		Universitas Negeri Surabaya Faculty of Education, Special Education Undergraduate Study Program		**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
MOVEMENT BUILDING		8620202381	Specialization in Physically Impaired Children		**T=1**	**P=1**	**ECTS=3.18**	5	April 27, 2023
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**				**Study Program Coordinator**	
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Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 Master the basic concepts, principles, theories related to the development of movement for disabled children (ATD) and be able to solve problems related to the development of movement for disabled children (ATD) according to procedures
	PO - 2 Able to communicate, work together, be responsible for learning performance individually and in teams/groups, by showing active involvement in carrying out tasks and roles assigned both individually and in groups during the learning and research process related to movement development for ATD
	PO - 3 Utilizing assistive media and technology in special education services for children with special needs related to movement development for ATD, being able to plan, implement, evaluate ATD movement development to solve ATD problems, while also optimizing the potential of ATD based on principles and procedures in the context of learning, services and research related to ATD movement development.
	PO - 4 Skilled at working independently, working together in collaborative teams, responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing related to movement development for ATD, able to plan, implement, evaluate ATD movement development to solve problems ATD, while also optimizing ATD's potential based on principles and procedures in the context of learning, services and research related to ATD movement development
	PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	The movement development course is a course that provides knowledge, experience, skills, covering the basic concepts of movement development: understanding, objectives, functions, scope, assessment, and programs in SDLB/D, SMPLB/D, and SMALB/D through observation activities and discussion.
References	**Main :**

1. Abdoellah, Arma. 1996. Pendidikan Jasmani Adaptif. Jakarta: Depdikbud Dirjen Dikti PPTA.
2. Abdurrahman, Mulyono. 1995. Program Pendidikan Individual. Jakarta: Departemen Pendidikan dan Kebudayaan.
3. Amir, Nurhida dan Roedito. 1980. Disain Instruksional. Jakarta: Proyek Pengembangan Pendidikan Guru (P3G) Depdikbud.
4. Depdikbud. 1986. Pedoman Guru Dalam Bina Diri dan Gerak Bagi Anak Tunadaksa, Untuk SLB Bagian D. Jakarta: Depdikbud Dirjen Dikdasmen PPSLB.
5. Depdikbud. 1997. Kurikulum Pendidikan Luar Biasa, GBPP Mata Pelajaran Program Khusus Bina Diri dan Bina Gerak. Jakarta Depdikbud.
6. Edwards, J.W. 1952. Orthopaedic Appliances Atlas. Michigan: I ncorporated Ann Arbor.
7. Idris, Ferial H, dan Rasyid, Nagar. 1987. Ambulasi Penca Gangguan Gerak. Bandung: YPAC.
8. K, Miriam. 1988. Dance Movement. Norwey: The Nise
9. Martini, Eliimira. 1981. Gerak dan Irama I dan ll. Bandung: PLB FIP IKIP.
10. Mercer, Cecil D. & Mercer, Ann R. 1989. Teaching Student with Learning Problems. London : Merril Publishing Company.
11. Simposium. 1991. Latihan Gerak Pada Anak Balita Untuk Meningkatkan Kualitas Belajar. Bandung : Yayasan Suryakanti, Goethe Institut.
12. Wardani, I.G.A.K. 1995. Pengembangan Perencanaan Pengajaran Dalam PLB. Jakarta: Depdikbud Dirjen Dikti PPTK.
13. Werner, David. 1987. Disable Village Children. USA: The Herperian Foundation.
14. WHO, 1983. Training Disable People In The Community. USA: WHO.

