	Universitas Negeri Surabaya **Faculty of Education,** **Early Childhood Education Masters Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
AUD Health and Nutrition	8610703018	Compulsory Study Program Subjects	**T=2**	**P=1**	**ECTS=6.72**	3	August 22, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course	
PLO-7	Synthesize theories of early childhood education and learning and conduct children's research with various innovative approaches; (Special Skills) (profile 1);
PLO-8	Implementing quality management and applying various multi-modal learning resources to support early childhood learning in accordance with the spirit of eduPioneers who have the skills, enthusiasm and vision to create positive change in early childhood education at the local, national and international levels. (Special Skills) (profile 2 and 3)
Program Objectives (PO)	
PO - 1	Students are able to make appropriate decisions based on the results of critical thinking by analyzing information and data and advocating for policies, laws and protection for early childhood at local and national levels based on science and research
PO - 2	Students are able to make appropriate decisions based on the results of critical thinking by analyzing information and data and advocating for policies, laws and protection for early childhood at local and national levels based on science and research
PO - 3	Students are able to master the concepts of curriculum development, child growth and development, learning theory, creative arts, learning models and strategies as well as early childhood assessment in the management of PAUD, which are analyzed through various digital literacy study and research activities to produce scientific knowledge and innovative practices that upholds human values
PO - 4	Students are able to master the concepts of curriculum development, child growth and development, learning theory, creative arts, learning models and strategies as well as early childhood assessment in the management of PAUD, which are analyzed through various digital literacy study and research activities to produce scientific knowledge and innovative practices that upholds human values
PO - 5	Students are able to think critically to examine policies, laws and child protection in local, national and global contexts as an effort to solve various problems and obstacles faced by young children throughout their growth and development.
PO - 6	Students are able to think critically to examine policies, laws and child protection in local, national and global contexts as an effort to solve various problems and obstacles faced by young children throughout their growth and development.
PLO-PO Matrix	

P.O	PLO-7	PLO-8
PO-1	✔	✔
PO-2		
PO-3		
PO-4		
PO-5		
PO-6		

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
PO-1				✔	✔	✔	✔		✔	✔	✔	✔	✔			
PO-2		✔														
PO-3																
PO-4			✔											✔	✔	
PO-5																
PO-6	✔							✔								✔

Short Course Description	Examining the nature of the family which includes the meaning, goals, roles, responsibilities of the family, the study of child behavior and educational social interactions between parents and children, introduction to early childhood parenting patterns (AUD), types of physical, psychological and social stimulation in early childhood (AUD), child rearing theory and practice, child care and upbringing (asih, asah, foster), simple early detection skills, basic knowledge of health and disease, child safety and security, as well as planning and assessing the composition of food for children and developing an introduction to ethics in eating and socializing healthy food, as well as how to provide appropriate stimulation by utilizing various technologies according to the development stage of AUD.

References

Main :

