



# MODULE DESCRIPTION

PROGRAM OF PHYSICAL EDUCATION HEALTH AND RECREATION



FACULTY OF SPORTS SCIENCE  
YOGYAKARTA STATE UNIVERSITY  
2021

# **SEMESTER 1**

## Pancasila Education

Pancasila Education					
Course Module (If Used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS) ) 2 Credits x 1,59	2 <sup>nd</sup> Term	Frequency Every even term	Duration 2 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	Structured Assignment 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> -
2	<b>Prerequisites for Participation</b> -				
3	<p>PLO</p> <ol style="list-style-type: none"> <li>1. Graduates can carry out their duties based on obedience to God Almighty.</li> <li>2. Graduates can contribute to improving the quality of community life based on professional academic values, norms and ethics.</li> <li>3. Graduates can work together and have concern for society and the environment</li> <li>11. Graduates can create a network of cooperation both inside and outside the institution.</li> </ol>				
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. <i>Pancasila</i> in the Industrial Revolution 4.0 era, the importance of <i>Pancasila</i> education in universities.</li> <li>2. <i>Pancasila</i> as the Identity of the Indonesian Nation, <i>Pancasila</i> as the Personality of the Indonesian Nation, <i>Pancasila</i> as the Nation's View of Life, <i>Pancasila</i> as a noble agreement</li> <li>3. Knowledge, empirical science, and philosophy, scientific truth in <i>Pancasila</i>, the characteristics of scientific thinking in <i>Pancasila</i></li> <li>4. The form and composition of <i>Pancasila</i>, Reflection on scientific studies on <i>Pancasila</i> in the global era</li> <li>5. Historical background of the entry of religions in Indonesia, major kingdoms in Indonesia, Colonialism in Indonesia, Movement towards independence, Investigating Committee for Preparatory Work for Indonesian Independence Session</li> <li>6. Second Session of the Investigating Committee for Preparatory Work for Indonesian Independence, Establishment of Preparatory Committee for Indonesian Independence, Birth of the State of Indonesia: Proclamation of Independence, First Session of Preparatory Committee for Indonesian Independence August 18, 1945</li> <li>7. Definition of value, kinds of values</li> <li>8. The value system in <i>Pancasila</i>. The meaning of the precepts of <i>Pancasila</i></li> <li>9. Definition of ideology, The relationship between philosophy and ideology, Elements of ideology</li> <li>10. Liberalism, communism, religious ideology</li> </ol>				

	<p>11. The definition of <i>Pancasila</i> as an open ideology, the characteristics of an open ideology</p> <p>12. Definition and meaning of the paragraphs in the Preamble to the 1945 Constitution of the Republic of Indonesia, Purpose/Objectives of the Preamble to the 1945 Constitution of the Republic of Indonesia, Relationship of the Preamble to the Articles of the 1945 Constitution of the Republic of Indonesia 4. The nature and position of the Preamble to the 1945 Constitution of the Republic of Indonesia, Relationship between <i>Pancasila</i> and the Preamble to the 1945 Constitution 1945, the elaboration of <i>Pancasila</i> in the Body of the 1945 Constitution of the Republic of Indonesia</p> <p>13. Contents of the 1945 Constitution of the Republic of Indonesia, Implementation of the 1945 Constitution of the Republic of Indonesia, Amendments to the 1945 Constitution of the Republic of Indonesia</p> <p>14. Definition of the development paradigm, <i>Pancasila</i> as the educational development paradigm, <i>Pancasila</i> as the political development paradigm, <i>Pancasila</i> as the economic development paradigm, <i>Pancasila</i> as the sociocultural development paradigm</p>
5	<p><b>Teaching Methods</b> Lecture, explanation, and discussion</p>
6	<p><b>Assesment Methods</b> Assignments, quiz, attendance, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b> Compulsory</p>
9	<p>1. Asshidiqie, Jimly . (2004). Formal Kelembagaan Negara dan Pergeseran Kekuasaan dalam UUD 1945. Yogyakarta: FH UII Press</p> <p>2. Rukiyati, dkk. (2014). Pendidikan Pancasila. Yogyakarta: UNY Press.</p>

## Bahasa Indonesia

<b>Bahasa Indonesia</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>1<sup>st</sup> Term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 SKS x 50 menit	<b>Structured Assignment</b> 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> -
2	<b>Prerequisites for Participation</b> -				
3	<p>PLO</p> <p>2. Graduates can contribute to improving the quality of community life based on professional values, norms, and academic ethics</p> <p>5. Graduates can analyze and develop <i>physical education, sports and health</i> at the primary and secondary education levels</p> <p>8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards</p>				
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Learning contract, Lecture scope</li> <li>2. Writing orientation, structured practice (deliberate practice), in writing</li> <li>3. The history of <i>Bahasa Indonesia</i>, the position and function of the Indonesian language in the present context</li> <li>4. Reasoning in scientific writing, Logical errors and reasoning in scientific writing</li> <li>5. Essay model and essay structure</li> <li>6. The basic principles of effective sentences (equivalence, parallelism, emphasis, frugality, and variance)</li> <li>7. Types of paragraphs, Principles of paragraph development (cohesion and coherence), Paragraph development techniques</li> <li>8. Techniques for extracting ideas in writing: brainstorming, observation, literature review</li> <li>9. Principles of writing citations, Principles of writing a bibliography</li> <li>10. Features and characteristics of the proposal, Schematic structure of the proposal</li> <li>11. Editing</li> <li>12. Characteristics of scientific articles, Thematic structure of scientific articles</li> <li>13. Reflection</li> </ol>				
5	<p><b>Teaching Methods</b></p> <p>Lecture and discussion</p>				

6	<p><b>Assessment Methods</b> Oral and Written Tests, Portfolios, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b> Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Hariwijaya, M. (2006). Pedoman Teknis Penulisan Karya Ilmiah. Citra Pustaka. Yogyakarta.</li> <li>2. Hartley, James. (2008). Academic Writing and Publishing: A Practical Handbook. New York: Routledge</li> <li>3. Henning, Elizabeth. (2010). Finding Your Way in Academic Writing. Pretoria: Van Schaik Publisher.</li> <li>4. Hidi, Suzanne &amp; Boscolo, Pietro (ed.). (2007). Writing and Motivation. Amsterdam: Elsevier.</li> <li>5. Murray, Rowena. (2005). Writing for Academic Journals. New York: Open University Press.</li> <li>6. Pujiono, Setyawan. (2013). Terampil Menulis (Cara Mudah dan Praktis dalam Menulis). Yogyakarta: Graha Ilmu.</li> <li>7. Rivai, Mien A. (2009). Pegangan Gaya Penulisan Penyuntingan dan Penerbitan. Gajah Mada Press. Yogyakarta.</li> <li>8. Widjono Hs. (2007). Bahasa Indonesia: Mata Kuliah Pengembangan Kepribadian di Perguruan Tinggi. Jakarta: Grasindo</li> </ol>

## English

English					
Course Module (if used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> Term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> -
2	<b>Prerequisites for Participation</b> -				
3	PLO 2. Graduates can contribute to improving the quality of community life based on professional academic values, norms and ethics. 5. Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels. 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards.				
4	<b>Subject Purpose/content</b> 3. Understand students about the English lectures that will be undertaken (objectives, scope of materials, lecture activities, lecture rules) 4. Arousing students' motivation. Setting a context to present linguistic points to understand texts 5. Make students acquire the knowledge of Academic reading 6. Introducing students with academic text, Making students practice reading comprehension, introducing students with example of reading skills needed in their study 7. Introducing students with academic text, Making students practice reading comprehension, Introducing students with learning approaches at university 8. Making students practice reading, Making students acquire the knowledge of information skills 9. Making students practice reading to develop their reading strategies, Making students acquire the knowledge of ethics in education 10. Make students practice reading and develop reading strategy skills, get knowledge about music instruments 11. Make students acquire knowledge of how to make presentation 12. Introducing students with a book chapter in their field, and how to read and understand it. Make students work in groups, practice making a summary, writing				

	<p>slides for presentation</p> <p>13. Make students present what they have read</p>
5	<p><b>Teaching Methods</b></p> <p>Lecture and discussion</p>
6	<p><b>Assessment Methods</b></p> <p>Assignments, Participation, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Allan, Barbara. (2010). Study Skills Handbook. Hull: Business School of Hull University</li> <li>2. Blass, L. (2006). Well Read. Oxford: Oxford University Press.</li> <li>3. Jamilah, J. dkk. (2016). Modul Perkuliahan Bahasa Inggris untuk Kepentingan Akademik, Yogyakarta</li> <li>4. Jamilah, Suwarsih Madya, Joko Priyana. (2018). English for Study Skills Development, Universitas Negeri Yogyakarta</li> </ol>



## Educational Management

<b>Educational Management</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Creditsx 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> 2. Graduates can contribute to improving the quality of community life based on professional academic values, norms, and ethics. 6. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. 7. Graduates can learn physical education, sports, and health with a student centered approach.				
4	<b>Subject Purpose/content</b> 1. Basic concepts of educational management: Definition and history of Administration and or Education Management , Definition of education, Micro and macro education systems, management functions, Scope of education management 2. National Education System: National education system (basic, goals, pathways, levels, and types of education), Definition and organizational structure of educational institutions, Criteria for success of educational institutions (effective schools) 3. Student management: The basic concepts of student management, student planning, student placement, student coaching, student data recording, student transfers and promotions, special services				

	<p>4. Management of education personnel: Definition and types of education personnel, Procurement of educational staff, Appointment and placement of educational staff, Guidance and development of educational staff, Dismissal of educational staff</p> <p>5. Curriculum management: Basic concepts of curriculum, Implementation of curriculum in education units, Development of curriculum devices in education units</p> <p>6. Management of educational facilities: Definition and types of educational facilities, Provision of educational facilities, Utilization and maintenance of educational facilities, Elimination of educational facilities, Reporting and educational facilities</p> <p>7. Education financing management: Basic concepts of education financing, Education financing sources, Educational institution budget and expenditure planning, Principles and principles in the implementation of education budget, Education financing supervision</p> <p>8. Management of the relationship between educational institutions and the community: The basic concept of the relationship between educational institutions and the community, Types of activities related to the relationship between educational institutions and the community, Forms of cooperation between educational institutions and the community, Enhancement and utilization of community participation</p> <p>9. Management of educational institutions: basic concepts and functions of management of educational institutions, examples of management activities in educational institutions, analysis of needs for design of management information systems of educational institutions</p> <p>10. Educational Leadership: Definitions of educational leadership, Leadership theory, Leadership Styles</p> <p>11. Educational Supervision: Basic concepts of Educational supervision, Types of Educational supervision, Educational supervision techniques</p> <p>12. School-Based Management: <i>SBM</i> Concept, Elements of <i>SBM</i>, <i>SBM</i> Principles, Application of <i>SBM</i> in various countries, <i>SBM</i> Flow/Steps</p>
5	<p><b>Teaching methods</b> Lectures, Questions and Answers discussions, observation</p>
6	<p><b>Assessment methods</b> Group paper presentations, Independent assignments, Activities</p>
7	<p><b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b> Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Cepi, Safruddin, dkk. (2016). Manajemen Pendidikan. Yogyakarta: UNY Press</li> <li>2. Peraturan perundang-perundangan yang berkaitan dengan Pendidikan</li> <li>3. Imron, Ali. (2011). Manajemen Peserta Didik berbasis sekolah. Jakarta: Bumi Aksara</li> <li>4. Ulfatin, Nurul &amp; Triwiyanto, Teguh. (2018). Manajemen Sumber Daya Manusia Bidang Pendidikan. Depok: Rajawali Press.</li> <li>5. Akdon, dkk. (2015). Manajemen Pembiayaan Pendidikan. Bandung: Remaja Rosdakarya</li> <li>6. Prasojo, Lantip Diat &amp; Sudiyono. (2015). Supervisi Pendidikan. Yogyakarta: Gave Media.</li> </ol>

### Educational Socio-anthropology

<b>Educational Socio-anthropology</b>					
<b>Course Module</b> (if used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>1<sup>st</sup> Term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> Max 40 Students
2	<b>Prerequisites for Participation</b> -				
3	<b>PLO</b> 3. Graduates can work together and have a concern for society and the environment. 10. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education. 11. Graduates can create a network of cooperation both inside and outside the institution.				

4	<b>Subject Purpose/content</b> 1. Introduction 2. Sociological Education and Paradigm 3. Education from an Anthropological Perspective 4. Socialization and Personality 5. Social and Educational Change 6. Sociocultural Capital in Education 7. School Culture and Education Quality 8. Multicultural Education
5	<b>Teaching Methods</b> Lectures, Discussions and Questions and Answers, Independent Study, Group Work
6	<b>Assessment Methods</b> Activities, Individual Assignments, Group Assignments, Individual Final Exams, Portfolio for work
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	12. Septiarti, SW., dkk. (2017). Sosiologi dan Antropologi Pendidikan. Yogyakarta: UNY. Press. 13. Safitri, Diah & Efianingrum, Ariefa . (2020). Managing Multicultural Classroom of Schools in Indonesia: Some Consideration. Proceedings of the 2nd International Conference on Social Science and Character Educations. Atlantis Press. 14. Deal, Terrence E. & Peterson, Kent D. (2011). Shaping School Culture: Pitfalls, Paradoxes, & Promises. San Fransisco: Jossey-Bass. 15. Hanum, Farida . (2011). Sosiologi Pendidikan. Yogyakarta: Kanwa Publisher.