Supporters:	
1. Internet, referensi/sumber belajar/media lain baik digital maupun non digital	

Supporting lecturer	Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd. Diah Anggraeny, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the basic concepts of movement: definition, types, processes, abnormalities in the movement of children with physical impairments (ATD)	• Explain the meaning, types, processes, abnormalities in movement of children with physical impairments (ATD) • Analyze the relationship between basic movement concepts	**Criteria:** Accuracy and appropriateness of form: Non-test, presentation and performance **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** definition, types, processes, movement disorders of children with physical impairments (ATD) **Library:** *Depdikbud. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%
2	Understand the basic concepts of movement: definition, types, processes, abnormalities in the movement of children with physical impairments (ATD)	· Explain the meaning, types, processes, abnormalities in movement of children with physical impairments (ATD) · Analyze the relationship between basic movement concepts.	**Criteria:** Criteria: Accuracy and suitability of form: Non-test, presentation and performance **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** definition, types, processes, abnormalities in the movement of children with physical impairments **Library:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%
3	Understand the scope of material and procedures for the steps of movement development activities.	· Explain the scope of material and procedures for the steps of movement development activities. · Identify examples of movement development materials for children with physical impairments. Analyze the relationship between movement development and ATD learning	**Criteria:** Criteria: Accuracy and suitability of form: Non-test, presentation and performance **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** scope of material and steps for movement development activities. **Library:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%

4	Understand the scope of material and procedures for the steps of movement development activities.	· Explain the scope of material and procedures for the steps of movement development activities. · Identify examples of movement development materials for children with physical impairments · Analyze the relationship between movement development and ATD learning	**Criteria:** Criteria: Accuracy and suitability of form: Non-test, presentation and performance **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** scope of material and steps for movement development activities. Main library, internet **Library:** *Depdikbud. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%
5	Understanding movement development tools include: tools used for movement training, tools used by children to move, modification tools.	· Explain movement development tools including: tools used for movement training, tools used by children to move, modification tools. Discuss movement aids including: tools used for movement training, tools used by children to move, modification tools	**Criteria:** Criteria for accuracy and suitability of form: Non-test, presentation and performance **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** Movement assessment of children with physical impairments which includes: The essence of movement assessment for children with physical impairments, objectives of methods/techniques in, movement assessment, assessment procedures, scope of assessment, ATD movement, ATD movement assessment program. **Library:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%
6	Understanding movement development tools include: tools used for movement training, tools used by children to move, modification tools.	· Explain movement development tools including: tools used for movement training, tools used by children to move, modification tools. Discuss movement development tools including: tools used for movement training, tools used by children to move, modification tools.	**Criteria:** Criteria for accuracy and suitability of form: Non-test, presentation and performance **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** Movement assessment of children with physical impairments which includes: The essence of movement assessment for children with physical impairments, objectives of methods/techniques in, movement assessment, assessment procedures, scope of assessment, ATD movement, ATD movement assessment program. **Library:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%

			Criteria:			**Material:**	
7	Understand the movement assessment of children with disabilities which includes: The nature of the movement assessment for children with disabilities, objectives, methods/techniques in, movement assessment, assessment procedures, scope of assessment, ATD movement, ATD movement assessment program.	· Explain the movement assessment of children with disabilities which includes: The nature of the movement assessment for children with disabilities, objectives, methods/techniques in, movement assessment, assessment procedures, scope of assessment, ATD movement, ATD movement assessment program. Identifying movement assessments for children with physical impairments	**Criteria:** Criteria: accuracy and suitability Form: non-test, presentation and performance **Form of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** preparing a teaching program including: concept of a movement training program, preparing a movement teaching program, format of a movement building teaching program **Library:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%
8	Midterm exam	Midterm exam	**Criteria:** The better and more systematic the answer, the higher the points **Form of Assessment**: Test	Midterm Exam 2 X 50		**Material:** Mid-Semester Exam **Literature:** *Depdikbud. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	20%
9	Understanding the preparation of movement training teaching programs including: the concept of movement building teaching programs, preparing movement training programs, the format of movement building teaching programs.	▪ preparing a motor building teaching program ▪ Identifying a motor building learning program. ▪Discuss learning plans or programs related to movement development.	**Criteria:** Criteria: accuracy and suitability Form: non-test, presentation and performance **Form of Assessment**: Portfolio Assessment, Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** Program implementation and program evaluation **Reference:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%
10	Understanding the preparation of movement training teaching programs including: the concept of movement building teaching programs, preparing movement training programs, the format of movement building teaching programs.	▪ preparing a motor building teaching program ▪ Identifying a motor building learning program. ▪Discuss learning plans or programs related to movement development.	**Criteria:** Criteria: accuracy and suitability Form: non-test, presentation and performance **Form of Assessment**: Portfolio Assessment	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** Program implementation and program evaluation **Reference:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%
11	Understanding the preparation of a movement training program including: the concept of a movement building teaching program, preparing a movement training program, format of a movement building teaching program	▪ preparing a motor building teaching program ▪ Identifying a motor building learning program. ▪Discuss learning plans or programs related to movement development.	**Criteria:** Criteria: accuracy and suitability Form: non-test, presentation and performance **Form of Assessment**: Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** • Program implementation and program evaluation **Reference:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%