1. Adriani, Merryana. 2014. Gizi dana Kesehatan Balita . Jakarta: Prenada Media.
2. Byrd Bredbenner, Carol, dkk. 2009
3. Catur, Adi Annis. 2012. Konsep Angka Kecukupan Gizi (AKG)-Recommended Daily Allowance (RDA) . Surabaya: Departemen Gizi Kesehatan FKM Universitas Airlangga
4. Chamidah, Atien Nur. 2012. Status Gizi Anak Usia Dini . Yogyakarta: Universitas Negeri Yogyakarta.
5. Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment . Missouri: Mosby Elsevier.
6. Hasibuan, Rachma. 2017. Kesehatan, Gizi, Keamanan dan Keselamatan Anak Usia Dini . Surabaya: Unesa University Press.
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8. Ilingworth, Ronald S. 1979. The Normal Child (Some Problems of The Early Years and Their Treatment) . New York: Churchill Livingstone
9. Muhammad, Kartono. 1993. P3K (Pertolongan Pertama pada Kecelakaan) . Jakarta: Gramedia Pustaka Utama.
10. Piziali Nichol MD, Kathryn. Panduan Menyusui . Jakarta: Prestasi Pustakaraya.
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12. Adriani, Merryana dan Wirjatmadi, Bambang. 2012. Peranan Gizi dalam Siklus Kehidupan . Jakarta: Kencana Prenadamedia Group.
13. Nicola Graines. 2005. Brain Foods for Kids . Jakarta: Erlangga.
14. Ningrum, Mallevi Agustin. 2016. Pola Pengasuhan Anak Usia Dini . Surabaya: Unesa University Press.
15. Ningrum, Mallevi Agustin. 2017. Permasalahan dan Bimbingan AUD . Surabaya: Unesa University Press.
16. Devi, Nirmala. 2010. Nutrition and Food (Gizi untuk Keluarga) . Jakarta: Kompas.
17. Noe'man, Rani Razak. 2012. Amazing Parenting (Menjadi Orangtua Asyik, Membentuk Anak Hebat) . Jakarta: Noura Books.
18. Soegeng, Santosa dan Anne, Ranti Lies. 1996. Kesehatan dan Gizi . Jakarta: Depdikbud Dirjen Dikti.
19. Moehji, Sjahmien. 2002. Ilmu Gizi . Jakarta: Erlangga.
20. Dowshen, Steven A, dkk. 2002. Panduan Kesehatan Balita . Jakarta: Raja Grafindo Persada.
21. Almatsier, Sunita. 2006. Prinsip Dasar Ilmu Gizi . Jakarta: Gramedia Pustaka Utama.
22. Santoso, Soegeng. 2008. Kesehatan dan Gizi . Jakarta: Universitas Terbuka.

Supporters:

1. Ningrum, M. A., Hasibuan, R., & Fitri, R. (2023). PAUD Holistik Integratif Berdimensi Profil Pelajar Pancasila. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(1), 563-574.

Supporting lecturer	Prof. Dr. Hj. Rachma Hasibuan, M.Kes.

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	**Criteria:** 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 **Form of Assessment** : Project Results Assessment / Product Assessment	Collaborative 3x50		**Material:** The essence and science of nutrition **References:** *Adriani, Merryana and Wirjatmadi, Bambang. 2012. The Role of Nutrition in the Life Cycle. Jakarta: Kencana Prenadamedia Group.*	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, integrated manner 2. Students are able to explain the holistic-integrative program at PAUD institutions 3. Students are able to understand holistic-integrative services in PAUD institutions	**Criteria:** 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 **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Collaborative 3x50		**Material:** HI PAUD development program **Reader:** *Catur, Adi Annis. 2012. Concept of Nutritional Adequacy Rate (AKG)-Recommended Daily Allowance (RDA). Surabaya: Department of Health Nutrition, FKM Airlangga University* **Material:** HI PAUD development program **References:** *3. Catur, Adi Annis. 2012. Concept of Nutritional Adequacy Rate (AKG)-Recommended Daily Allowance (RDA). Surabaya: Department of Health Nutrition, FKM Airlangga University*	5%
3	Understanding of child safety and security		**Criteria:** 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 **Form of Assessment** : Practical Assessment, Practice/Performance	Scientific 3x50		**Material:** The concept of security and safety for early childhood. **Reference:** *Hasibuan, Rachma. 2017. Health, Nutrition, Safety and Security of Early Childhood. Surabaya: Unesa University Press.*	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	**Criteria:** 1. 3 = Students are able to do practical work very well 2. 3 = Students are able to do practical work well **Forms of Assessment** : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	Scientific 3x50			5%