### Human Anatomy

Human Anatomy					
<b>Course Module</b> (if used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>1<sup>st</sup> Term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term

1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> Max 40 Students
2	<b>Prerequisites for Participation</b> -				
3	Developed PLO: 1. Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (6) 2. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8) 3. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education. (10)				
4	<b>Subject Purpose/content</b> 1. Basic knowledge of human anatomy, Basic knowledge of osteology, arthrology, and myology 2. The names of the parts of the bones that function as muscle attachments, the names of the joints, the components of the jointed bones and the classification of the joints, the names of the muscles, the position of the muscles in relation to the bones and joints, the identification of the function of the muscles in the movement they can cause in each joint. 3. Introduction and superior extremity 4. Names of the parts of the bones that function as muscle attachments, Names of joints, components of jointed bones and classification of joints, Names of muscles, position of muscles with respect to bones and joints, Identifying the function of muscles to the movement they can cause in each joint 5. Names of the parts of the bones that function as muscle attachments, Names of joints, components of jointed bones and classification of joints, Names of muscles, positions of muscles with respect to bones and joints, Identifying the function of muscles to the movement they can cause in each joint 6. Anthropometry includes: Height measurement (height), Weight measurement (girth), Skin folds (skinfold), Size width or length (breadth and length), Determination of somatotype (endomorph, mesomorph, ectomorph) 7. All theoretical and practical materials				
5	<b>Teaching Methods</b> Face-to-face, Discussion, Individual Assignments, Practicum, Demonstration, Written Test				
6	<b>Assessment Methods</b> Participation, Assignments, Mid-Semester Exams, Practical Exams, and Final Exams				
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at Faculty of Sports Science, <i>UNY</i>				
8	<b>Responsibility for module/course</b> Compulsory				

9	<ol style="list-style-type: none"> <li>1. Sunardi, Jaka, (2019). <i>Diktat Anatomi Manusia</i>, Jogakarta: Lab Anatomi FIK UNY</li> <li>2. Behnke, Robert S. (2006), <i>Kinetic Anatomy</i>. USA: Human Kinetic. Inc.</li> <li>3. Daniel S. Wibowo. (2005). <i>Anatomi Tubuh Manusia</i>; Jakarta: PT Gramedia</li> <li>4. Omar Faiz dan David Moffat. (2004) <i>At a Glance Anatomi</i>. Jakarta: Penerbit Erlangga.</li> <li>5. Satimin Hadiwidjaja. (2007). <i>Anatomi Extrimitas</i> (Suatu Pendekatan Anatomi Regional) Jilid 1 Seri Extremitas Superior. Surakarta: UNS Press</li> <li>6. Setiadi. (2007). <i>Anatomi dan Fisiologi Manusia</i>. Yogyakarta: Graha Ilmu</li> <li>7. Sri Indratni . (2007). <i>Skeleton Humanum</i>, LPP UNS: UNS Press</li> <li>8. Surja Widjaya. (2007). <i>Kinesiologi (The Anatomy Of Motion = Anatomi Alat Gerak)</i>. Jakarta : FKUI Press.</li> </ol>
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### Basic Skill of Track and Field

Basic Skill of Track and Field					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				

3	<p>PLO</p> <ol style="list-style-type: none"> <li>4. Graduates can know and use information and communication technology in education.</li> <li>8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards.</li> <li>10. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education.</li> <li>11. Graduates can create a network of cooperation both inside and outside the institution.</li> </ol>
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Definition, Functions, and Objectives of athletic learning</li> <li>2. All kinds of brisk walking activities</li> <li>3. Definition, Benefits, Kinds, and Variations Start followed by a sprint run</li> <li>4. The concept of acceleration and speed; Definition of acceleration and velocity; Various types of acceleration and speed training</li> <li>5. Giving and receiving by way of seeing (visual); Give and receive by not seeing (non-visual)</li> <li>6. Training with <i>tele</i> markers, pre-training with one step, three steps, and five Steps</li> <li>7. Exercise with side roll, belly roll, in the sandbox, scissor and flop training with mat</li> <li>8. Rejection recognition exercise, grasping technique, frontal repulsion, side repulsion, gliding exercise, backward push exercise</li> <li>9. Throwing recognition, holding, frontal throwing, side throwing, cross running, cross throwing</li> <li>10. Throwing recognition, grasping, frontal throwing, side throwing, twisting throwing exercises</li> <li>11. Step three running recognition exercise, running over the goa</li> </ol>
5	<p><b>Teaching methods</b></p> <p>Contextual Instruction, Small Group activity, Small Group Discussion</p>
6	<p><b>Assessment methods</b></p> <p>Written test and assignments</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>Physical Education, Health, and Recreation Study Program at Faculty of Sport Science of <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Purnomo, Eddy. (2007). Pedoman Mengajar Dasar Gerak Atletik .universitas Negeri Yogyakarta.</li> <li>2. IAAF . (2000). Pedoman Mengajar Lari Lompat dan Lempar. Jakarta. RDC</li> <li>3. Jumidar, Muhammad. ( 2004). Gerak Dasar Atletik dalam Bermain. Jakarta: PT Raja Grafindo Persada</li> </ol>

## Basic Skill of Gymnastics

<b>Basic Skill of Gymnastics</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>4. Graduates can know and use information and communication technology in education.</p> <p>8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards.</p> <p>10. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education.</p> <p>11. Graduates can create a network of cooperation both inside and outside the institution.</p>				
4	<p><b>Subject Purpose/content</b></p> <p>1. Basic Concepts of Learning Gymnastics</p> <p>2. Basic Concepts of Rhythmic Learning</p> <p>3. The concept of planning and implementing gymnastics lessons</p> <p>4. The concept of planning and implementing rhythmic learning</p>				
5	<p><b>Teaching methods</b></p> <p>Discussions and demonstration</p>				
6	<p><b>Assessment methods</b></p> <p>Quiz, Assignments, Mid-Semester Exams, and Final Exams</p>				
7	<p><b>This module/course is also used in the following study programs</b></p> <p>Physical Education, Health, and Recreation Study Program at Faculty of Sport Science of UNY</p>				
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>				
9	<p>1. Mahendra, Agus. (2001). Pembelajaran Senam di Sekolah Dasar. Jakarta: Dirjen Dikdasmen</p> <p>2. Sukanti, Endang Rini . (2005). Diktat Dasar-dasar Latihan Aerobic Gymnastic. Yogyakarta: FIK UNY</p> <p>3. Sukarno, Woerjati. (2006). Diktat Senam Irama. Yogyakarta: FIK UNY.</p>				



### Basic Skill of Pencak silat

<b>Basic Skill of Pencak silat</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> 1. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels. (5) 2. Graduates can learn physical education, sports, and health with a student-centered approach. (7) 3. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8) 4. Graduates can create a network of cooperation both inside and outside the institution. (11)				
4	<b>Subject Purpose/content</b> An introduction to the history of pencak silat .1 The Age of Pencak .2 silat History Development Age .3 The essence of pencak silat .4 The identity of pencak silat .5 The main practice of philosophy .6 The substance of pencak silat .7 8. Mid-Term Test Pencak .9 silat Organization Branches and terms in pencak silat .10 Attitude formation .11 Analysis of Tidal Attitudes and Directions .12 Defense technique analysis .13 Basic attack motion analysis .14 Pencaksilat competition rules .15 The method of teaching pencak silat .16				
5	<b>Teaching methods</b> Discussions				
6	<b>Assessment methods</b> Activity, Assignment, Mid-Term Exams, Final Exams, and Affective				

7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at Faculty of Sports Science, <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. Nugroho, Agung. (2001). <i>Pedoman Latihan Pencaksilat. Diklat. Yogyakarta: FIK UNY</i></li> <li>2. James W. dan Baker Eva L. (2001). <i>Teknik Mengajar Secara Sistematis. Jakarta: Rineka Cipta.</i></li> <li>3. Lutan, Rusli. (2002). <i>Strategi Pembelajaran Penjas di SD. Jakarta: Universitas Terbuka</i></li> <li>4. Suryobroto, Agus. (2001). <i>Teknologi Pembelajaran Pendidikan Jasmani. Diklat. Yogyakarta: FIK UNY.</i></li> </ol>

### Fundamentals of Physical Education

Fundamentals of Physical Education					
Course Module (if used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> Term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> -
2	<b>Prerequisites for Participation</b> -				
3	<b>PLO</b> <ol style="list-style-type: none"> <li>5. Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels.</li> <li>6. Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation.</li> </ol>				

	7. Graduates can learn physical education, sports, and health with a student-centered approach. 10. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education.
4	<b>Subject Purpose/content</b> 1. History of physical education and sports in the world and in Indonesia 2. The nature of physical education and sports 3. Development of concepts and terms of physical education and sports 4. The concept of motion and basic motion 5. The philosophical foundations of physical education and sports 6. Biological foundations in physical education and sports 7. Psychological foundations of physical education and sports 8. Sociological foundations of physical education and sports 9. Understand the basics of biomechanics of physical education and sports
5	<b>Teaching Methods</b> Discussion and Presentation
6	<b>Assessment Methods</b> Assignments, Participation, Mid-Semester Exams, and Final Exams
7	<b>This module/course is also used in the following study programs</b> Physical Education, Health, and Recreation Study Program at Faculty of Sport Science of UNY
8	<b>Responsibility for module/course</b> Compulsory
9	Kirk, David. (2006). The Hand Book of Physical Education. Thousand, Oaks: SAGE Publications.

### Volleyball Game

Volleyball Game					
Course Module (If used)	Student Workload	Credit (ECTS )	1 <sup>st</sup> term	Frequency	Duration
	14 x (2 Credits (50 + .) 60 + 60 minutes)	2 Credits x 1,59		Every even term	1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				

3	<p>PLO</p> <p>P3. Graduates can analyze and develop the science of physical education, sports and health at the primary and secondary education levels. (5)</p> <p>C2. Graduates can undertake physical education, sports, and health learning with a student-centered approach. (7)</p> <p>C4. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)</p> <p>A5. Graduates can create a network of cooperation both inside and outside the institution. (11)</p>
4	<p><b>Subject Purpose/content</b></p> <p>History of the Game of Volleyball .1</p> <p>Volleyball Game Rules .2</p> <p>Principles of Playing Volleyball .3</p> <p>Principles of Playing Volleyball .4</p> <p>Volleyball Game Techniques .5</p> <p>Volleyball Game Techniques .6</p> <p>Volleyball Game Techniques .7</p> <p>Volleyball Game Tactics .8</p> <p>Volleyball Game Tactics .9</p> <p>Volleyball Game Tactics .10</p> <p>Mini Volleyball .11</p> <p>Mini Volleyball .12</p> <p>Mini Volleyball .13</p> <p>Beach/Sand Volleyball .14</p> <p>Beach/Sand Volleyball .15</p> <p>Semester Exam .16</p>
5	<p><b>Teaching methods</b></p> <p>Lectures, Presentations, and Discussions</p>
6	<p><b>Assessment methods</b></p> <p>Journal Observation Oral Test, Written Test, Assignment Quiz, Assignment Quiz, Assignment, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Adinata, Y. R. (2019). Multimedia Interaktif Pembelajaran Teknik Dasar Permainan Bola Voli.</li> <li>2. Aji, S. (2016). Buku olahraga paling lengkap. Ilmu Cemerlang Group.</li> <li>3. FIVB. (2008). Volleyball Regulation. FIVB. Lausanne</li> <li>4. Muharram, N. A., &amp; Putra, R. P. (2019). Pengembangan Buku Saku Mobile Learning Berbasis Android Tentang Signal-Signal Wasit Bolavoli Kota Kediri.</li> <li>5. Mulyadi, D. Y. N., &amp; Pratiwi, E. BUKU PEMBELAJARAN BOLA VOLI.</li> <li>6. PBVSI. (2008). Peraturan Permainan Bolavoli. PBVSI, Jakarta.</li> <li>7. Suhadi (2009) Volleyball for All. Yogyakarta. FIK-UNY</li> <li>8. Tawakal, I. (2020). Buku Jago Bola Voli. Ilmu Cemerlang Group.</li> <li>9. Yunyun Yudiana dan Toto Subroto (2010) .Permainan Bola Voli. Bandung. FPOK-UPI</li> </ol>

# **SEMESTER 2**

## Buddhism Education

<b>Buddhism Education</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 12 x (3 Credits (50 + .) 50 + 50 minutes)	<b>Credit (ECTS )</b> 3 Creditsx 1,59	<b>1<sup>ST</sup> Term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 12 x 3 Credits x 50 minutes	<b>Structured Assignment</b> 6 x 3 Credits x 50 minutes	<b>Self Study</b> 12 x 3 Credits x 50 minutes	<b>Class Size</b> -
2	<b>Prerequisites for Participation</b> -				
3	<b>PLO</b> 1. Graduates can carry out their duties based on obedience to God Almighty. 2. Graduates can contribute to improving the quality of community life based on values, norms and academic ethic professionally. 3. Graduates can work together and be concerned for society and the environment.				
4	<b>Subject Purpose/content</b> 1. INTRODUCTION TO MATERIALS 2. GOD ALMIGHTY 3. HUMAN 4. LAW 5. ETHICS (MORALITY) 6. SCIENCE AND TECHNOLOGY AND ART FROM HINDU PERSPECTIVE 7. HARMONY OF RELIGIOUS LIFE 8. COMMUNITY 9. CULTURE AS EXPRESSION OF HINDU RELIGION 10. POLITICS ACCORDING TO HINDU PERSPECTIVE 11. LEADERSHIP KNOWLEDGE				

5	<b>Teaching Methods</b> Lecture and discussion
6	<b>Assessment method</b> Assignments, Seminar, Participation, Mid-Semester Exams, and Final Exams, Mental Attitude
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. Alkitab Deutero Kanonika. (2000). Ende Flores NTT</li> <li>2. Dahler, Franz. (2000).Pijar Peradaban Manusia, Yogyakarta, Kanisius.</li> </ol>

### Catholic Education

Catholic Education					
Course Module (if used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS) ) 2 Credits x 1,59	1 <sup>st</sup> Term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	PLO 4. Graduates can carry out their duties based on obedience to God Almighty. 5. Graduates can contribute to improving the quality of community life based on values, norms and academic ethic professionally. 6. Graduates can work together and be concerned for society and the environment.				

4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. <b>Humans with high dignity:</b> Definition of Humans according to the Scripture(Gen 1:26-28), Humans according to Church Teachings {GS 15, 16 and 17}, <i>Humanae Vitae, EV-Evangelium Vitae</i>), Humans as the image of God: Human dignity and a call to be more perfect as the image of Allah</li> <li>2. <b>Revelation and faith:</b> Definition of revelation and faith according to the Scriptures (God's revelations are responded to by humans with faith. Revelation is the fulfillment of God's promises to Israel: the story of Abraham, the story of the Exodus, the Age of Joshua to the kings. The era of exile and occupation, the peak of revelation and fulfillment of God's promise in Jesus Christ), definition of revelation and faith according to Church teachings (Dei Verbum 3 and 5), Religion and Religiosity, Religious life (concerning external matters, tends to prioritise rules) Religious life (concerning a deep personal relationship with God)</li> <li>3. <b>Christianity:</b> The essence of being a Christian (Being a disciple/follower of Jesus Christ, Baptism as repentance, cleansing and inauguration to become a disciple of Jesus Christ. Baptism means being an heir to the Kingdom of God and at the same time witness and pro-claimer of the Kingdom of God), Jesus Christ and the message of the Kingdom of God, The Apostolic Catholic Church Community (the Church is the People of God, the People of God receive the grace of salvation and the successors/distributors/executors of salvation. The Community Church of the Disciples of Jesus Christ (Acts 2:42-47) The Catholic Church is a continuation of the Church of the Apostles</li> <li>4.<b>The noble values of the Indonesian Nationality / State:</b> (Youth Pledge: Building unity and unity as an Indonesian nation (even though in pluralism), The Proclamation of Indonesian Independence, <i>Pancasila</i> / The 1945 Constitution (Guidelines as well as the basis for presenting the Kingdom of God, true prosperity for all people as well as guarantors to be able to live according to their respective religions and beliefs 2) True independence: shared prosperity, inner and outer, justice, pluralism</li> <li>5. <b>Human problems.</b> Damage to Nature, Natural, Due to human activities. National morality problems, thuggery/violence, Primordialism, Communalism, Fundamentalism, Corruption; Collusion; Nepotism, Discrimination against Women and Children. Adverse problems Globalization and modernisation, Secularism, Materialism, Hedonism, Consumerism. <i>Popular human moral issues, Pro-life and Pro-choice, Cloning, etc</i></li> <li>6. <b>The Noble Value of Culture in Indonesia:</b> Local cultural wisdom), its importance is respecting other people and cultures originating from the homeland, not only oriented to the west, which tends to look for practical and pragmatic ones).</li> <li>7. <b>Dialogue between religious communities</b> Building mutual respect (tolerance), Building a healthy attitude in inter-religious relations, Building a spirit of togetherness Building a spirit of cooperation, Respecting the Streams of Faith.</li> </ol>
5	<p><b>Teaching method</b> Lectures and discussions</p>
6	<p><b>Assessment method</b> Assignments, Participation, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i></p>



8	<b>Responsibility for module/course</b> Compulsory
9	1. Alkitab Deutero Kanonika. (2000.) Ende, Flores, NTT, 2. Dahler, Franz. (2000). Pijar Peradaban Manusia, Yogyakarta, Kanisius,

### Christianity Education

<b>Christianity Education</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 Minutes)	<b>Credit (ECTS)</b> ) 2 Creditsx 1,59	<b>1<sup>st</sup> Term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x 2 Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> 7. Graduates can carry out their duties based on obedience to God Almighty. 8. Graduates can contribute to improving the quality of community life based on values, norms and academic ethic professionally. 9. Graduates can work together and be concerned for society and the environment.				
4	<b>Subject Purpose/content</b> 1. Explaining God's relationship with humans within the framework of saving humankind 2. Analyzing Christian ethics/morals as a basis in daily life and the life of the nation and state 3. Analyzing cultural values for community development, in the context of national and state life, and developing science and technology for the progress of the nation and state				

5	<b>Teaching methods</b> Lectures, Explanation, Discussions
6	<b>Assessment method</b> Assignments, Activities, Mid-Semester Exams, and Final Exams
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	1. Hadiwijono, Harun. (2000). Iman Kristen.

