	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
LEARNING OF CHILDREN WITH DISABILITIES	8620202371	Disabled Children	T=1	P=1	ECTS=3.18	4	January 20, 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 that is charged to the course**	
	PLO-5	Skilled at working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing
	PLO-7	Skilled in logical thinking to solve problems in the field of special education according to their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas and designs.
	PLO-10	Designs special education curriculum and service programs.
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK
	Program Objectives (PO)	
	PO - 1	Mastering the basics of design, management, which includes the ability to recognize students with special needs, choose approaches, models, learning methods and strategies, as well as evaluation systems for students with special needs
	PO - 2	Able to utilize relevant science and technology within the scope of special education
	PO - 3	Able to recognize children with special needs using various assessment techniques and strategies
	PO - 4	Able to implement the curriculum (plan, implement and evaluate formal special education services (from PAUD to secondary education) and non-formal education based on the basic principles of critical thinking, humanitarian values and human rights)
	PO - 5	Able to communicate and work together in a team to solve educational and learning problems for children with special needs
	PLO-PO Matrix	

P.O	PLO-5	PLO-7	PLO-10	PLO-14
PO-1				
PO-2				
PO-3				
PO-4				
PO-5				

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

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

Short Course Description	Learning courses for children with physical impairments are courses that provide knowledge, experience, skills, including the basic concepts of learning for children with physical impairments: meaning, definition, learning principles and learning principles, learning models, learning strategies, thematic learning programs, analysis curriculum, preparation and implementation of thematic learning programs at SDLB/C, SMPLB/C and SMALB/C through observation and discussion activities.

References	Main :	
	1. Dimyati, dkk. 2006. Belajar dan Pembelajaran. Jakarta 2. Sudjana, Nana. 2001. Penilaian Hasil Proses Mengajar. Bandung: Tarsito. 3. Abdul Hadis. 2006. Pendidikan Anak Berkebutuhan Khusus . Alfabet. 4. Efendi, Muhammad. 2006. Pengantar Psikopendagogik Anak Berkelainan. 5. Suparno. 2007. Pendidikan Anak Berkebutuhan Khusus, Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional. 6. Undang-undang Sistem Pendidikan Nasional. 2009. Pasal 1 ayat, Yogyakarta: Pustaka Pelajar. 7. Depdiknas. 2015. Kurikulum Anak TunaDaksa. Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional. 8. Depdikbud. 2006. Program Tematik. Jakarta: Departemen Pendidikan & Kebudayaan. 9. Henri Jacques Stiker, William Sayers. 2000. Corporealities Discourses of Disability, - A History of Disability. University of Michigan Press 10. Luigi Iannacci. 2018. (Critical Issues in Disabilities and Education) - Reconceptualizing Disability in Education. Lexington Books 11. Shridevi Rao (editor), Maya Kalyanpur (editor). (Disability Studies in Education) - South Asia and Disability Studies_ Redefining Boundaries and Extending Horizons. Peter Lang Inc International Academ 12. Barbara Fawcett. 2000. (Feminist Perspectives Series) - Feminist Perspectives on Disability. Pearson Education. 13. Hayley Fitzgerald. 2008. International studies in physical education and youth sport - Disability and Youth Sport (Routledge Studies in Physical Education and Youth Sport). Routledge. 14. Rochambeau Lainy. Disability, Diversity and Inclusive Education in Haiti_ Learning, Exclusion and Educational Relationships in the Context of Crises-Rou. (Routledge Research in Educational Psychology) 15. Irina Metzler. Disability in Medieval Europe_ Thinking about Physical Impairment in the High Middle Ages, c.1100-c.1400. (Routledge Studies in Medieval Religion and Culture) 16. Eunyoung Kim_ Katherine C. Aquino_ (eds.). 2017. Disability as Diversity in Higher Education_ Policies and Practices to Enhance Student Success. Routledge. 17. James E. Lindemann (auth.). 1981. Psychological and Behavioral Aspects of Physical Disability A Manual for Health Practitioners. Springer US. 18. James Hogg, Judy Sebba, Loretto Lambe (auth.). 1987. Profound Retardation and Multiple Impairment Volume 3 Medical and physical care and management. Springer US 19. James W. McDaniel, Arnold P. Goldstein and Leonard Krasner (Auth.). 1976. Physical Disability and Human Behavior. Pergamon Press. 20. Kristjana Kristiansen, Simo Vehmas, Tom Shakespeare. 2008. Arguing about Disability Philosophical Perspectives. Routledge. 21. Michael Farrell. 2006. The effective teachers guide to sensory impairment and physical disability practical strategies. Routledge. 22. Susan Baglieri Arthur Shapiro. 2017. Disability Studies and the Inclusive Classroom Critical Practices for Embracing Diversity in Education. Routledge.	
	Supporters:	
	1. Saul M. Olyan. 2008. Disability in the Hebrew Bible Interpreting Mental and Physical Differences. Cambridge University Press.	
Supporting lecturer	Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd. Diah Anggraeny, S.Pd., M.Pd. Danis Ade Dwirisnanda, S.Pd., M.Hum.	

