



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate**  
**Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date												
Health and Nutrition	8620704030		T=4   P=0   ECTS=6.36	4	July 18, 2024												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>												
	.....		.....		Kartika Rinakit Adhe, S.Pd., M.Pd.												
<b>Learning model</b>	Case Studies																
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	PO Matrix at the end of each learning stage (Sub-PO)																
	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 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 choosing 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>	<b>Main :</b>																
	<ol style="list-style-type: none"> <li>1. Achmad Djaeni Sediaotama. 2000. Ilmu Gizi . Jakarta: Dian Rakyat.</li> <li>2. Byrd-Bredbenner, Carol, dkk. 2009. Wardlaw's Perspectives in Nutrition Eighth Edition . New York: Higher Education.</li> <li>3. Catur, Adi Annis. 2012. Konsep Angka Kecukupan Gizi (AKG)-Recommended Daily Allowance (RDA) . Surabaya: Dept. Gizi Kesehatan FKM Universitas Airlangga.</li> <li>4. Chamidah, Atien Nur. 2012. Status Gizi Anak Usia Dini . Yogyakarta: Universitas Negeri Yogyakarta.</li> <li>5. Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment . Missouri: Mosby Elsevier.</li> <li>6. Hasibuan, Rachma. 2017. Kesehatan, Gizi, Keamanan dan Keselamatan Anak Usia Dini . Surabaya: Unesa University Press.</li> <li>7. Hay, William W, dkk. 2011. Current Diagnosis &amp; Treatment Pediatric 20th Edition . New York: Mc Graw Hill Lange.</li> <li>8. Illingworth, Ronald S. 1979. The Normal Child (Some Problems of The Early Years and Their Treatment) . New York: Churchill Livingstone.</li> <li>9. Kartono Muhammad. 1993. P3K (Pertolongan Pertama pada Kecelakaan) . Jakarta: Gramedia Pustaka Utama.</li> <li>10. Kathryn Piziali Nichol MD. Panduan Menyusui . Jakarta: Prestasi Pustakaraya.</li> <li>11. Kemdikbud. 2015. Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif di Satuan PAUD . Jakarta: Kemdikbud.</li> <li>12. Merryana Adriani dan Bambang Wirjatmadi. 2012. Peranan Gizi dalam Siklus Kehidupan . Jakarta: Kencana Prenadamedia Group.</li> <li>13. Nicola Graines. 2005. Brain Foods for Kids . Jakarta: Erlangga.</li> <li>14. Ningrum, Mallevi Agustin. 2016. Pola Pengasuhan Anak Usia Dini . Surabaya: Unesa University Press.</li> <li>15. Ningrum, Mallevi Agustin. 2017. Permasalahan dan Bimbingan AUD . Surabaya: Unesa University Press.</li> <li>16. Noe'man, Rani Razak. 2012. Amazing Parenting (Menjadi Orangtua Asyik, Membentuk Anak Hebat) . Jakarta: Noura Books.</li> <li>17. Santosa Soegeng, Ranti Lies Anne. 1996. Kesehatan dan Gizi . Jakarta: Depdikbud Dirjen Dikti.</li> <li>18. Sjahmien Moehji. 2002. Ilmu Gizi . Jakarta: Erlangga.</li> <li>19. Steven A. Dowshen, dkk. 2002. Panduan Kesehatan Balita . Jakarta: Raja Grafindo Persada.</li> <li>20. Sunita Almatier. 2006. Prinsip Dasar Ilmu Gizi . Jakarta: Gramedia Pustaka Utama.</li> <li>21. Soegeng Santoso. 2008. Kesehatan dan Gizi . Jakarta: Universitas Terbuka.</li> <li>22. Vera Urip. 2004. Menu Sehat untuk Balita . Jakarta: Puspa Swara.</li> </ol>																