### Confucianism Education

Confucianism Education					
Course Module (If Used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS) ) 2 Credits x 1,59	1 <sup>st</sup> Term	Frequency Every even term	Duration 1 term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> -
2	<b>Prerequisites for Participation</b> -				
3	<b>PLO</b> 10. Graduates can carry out their duties based on obedience to God Almighty. 11. Graduates can contribute to improving the quality of community life based on values, norms and academic ethic professionally. 12. Graduates can work together and be concerned for society and the environment.				
4	<b>Subject Purpose/content</b> 1. History of Confucianism, Confucianism in Indonesia 2. Some Confucian Books 3. The Holy Path, the Beginning and the End of Things 4. The essence of every matter, the virtue of building oneself as the subject 5. Researching the nature of each case (source: quote from Thiacu's writing) 6. Straightening the heart as a base to build yourself 7. Build yourself to clean the household 8. Preface Cu-Hi 9. The Supreme Perfect Concept of God (chapter XXXII) verses 1-6				

	<p>10. The Confucian Religion Prayer Procedures, Confucian Religious Holidays</p> <p>11. Concept of similar character/talent in association, association and environment</p> <p>12. Education</p> <p>13. The purpose and objectives of religion, Attitudes in dealing with religious differences, Levels of religious adherents</p> <p>14. Rich People</p>
5	<p><b>Teaching Methods</b></p> <p>Lecture, explanation, and discussion</p>
6	<p><b>Assesment Methods</b></p> <p>Assignment, Student's activeness, Attitude, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<p>1. Kitab Sishu. (2012). Kitab Suci Agama Khonghucu, Publisher: Indonesian Confucian High Council.</p> <p>2. Joint Decree of the Minister of Religion, the Attorney General, and the Minister of Home Affairs of the Republic of Indonesia. (2011). Jakarta: Minister of Home Affairs.</p>

## Hinduism Education

<b>Hinduism Education</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 12 x (3 Credits (50 + .) 50 + 50 minutes)	<b>Credit (ECTS )</b> 3 Creditsx 1,59	<b>1<sup>st</sup> Term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Jenis Kursus</b> Kuliah	<b>Contact Hours</b> 12 x 3 Creditsx 50 Minutes	<b>Structured Assingment</b> 6 x 3 Credits x 50 minutes	<b>Self Study</b> 12 x 3 Credits x 50 minutes	<b>Class Size</b> -
2	<b>Prerequisites for Participation</b> -				
3	<b>PLO</b> 13. Graduates can carry out their duties based on obedience to God Almighty. 14. Graduates can contribute to improving the quality of community life based on values, norms and academic ethic professionally. 15. Graduates can work together and be concerned for society and the environment.				
4	<b>Subject Purpose/content</b> 1. <i>Tri Pitaka</i> 2. Humans as creatures 3. God Almighty and Divinity 4. Buddhist Morals 5. Science and art 6. Harmony Between People 7. Buddhist Society 8. Buddhist culture 9. Buddhist Politics 10. Buddha's Universal Law 11. <i>Bhavana</i> 12. Papers related to the field of study and seminars				

5	<b>Teaching Methods</b> Lecture and discussion
6	<b>Assessment Methods</b> Assignments, Seminar, Participation, Mid-Semester Exams, Final Exams, and Mental Attitude
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. Acuan / Referensi Krishnanda, W.M. (2003). Wacana Buddha Dharma, Jakarta : Yayasan. Dharma Pembangunan</li> <li>2. Dewaraja, L.S. (2000). Kedudukan Wanita dalam Agama Buddha, Jakarta : FPM Sekolah Tri Ratna</li> <li>3. Saccako. (2005). Ketuhanan dalam Agama Buddha, Medan: Dian Dharma</li> </ol>

### Islam Education

Islam Education					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> and 2 <sup>nd</sup> term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	PLO 16. Graduates can carry out their duties based on obedience to God Almighty. 17. Graduates can contribute to improving the quality of community life based on values, norms and academic ethic professionally. 18. Graduates can work together and be concerned for society and the environment.				

4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Orientation and Lecture Contracts: Introduction, Orientation of Islam Education courses and subjects, Conducting Islam Education course contracts</li> <li>2. Humans and Religion: definition Humans, definition Religion, Human Relations and Religion, Values of plurality, diversity, unity</li> <li>3. Islam: The meaning of Islam. definition Islam, Characteristics of Islam, Islam as a <i>رحمة للعالمين</i> religion</li> <li>4. Sources of Islamic Teachings: definition of the Sources of Islamic Teachings, <i>Al-Quran</i> as a Source of Islamic Teachings, <i>Sunnah</i> as a Source of Islamic Teachings, <i>Ijtihad</i> as a Source of Islamic Teachings, Linkages between <i>Al-Quran</i>, <i>Sunnah</i>, and <i>Ijtihad</i> as Sources of Islamic Teachings</li> <li>5. The concept of faith and its development: Definition of faith, Concept of faith, Formation of faith</li> <li>6. Worship in Islam: Definition of worship in Islam, the concept of worship in Islam, Implementation of the Six Pillars of Faith in daily life, Characteristics of worship in Islam, Principles of worship in Islam</li> <li>7. Islamic Morals: Definition of morality and character education in Islam, Scope of Islamic morality, Characteristics of Islamic morality, Patterns of character development and character education in Islam</li> <li>8. Concept of Islamic Education: Definition of Islamic Education, Basic Principles of Islamic Education, Islamic Education in Indonesia, Implementation of Islamic Educational Values in the System. National Education</li> <li>9. Concepts of Science and Technology and Islamic Culture: Definition of Science and Technology and Islamic Culture, Basic Principles of Islamic Culture, Relations of Science and Technology and Islamic Culture, Implementation of Science and Technology in Islamic Culture</li> <li>10. Concept of Gender in Islam: Definition of Gender, Gender Principles in Islam, Implementation of Gender Equality in Indonesia</li> <li>11. Definition, purpose and function of marriage, Terms and pillars of marriage in Islam, Conversion of marriage in Islam</li> <li>12. Islamic Political Concepts: Definition of Islamic Politics, Basic Principles in Islamic Politics, Implementation of Islamic Political Values in Indonesia</li> <li>13. Definition of the Islamic economic system, Basic philosophical and political economics of Islam, General rules of Islamic economics, Islamic economic development</li> <li>14. Definition and history of human rights, human rights, people and the state, human rights in Islam and its transformation</li> <li>15. Definition of globalization, globalization in the perspective of Islam, the scope of globalization and the role of Islam</li> <li>16. Islam and Indonesianness, Islam, <i>Pancasila</i> Democracy, and Indonesian Insight</li> </ol>
5	<p><b>Teaching methods</b> Lectures, Explanation, Discussions</p>
6	<p><b>Assessment methods</b> Assignments, Participation, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b> Compulsory</p>

9	<ol style="list-style-type: none"> <li>1. Abbas, anwar.(2008). Bung hatta dan ekonomi islam. Jakarta: LP3M STIE ahmad dahlan</li> <li>2. Ali Mohammad Daud. (2000). Pendidikan Agama Islam. Jakarta: Rajawali Press</li> <li>3. Alquran dan Terjemahannya. (2014). Jakarta: Kementerian Agama Republik Indonesia</li> <li>4. Ausop, Asep Zaenal. (2014). Pembentukan Karakter Islami. Bandung: Salamadani.</li> <li>5. Koesoema, doni. (2007). Pendidikan karakter: strategi Mendidik anak di zaman globalisasi. Jakarta: grasindo</li> <li>6. Marzuki. (2009). Prinsip Dasar Akhlak Mulia: Pengantar Studi Konsep-konsep Dasar Etika dalam Islam. Yogyakarta: Debut Wahana Press-FISE UNY</li> <li>7. Marzuki. (2012). Pembinaan Karakter Mahasiswa melalui Pendidikan Agama Islam di Perguruan Tinggi Umum. Yogyakarta: Penerbit Ombak.</li> </ol>
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### Civic Education

Civic Education					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> Term	Frequency Every even term	Duration 1 term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	Structured Assignment 14 x 2 SKS x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class size</b> -
2	<b>Prerequisites for Participation</b> -				
3	PLO 2. Graduates can contribute to improving the quality of community life based on professional values, norms, and academic ethics 3. Graduates can work together and have concern for society and the environment 11. Graduates can create a network of cooperation both inside and outside the institution.				
4	<b>Subject Purpose/content</b> 1. Importance of Civics in Higher Education, Vision and Mission of Civics, Substance of Civics, Legal Basis/Foundation of Civics 2. Definition of national identity, History of the birth of Indonesian nationalism, National identity as national character, Globalization and challenges of national identity 3. The concept of integration, the urgency of national integration, the dynamics and challenges of the diversity of Indonesian society 4. The nature of the constitution, the urgency of the constitution for state life 5. The 1945 Constitution as the Indonesian Constitution, the Dynamics of the Constitution in Indonesia 6. Rights and obligations of citizens, rights and obligations of the state, relations of citizens with the state, citizenship law				

	<p>7. Understanding and concepts of democracy, Pillars of democracy, Culture of democracy, Democracy and civil society</p> <p>8. Miscellaneous norms, definition and classification of law, Role of the judiciary, Attitudes in accordance with applicable legal provisions, Relations between the State of Law and Human Rights</p> <p>9. The basics of thinking about the archipelago insight, the concept of the archipelago insight, the application of the archipelago insight in everyday life</p> <p>10. Concept of National Resilience, Essence and urgency of national resilience, Model of Indonesian National Resilience, Efforts to Defend the State</p>
5	<p><b>Teaching Methods</b> Lecture and discussion</p>
6	<p><b>Assessment Methods</b> Assignments, papers, Discussions, Mid-semester Exams, Final Exams, Attitudes, behavior, attendance</p>
7	<p><b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b> Compulsory</p>
9	<p>1. Sunarso, dkk. (2015). Pendidikan Kewarganegaraan untuk Mahasiswa. Yogyakarta: UNY</p>

### Educational Sciences

Educational Sciences					
Course Module (if used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS) ) 2 Credits x 1,59	1 <sup>st</sup> Term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> -
2	<b>Prerequisites for Participation</b> -				
3	PLO				



	<p>2. Graduates can contribute to improving the quality of community life based on professional academic values, norms and ethics.</p> <p>6. Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation.</p> <p>7. Graduates can learn physical education, sports, and health (PJOK) with a student-centered approach.</p> <p>10. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education (PJOK).</p>
4	<p><b>Subjek Tujuan/konten</b></p> <p>1. The meaning and nature of education, education and the development of human civilization</p> <p>2. Educational Phenomena: Conditions for the occurrence of education in the family, school and community, the development of thought of the great figures of education, forms of education, the emergence of educational theory. The importance of realizing Indonesian people as a whole.</p> <p>3. Educational Foundations, Historical Perspective: Meaning and function, History of Education, The common thread of education in Indonesia in pre and post-independence, The common thread of educational streams</p> <p>4. The nature of Educational Science, Education as a science: Definition of Educational Science, Educational Requirements as Science, Characteristics of Educational Science, Relevance of Educational Science</p> <p>5. Education as a System: Definition of Educational Systems and Systems, Educational Components; Optimizing Interaction between system components</p> <p>6. Basic education, Educational Goals, Educators (Teachers), Students, Education Content, Educational Methods, Educational Tools, Educational Environment</p> <p>7. Definition and the importance of the principles of Education, Contents of the principles of education.</p> <p>8. The nature and identification of Educational problems, Categorization of Educational problems, Educational Innovations.</p>
5	<p><b>Teaching Methods</b></p> <p>Transac-tional learning, Discovery learning, Small group Discussion, Collaborative learning, Contextual learning, presentation</p>
6	<p><b>Assessment Methods</b></p> <p>Oral and written test</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<p>16. UU No. 20 Tahun. (2003). <i>Tentang Sistem Pendidikan Nasional</i></p> <p>17. HAR, Tilaar. (2005). <i>Manifesto Pendidikan Nasional</i>. Jakarta: Penerbit Buku Kompas.</p> <p>18. Rohman, Arif. (2014). <i>Memahami Pendidikan dan Ilmu Pendidikan</i>. Yogyakarta: Aswaja Pressindo.</p> <p>19. Siswoyo, Dwi, dkk. (2014). <i>Ilmu Pendidikan</i>. Yogyakarta : UNY Press.</p>

## Educational Psychology

<b>Educational Psychology</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Creditsx 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>2. Graduates can contribute to improving the quality of community life based on professional academic values, norms, and ethics.</p> <p>6. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards.</p> <p>7. Graduates can learn physical education, sports, and health (PJOK) with a student-centered approach.</p>				
4	<p><b>Subject Purpose/content</b></p> <p>1. Definition of <i>Psychology Education</i>, history of educational psychology, urgency of educational psychology for educational candidates, application of educational psychology in the 4.0 era</p> <p>2. The period of human development, the relationship between education and development, cognitive development (children-adolescents), the implications of cognitive development theory on the learning process</p> <p>3. Emotional-social-moral development (children-adolescent), the implications of the theory of emotional-social-moral development on the learning process</p> <p>4. Intelligence and its implications in the learning process, Learning styles and their implications in the learning process, Personality and its implications in the learning process.</p>				

	<p>5. Socio-cultural differences in learning, Aspects of cultural differences consisting of culture, religion, socioeconomic status, and gender, Implications of socio-cultural differences in learning.</p> <p>6. The concept of learning difficulties; Types of learning difficulties: Slow learner, Low motivation, Underachiever, Academic stress; Types of learning disorders in children with special needs consisting of: Intellectual Disability, ADHD, Autism, Learning Difficulties (Dyslexia, Dyscalculia, Dysgraphia), Emotional Behavioral Disorder, Gifted</p> <p>7. Concept of behavioristic approach, Classical conditioning, Explaining operant conditioning, Implications of behavioristic learning theory in learning.</p> <p>8. Concepts of Albert Bandura's socio-cognitive learning theory, Observational learning,</p> <p>9. Social-constructivistic approach to learning, involvement of teachers and peers in learning.</p> <p>10. Maslow's learning theory, Ki Hajar Dewantara's learning concept</p> <p>11. Describe complex cognitive concepts, Explain the concept of thinking, Explain the concept of problem solving as a complex cognitive process.</p> <p>12. The concept of motivation in learning with the context of the discussion: Perspective of motivation, the process of achievement, motivation and relationships with social contexts.</p> <p>13. The importance of realizing effective learning, Designing a physical classroom environment, Designing a positive environment for learning, Being a good communicator</p> <p>14. Types of learning evaluation, Development of current and traditional assessments, Various alternative assessments</p>
5	<p><b>Teaching methods</b></p> <p>Lectures, Discussions and Questions and Answers, Independent Study, Group Work</p>
6	<p><b>Assessment methods</b></p> <p>Attendance, Independence and Activeness, Papers and group presentations, Quiz or Daily Assignments, Exams (Mid &amp; Final)</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at UNY</p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>

9	<ol style="list-style-type: none"> <li>1. Santrock, J. W. (2019). Psikologi Pendidikan [Educational Psychology 5th edition book 1]. Salemba Humanika.</li> <li>2. Slavin, R. E. (2011). Psikologi Pendidikan: Teori dan praktik [Educational Psychology 9th edition book 1]. Indeks</li> <li>3. Eggen, P. D., &amp; Kauchak, D. P. (2016). Educational psychology: Windows on classrooms tenth edition. Pearson</li> <li>4. Ormrod, J. E., Anderman, E. M., Anderman, L. (2017). Educational psychological: Developing learners Ninth edition. Pearson</li> </ol>
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### Sports Health

Sports Health					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Creditsx 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	PLO 5. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels. 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. 10. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education.				