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 learning for children with physical impairments: meaning, definition, principles and principles of learning | 1. Explains the basic concepts of learning for the physically disabled 2. Explain the meaning and definition of learning 3. Explains the principles of learning 4. Explain the principles of learning | **Criteria:** If all the answers are correct, get 4 marks. If the answers are partly correct, get 3 marks. If all the answers are wrong, get 2 marks

Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, discussions, assignments, responses 3 X 50 | | **Material:** Children with quadriplegics are children who have orthopedic disorders or some form of disturbance of the normal function of bones, muscles and joints which can arise from birth, disease or accident, so that if they want to move or walk they need assistive devices. **References:** *Dimyati, et al. 2006. Learning and Learning. Jakarta*

Material: The basic concept of learning for children with physical impairments is to help prepare children with physical impairments so that they are able to develop attitudes, knowledge and skills as individuals and members of society in making reciprocal relationships with the social, cultural and natural environment around them and can develop the abilities of children with physical impairments in the world of work and to attend education at the next level. **Reader:** *Abdul Hadis. 2006. Education of Children with Special Needs. Alphabet.* | 3% |

2	Basic concepts of learning for children with physical impairments: meaning, definition, principles of learning and principles of learning for children with physical impairments	1.Explaining the learning of children with mild and moderate physical impairments 2.Explain the implementation of learning principles for children with physical impairments 3.Explain the principles of learning for children with physical impairments	**Criteria:** If all the answers are correct, get 4 marks. If the answers are partly correct, get 3 marks. If all the answers are wrong, get 2 marks **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** Learning principles: Principle of readiness, principle of practice, principle of effect, principle of excellence, principle of recency, principle of intensity, principle of freedom **Reference:** *Dimyati, et al. 2006. Learning and Learning. Jakarta* -------------------- **Material:** Learning principles: Demonstration, interest and attention, motivation, apperception, correlation and concentration, and cooperation **Reader:** *Dimyati, et al. 2006. Learning and Learning. Jakarta*	3%
3	Understand and apply learning models, learning strategies, academic and non-academic learning programs for children with physical impairments	1.Explains learning models for children with mild physical impairment 2.Explaining learning strategies for children with mild disabilities 3.Explains the academic learning program for children with mild disabilities 4.Explains non-academic learning programs for children with mild disabilities	**Criteria:** If all the answers are correct, get 4 marks. If the answers are partly correct, get 3 marks. If all the answers are wrong, get 2 marks **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** Learning Model for Physically Impaired Children: The learning model is the entire series of presentation of teaching material which includes all aspects before, during and after learning carried out by the teacher as well as all related facilities which are used directly or indirectly in the teaching and learning process. In helping students understand learning, a process is needed that suits their learning style so that learning objectives can be achieved optimally. In implementation, teachers must remember that there is no learning model that is most appropriate for all situations and conditions. **References:** *Dimyati, et al. 2006. Learning and Learning. Jakarta* -------------------- **Material:** Learning model for children with mild physical	3%