12	Understanding the implementation of the movement development program at ATD includes: program implementation and evaluation	• implementing the movement development program at ATD. • Evaluate the implementation of the • movement development program. Discuss the movement development program and evaluation	**Criteria:** Criteria: accuracy and suitability Form: non-test, presentation and performance **Form of Assessment**: Portfolio Assessment	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** tools used for movement training, tools used by children to move, modification tools **Library:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	3%
13	Understanding the implementation of the movement development program at ATD includes: program implementation and evaluation	• implementing the movement development program at ATD. • Evaluate the implementation of the • movement development program. Discuss the movement development program and evaluation	**Criteria:** Criteria: accuracy and suitability of non-test form, performance (practice video) **Form of Assessment**: Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** tools used for movement training, tools used by children to move, modification tools **Library:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	4%
14	Understanding the implementation of the movement development program at ATD includes: program implementation and evaluation	1. Implementing a movement development program at ATD. 2. Evaluate the implementation of the movement development program 3. Discuss the movement development program and evaluation	**Criteria:** Criteria: accuracy and suitability Form: non-test, presentation and performance **Form of Assessment**: Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		**Material:** Program implementation and program evaluation ▪ Main library, internet, references/learning resources/other media both digital and non-digital ▪ Tools used for movement training, tools used by children to move, modification tools ▪ Main library, internet, references/ learning resources/other media, both digital and non-digital. **Library:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.*	4%

| 15 | Understanding the implementation of the movement development program at ATD includes: program implementation and evaluation | 1. Implementing a movement development program at ATD. 2. Evaluate the implementation of the movement development program 3. Discuss the movement development program and evaluation | **Criteria:** Criteria: accuracy and suitability Non-test form: performance (analysis results) **Form of Assessment** : Practice / Performance | Project Based Learning, discussions, assignments, responses 2 X 50 | | **Material:** ▪ Program implementation and program evaluation ▪ Main library, internet, references/learning resources/other media both digital and non-digital ▪ tools used for movement training, tools used by children to move, modification tools **Library:** *Department of Education and Culture. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.* | 4% |
| 16 | Final Semester Evaluation / Final Semester Examination | Final Semester Evaluation / Final Semester Examination | **Criteria:** Final Semester Evaluation / Final Semester Examination **Form of Assessment** : Portfolio Assessment, Test | Final Semester Evaluation / Final Exam Semester 2 X 50 | | **Material:** Final Semester Evaluation / Final Semester Examination **Reference:** *Depdikbud. 1986. Teacher's Guide to Self-Development and Movement for Children with Physical Impairment, for SLB Part D. Jakarta: Depdikbud Director General of Basic Education PPSLB.* | 35% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	9.5%
2.	Project Results Assessment / Product Assessment	9.5%
3.	Portfolio Assessment	25%
4.	Practice / Performance	18.5%
5.	Test	37.5%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.