4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Outline of the Sport Health course, methods used in learning and assessment methods</li> <li>2. Introduction and basics of Sports Health</li> <li>3. Reciprocity of Health and Sports</li> <li>4. Adaptation and response of the body to exercise</li> <li>5. Acclimatization of the body in sports</li> <li>6. Exercise in Children</li> <li>7. Exercise in Women</li> <li>8. Exercise in the Elderly</li> <li>9. Exercise in people with degenerative diseases and internal medicine</li> <li>10. Exercise for people with special needs (Adaptive)</li> <li>11. Fatigue and Over-training</li> <li>12. The concept of safety, prevention, and management of injuries in sports</li> <li>13. Supplements, Doping, and Drug Abuse in Sports</li> </ol>
5	<p><b>Teaching methods</b></p> <p>Explaining, discussing, asking questions, group presentation assignments</p>
6	<p><b>Assessment methods</b></p> <p>Attitude and Activeness in Class, Attendance Participation, Assignments and Presentations, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at Faculty of Sport Science of <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. ACSM, ADA. (2010). Exercise and type 2 diabetes. <i>Medicine &amp; Science In Sports &amp; Exercise Journal</i>. The American College of Sports Medicine and the American Diabetes Association.</li> <li>2. Exercise is Medicine Indonesia. (2014). <i>Proceeding Exercise is Medicine Course Indonesia for Clinical Fitness Professional</i></li> <li>3. Kriswanto, Erwin. (2012). <i>Konsep, proses, dan aplikasi dalam pendidikan kesehatan</i>. Fakultas Ilmu Keolahragaan Universitas Negeri Yogyakarta</li> <li>4. Luigi, Arthur Jason De. (2018). <i>Adaptive sports medicine</i>. Springer. USA.</li> <li>5. Margareta, Shinta. (2012). <i>Buku cerdas p3k 101 pertolongan pertama pada kecelakaan</i>. Yogyakarta: Pustaka Cerdas.</li> <li>6. Mulyana, Boyke. (2012). <i>Ilmu kesehatan olahraga</i>. Bandung: PT Remaja Rosdakarya.</li> <li>7. National Center on Health, Physical Activity and Disability (NCHPAD). (2016). <i>Adaptive sports and recreation</i>. Department of Health and Human Services. USA.</li> <li>8. Rismayanti, Cerika. (2018). <i>Kesehatan olahraga</i>. Surabaya: Mentari Jaya</li> <li>9. Thomas D.Fahey, Paul M.Insen, Walton T.Roth. (2013). <i>Fit and well</i>. New York: McGraw-Hill Education.</li> </ol>

<b>Human Physiology</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Creditsx 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> 5. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels. 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. 10. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education.				
4	<b>Subject Purpose/content</b> 1. The structure of the body mechanism and its function 2. Physiology of the digestive system of food in humans. 3. Functions of the cardiovascular and circulatory systems. 4. Physiology of the respiratory system. 5. Metabolic system 6. Structure and physiological function of muscles, nervous system function, and sensory function in humans 7. Exhaust system in humans 8. Function of the hormonal system 9. Practicum on reflexes and nervous system reactions in humans 10. Practicum on the function of digestion in humans 11. Practicum in measuring blood pressure and measuring heart rate determining blood type and calculating hematocrit, HB levels 12. Practicum respiration volume and lung capacity in humans. 13. Muscle bench-marking practice 14. Practicum body temperature regulation. 15. Practicum of pain 16. Practical examination of urine fluid.				
5	<b>Teaching methods</b> Lecture, Discussion, Practicum, Presentation				
6	<b>Assessment methods</b> Lecture Participation, Assignments, Mid-Term Exam, Final Exam				
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i>				

8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. Irianto Kus. (2004). Struktur dan Fungsi Tubuh Manusia untuk Paramedis. Bandung: CV YRAMA WIDYA</li> <li>2. Setiadi. (2007). Anatomi dan Fisiologi Manusia. Yogyakarta: Graha Ilmu</li> <li>3. Tim Fisiologi FIK UNY. (2012). Petunjuk Praktikum Fisiologi Manusia. FIK UNY: Yogyakarta</li> </ol>

### Motor Development

Motor Development					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	Developed PLO: <ol style="list-style-type: none"> <li>1. Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels. (5)</li> <li>2. Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (6)</li> <li>3. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education. (10)</li> </ol>				
4	<b>Subject Purpose/content</b> Understanding Motor Development, development involves change, .1 Development is the result of the process of maturity Principles of Motor Development, Central Nerves, Peripheral Nerves, Muscle .2 Functions, Bone Functions Fundamentals of Motor Development, Imitation, Manipulation, Precision, .3 Articulation Summative Exam, Meaning of social adjustment, Social Acceptance .4 Gross motor, Fine motor, Reflex movement, Integration of taste, Archetype of .5 movement, Smoothing of motion, Appearance, Impairment Aspects of Motor Development, Genetics, Nutrition, Health .6 Motor Perception, Preskills, Skills .7				
5	<b>Teaching methods</b> <i>Small group discussion, Discovery Learning</i>				
6	<b>Assessment methods</b> Assignments, activeness, attendance, and final exams				

7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs in the Faculty of Sport Science, <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory

### Sports Biomechanics

Sports Biomechanics					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> and 2 <sup>nd</sup> term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 Students
2	<b>Prerequisites for participation</b> -				
3	PLO 5. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels. 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. 10. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education.				
4	<b>Subject Purpose/content</b> 1. Introduction to sports biomechanics 2. Definition of sports biomechanics 3. Human skeletal system 4. Nervous system in human movement 5. Movement of the joints of the upper extremities 6. Movement of the joints of the lower extremities 7. Move your hips, knees, and feet 8. Linear motion and laws of motion 9. Bio-mechanical analysis with dartfish 10. Angular and linear kinematics 11. Analysis of serve motion in tennis using dartfish software 12. Freestyle swimming motion analysis using dartfish software 13. Analysis of javelin throwing motion using dartfish software 14. Sprint running motion analysis using dartfish software 15. Long jump motion analysis of walking in water power using dartfish software				



5	<b>Teaching methods</b> Face to face, Discussion, Q&A
6	<b>Assessment methods</b> Quiz, Presentation, Discussion, Written Exam
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at Faculty of Sport Science of <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. Clark, J., &amp; Nash, C. (2014). Technology in sports coaching. <i>Practical Sports Coaching</i>, 259–308.</li> <li>2. Holding, R., &amp; Meir, R. (2014). Applying biomechanical research to coaching instruction of stepping movements in rugby football. <i>Strength &amp; Conditioning Journal</i>, 36(3), 8–12.</li> <li>3. Kochanowicz, A., Kochanowicz, K., Niespodziński, B., Mieszkowski, J., Aschenbrenner, P., Bielec, G., &amp; Szark-Eckardt, M. (2016). Maximal power of the lower limbs of youth gymnasts and biomechanical indicators of the forward handspring vault versus the sports result. <i>Journal of Human Kinetics</i>, 53(1), 33–40.</li> <li>4. McGinnis, P. M. (2013). <i>Biomechanics of sport and exercise</i>. Human Kinetics.</li> <li>5. Mooney, R., Corley, G., Godfrey, A., Osborough, C., Newell, J., Quinlan, L. R., &amp; ÓLaighin, G. (2016). Analysis of swimming performance: perceptions and practices of US-based swimming coaches. <i>Journal of Sports Sciences</i>, 34(11), 997–1005.</li> <li>6. Nunome, H., Hennig, E., &amp; Smith, N. (2017). <i>Football Biomechanics</i>. Routledge.</li> <li>7. Ozkaya, N., Nordin, M., Goldsheyder, D., &amp; Leger, D. (2012). <i>Fundamentals of biomechanics</i>. Springer.</li> <li>8. Riskowski, J. L. (2015). Teaching undergraduate biomechanics with just-in-time teaching. <i>Sports Biomechanics</i>, 14(2), 168–179.</li> <li>9. Struzik, A., Pietraszewski, B., &amp; Zawadzki, J. (2014). Biomechanical analysis of the jump shot in basketball. <i>Journal of Human Kinetics</i>, 42(1), 73–79.</li> <li>10. Winwood, P. W., Cronin, J. B., Brown, S. R., &amp; Keogh, J. W. L. (2015). A biomechanical analysis of the strongman log lift and comparison with weightlifting's clean and jerk. <i>International Journal of Sports Science &amp; Coaching</i>, 10(5), 869–886.</li> </ol>

### Basic Skill of Swimming

Basic Skill of Swimming					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term

1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 Students
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>4. Graduates can know and use information and communication technology in education.</p> <p>8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards.</p> <p>10. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education.</p> <p>11. Graduates can create a network of cooperation both inside and outside the institution.</p>				
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Learning concept</li> <li>2. Teaching tools</li> <li>3. Water recognition activities</li> <li>4. Glide</li> <li>5. Crawl style leg movement</li> <li>6. Crawl style arm movement</li> <li>7. Coordination of crawl style movement</li> <li>8. Crawl style breath movement</li> <li>9. Continuity</li> <li>10. Backstroke leg movement</li> <li>11. Backstroke arm movement</li> <li>12. Coordination of Backstroke Movement</li> <li>13. Backstroke breath movement</li> <li>14. Coordination of Backstroke Movement</li> <li>15. Start and reversal</li> <li>16. Swimming helps</li> <li>17. Diving</li> </ol>				
5	<p><b>Teaching methods</b></p> <p>Discussions, Assignments, Group presentations, Peer teaching</p>				
6	<p><b>Assessment methods</b></p> <p>Assignments</p>				
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All study programs at the Faculty of Sport Science of <i>UNY</i></p>				
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>				
9	<ol style="list-style-type: none"> <li>1. Subagyo, Sismadiyanto, Ermawan Susanto. (2007). Diktat Pembelajaran Akuatik I Program D -II PGSD Penjas. Yogyakarta: FIK UNY</li> <li>2. Thomas, David G. (2006). Renang Tingkat Pemula. Jakarta: Kharisma Putra Utama Offset.</li> </ol>				

## Football Game

<b>Football Game</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>P3. Graduates can analyze and develop the science of physical education, sports and health at the primary and secondary education levels. (5)</p> <p>C2. Graduates can undertake physical education, sports, and health learning with a student-centered approach. (7)</p> <p>C4. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)</p> <p>A5. Graduates can create a network of cooperation both inside and outside the institution. (11)</p>				
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1.The scope of the game of football and the philosophy of the game of football</li> <li>2.The history of football in the world and in Indonesia</li> <li>3. Equipment and Facilities in the game of football</li> <li>4.The rules of the game of football issued by <i>FIFA</i></li> <li>5.The rules of the game of football issued by <i>FIFA</i></li> <li>6.The rules of the game of football issued by <i>FIFA</i></li> <li>7.The rules of the game of football issued by <i>FIFA</i></li> <li>8.The rules of the game of football issued by <i>FIFA</i></li> <li>9. Mid-Term Exam</li> <li>10. Football match rules from <i>PSSI</i></li> <li>11.Basic techniques in the game of football</li> <li>12.Basic techniques in the game of football</li> <li>13.Tactics in the game of football</li> <li>14. Tactics in the game of football</li> <li>15. Strategy in the game of football</li> <li>16. Final Exam</li> </ol>				

5	<p><b>Teaching methods</b> Lectures, and discussions</p>
6	<p><b>Assessment methods</b> Assignments, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b> Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. FIFA (PSSI). (2010). Law of The Game (Peraturan Permainan). Jakarta: PSSI</li> <li>2. Joe Luxbacher. (2004). Sepakbola Taktik &amp; Teknik Bermain. Jakarta: PT Rajagrafindo Persada</li> <li>3. Komarudin. (2005). Diktat Pembelajaran Dasar Gerak Sepakbola. Yogyakarta: FIK UNY.</li> <li>4. Luxbacher, Joseph A. (2012). Sepakbola. Jakarta: PT Rajagrafinda Persada</li> <li>5. Mielke, Dany. (2007). Dasar-dasar Sepakbola. Bandung: PT Pakar Raya</li> <li>6. Muhammad, F. (2020). Analisis Wacana Kritis Nasionalisme Sepak Bola Indonesia pada Buku Mencintai Sepak Bola Indonesia Meski Kusut: Kisah-Kisah Pinggir Lapangan Karya Miftakhul FS (Doctoral dissertation, Universitas Jenderal Soedirman).</li> <li>7. Sucipto, dkk. (2000). Sepakbola. Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Dasar dan Menengah.</li> <li>8. Syahputra, I. (2016). Pemuja Sepak Bola. Kepustakaan Populer Gramedia.</li> <li>9. Qohhar, W., &amp; Pazriansyah, D. (2019). Pengaruh Model Pembelajaran Kooperatif Tipe Teaching Games For Understanding (TGfU) Terhadap Peningkatan Hasil Belajar Teknik Dasar Sepakbola. <i>Physical Activity Journal (PAJU)</i>, 1(1), 27-35.</li> </ol>

### Basketball Game

<b>Basketball Game</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> P3. Graduates can analyze and develop the science of physical education, sports and health at the primary and secondary education levels. (5) C2. Graduates can undertake physical education, sports, and health learning with a student-centered approach. (7) C4. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8) A5. Graduates can create a network of cooperation both inside and outside the institution. (11)				
4	<b>Subject Purpose/content</b> History and development of basketball (Indonesia and abroad) .1 History and development of basketball (Indonesia and abroad) .2 Passing, Shooting and dribbling .3 Passing, Shooting and dribbling .4 Lay up shoot left and Lay up shoot right .5 Lay up shoot left and Lay up shoot right .6 Positions and names of players in basketball games .7 -Mid .8TermExam Attack system and defense system .9 Attack system and defense system .10 Rules of the Game, field and equipment, Teams and rules of the game .11 Rules of the Game, field and equipment, Teams and rules of the game .12 Rules violation, Foul, general provisions, Referee, desk officer, commissioner: .13 duties and authorities Rules violation, Foul, general provisions, Referee, desk officer, commissioner: .14 duties and authorities Referee signal and scoring sheet .15 .16FinalExam				
5	<b>Teaching methods</b> Small group discussion, Demonstration, Cooperative learning, presentation, and assignment				
6	<b>Assessment methods</b> Written test, Assignments, Mid-Semester Exams, and Final Exams				

7	<p><b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b> Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Aris, T., &amp; Mu'arifuddin, M. A. (2020). Pengembangan Buku Ajar Bola Basket Untuk Mahasiswa. <i>Jendela Olahraga</i>, 5(2), 62-69.</li> <li>2. Anugraris, E., &amp; Riswandi, N. (2021). Teknik dan Pembelajaran dalam Permainan Bola Basket. <i>Media Sains Indonesia</i>.</li> <li>3. Dani Kosasih. (2008). <i>Fundamental Basketball First Step to Win</i>. Semarang: Karangturi Media.</li> <li>4. Sumiyarsono, Dedy. (2002). <i>Keterampilan bola basket</i>. Yogyakarta: FIK UNY.</li> <li>5. Jerry Krause, Don Meyer, &amp; Jerry Meyer. (2008). <i>Basketball Skills and Drills</i>. United States: Human Kinetic.</li> <li>6. Jon A Oliver. (2004). <i>Basketball Fundamentals</i>. United States: Human Kinetic.</li> <li>7. Jerry L. Walls &amp; Gregory Bassham. (2008). <i>Basketball and Philosophy: Thinking Outside the Paint</i>. Kentucky: The University Press of Kentucky</li> <li>8. Linda L. Griffin &amp; Joy Butler. (2006). <i>Teaching Game for Understanding: Theory, Research, and Practice</i>. United States: Human Kinetic.</li> <li>9. Nuril Ahmadi. (2007). <i>Permainan bola basket</i>. Surakarta: Era Intermedia.</li> <li>10. PERBASI. (2000). <i>Interprestasi peraturan resmi</i>. Jakarta: Pengurus Besar Pengurus Bola Basket Seluruh Indonesia</li> </ol>

# **SEMESTER 3**

## Entrepreneurship

<b>Entrepreneurship</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>3<sup>rd</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 100 Minutes	<b>Structured Assignment</b> 14 x 2 Creditsx 50 Minutes	<b>Self Study</b> 14 x Credits x 50 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> 3. Graduates can work together and have concern for society and the environment 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards 9. Graduates can develop an entrepreneurial spirit in the field of physical education, sports and health 11. Graduates can create a network of cooperation both inside and outside the institution				
4	<b>Subject Purpose/content</b> 1. Achievement Motivation 2. Becoming an Entrepreneur 3. Change Thinking And Creative Thinking 4. Actions and attitudes that need to be possessed to be able to become an action-oriented person 5. Risk Management 6. Leadership 7. Business Ethics 8. Marketing 9. Looking for Business Ideas 10. Starting a New Business 11. Business Plan 12. Business Feasibility Study 13. Entrepreneurial practice				
5	<b>Teaching methods</b> Lectures, and discussions				
6	<b>Assessment methods</b> Assignments, Attitude, Mid-Semester Exams, and Final Exams				
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i>				



8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. Gymnastiar, Abdullah. (2006). <i>Melipatgandakan Kekayaan dengan Kecerdasan Spiritual</i>. Bandung. Solusi Qalbu</li> <li>2. Buchari, Alma. (2006). <i>Kewirausahaan</i>. Edisi kesepuluh. Bandung: Alfabeta</li> <li>3. Justin G. Longenecker dkk.(2001). <i>Kewirausahaan Manajemen Usaha Kecil</i>. Jakarta: PT. Salemba Empat Patria.</li> </ol>

### Science and Technology Literacy

<b>Science and Technology Literacy</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Creditsx 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> max 40 students
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> 3. Graduates can know and utilize information and communication technology in education. 5. Graduates can analyze and develop physical education, sports, and health (PJOK) at the primary and secondary education levels. 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards.				

