surabaya: Unesa University Press.</i>	5%
4	Understanding of anthropometric measurements for AUD	1. Students can put forward a definition of anthropometric measurements for AUD 2. Students can explain how to measure height, weight, upper arm circumference, head circumference	<b>Criteria:</b> 1.3 = Students are able to do practical work very well 2.2 = Students are able to do practicum well 3.1 = Student is not able to do practicum well  <b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	Scientific 3 X 50		<b>Material:</b> Anthropometric measurements in early childhood <b>References:</b> <i>Hay, William W, et al. 2011. Current Diagnosis &amp; Treatment Pediatric 20th Edition. New York: McGraw Hill Lange.</i>	5%

5	Understanding of basic health and disease knowledge	<p>1. Students can explain PHBS (Clean and Healthy Living Behavior)</p> <p>2. Students are able to express guidance and health services for children</p>	<p><b>Criteria:</b></p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students are unable to listen to the lecturer's explanation well</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Collaborative 3 X 50		<p><b>Material:</b> Understanding health and diseases suffered by young children.</p> <p><b>Reference:</b> Soegeng, Santosa and Anne, Ranti Lies. 1996. <i>Health and Nutrition</i>. Jakarta: Depdikbud Director General of Higher Education.</p>	5%
6	Understanding of the application of PHBS in early childhood	<p>1. Students can explain improving health through correct hand washing habits</p> <p>2. Students are able to implement PHBS (Clean and Healthy Living Behavior) through the habit of washing their hands</p>	<p><b>Criteria:</b></p> <p>1.3 = Students are able to do practical work very well</p> <p>2.2 = Students are able to do practicum well</p> <p>3.1 = Student is not able to do practicum well</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	Scientific 3 X 50		<p><b>Material:</b> Application of PHBS in early childhood</p> <p><b>References:</b> Soegeng, Santosa and Anne, Ranti Lies. 1996. <i>Health and Nutrition</i>. Jakarta: Depdikbud Director General of Higher Education.</p>	5%
7	Understanding of improving children's health through immunization	Students can explain the importance of immunization for children's growth and development	<p><b>Criteria:</b></p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students are unable to listen to the lecturer's explanation well</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Scientific 3 X 50		<p><b>Material:</b> Improving children's health through immunization</p> <p><b>Reader:</b> Hasibuan, Rachma. 2017. <i>Health, Nutrition, Safety and Security of Early Childhood</i>. Surabaya: Unesa University Press.</p>	5%
8	Solving USS questions	Students are able to answer USS questions	<p><b>Criteria:</b></p> <p>1.3 = Students are able to answer and understand written test questions very well</p> <p>2.2 = Students are able to answer and understand written test questions well</p> <p>3.1 = Student is unable to answer and understand written test questions well</p> <p><b>Form of Assessment :</b> Test</p>	Scientific 3 X 50		<p><b>Material:</b> Summary of material 1-7</p> <p><b>References:</b> Hasibuan, Rachma. 2017. <i>Health, Nutrition, Safety and Security of Early Childhood</i>. Surabaya: Unesa University Press.</p>	10%