5	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	**Criteria:** 1. 3 = Master Sis is able to do things and understand the lecturer's explanation very well 2. 2 = Mah sis wa capable yim akpe explained sandosen well 3. 1 = M aha sis wa not able to explain sandosen well **Form of Assessment** : Project Results Assessment / Product Assessment	Collaborative 3x50		**Material:** Understanding health safety and diseases suffered by young children. **Reference:** *Soegeng, Santosa and Anne, Ranti Lies. 1996. Health and Nutrition. Jakarta: Depdikbud Director General of Higher Education.*	5%
6	Understanding of the application of PHBS in early childhood	1. Students can explain improving health through correct hand washing habits 2. Students are able to implement PHBS (clean and healthy living behavior) through the habit of washing their hands	**Criteria:** 1. 3 = Excellent sis is able to do general typing practice very well 2. 2 = Very sis wa able to practice typing well 3. 1 = M igh sis wa not able to do the practice of tik um well **Forms of Assessment** : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	Scientific 3x50		**Material:** Application of PHBS in early childhood **References:** *Soegeng, Santosa and Anne, Ranti Lies. 1996. Health and Nutrition. Jakarta: Depdikbud Director General of Higher Education.*	5%
7	Understanding of improving health through immunization		**Criteria:** 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 **Form of Assessment** : Project Results Assessment / Product Assessment	Scientific 3x50		**Material:** Improving children's health through immunization **Reader:** *Hasibuan, Rachma. 2017. Health, Nutrition, Safety and Security of Early Childhood. Surabaya: Unesa University Press.*	5%
8	Understanding of the application of PHBS in early childhood		**Criteria:** 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 **Form of Assessment** : Test	Scientific 3x50			10%

9	Understanding of improving health through simple early detection	Students can explain the diseases experienced by AUD	**Criteria:** 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 **Form of Assessment** : Project Results Assessment / Product Assessment	Offline 3x50		**Material:** Children's diseases **References:** *Adriani, Merryana and Wirjatmadi, Bambang. 2012. The Role of Nutrition in the Life Cycle. Jakarta: Kencana Prenadamedia Group.*	7%
10	Understanding of improving health through simple early detection	Students can explain the diseases experienced by AUD	**Criteria:** 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 very well 3. 1 = Students are unable to listen to the lecturer's explanation well **Form of Assessment** : Project Results Assessment / Product Assessment	Scientific 3x50		**Material:** Improving children's health from an early age **References:** *Ningrum, Mallevi Agustin. 2016. Early Childhood Parenting Patterns. Surabaya: Unesa University Press.*	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	**Criteria:** 1. 3 = Students are able to listen and understand the lecturer's explanation very well 2. 2 = Students are able to listen and explain the lecturer well 3. 1 = Students are unable to listen to the lecturer's explanations well **Form of Assessment** : Project Results Assessment / Product Assessment	Scientific 3x50		**Material:** breast milk for early childhood **References:** *Adriani, Merryana. 2014. Nutrition and Toddler Health. Jakarta: Prenada Media.*	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	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	**Criteria:** 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 **Forms of Assessment** : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance	Collaborative Humanistic 3x50		**Material:** Healthy food planning for young children **Reference:** *Catur, Adi Annis. 2012. Concept of Nutritional Adequacy Rate (AKG)-Recommended Daily Allowance (RDA). Surabaya: Department of Health Nutrition, FKM Airlangga University*	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	**Criteria:** 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 **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Collaborative Humanistic 3x50			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 food patterns 2. Students are able to explain healthy foods for AUD 3. Students are able to plan meals for AUD and family	**Criteria:** 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 **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Collaborative Humanistic 3x50			5%
15	Mastery in implementing 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	**Criteria:** 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 **Form of Assessment** : Participatory Activities	Scientific 3x50		**Material:** Overall health and nutrition material **Reader:** *Ningrum, Mallevi Agustin. 2016. Early Childhood Parenting Patterns. Surabaya: Unesa University Press.*	12%
16			**Criteria:** 1. 3 = Students are able to answer and understand written test statements very well 2. 2 = Students are able to answer and understand written test statements well 3. 1 = Student is unable to answer and understand written test statements well **Form of Assessment** : Test	Scientific		**Material:** Overall health and nutrition material **Reader:** *Ningrum, Mallevi Agustin. 2016. Early Childhood Parenting Patterns. Surabaya: Unesa University Press.*	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	12%
2.	Project Results Assessment / Product Assessment	43.68%
3.	Portfolio Assessment	1.67%
4.	Practical Assessment	7.51%
5.	Practice / Performance	14.18%
6.	Test	20%
		99.04%

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.