4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Human Thought and Its Development: Characteristics of Living Creatures, Curiosity, Myths, Perception of Nature, The Emergence of Natural Science</li> <li>2. Nature of Science: Science Objects and Problems, Characteristics of Science, Value of Science</li> <li>3. Scientific Method: The Foundation of the Scientific Method, Steps of the Scientific Method, Advantages and Limitations of the Scientific Method</li> <li>4. Matter / Matter and Energy: Characteristics of Matter / Matter, Energy and its forms, Energy Transformation</li> <li>5. Nature as a System: Universe, Knowing the Solar System, celestial bodies in the solar system, Earth as a system</li> <li>6. Natural Resources and Their Management: Natural Resources and Their Classification, Alternative Energy Sources; principles of acquiring and utilizing</li> <li>7. Additives, their benefits and harms, and Addictive substances, their benefits and harms</li> <li>8. Science and technology, its development and application: the role of science and technology in meeting human needs, the influence of natural science and technology on society</li> <li>9. Biotechnology: History of the Development of Biotechnology, Genetic Engineering, and Bioethics</li> </ol>
5	<p><b>Teaching methods</b></p> <p>Lectures, discussions, and assignments</p>
6	<p><b>Assessment methods</b></p> <p>Observation of discussions and questions and answers, assignments and group work, written exams, mid-semester exams, and final exams</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Hendro, Darmodjo , M. (2002). Ilmu Pengetahuan Alam Dasar. Pusat Penerbitan Univesitas Terbuka Jakarta</li> <li>2. Suyoso, dkk, (2001). <i>Diktat Kuliah Ilmu Alamiah Dasar</i>, UPT MKU Universitas Negeri Yogyakarta</li> <li>3. Praja Denny Idra. ( 2015). <i>Zat Aditif Makanan Manfaat danBahanya</i>, Penerbit Garudhawaca Yogyakarta.</li> </ol>

### Sport Physiology

Sport Physiology					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term

1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	Developed PLO: 1. Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels. (5) 2. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8) 3. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education. (10)				
4	<b>Subject Purpose/content</b> Introduction to Sports Physiology .1 Physiology of the .2intramuscularsystem I Physiology of the neuromuscular system II .3 Bioenergetics .4 Physiology of the Respiratory system .5 Physiology of the cardiovascular system .6 Physiology of the hormone system .7 Practice guide .8				
5	<b>Teaching methods</b> Face to face, Discussion				
6	<b>Assessment methods</b> -				
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs in the Faculty of Sport Science, UNY				
8	<b>Responsibility for module/course</b> Compulsory				
9	Wilmore, Costill. (2004). <i>Physiology of Sports and Exercise</i> , Human Kinetic				

### Facilities and Infrastructure of Physical Education

Facilities and Infrastructure of Physical Education					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .))	<b>Credit (ECTS)</b> )	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term

	60 + 60 minutes)	2 Credits x 1,59			
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>P3. Graduates can work together and have a concern for society and the environment. (3)</p> <p>C2. Graduates can analyze and develop the science of physical education, sports, and health at the primary and secondary education levels. (5)</p> <p>C4. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)</p>				
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Introduction, Rationale, Identification, Nature, Goals, and facilities and infrastructure of Physical Education</li> <li>2. Introduction, Rationale, Identification, Nature, Purpose, and facilities and infrastructure of Physical Education</li> <li>3. Benefits and Needs of facilities and infrastructure of Physical Education</li> <li>4. The nature of physical education, the nature of achievement in sports, the difference between physical education and sports achievements</li> <li>5. The nature of physical education, the nature of achievement in sports, the difference between physical education and sports achievements</li> <li>6. Understand the requirements for infrastructure in the form of Safe, Easy and cheap, Attractive, Stimulating to move, As needed, According to purpose, Appropriate to use, Appropriate to the environment, and manufacturing practices</li> <li>7. Understand the requirements for infrastructure in the form of Safe, Easy and cheap, Attractive, Stimulating to move, As needed, According to purpose, Appropriate to use, Appropriate to the environment, and manufacturing practices</li> <li>8. Understand the requirements for infrastructure in the form of Safe, Easy and cheap, Attractive, Stimulating to move, As needed, According to purpose, Appropriate to use, Appropriate to the environment, and manufacturing practices</li> <li>9. Understand the management of infrastructure in the form of Inventory, Planning, Procurement, Arrangement of use, Maintenance, Elimination, Preparation of proposals</li> <li>10. Understand the management of infrastructure in the form of Inventory, Planning, Procurement, Arrangement for use, Maintenance, Elimination, Preparation of proposals</li> <li>11. Understand the weaknesses of physical education learning in the form of not in accordance with the characteristics of students, not relevant to the purpose of physical education, school limitations, and limitations on use</li> <li>12. Able to make creative products in the procurement of physical and physical facilities Creativity in infrastructure procurement</li> <li>13. Able to make creative products in the procurement of physical and physical facilities Creativity in infrastructure procurement</li> <li>14. Able to make creative products in the procurement of physical and physical facilities Creativity in infrastructure procurement</li> <li>15. Mid-Term Test</li> <li>16. Able to explain and make physical education infrastructure in various sports</li> </ol>				

5	<b>Teaching methods</b> Discussion, Inductive Thinking Practice/skills, Inquiry training, Divergent, Problem based learning, individual and group
6	<b>Assessment methods</b> Oral Test, Written Test, Assignment, and Final Exam
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. Agus S. Suryobroto (2005). <i>Sarana dan Prasarana Pendidikan Jasmani</i> (Diktat) Yogyakarta: FIK UNY</li> <li>2. Depdiknas. (2001). <i>Manajemen Perawatan Preventif sarana dan Prasarana Pendidikan</i> . Jakarta</li> <li>3. Ibrahim Bafadal. (2004) . <i>ManajemenPerlengkapan Sekolah Teori dan Aplikasinya</i>. Jakarta: Bumi Aksara</li> <li>4. Natal, Y. R., &amp; Bate, N. (2020). Manajemen Pengelolaan Sarana dan Prasarana PJOK. <i>Altius: Jurnal Ilmu Olahraga dan Kesehatan</i>, 9(2), 70-82..</li> <li>5. Pratama, D. Y. (2019). Survei Sarana Prasarana Pendidikan Jasmani Olahraga Dan Kesehatan SD Negeri Se-Gugus 1 di Kecamatan Wonoayu Kabupaten Sidoarjo. <i>Jurnal Pendidikan Olahraga dan Kesehatan</i>.</li> <li>6. Soepartono.(2000). <i>Sarana dan Prasarana Olahraga</i>. Jakarta : Depdiknas</li> <li>7. Linnda L. Griffin dan Joy I. Butler. (2005). <i>Teaching games for unnderstanding: Theory, Research and Practice</i></li> </ol>

### Rhythmic Activities

Rhythmic Activities					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> term	Frequency Every even term	Duration 1 Term

1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>.P3. Graduates can analyze and develop the science of physical education, sports and health at the primary and secondary education levels. (5)</p> <p>C3. Graduates can undertake physical education, sports, and health learning with a student-centered approach. (7)</p> <p>C4. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)</p> <p>A5. Graduates can create a network of cooperation both inside and outside the institution. (11)</p>				
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Definition of rhythmic activity</li> <li>2. The difference between <i>maat</i> and rhythm</li> <li>3. A few steps in rhythmic gymnastics</li> <li>4. Basic movements and combinations of rhythmic gymnastic movements</li> <li>5. Basic movements and combinations of rhythmic gymnastics</li> <li>6. Basic movements and combinations of rhythmic gymnastic movements</li> <li>7. Basic movements and combinations of rhythmic gymnastic movements</li> <li>8. Basic movements and combinations of aerobic exercise</li> <li>9. Basic movement and combination of aerobic exercise</li> <li>10. Basic movements and combinations of aerobic exercise</li> <li>11. Basic movement and combination of dental aerobic exercise, Nasal health</li> <li>12. Basic movements and combinations of aerobic exercise</li> <li>13. Step pattern combination of step swing with arm swing</li> <li>14. Step pattern combination of step swing with arm swing</li> <li>15. Creating movement, Sequencing movement Choosing the appropriate music</li> <li>16. Perform between groups</li> </ol>				
5	<p><b>Teaching methods</b></p> <p>Lectures, Practice Demonstrations, Group work</p>				
6	<p><b>Assessment methods</b></p> <p>Written test, Quiz, Practice and assignments</p>				
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at <i>UNY</i></p>				
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>				

9	<ol style="list-style-type: none"> <li>1. Akmal, A., Sugihartono, T., &amp; Ilahi, B. R. (2018). Analisis Muatan Materi Senam Pada Bahan Ajar PJOK Sekolah Dasar Negeri Di Kota Bengkulu. <i>Kinestetik: Jurnal Ilmiah Pendidikan Jasmani</i>, 2(1), 11-15.</li> <li>2. Mahendra, Agus. (2001). <i>Pembelajaran Senam di Sekolah Dasar</i>. Jakarta: Dirjen Dikdasmen.</li> <li>3. Sukamti, Endang Rini . (2005). <i>Diktat Dasar-dasar Latihan Aerobic Gymnastic</i>. Yogyakarta: FIK UNY</li> <li>4. Febrianta, Y. (2019). Alternatif menanamkan karakter percaya diri melalui pembelajaran aktivitas ritmik. <i>Proceeding of The URECOL</i>, 281-289.</li> <li>5. Sukoco, P., Mulyaningsih, F., &amp; Meikahani, R. (2020). The Factors Affecting Learning Difficulties in Gymnastics through Portfolio Model.</li> <li>6. Woerjati, Sukarno. (2006). <i>Diktat Senam Irama</i>. Yogyakarta: FIK UNY</li> </ol>
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### Badminton Game

<b>Badminton Game</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	PLO P3. Graduates can analyze and develop the science of physical education, sports and health at the primary and secondary education levels. (5) C2. Graduates can undertake physical education, sports, and health learning with a student-centered approach. (7) C4. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8) A5. Graduates can create a network of cooperation both inside and outside the institution. (11)				

4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. The origin of the game of badminton</li> <li>2. Development of badminton in Indonesia</li> <li>3. Rules / size of the field and Rules / size of equipment (racquet, shuttlecock and net)</li> <li>4. Rules of service and Rules in rally</li> <li>5. Rules of the match Knockout</li> <li>6. Rules of the match, competition system</li> <li>7. Describing the trajectory of the lob shuttlecock, Mentioning three benefits of the lob shot and making variations of the lob shot</li> <li>8. Describing the trajectory of the lob shuttlecock, Mentioning three benefits of the lob and making variations of the lob</li> <li>9. Describing the trajectory of the drop-shot shuttlecock, Mentioning the benefits of the drop-shot and making variations of the drop-shot</li> <li>10. Describing the trajectory of the drop-shot shuttlecock, Mentioning the benefits of the drop-shot and making variations of the drop-shot</li> <li>11. Describing the trajectory / course of the netting shuttlecock, Mentioning the benefits of netting and making variations of netting strokes</li> <li>12. Describing the trajectory of the netting shuttlecock, Mentioning the benefits of netting and making variations of netting strokes</li> <li>13. Attack tactics and strategies, Defensive tactics and strategies, Single tactics and Multiple tactics</li> <li>14. Offensive tactics and strategies, Defensive tactics and strategies, Single tactics and Multiple tactics</li> </ol>
5	<p><b>Teaching methods</b> Lectures, Explanation, Discussions</p>
6	<p><b>Assessment methods</b> Written test, Assignments, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b> Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Komari, Amat . (2008). JENDELA BULUTANGKIS. Fakultas Ilmu Keolahragaan</li> <li>2. Artha, I. K. A. (2021). Pengaruh Metode Drill Terhadap Hasil Smash Bulutangkis Kegiatan Ekstrakurikuler Siswa SMP Negeri 4 Busungbiu. Jurnal Pendidikan Kesehatan Rekreasi, 7(1), 46-55.</li> <li>3. Aryanti, S., Victorian, A. R., &amp; Yusfi, H. (2018). Pengembangan Teknik Pembelajaran Servis Forehand Bulutangkis Bagi Siswa Putra Sekolah Menengah Atas. Sebatik, 22(2), 181-187.</li> <li>4. Gazali, N., &amp; Cendra, R. (2021). PERATURAN DAN PERWASITAN BULUTANGKIS. Ahlimedia Book.</li> <li>5. Iskandar, R. Y. (2018). Seri Olah Raga Anak Bulu Tangkis. PT Niaga Swadaya. Persada : Bali</li> <li>6. Rinaldi, M. (2020). Buku Jago Bulu Tangkis. Ilmu Cemerlang Group.</li> <li>7. The Internatinal Badminton Federation. 1977 Statute Book 1977-1978 IBF Gloucestershire, England</li> </ol>



## Softball and Baseball Game

<b>Softball and Baseball Game</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>P3. Graduates can analyze and develop the science of physical education, sports and health at the primary and secondary education levels. (5)</p> <p>C2. Graduates can undertake physical education, sports, and health learning with a student-centered approach. (7)</p> <p>C4. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)</p> <p>A5. Graduates can create a network of cooperation both inside and outside the institution. (11)</p>				
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Game terms, basic concepts in games and game tools</li> <li>2. Game terms, basic concepts in games and game tools</li> <li>3. Softball field</li> <li>4. Softball field</li> <li>5. Basic techniques of throwing, catching, and hitting the ball</li> <li>6. Basic techniques of throwing, catching, and hitting the ball</li> <li>7. Rules of throwing pitch</li> <li>8. Rules of hitting, hitting runners and runners</li> <li>9. Rules of hitting, hitting runners and runners</li> <li>10. Understand attack and defense strategies in softball games</li> <li>11. Understand attack and defense strategies in softball games</li> <li>12. Understand the tasks and functions of the scorer in softball games</li> <li>13. Understand the tasks and functions of the scorer in softball games</li> <li>14. Understand the duties and functions of umpires in softball games</li> </ol>				
5	<p><b>Teaching methods</b></p> <p>Lectures, Presentations, and Discussions</p>				
6	<p><b>Assessment methods</b></p> <p>Assignments, Mid-Semester Exams, and Final Exams</p>				