9	Understanding of improving health through simple early detection	Students can explain the diseases experienced by AUD	<p><b>Criteria:</b></p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students are unable to listen to the lecturer's explanation well</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Scientific 3 X 50		<p><b>Material:</b> Children's diseases</p> <p><b>References:</b> <i>Adriani, Merryana. 2014. Nutrition and Toddler Health. Jakarta: Prenada Media.</i></p>	7%
10	Understanding of improving health through simple early detection	Students can explain the diseases experienced by AUD	<p><b>Criteria:</b></p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students are unable to listen to the lecturer's explanation well</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Scientific 3 X 50		<p><b>Material:</b> Improving children's health from an early age</p> <p><b>References:</b> <i>Ningrum, MA, Hasibuan, R., &amp; Fitri, R. (2023). Integrative Holistic PAUD with Pancasila Student Profile Dimensions. Obsession Journal: Journal of Early Childhood Education, 7(1), 563-574.</i></p>	5%
11	Understanding breastfeeding for the growth and development of AUD	Students can explain the importance of breast milk for children's growth and development	<p><b>Criteria:</b></p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students are unable to listen to the lecturer's explanation well</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Scientific 3 X 50		<p><b>Material:</b> breast milk for early childhood</p> <p><b>References:</b> <i>Adriani, Merryana. 2014. Nutrition and Toddler Health. Jakarta: Prenada Media.</i></p>	5%
12	Understanding of planning and assessing the composition of healthy foods for AUD and developing an introduction to ethics in eating and socializing healthy foods	<p>1. Students are able to identify AUD eating patterns</p> <p>2. Students are able to explain healthy foods for AUD</p> <p>3. Students are able to plan meals for AUD and family</p>	<p><b>Criteria:</b></p> <p>1.3 = Students are able to plan and create work very well</p> <p>2.2 = Students are able to plan and create work well</p> <p>3.1 = Students are unable to plan and produce work well</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	Collaborative Humanistic 3 X 50		<p><b>Material:</b> Healthy food planning for young children</p> <p><b>Reference:</b> <i>Catur, Adi Annis. 2012. Concept of Nutritional Adequacy Rate (AKG)-Recommended Daily Allowance (RDA). Surabaya: Department of Health Nutrition, FKM Airlangga University.</i></p>	5%

13	Understanding of planning and assessing the composition of healthy foods for AUD and developing an introduction to ethics in eating and socializing healthy foods	1. Students are able to identify AUD eating patterns 2. Students are able to explain healthy foods for AUD 3. Students are able to plan meals for AUD and family	<b>Criteria:</b> 1.3 = Students are able to plan and create work very well 2.2 = Students are able to plan and create work well 3.1 = Students are unable to plan and produce work well  <b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	CollaborativeHumanistic 3 X 50		<b>Material:</b> Healthy food planning for early childhood <b>References:</b> Moehji, Sjahmien. 2002. <i>Nutrition Science</i> . Jakarta: Erlangga.	5%
14	Understanding of planning and assessing the composition of healthy foods for AUD and developing an introduction to ethics in eating and socializing healthy foods	1. Students are able to identify AUD eating patterns 2. Students are able to explain healthy foods for AUD 3. Students are able to plan meals for AUD and family	<b>Criteria:</b> 1.3 = Students are able to plan and create work very well 2.2 = Students are able to plan and create work well 3.1 = Students are unable to plan and produce work well  <b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	CollaborativeHumanistic 3 X 50		<b>Material:</b> Healthy food planning for early childhood <b>Reader:</b> Nicola Graines. 2005. <i>Brain Foods for Kids</i> . Jakarta: Erlangga.	5%
15	Mastery in carrying out the practice of preparing healthy food menus for children aged 0-6 years	Students can carry out the process of preparing a healthy food menu for children aged 0-6 years	<b>Criteria:</b> 1.3 = Students are able to plan and create work very well 2.2 = Students are able to plan and create work well 3.1 = Students are unable to plan and produce work well  <b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	CollaborativeHumanistic 3 X 50		<b>Material:</b> Healthy foods for young children <b>References:</b> Byrd Bredbenner, Carol, et al. 2009. <i>Wardlaw's Perspectives in Nutrition Eighth Edition</i> . New York: Higher Education.	12%
16	Solving US questions	Students are able to answer US questions	<b>Criteria:</b> 1.3 = Students are able to answer and understand written test questions very well 2.2 = Students are able to answer and understand written test questions well 3.1 = Student is unable to answer and understand written test questions well  <b>Form of Assessment :</b> Test	Scientific 3 X 50		<b>Material:</b> Overall health and nutrition material. <b>Reference:</b> Ningrum, MA, Hasibuan, R., & Fitri, R. (2023). <i>Integrative Holistic PAUD with Pancasila Student Profile Dimensions</i> . <i>Obsession Journal: Journal of Early Childhood Education</i> , 7(1), 563-574.	10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	46.85%
2.	Practical Assessment	14.85%
3.	Practice / Performance	17.35%
4.	Test	20%
		99.05%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.