		Supporters:					
Supporting lecturer		Sri Widayati, S.Pd., M.Pd. 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 and understand the lecturer's explanation well 3.1 = Students are unable to listen and understand the lecturer's explanation well	Collaborative 4 X 50			0%
2	Understanding of improving children's health through immunization	Students can explain the importance of immunization for children's growth and development	<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	Scientific 4 X 50			0%
3	Understanding of improving health through simple early detection	Students can explain the diseases experienced by AUD	<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	Scientific 4 X 50			0%
4	Understanding of basic health and disease knowledge	1. Students can explain PHBS (Clean and Healthy Living Behavior) 2. Students are able to express guidance and health services 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	Collaborative 4 X 50			0%

5	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	Scientific 4 X 50			0%
6	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	Scientific 4 X 50			0%
7	Understanding of the basic science of nutrition	1.Students are able to explain the nature of nutrition 2.Students understand the food substances needed by AUD 3.Students are able to explain the need for adequate balanced nutrition for AUD	<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	Collaborative 4 X 50			0%
8	Understanding breastfeeding for the growth and development of AUD	Students can explain the importance of breast milk for children's growth and development	<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	Humanistic 4 X 50			0%
9	Understanding the material from meetings 1 to 8	Students understand the material from meetings 1 to 8	<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	Written exam 4 X 50			0%

10	Understanding of planning and assessing the composition of healthy foods for AUD and developing an introduction to ethics in eating and socializing healthy foods	<ol style="list-style-type: none"> <li>1. Students are able to identify AUD eating patterns</li> <li>2. Students are able to explain healthy foods for AUD</li> <li>3. Students are able to plan meals for AUD and family</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.3 = Students are able to plan and create work very well</li> <li>2.2 = Students are able to plan and create work well</li> <li>3.1 = Students are unable to plan and produce work well</li> </ol>	Collaborative, Humanistic 4 X 50			0%
11	Understanding of planning and assessing the composition of healthy foods for AUD and developing an introduction to ethics in eating and socializing healthy foods	<ol style="list-style-type: none"> <li>1. Students are able to identify AUD eating patterns</li> <li>2. Students are able to explain healthy foods for AUD</li> <li>3. Students are able to plan meals for AUD and family</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.3 = Students are able to plan and create work very well</li> <li>2.2 = Students are able to plan and create work well</li> <li>3.1 = Students are unable to plan and produce work well</li> </ol>	Collaborative, Humanistic 4 X 50			0%
12	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> <ol style="list-style-type: none"> <li>1.3 = Students are able to plan and create work very well</li> <li>2.2 = Students are able to plan and create work well</li> <li>3.1 = Students are unable to plan and produce work well</li> </ol>	Collaborative, Humanistic 4 X 50			0%
13	Understanding of the basic concepts of early childhood development in a holistic-integrative manner	<ol style="list-style-type: none"> <li>1. Students are able to explain the development of AUD in a holistic-integrative manner</li> <li>2. Students are able to explain holistic-integrative programs at PAUD institutions</li> <li>3. Students are able to understand holistic-integrative services in PAUD institutions</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.3 = Students are able to listen and understand the lecturer's explanation very well</li> <li>2.2 = Students are able to listen to the lecturer's explanation well</li> <li>3.1 = Students are unable to listen to the lecturer's explanation well</li> </ol>	Collaborative 4 X 50			0%
14	Understanding in the implementation of Integrative Holistic PAUD	<ol style="list-style-type: none"> <li>1. Students can plan an Integrative Holistic PAUD program</li> <li>2. Students are able to practice the Holistic PAUD program</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.3 = Students are able to plan and create work very well</li> <li>2.2 = Students are able to plan and create work well</li> <li>3.1 = Students are unable to plan and produce work well</li> </ol>	Collaborative, Humanistic 4 X 50			0%

15	Understanding in the implementation of Integrative Holistic PAUD	1.Students can plan an Integrative Holistic PAUD program 2.Students are able to practice the Holistic PAUD program	<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	Collaborative, Humanistic 4 X 50			0%
16	Understanding the material from meetings 10 to 15	Students understand the material from meetings 10 to 15	<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	Written Exam 4 X 50			0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**Notes**

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.