7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. American baseball coacher association. (2004). The baseball Drill Book. Champaign, IL: Human kinetics</li> <li>2. Bakhtiar, S. (2015). Merancang pembelajaran gerak dasar anak.</li> <li>3. Garman, J. (2001). Softball skill &amp; drill. USA: Human Kinetics.</li> <li>4. Handoko, A. H. Analisis Gerak Lemparan Pitcher Baseball. JURNAL PENGABDIAN KEPADA MASYARAKAT, 21(82), 30-35.</li> <li>5. Irson, D. P., Oslan, A., &amp; Dibya, P. S. R. (2020). Sejarah Dan Perkembangan Olahraga Baseball Sebagai Budaya Populer Di Jepang (Doctoral dissertation, Universitas Bung Hatta).</li> <li>6. Noran, R. (2005). Softball fundamental. A better way to learn the basics. USA: Human Kinetics</li> <li>7. Reghina Putri, A. (2021). Perancangan Media Digital Interaktif untuk Pembelajaran Olahraga Baseball bagi Pemula di Jabodetabek (Doctoral dissertation, Universitas Multimedia Nusantara).</li> </ol>

### Learner's Growth and Development

Learner's Growth and Development					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>Term</b> 3 <sup>rd</sup> (III)	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				

3	<p>PLO</p> <p>(6) Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation.</p> <p>(7) Graduates can learn physical education, sports, and health with a student-centered approach.</p> <p>(10) Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education.</p>
4	<p><b>Subject Purpose/content</b></p> <p>Growth and Development (Two terms that always follow the PPD study), the .1 definition of PPD and the PPD study on the span of human life related to PIES; Physical (physical), Intellectual (Cognitive and Language), Emotional (Emotional), and Social-Moral, Factors influencing individual growth and development, Benefits of studying PPD and applying it in education with full .responsibility and respect for innate dignity and environmental influences</p> <p>Psychoanalytic theory (Freud and Erikson) and its role in development, Learning .2 Theories (Skinner, and Bandura) and its role in development, Humanistic Theories (Charlotte Buhler, Maslow, and Rogers) and its role in development, Cognitive Theories (Piaget, Vygotsky) and its role on development, Ecological Theory and its role on development, Ethological Theories (Lorenz, Bowlby, Hinde) and its role on development, Implications of theories of human .development</p> <p>The principles of development, the implications of the principles of development .3 on education by considering the nature of development and growth</p> <p>Stages of fetal development in the womb, Dangers that must be considered: 1) .4 Mother's condition: nutrition, drugs, alcohol, cigarettes, psychological conditions, X-rays / X-rays, 3) Birth process, Implications for education with attention to (2 optimal development of the fetus in the womb based on humanist-religious moral .values</p> <p>The meaning of baby's cry, reflexes in infants, Developmental Tasks, Physical .5 Development, Intellectual Development, Emotional Development, Social and Moral Development, Implications for education by paying attention to the development of intellectual, emotional, social and moral aspects</p> <p>Early Age + developmental tasks 2-6 years (Physical development, Intellectual .6 Development, Emotional Development, Social and Moral Development, Implications for education by including humanist-religious character development values.), School Period + developmental tasks 7 -12 years: Physical development, intellectual development, emotional development, social ) and moral development, implications for education by including humanist- (.religious character development values</p> <p>Periodization of Adolescence and its characteristics; Puberty, early and late .7 adolescence, Developmental Tasks (in general, but adapted to the Indonesian context), Physical Development (including psychosexual development), Intellectual Development, Emotional Development, Social and Moral Development Dangers and problems in adolescence. Implications for education by including humanist-religious character development values. (how teachers deal with adolescent development and problems), Age limits for early adulthood, and youth, Development of aspects of PIES and developmental tasks contained in each aspect, Identifying the achievement of self-development in youth, Individual differences in achievement of development in each aspect, implications for education by paying attention to character values in aspects of PIES, especially the value of independence and tolerance for individual .differences which are considered important at this time</p>

	The Division of Adulthood; middle, and the Elderly and developmental tasks, .8 Comparison of Physical Development between the two periods. Comparison of Intellectual Development. Comparison of Emotional Development. Comparison of Social and Moral Development
5	<b>Teaching methods</b> Lectures, discussions, and assignments.
6	<b>Assessment methods</b> Participation, assignments, mid-term exams, and final exams
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs in the Department of Recreational Sports Education, Faculty of Sport Science, <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	<b>Reference</b> 1. Izzati, R.E., dkk. (2008). Perkembangan Peserta Didik. Yogyakarta: UNY Press. 2. Rice, P. (2001). Human Development. New Jersey: Prentice Hall.

## CURRICULUM AND LEARNING OF PHYSICAL EDUCATION

CURRICULUM AND LEARNING OF PHYSICAL EDUCATION					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>3<sup>rd</sup> (III) term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				

3	<p>PLO</p> <ol style="list-style-type: none"> <li>1. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels. (5)</li> <li>2. Graduates can learn physical education, sports, and health with a student-centered approach. (7)</li> <li>3. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)</li> <li>4. Graduates can create a network of cooperation both inside and outside the institution. (11)</li> </ol>
4	<p><b>Subject Purpose/content</b></p> <p>The history and development of judo in the world and Indonesia .1  The basic technique of falling judo .2  The basic technique of falling and the technique of <i>De Ashi Harai</i> .3  The basic technique of falling, <i>Hiza Guruma and Sasae Tsurikomi Ashi</i> .4, The basic technique of falling <i>the ukigoshi technique, osoto gari</i>  The technique of <i>o-uchi gari, ogoshi</i> .5  The technique of <i>o-uchi gari, seoinage</i> .6  7. <i>Techniques of Ko Soto Gari, Ko Uchi Gari, Tsuru Komi Koshi Guruma, Okuri Ashi Harai</i>  <i>Tai Otoshi, Harai Ghosi, Uchi Mata</i> Encounter Lock, choke and fracture .8  techniques Encounter 12: <i>Randori</i> up and down  Letting go, blocking, counter technique .9  Rules of the game and rules of judo competition Judo Refereeing Meeting .10</p>
5	<p><b>Teaching methods</b></p> <p>Lectures, discussions, reading material assignments, practices.</p>
6	<p><b>Assessment methods</b></p> <p>Quizess, assignments, oral and written tests.</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs in the Department of Recreational Sports Education, Faculty of Sport Science, <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Kadir, Abdul A.A. (2002). Teknik Judo. Judo Institute Bandung.</li> <li>2. M. Noors, A. (2000). Dasar-dasar Judo. Jakarta. Dian Rakyat.</li> </ol>

### Karate

Karate					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>3<sup>rd</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term

1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> 5. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels. 7. Graduates can learn physical education, sports, and health with a student-centered approach. 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. 11. Graduates can create a network of cooperation both inside and outside the institution.				
4	<b>Subject Purpose/content</b> Explanation of Theory and Techniques Skills that must be mastered in Basic .1 Karate Skills World Karate History, Indonesian Karate History .2 Elaboration of the Karate Oath, Philosophical values in Karate martial arts .3 Dress code, Karate-ka summons, Etiquette practicing at the <i>dojo</i> .4 Karate style in Indonesia .5 6. <i>Kata</i> Competition Rules, <i>Kumite</i> Competition Rules Foreign terms in karate .7 8. <i>Tsuki, Uke, Uchi, Geri</i> 9. <i>heian sodan, heian nidan, heian sandan, heian yondan, heian godan</i> Technical criteria, Target goals, Scoring in <i>kumite</i> .10 Karate Oath .11 12 . <i>Gohon Ippon Kumite, Kihon Ippon Kumite</i>				
5	<b>Teaching methods</b> Lecture, Classical Discussion, Group Discussion, Assignment, Presentation, Play, Collaborative.				
6	<b>Assessment methods</b> Lecture participation, Quizzes/questions, Assignments, Mid-Term Exams, and Final Exams				
7	<b>This module/course is also used in the following study programs</b>				
8	<b>Responsibility for module/course</b> Elective courses				

9	<ol style="list-style-type: none"> <li>1. Hamid, Apris.(2007). Teknik Dasar Karate (Kihon). Sumbar: Inkanas Sumbar</li> <li>2. Sinbolon, Bernahot.(2002). Latihan dan Melatih Karate: Dasar, Tehnik-Taktik, Strategi, Ilmu, Norma, Program Latihan, Psikologi Olahraga, dan Analisis Karate. Yogyakarta: Griya Pustaka</li> </ol>
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### Taekwondo

Taekwondo					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>3<sup>rd</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	PLO 5. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels. 7. Graduates can learn physical education, sports, and health with a student-centered approach. 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. 11. Graduates can create a network of cooperation both inside and outside the institution.				

4	<b>Subject Purpose/content</b> Introduction .1 to the lecture's material of basic skills of taekwondo International and national history of Taekwondo .2 Ethics, procedures, and philosophy .3 Terms of body parts and facilities .4 Basic hand techniques in Taekwondo .5 Basic Foot Techniques in Taekwondo .6 Poomsae .7 Poomsae .8 Poomsae .9 Poomsae .10
5	<b>Teaching methods</b> Lectures, Explanation, Classical discussions, Assignments/presentations, Practical demonstrations
6	<b>Assessment methods</b> Quizzes/questions, assignments, pretest, mid-term exams, and final exams
7	<b>This module/course is also used in the following study programs</b>
8	<b>Responsibility for module/course</b> Elective courses
9	1. Kim Joong-Young.(2009). The Textbook of Taekwondo Poomsae, Kukkiwon Korea. O-Sung Publishing Company. 2. Suryana, dadang.(2004). <i>Taekwondo, Teknik Dasar, Poomsae, dan Peraturan Pertandingan</i> . Jakarta Gramedia

### Motor Learning

Motor Learning					
Course Module (if used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS) 2 Credits x 1,59	1 <sup>st</sup> Term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 minutes	<b>Self Study</b> 14 x 2 Credits x 60 minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for Participation</b> -				
3	Developed PLO: 1. Graduates can contribute to improving the quality of community life based on values, norms, and ethics, academically and professionally. (2) 2. Graduates can conduct, analyze and develop physical education, sports and health at the primary and secondary education levels. (5)				



	<p>3. Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (5)</p> <p>4. Graduates can learn physical education, sports, and health with a student-centered approach. (7)</p>
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Definition of learning, definition of motor learning, Classification of motor learning, Stages of motor learning.</li> <li>2. The role of proprioceptor senses in motor activity, perception as a detection tool, comparison and identification of information, information storage systems, anticipation time.</li> <li>3. Readiness, Attention and Information Processing, Attention and Successful Motor Activities.</li> <li>4. Short Term and Long Term Storage, Memory Control Process, Memory Disturbance, Information Recall Pattern.</li> <li>5. The structure and function of the neoromuscular system, movement control processes, motor programming.</li> <li>6. Retention is related to the characteristics of the movement, Retention is related to context, Retention is related to the right stimulus.</li> <li>7. General Movement Ability, Relationship between Initial and Late Ability.</li> <li>8. Knowledge and Learning Outcomes Function, Learning Motivation, Lecture Summary.</li> </ol>
5	<p><b>Teaching Methods</b></p> <p>Discussion, Practice, Individual work, Group work, Presentation</p>
6	<p><b>Assessment Methods</b></p> <p>Quizzes, Assignments, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs in the Faculty of Sport Science, <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>9. Richard A. Magil, (2001). <i>Motor Learning Concepts and Applications Sixth Edition</i>, Dubuque, Iowa. Mc Graw Hill.</li> <li>10. Richard A. Schmid and Timothy D. Lee. (2005). <i>Motor Control and Learning; A Behavioral Emphasis. Fourth Edition.</i> Champaign IL. Human Kinetic.</li> </ol>

## Sociology of Sport

<b>Sociology of Sport</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit</b> (ECTS ) 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	Developed PLO: 1. Graduates can work together and have a concern for society and the environment. (3) 2. Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels. (5) 3. Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (6) 4. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)				
4	<b>Subject Purpose/content</b> The Learning Contract includes the rules and course materials .1 Scope of Sport, Scope of Sociology, Position of sport in sociological studies .2 (position of Sociology of Sport), Definition of Sociology of Sport Ethics in sports issues, Ethics in matches .3 The social level of sports, Social changes in sports .4 The theory of collective behavior, Ideology of Violence in sports, Space for .5 reproduction of violence, Sports and symbols of violence The position of women in the sociological context, the space of women in sports .6 Sports and character .7 Sports industry culture, Position of sport in the industrial space, Sports .8 Marketing, Effects of commercialization on the world of sports The role of sport in education, the development of the object of the study of the .9 sociology of sport in the world of education				
5	<b>Teaching methods</b> Discussion, Lecture, Case Study, Written				
6	<b>Assessment methods</b> Attendance, Assignments, Presentations, Mid-Term Exams, and Final Exams				
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs in the Faculty of Sport Science, <i>UNY</i>				
8	<b>Responsibility for module/course</b> Compulsory				

9	<ol style="list-style-type: none"><li data-bbox="379 197 1461 297">1. Lutan, Rusli, dkk. (2004). Kebijakan Nasional dalam Pengembangan Pendidikan Jasmani, dalam Akar Sejarah dan Dimens Keolahragaan Nasional, Jakarta: Ditjora.</li><li data-bbox="379 297 1461 367">2. Mutohir, Toho Cholik. (2008). Perang Melawan Doping dalam Olahraga, Kompas 6 Agustus .</li><li data-bbox="379 367 1461 405">3. Sindhunata. (2002). Kesebelasan Anti SARA. Air Mata Bola, Hal. 155-159.</li></ol>
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# **SEMESTER 4**

## Statistics

<b>statistics</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	Developed PLO: 1. Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (6) 2. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education. (10) 3. Graduates can make decisions and provide appropriate solutions based on analysis of information and data. (12)				
4	<b>Subject Purpose/content</b> Basic concepts of statistics and measurement scale .1 Presentation of data in the form of frequency distribution tables and diagrams .2 Centering size .3 Location size .4 Size diversity .5 Combinatorial and chance .6 Discrete random variable and continuous random variable .7 Distribution of sampling and parameter estimation .8				
5	<b>Teaching methods</b> Lectures, discussions, and observations.				
6	<b>Assessment methods</b> Assignments, Attitudes, Sub-competency Exam				
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs in the Faculty of Sport Science, <i>UNY</i>				
8	<b>Responsibility for module/course</b> Compulsory				
9	Mario F. Triola . (2004). <i>Elementary Statistics</i> . Addison Wiley				

## Digital Communication Transformation

<b>Digital Communication Transformation</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>4<sup>th</sup> Term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>4. Graduates can know and use information and communication technology in education.</p> <p>8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards</p> <p>12. Graduates can make decisions and provide appropriate solutions based on analysis of information and data.</p>				
4	<p><b>Subject Purpose/content</b></p> <p>1. Introduction and Apperception of Courses: Outline of the course outline of Digital Communication Transformation, methods used in learning and assessment methods</p> <p>2. Opportunities and Challenges of Digital Communication Transformation in the Industrial Revolution Era 4.0</p> <p>3. Evolution of Labor During the 4.0 Industrial Revolution</p> <p>4. Digital Capabilities Mastery and Development</p> <p>5. Five Domains of Digital Transformation</p> <p>6. The Role and Functions of Digital Transformation for Sports in General</p> <p>7. Digitization of Sports Science through electronic media</p> <p>8. Advantages and Disadvantages of Digital Transformation Media for learning in general in Indonesia</p>				

