Module designation	**Physical Education and Fitness** **Indonesian title:** *Pendidikan Jasmani dan Kebugaran* **Course code:** 1000002047
Semester(s) in which the module is taught	Semester 3 (Second year)
Person responsible for the module	**Coordinator:** Rizky Muhammad Sidik, S.Pd., M.Ed. **Teaching staff:** Rizky Muhammad Sidik, S.Pd., M.Ed.; University Team from The Faculty of Sport Science
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures, tutorial assignments, and individual study **Media and tools:** Slides and LCD projectors, instructional videos, sports equipment and facilities, demonstrations and practical activities, Learning Management System (LMS)
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 2 CU × 170 minutes × 16 weeks = 5,440 minutes = 90.67 hours (≈ 3.18 ECTS) **Contact hours:** lectures, 2 × 50 minutes per week × 16 weeks = 26.67 hours (class hours per week: 340 minutes = 5.67 hours, including structured activities) **Private study including examination preparation:** structured assignments, 2 × 60 minutes per week × 16 weeks = 32.00 hours; independent study, 2 × 60 minutes per week × 16 weeks = 32.00 hours (total 64.00 hours)
Credit points	2 CU (3.18 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-2: Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character. • PLO-4: Engages in continuous self-development and collaboration.
Content	Physical Education is a course that provides students with an understanding of and mastery of the nature, functions, and objectives of physical education. It introduces students to and provides practical experience in various sports and game activities to increase their physical activity levels in accordance with recommendations from various research studies and the World Health Organization (WHO). In addition, students gain experience in designing physical education programs for themselves to improve and maintain their physical fitness. They also gain experience in measuring physical fitness levels using various assessment methods. Students develop an understanding of and practical experience in determining indicators of ideal body composition and measuring them using various methods. As an additional competency, students learn about sports management and competition systems. This course is expected to contribute to the achievement of the following Sustainable Development Goals (SDGs):

<table>
<tr><td></td><td>No Poverty, Good Health and Well- being, Quality Education, Gender Equality, and Partnerships for the Goals.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>2</td><td>CLO-1</td><td>PLO-2</td><td>5</td></tr>
<tr><td>3</td><td>CLO-4</td><td>PLO-4</td><td>5</td></tr>
<tr><td>4</td><td>CLO-4</td><td>PLO-4</td><td>5</td></tr>
<tr><td>5</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>6</td><td>CLO-4</td><td>PLO-4</td><td>5</td></tr>
<tr><td>7</td><td>CLO-4</td><td>PLO-4</td><td>5</td></tr>
<tr><td>8</td><td>CLO-4</td><td>PLO-4</td><td>10</td></tr>
<tr><td>9</td><td>CLO-4</td><td>PLO-4</td><td>5</td></tr>
<tr><td>10</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>11</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>12</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>13</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>14</td><td>CLO-3</td><td>PLO-2</td><td>5</td></tr>
<tr><td>15</td><td>CLO-3</td><td>PLO-2</td><td>5</td></tr>
<tr><td>16</td><td>CLO-4</td><td>PLO-4</td><td>20</td></tr>
</table></td></tr>
<tr><td>Study and examination requirements</td><td>Students are considered competent and pass if the final score is at least 55 or C.
Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<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 ≤ A < 80</td></tr>
<tr><td>B</td><td>3.00</td><td>70 ≤ A < 75</td></tr>
<tr><td>B-</td><td>2.75</td><td>65 ≤ A < 70</td></tr>
<tr><td>C+</td><td>2.50</td><td>60 ≤ A < 65</td></tr>
<tr><td>C</td><td>2.00</td><td>55 ≤ A < 60</td></tr>
<tr><td>D</td><td>1.00</td><td>40 ≤ A < 55</td></tr>
<tr><td>E</td><td>0.00</td><td>0 ≤ A < 40</td></tr>
</table></td></tr>
<tr><td>Reading list</td><td>1. Kristiyandaru, A., dkk. (2020). Pendidikan Jasmani Sadarkan Arti Hidupku. Sidoarjo: Zifatama Jawara.
2. Dinata, V. C., dkk. (2024) Pengembangan Kesehatan dan Kebugaran. Jakarta: Erlangga
3. Dugan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. Obstetrics and Gynecology Clinics of North America, 45(4), 723–736. https://doi.org/10.1016/J.OGC.2018.07.009
4. Griera, J. L., Manzanares, J. M., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvadó, J. (2007). Physical activity, energy balance and</td></tr>
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	obesity. Public Health Nutrition, 10(10A), 1194-1199. 5. 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. Jornal de Pediatria, 95(3), 358–365. https://doi.org/10.1016/J.JPED.2018.04.003 6. Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10 A), 1194–1199. https://doi.org/10.1017/S1368980007000705 7. Nurhasan, dkk. 2005. Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangun Manusia yang Sehat Jasmani dan Rohani). Surabaya: Unesa University Press. 8. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. American Journal of Public Health, 87(8), 1328–1334. https://doi.org/10.2105/AJPH.87.8.1328 9. SCY, Hartati, dkk. 2013. Permainan Kecil. Malang: Wineka Media. 10. WHO. (2010). Global Recommendations on Physical Activity for Health. https://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_e ng.pdf 11. World Health Organization. (2010). Global recommendations on physical activity for health. In WHO Press. Retrieved from http://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_en g.pdf