	<p>9. Minimum Criteria for the use of Digital Communication Transformation in Learning</p> <p>10. Use of Digital Communication Media in Sports Education</p> <p>11. Extracurricular teaching and activities outside the classroom using digital platforms</p> <p>12. Organizing online-based sports seminars/workshops</p> <p>13. Product creation (non-Microsoft) for Sports Learning or Sports Organizing</p> <p>14. Presentation of digital products that students have made</p>
5	<p><b>Teaching methods</b></p> <p>Lectures, Questions and Answers, and Discussions</p>
6	<p><b>Assessment methods</b></p> <p>Assignments, Attitudes and Activities in Class, Attendance Participation, Mid-Semester Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Bounfour, Ahmed. (2016). <i>Digital futures, digital transformation from lean production to acceluction</i>. New York: Springer Cham Heidelberg Dordrecht London.</li> <li>2. George Westerman, Didier Bonnet, and Andrew Mcafee. (2014). <i>Turning technology into business transformation</i>. Harvard Business: Review Press. Harvard Business School Publishing, 60 Harvard Way, Boston, Massachusetts</li> <li>3. Rodgers, David L. (2016). <i>The Digital transformation playbook; rethinking your business for digital age</i>. New York: Columbia Business School Publishing.</li> <li>4. Min Xu<sup>1</sup>, Jeanne M. David<sup>2</sup> &amp; Suk Hi Kim<sup>1</sup>. (2018). The Fourth Industrial Revolution: Opportunities And Challenges. <a href="http://ijfr.Sciencedupress.Com">Http://ijfr.Sciencedupress.Com</a>. <i>International journal of financial research</i>. Vol. 9, No. 2; 2018</li> <li>5. Eun Jeong Lee &amp; Sheryl Sleeva. (2021). The evolution of the workforce during the fourth industrial revolution. <i>Human Resource Development International</i>, 24:1, Taylor And Francis Group</li> </ol>

## Kinesiology

<b>Kinesiology</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	Developed PLO: 1. Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels. (5) 2. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8) 3. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education. (10)				
4	<b>Subject Purpose/content</b> History and understanding of Kinesiology .1 Bone Composition and Structure .2 Terminology, joint mobility, function and types of bones and joints .3 Myology, structure and action of skeletal muscles .4 Nervous system .5 Law of Equilibrium Basic human motion and types of motion .6 Analysis of sports skills in various sports .7				
5	<b>Teaching methods</b> Discussions, demonstrations, practicums, group assignments				
6	<b>Assessment methods</b> Attendance, Assignments, Quiz, Mid-Term Exams, and Final Exams				
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs in the Faculty of Sport Science, <i>UNY</i>				
8	<b>Responsibility for module/course</b> Compulsory				



9	<ol style="list-style-type: none"> <li>1. ITTF. (2014), <i>Peraturan Tenis Meja</i>. PTMSI, Jakarta.</li> <li>2. Alex Kertamanah. (2003) <i>Teknik dan Taktik Dasar Permainan Tenis Meja</i>. Jakarta: PT Raja Grafindo Persada.</li> <li>3. Hodges, Larry (2007). <i>Tenis Meja Tingkat Pemula</i>. Jakarta: PT Raja Grafindo Persada.</li> </ol>
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### CURRICULUM AND LEARNING OF PHYSICAL EDUCATION

<b>CURRICULUM AND LEARNING OF PHYSICAL EDUCATION</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>Term</b> 3 <sup>rd</sup> (III)	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	Class Size -
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> (5) Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels. (6) Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (7) Graduates can learn physical education, sports, and health with a student-centered approach. (10) Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education				
4	<b>Subject Purpose/content</b> The theory and nature of the curriculum, the curriculum as a praxis, the .1 components of the curriculum, the relationship between curriculum and learning, the relationship between the curriculum and physical education, the history of curriculum development in Indonesia Sports Education Curriculum Model. Fitness Education Curriculum Model. .2 Physical Education Curriculum Model (Development) Movement Analysis Curriculum Model. Identity Curriculum Model. Activity-based .3 Curriculum Model .Concept-Based Curriculum Model .4				

	<p>Wellness Education Curriculum Model. Competency-Based Curriculum Model .5  Approach in curriculum development .6  Curriculum development model .7  Principles of curriculum development .8  foundation for curriculum development .9  Curriculum development steps .10  Levels of curriculum development .11  The basic framework and structure of the 2013 curriculum + prototype .12  curriculum, syllabus, <i>KTSP</i>  Learning principles in K13 + prototype curriculum .13  The nature of learning, The nature of motor learning .14  General concepts of motor learning/physical education .15  Learning objectives, Physical education learning objectives .16</p>
5	<p><b>Teaching methods</b>  Lectures, Discussions, Assignments Reading materials, Presentations</p>
6	<p><b>Assessment methods</b>  Quiz, Assignment, Oral test, Written test</p>
7	<p><b>This module/course is also used in the following study programs</b>  All undergraduate study programs in the Department of Recreational Sports Education, Faculty of Sport Science, <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b>  Compulsory</p>
9	<p><b>Referensi</b></p> <ol style="list-style-type: none"> <li>1. Suherman, Wawan S. (2012). Kurikulum Berbasis Kompetensi Penjas: Teori dan Praktik Pengembangan. Yogyakarta: FIK-UNY</li> <li>2. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301)</li> <li>3. Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah;</li> <li>4. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 58 Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Tsanawiyah</li> </ol>

### Physical Education Learning Strategy

Physical Education Learning Strategy					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	Term 3 <sup>rd</sup> (III)	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	<p><b>PLO</b></p> <p>(5) Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels.</p> <p>(6) Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation.</p> <p>(7) Graduates can learn physical education, sports, and health with a student-centered approach.</p> <p>(10) Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education</p>				
4	<p><b>Subject Purpose/content</b></p> <p>1. Definition and Basic Concepts of Physical Education learning</p> <p>Teaching and Learning Interaction .2</p> <p>Systematics of physical education learning .3</p> <p>The nature of teaching methods .4</p> <p>Components of the learning process .5</p> <p>Motivation in Learning .6</p> <p>Teaching methods: Principles of the technical and tactical approach .7</p> <p>Knowledge and skill approach: lecture and drill .8</p> <p>Social approach: social family method .9</p> <p>Personalization .10 Education: movement education, problem solving techniques</p> <p>Learning approach: programmed method, <i>CAI</i>, creativity and problem solving .11</p> <p>motor learning education: part whole methods, and modeling .12</p> <p>The spectrum of teaching styles .13</p> <p>The Nature and Paradigm of the model .14</p> <p>Direct Instruction model .15</p> <p>Perzonalized Instruction model .16</p>				
5	<p><b>Teaching methods</b></p> <p>Demonstration, Direct models, discussion, Group discussion, Discussion presentation, Discussion presentation demonstration, <i>PBL</i>.</p>				
6	<p><b>Assessment methods</b></p> <p>Assignments, quizzes/questions, mid-term exams, final exams, and affective.</p>				
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs in the Department of Recreational Sports Education, Faculty of Sport Science, <i>UNY</i></p>				

8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. Jacobsen, David A.; Eggen, Paul; dan Kauchak, Donald. (2009). Methods for Teaching. Terjemahan, Yogyakarta : Pustaka Pelajar</li> <li>2. James, Popham W. dan Baker Eva L. (2001). Teknik Mengajar Secara Sistematis. Jakarta: Rineka Cipta.</li> <li>3. Lutan, Rusli. (2002). Strategi Pembelajaran Penjas di SD. Jakarta: Universitas Terbuka</li> </ol>

### EDUCATIONAL LEARNING MEDIA AND TECHNOLOGY

EDUCATIONAL LEARNING MEDIA AND TECHNOLOGY					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS) ) 2 Credits x 1,59	Term 3 <sup>rd</sup> (III)	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> (4) Graduates can know and utilize information and communication technology in education. (6) Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (8) Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (12) Graduates can make decisions and provide appropriate solutions based on analysis of information and data.				
4	<b>Subject Purpose/content</b> Definition of learning media .1 Benefits of learning media, types and classifications of learning media .2 History of Information Technology .3 The benefits of ICT in education .4 Hardware in education .5 Software in education .6 Computer System .7 Types of computers .8 Internet Development .9 Learning with the help of the Internet .10 ICT Ethics and ITE Law .11 Manual drawing media .12 Practice Making image media .13 Image Printing Media .14				

	Practice Making Image Printing media .15 Digital Photo Media .16
5	<b>Teaching methods</b> Class discussion, Group discussion, Presentation, Classical discussion, Assignments.
6	<b>Assessment methods</b> Quizzes, Assignments, Written tests, assignments
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs in the Department of Recreational Sports Education, Faculty of Sport Science, <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	<b>Reference</b> 1. Arief, Sadiman, dkk. (2008). Media Pendidikan. Pengertian, Pengembangan dan Pemanfaatannya. Jakarta : PT. Raja GrafindoPersada 2. Sudjana, Nana dan Rivai, Ahmad. (2002). Media Pengajaran (Penggunaan dan Pembuatannya). Bandung: Sinar Baru Algensindo. 3. Oetomo, Budi S. (2002). E-education; konsep TI dan aplikasi internet pendidikan. Yogyakarta: Andi Offset.

### Teaching Evaluation in Physical Education

Teaching Evaluation in Physical Education					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	3 <sup>rd</sup> (III) term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> (6) Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (7) Graduates can learn physical education, sports, and health with a student-centered approach. (8) Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education.				

	(12) Graduates can make decisions and provide appropriate solutions based on analysis of information and data.
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. The concept of measurement, assessment and evaluation</li> <li>2. Characteristics of measurement, assessment and evaluation</li> <li>3. Measurement characteristics</li> <li>4. Assessment characteristics</li> <li>5. Evaluation Characteristics</li> <li>6. The concept of measurement, assessment and evaluation</li> <li>7. Characteristics of measurement, assessment and evaluation</li> <li>8. Measurement characteristics</li> <li>9. Assessment characteristics</li> <li>10. Evaluation Characteristics</li> <li>11. The concept of measurement, assessment and evaluation</li> <li>12. Characteristics of measurement, assessment and evaluation</li> <li>13. Measurement characteristics</li> <li>14. Assessment characteristics</li> <li>15. Evaluation Characteristic</li> </ol>
5	<p><b>Teaching methods</b></p> <p>Various lectures and discussions</p>
6	<p><b>Assessment methods</b></p> <p>Participation, Presentation and discussion, Practice/Performance/assignment, Mid-Term Exams, and Final Exams</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs in the Department of Recreational Sports Education, Faculty of Sport Science, <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Mardapi, Djemari. (2012). Pengukuran penilaian dan evaluasi pendidikan. Yogyakarta: Nuha Litera.</li> <li>2. Miller, Patrick W. (2008). Measurment and teaching. USA. Libarry of conggres.</li> </ol>

## Psychology of Sport

<b>Psychology of Sport</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	Developed PLO: 1. Graduates can contribute to improving the quality of community life based on professional academic values, norms and ethics. (2) 2. Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (6) 3. Graduates can learn physical education, sports, and health with a student-centered approach. (7)				
4	<b>Subject Purpose/content</b> Introduction to Psychology, Introduction to Sport Psychology lectures .1 The nature and understanding of Sports Psychology .2 Athlete Personality .3 Athlete Motivation .4 Athlete's Emotional and Emotional .5 Athletes' Anxiety and Tension .6 Stress in athletes .7 Confident Athletes .8 Leadership .9 Communication in Sports .10 Perception and Attribution .11 Mental imagery .12 Goal setting .13 Peak Performance .14				
5	<b>Teaching methods</b> Gmail, Online/Zoom				
6	<b>Assessment methods</b> Attendance, Assignments, Quiz, Mid-Term Exams, and Final Exams				
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs in the Faculty of Sport Science, <i>UNY</i>				
8	<b>Responsibility for module/course</b> Compulsory				

9	<ol style="list-style-type: none"> <li>1. Ari Wibowo, K., Adi, W., Fahrial, A., &amp; Muhammad, H. (2021). PSIKOLOGI OLAHRAGA (Issue July). Akademia Pustaka.</li> <li>2. Setiyawan, S. (2017). Kepribadian Atlet Dan Non Atlet. <i>Jendela Olahraga</i>, 2(1). <a href="https://doi.org/10.26877/jo.v2i1.1289">https://doi.org/10.26877/jo.v2i1.1289</a></li> <li>3. Supriyadi. (2016). Psikologi olahraga. Universitas Udayana Denpasar.</li> <li>4. Tangkudung, J. (2018). <i>Sport Psychometrycs : Dasar-dasar dan Instrumen Psikometri Olahraga</i> (Issue July).</li> <li>5. Tangkudung, J., &amp; Apta, M. (2015). Mental Training Aspek-Aspek Psikologi Dalam Olahraga. (Issue February). <a href="https://doi.org/10.1159/000421153">https://doi.org/10.1159/000421153</a></li> </ol>
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### SepakTakraw

SepakTakraw					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	4 <sup>th</sup> term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	PLO 5. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels. 7. Graduates can learn physical education, sports, and health with a student-centered approach. 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. 11. Graduates can create a network of cooperation both inside and outside the institution.				



4	<p><b>Subject Purpose/content</b></p> <p>.History and development of sepak takraw .1          .Rules of takraw squad number .2          .The rules of sepak takraw for double event numbers .3          .The rules of sepak takraw on hoop numbers .4          The basic techniques of sepak takraw (starting, receiving bait, silage, and horse (soccer) .5          .The basic techniques of sepak takraw (picking, hammering, and punching) .6          .Basic sepak takraw techniques (heading, passing, smash, and blocking) .7          .Attack and defense tactics in playing sepaktakraw .8          Team/team or individual or .9personal.tactics in playing sepak takraw          .Refereeing and organizing sepak takraw matches .10</p>
5	<p><b>Teaching methods</b></p> <p>Lecture, Discussion, Explaining, Assignments, Demonstration, practice and simple play.</p>
6	<p><b>Assessment methods</b></p> <p>Assignments, Quizzes, Mid-Term Exams, and Final Exams, Participation, Pretest</p>
7	<p><b>This module/course is also used in the following study programs</b></p>
8	<p><b>Responsibility for module/course</b></p> <p>Elective courses</p>
9	<ol style="list-style-type: none"> <li>1. Armelia F.(2008). <i>Bermain Sepaktakraw</i>. Semarang: Aneka Ilmu.</li> <li>2. PB. PSTI.(2014). <i>Peraturan Permainan, Peraturan Perwasitan Sepaktakraw</i>. Jakarta: PB. PSTI.</li> <li>3. Thamrin M. Husni. (2008). <i>Pengembangan Instrumen Tes Keterampilan Bermain Sepaktakraw</i>. Yogyakarta: FIK UNY.</li> <li>4. Thamrin M. Husni.(2010). <i>Penyusunan Skala dan Norma Penilaian Bermain Sepaktakraw bagi Mahasiswa Putri</i>. Yogyakarta: FIK UNY.</li> </ol>

### Table Tennis

Table Tennis					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>4<sup>th</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term

1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<b>PLO</b> 5. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels. 7. Graduates can learn physical education, sports, and health with a student-centered approach. 8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. 11. Graduates can create a network of cooperation both inside and outside the institution.				
4	<b>Subject Purpose/content</b> History of table tennis .1 Table tennis game rules and equipment .2 The techniques of holding the bet in table tennis .3 Basic techniques of controlling the ball .4 Mastery of the basic techniques of playing table tennis .5 Application of single play tactics in table tennis .6 Application of double play tactics in table tennis .7 Demonstrating basic technical skills between individuals and between groups .8 The rules of the game in table tennis .9				
5	<b>Teaching methods</b> Lectures, discussions, demonstrations, assignments, exercises.				
6	<b>Assessment methods</b> Assignments, quizzes/questions, practical work, reports, mid-term exams, and final exams				
7	<b>This module/course is also used in the following study programs</b>				
8	<b>Responsibility for module/course</b> Elective courses				
9	4. ITTF. (2014), <i>Peraturan Tenis Meja</i> . PTMSI, Jakarta. 5. Alex Kertamanah. (2003) <i>Teknik dan Taktik Dasar Permainan Tenis Meja</i> . Jakarta: PT Raja Grafindo Persada. 6. Hodges, Larry (2007). <i>Tenis Meja Tingkat Pemula</i> . Jakarta: PT Raja Grafindo Persada.				

## Tennis

<b>Tennis</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS)</b> ) 2 Credits x 1,59	<b>4<sup>th</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>5. Graduates can analyze and develop physical education, sports, and health at the primary and secondary education levels.</p> <p>7. Graduates can learn physical education, sports, and health with a student-centered approach.</p> <p>8. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards.</p> <p>11. Graduates can create a network of cooperation both inside and outside the institution.</p>				
4	<p><b>Subject Purpose/content</b></p> <p>History and development of tennis .1</p> <p>Various kinds of equipment used in tennis court .2</p> <p>.Several ways to hold the racket used to hit the ball .3</p> <p>.Basic motion of ball control and motion according to the direction of the ball .4</p> <p>Mastery of the basic techniques of playing tennis .5</p> <p>Application of single-play tactics in court tennis .6</p> <p>Application of double play tactics in court tennis .7</p> <p>Demonstrating basic technical skills between individuals and between groups .8</p> <p>Demonstrate the basic technique of tennis between individuals from the back .9 line (baseline)</p>				
5	<p><b>Teaching methods</b></p> <p>Lecture, Discussion, Practice, Assignment,</p>				
6	<p><b>Assessment methods</b></p> <p>Assignments, Quizzes, Mid-Term Exams, and Final Exams, Practical Work, Reports.</p>				
7	<p><b>This module/course is also used in the following study programs</b></p>				
8	<p><b>Responsibility for module/course</b></p> <p>Elective courses</p>				

9	1. Murti, Handono. (2002). <i>Tenis Sebagai Prestasi dan Profesi</i> . Jakarta: Tyas Biratno Pallal.
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### Professional Preparation of Physical Education Teacher

Professional Preparation of Physical Education Teacher					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	Term 4 <sup>th</sup> (IV)	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> -
2	<b>Prerequisites for participation</b> -				
3	<b>PLO:</b> (2) Graduates can contribute to improving the quality of community life based on professional academic values, norms and ethics. (5) Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels. (6) Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and the use of learning evaluation. (7) Graduates can learn physical education, sports, and health with a student-centered approach.				
4	<b>Subject Purpose/content</b> Lecture contract, teacher multi-role, graduate utility, types of education personnel . 1 Demands for professionalism, Definition of profession, Professional, . 2 professionalism, professionalism Introduction, characteristic approach, linguistic approach, legalistic approach, . 3 level of teacher professional ability The essence of education personnel, Types of education personnel, . 4 Components of education and training, Development initiatives The purpose of teacher professional development, Construction of educational . 5 models, Prepositions for increasing teacher professionalism, Functions of professional development Introduction, Places of conflict, Things of contrast, Management, Class . 6 management, Applications The phenomenon of novice teachers, Novice teachers and classroom . 7 management, The role of teachers Factors determining the effectiveness of classroom management, New ideas on . 8 classroom management, Effective classroom management and teacher, Class management and student behavior				

	<p>Reflection, Reflective Teaching, Reflective Physical Education Teacher .9  Teacher competence in general .10  Pedagogical competence, Professional competence, Social competence, .11  Personal competence, International Physical education teacher standards  The concept of teaching Physical Education, Teaching, Education, Challenges .12  in the world of work  Emotional intelligence, Social intelligence, Management intelligence .13</p>
5	<p><b>Teaching methods</b>  Lectures, presentations, discussions.</p>
6	<p><b>Assessment methods</b>  Quizzes/questions, Internet research, Mid-semester Exams, Final Semester Exams,  Field trips</p>
7	<p><b>This module/course is also used in the following study programs</b>  All undergraduate study programs in the Department of Recreational Sports  Education, Faculty of Sport Science, <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b>  Compulsory</p>
9	<p><b>Reference</b></p> <ol style="list-style-type: none"> <li>1. Alkatiri, J Bakri S. (2007). Resusitasi Kardio-Pulmoner. Dalam: Sudoyo et al. Buku Ajar Ilmu Penyakit Dalam. Jilid 1. Edisi IV. Jakarta: Universitas Indonesia.</li> <li>2. Andun Sundanjoko.(2000). Pencegahan dan Perawatan Cedera. Jakarta:Departemen Pendidikan Nasional</li> <li>3. David B. Jacoby., Robert M. Youngson.M.D. (2016). Editor: Anastasia Y. Pustaka Kesehatan Populer Dokter Keluarga. Jakarta: PT. Bhuana Ilmu Populer</li> <li>4. Ikhwan Zain. ( 2016). Pencegahan Perawatan Cedera.. Yogyakarta: FIK UNY</li> <li>5. Kartono Mohamad, (2001). Pertolongan Pertama. Edisi yang disempurnakan. Jakarta: PT Gramedia Pustaka Utama.</li> </ol>

## Methodology I

<b>Methodology I</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<p>Developed PLO:</p> <ol style="list-style-type: none"> <li>1. Graduates can contribute to improving the quality of community life based on professional academic values, norms and ethics. (2)</li> <li>2. Graduates can learn physical education, sports, and health with a student-centered approach. (7)</li> <li>3. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)</li> <li>4. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of sports and health physical education. (10)</li> </ol>				
4	<p><b>Subject Purpose/content</b></p> <p>Introduction and lecture description .1            Explain the meaning and purpose of .2physical education            Components of learning and educational insight .3            Sports games, development activities, gymnastics activities, rhythmic .4            activities, and water activities            Learning objectives, learning benefits, teaching and learning activities .5            6. physical educationlearning curriculum in 2013, online learning curriculum            Learning objectives, learning materials, learning methods, learning resources, .7            .and assessments            8. physical education curriculum, online learning curriculum 2013            Physical Education Teaching and Learning book .9            Evaluation function, learning evaluation principle, and learning evaluation .10            approach            Physical Education Teaching and Learning book .11</p>				
5	<p><b>Teaching methods</b></p> <p>Lectures, Discussions, Independent Assignments, Reading Materials, Expositions, Practices</p>				
6	<p><b>Assessment methods</b></p> <p>Attendance, Assignments, Quiz, Mid-Term Exams, and Final Exams</p>				
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs in the Faculty of Sport Science, <i>UNY</i></p>				
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>				

9	<ol style="list-style-type: none"><li data-bbox="379 197 1362 293">1. Portal Rumah Belajar Kemendikbud. (2019). Paduan Penerapan Model Pembelajaran Inovatif Dalam Bdr Yang Memanfaatkan Rumah Belajar . Jakarta: Kemendikbud</li><li data-bbox="379 300 1378 367">2. Bronikowski, Michał. (2010). Physical Education Teaching And Learning. Polandia: Akademia Wychowania Fizycznego</li></ol>
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# **SEMESTER 5**



## Physical Fitness Education

<b>Physical Fitness Education</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	Developed PLO: 1. Graduates can contribute to improving the quality of community life based on professional academic values, norms and ethics. (2) 2. Graduates can analyze and develop physical education, sports and health at the primary and secondary education levels. (5) 3. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)				
4	<b>Subject Purpose/content</b> Definition of physical fitness .1 2. Understanding the history of physical fitness Kinds and definitions of components of physical fitness related to health .3 Kinds and understanding of components of physical fitness related to skills .4 Efforts to get fit .5 6. Mid-Term Test 7. Factors that influence: i. Physical fitness, The basic principles of exercise Create a physical fitness training program .8 9. Cooper Test, TKJI, ACSPFT Components of physical fitness related to health .10 Components of physical fitness related to skills .11 12. Physical fitness training in water Cross-country physical fitness training .13 Physical fitness .14 Test Cooper, TKJI, ACSPFT.1 2. TKJI				
5	<b>Teaching methods</b> Lectures, discussions, Peer-teaching, practice.				
6	<b>Assessment methods</b> Practice, assignments, mid-term exams, and final exams				
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs in the Faculty of Sport Science, <i>UNY</i>				
8	<b>Responsibility for module/course</b> Compulsory				
9	1. A. Satya Nugraha. (2019). Panduan Lengkap Pramuka. Pustaka Mahardika.				

## Physical Education Learning Planning

<b>Physical Education Learning Planning</b>					
<b>Course Module</b> (If used)	<b>Student Workload</b> 14 x (2 Credits (50 + .) 60 + 60 minutes)	<b>Credit (ECTS )</b> 2 Credits x 1,59	<b>1<sup>st</sup> term</b>	<b>Frequency</b> Every even term	<b>Duration</b> 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Creditsx 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	<p>PLO</p> <p>P3. Graduates can analyze and develop the science of physical education, sports and health at the primary and secondary education levels. (5)</p> <p>C2. Graduates can understand and analyze the characteristics of students, theories, methodologies, principles, procedures, and utilization of learning evaluation. (6)</p> <p>C4. Graduates can undertake physical education, sports, and health learning with a student-centered approach. (7)</p> <p>A5. Graduates can apply concepts, logical, critical, systematic, and innovative thinking for the development of the field of sports and health physical education. (10)</p>				
4	<p><b>Subject Purpose/content</b></p> <ol style="list-style-type: none"> <li>1. Objectives, material coverage, lecture process, assignments, assessments, references, and lecture rules.</li> <li>2. Understanding learning planning, the importance of learning planning, factors that influence planning</li> <li>3. Learning planning models</li> <li>4. Learning planning models</li> <li>5. Learning strategy</li> <li>6. Learning strategy</li> <li>7. Pre-learning planning;               <ol style="list-style-type: none"> <li>a) The level of motivation required and the techniques to achieve it</li> <li>b. Learning goals and objectives</li> </ol> </li> <li>8. Pre-learning planning;               <ol style="list-style-type: none"> <li>c. Prerequisites, including physical readiness</li> <li>d. Necessary safety precautions</li> </ol> </li> <li>9. Consists of:               <ol style="list-style-type: none"> <li>a. Analysis of learning materials</li> <li>b. How to present</li> <li>c. Several variations of learning</li> </ol> </li> <li>10. Consists of:               <ol style="list-style-type: none"> <li>a. The amount of practice</li> <li>b. Reinforcement and providing feedback</li> </ol> </li> <li>11. Consists of:               <ol style="list-style-type: none"> <li>a. Practical exercises</li> <li>b. Remedial activities</li> </ol> </li> </ol>				

	12.Pretest 13.Embedded test 14.Posttest 15.Retention Remediation 16.Transfer activities
5	<b>Teaching methods</b> Lectures, Presentations , and Discussions
6	<b>Assessment methods</b> Journal Observation oral test, Written test, Quiz Assignment, Assignment Quiz, Assignment, Midterm Exam and Final Exam
7	<b>This module/course is also used in the following study programs</b> All undergraduate study programs at <i>UNY</i>
8	<b>Responsibility for module/course</b> Compulsory
9	<ol style="list-style-type: none"> <li>1. Metzler, M.W. (2000). Instructional Models For Physical Education. Massachusetts: Allyn &amp; Bacon A Pearson Education Company</li> <li>2. Pambudi, Aris Fajar. (2019). Perencanaan Pembelajaran Penjas. UNY Press : Yogyakarta</li> <li>3. Ratumanan &amp; Imas. (2019). Perencanaan Pembelajaran. Rajagrafindo Persada : Bali</li> <li>4. Winarni, Sri. (2014) Perencanaan Pembelajaran Pendidikan Jasmani</li> </ol>

### Health Education

Health Education					
Course Module (If used)	Student Workload 14 x (2 Credits (50 + .) 60 + 60 minutes)	Credit (ECTS ) 2 Credits x 1,59	1 <sup>st</sup> term	Frequency Every even term	Duration 1 Term
1	<b>Course Type</b> Lecture	<b>Contact Hours</b> 14 x 2 Credits x 50 Minutes	<b>Structured Assignment</b> 14 x 2 Credits x 60 Minutes	<b>Self Study</b> 14 x Credits x 60 Minutes	<b>Class Size</b> Max 40 students
2	<b>Prerequisites for participation</b> -				
3	PLO P3. Graduates can contribute to improving the quality of community life based on professional academic values, norms, and ethics. (2) C2. Graduates can work together and have a concern for society and the environment. (3)				

	<p>C4. Graduates can analyze and develop the science of physical education, sports, and health at the primary and secondary education levels. (5)</p> <p>A5. Graduates can take advantage of various learning resources, learning media, and environmental potential according to educational standards. (8)..</p>
4	<p><b>Subject Purpose/content</b></p> <p>Understanding sick and healthy indicators .1</p> <p>Environmental health and social environmental health .2</p> <p>Environmental health and social environmental health .3</p> <p>Physical growth in adolescents and mental development in adolescents .4</p> <p>Hormonal changes, secondary sex changes, and adolescent sexual behavior .5</p> <p>Patterns of healthy and unhealthy lifestyles and their consequences (smoking .6 (habits, alcohol consumption, and narcotics and dangerous drugs</p> <p>Patterns of healthy and unhealthy lifestyles and their consequences (smoking .7 (habits, alcohol consumption, and narcotics and dangerous drugs</p> <p>Mid-Semester Exam .8</p> <p>Skin health, Hair health, Nail health, Eye health, Ear health, Oral and dental .9 health, Nose health</p> <p>Skin health, Hair health, Nail health, Eye health, Ear health, Oral and dental .10 health, Nose health</p> <p>Skin health, Hair health, Nail health, Eye health, Ear health, Oral and dental .11 health, Nose health</p> <p>Health Education &amp; Health Services .12</p> <p>Health Education &amp; Health Services .13</p> <p>Fostering a healthy school environment .14</p> <p>Review of Field Observation Tasks .15</p> <p>Review of Field Observation Tasks .16</p>
5	<p><b>Teaching methods</b></p> <p>Lectures, discussions, presentation, and observations</p>
6	<p><b>Assessment methods</b></p> <p>Quiz, Assignment, Presentation, Observation</p>
7	<p><b>This module/course is also used in the following study programs</b></p> <p>All undergraduate study programs at <i>UNY</i></p>
8	<p><b>Responsibility for module/course</b></p> <p>Compulsory</p>
9	<ol style="list-style-type: none"> <li>1. Ajen Dianawati. (2006). Pendidikan Seks untuk Remaja. Tangerang: Kawan Pustaka</li> <li>2. Depkes. (2002). Pedoman Pembinaan dan Pengembangan UKS. Jakarta: TP UKS Pusat</li> <li>3. Kus Irianto, Kusno Waluyo. (2004). Gizi dan Pola Hidup Sehat: Bandung: Yrama Widya</li> <li>4. Rahayu, E. T. (2016). Strategi Pembelajaran Pendidikan Jasmani: implementasi pada pembelajaran pendidikan jasmani, olahraga, dan kesehatan.</li> <li>5. Soekidjo Notoatmodjo. (2003). Ilmu Kesehatan Masyarakat. Jakarta: Rineka Cipta</li> <li>6. Suliha, U., &amp; Resnayati, Y. (2019). Pendidikan kesehatan dalam keperawatan. EGC.</li> </ol>

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|  | <ol style="list-style-type: none"><li>7. Siti Rahayu Haditomo. (2006). Psikologi Perkembangan: Pengantar dalam Berbagai Bagiannya: Yogyakarta: Gadjah Mada University Press</li><li>8. Wisahati, A. S., &amp; Santosa, T. (2010). Pendidikan jasmani olahraga dan kesehatan. Pusat Perbukuan Kementerian Pendidikan, Jakarta.</li></ol> |
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