						impairment; individual learning model and multisensory learning model. The characteristics of individual learning are that students learn at their own pace, students learn thoroughly, each unit studied is clear, success is measured based on an absolute value system. The methods and techniques used include: questions and answers, exercises, assignments, habituation, example. Advantages and disadvantages of the PPI method. Characteristics of multisensory learning, advantages and disadvantages of multisensory learning, learning strategies for children with mild disabilities. The academic learning program for children with physical impairments is self-development, while the non-academic learning program for children with physical impairments is movement development. **Library:** *Abdul Hadis. 2006. Education of Children with Special Needs. Alphabet.*	
4	Understand and apply learning models, learning strategies, academic and non-academic learning programs for children with physical impairments	1.Implementing learning models for children with mild physical impairment 2.Discuss learning strategies for children with mild disabilities 3.Discuss academic learning programs for children with mild disabilities 4.Discuss non-academic learning programs for children with mild disabilities	**Criteria:** If all the answers are correct, get 4 marks. If the answers are partly correct, get 3 marks. If all the answers are wrong, get 2 marks **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** LEARNING MODELS, LEARNING STRATEGIES, ACADEMIC AND NON-ACADEMIC LEARNING PROGRAMS FOR LISTENED CHILDREN **Reference:** *Dimyati, et al. 2006. Learning and Learning. Jakarta*	3%

5	Understanding the basic concepts of thematic learning programs for children with physical impairments: understanding, steps and implementation of thematic learning programs	1. Explains thematic learning programs for children with physical impairments 2. Explain the meaning and steps of thematic learning 3. Discuss the implementation of thematic learning programs	**Criteria:** 1. If all answers are correct, get 4 marks 2. If the answer is partly correct, get 3 marks. If all the answers are wrong, get 2 marks **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** Thematic Learning Program **Library:** *Abdul Hadis. 2006. Education of Children with Special Needs. Alphabet.*	3%
6	Analyzing the KTSP curriculum and 13 SDLB/C, SMPLB/C, SMALB/C curricula and determining SK/KD, KI/KD in thematic learning programs	1. Analyzing the KTSP curriculum and 13 SDLB/C, SMPLB/C, SMALB/C curricula 2. Determining SK/KD, KI/KD in thematic learning programs	**Criteria:** If all the answers are correct, get 4 marks. If the answers are partly correct, get 3 marks. If all the answers are wrong, get 2 marks **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** KTSP Curriculum and Curriculum 13 SDLB/C, SMPLB/C, SMALB/C **Library:** *Ministry of National Education. 2015. Curriculum for Children with Disabilities. Jakarta: Directorate General of Higher Education, Department of National Education.*	3%
7	Implementing steps to create a thematic learning program for children with physical impairments	1. Understand the steps for creating a thematic learning program for children with mild disabilities 2. Implementing thematic learning programs for children with physical impairments	**Criteria:** 4 if the content is complete and correct and the appearance is attractive3 if the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content2 if the content is partially correct, the appearance is attractive1 if the content is incorrect and the appearance is not attractive **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** Thematic learning program for children with physical impairments **Reference:** *Abdul Hadis. 2006. Education of Children with Special Needs. Alphabet.*	3%
8	UTS	The better the answer, the better the grade	**Criteria:** The better the answer, the better the grade **Form of Assessment** : Test	UTS 3 X 50		**Material:** Evaluation of meeting materials 1 - 7 **Reader:** *Irina Metzler. Disability in Medieval Europe_ Thinking about Physical Impairment in the High Middle Ages, c.1100-c.1400. (Routledge Studies in Medieval Religion and Culture)*	25%

9	ATD learning model in inclusive education Applying a contextual learning model to ATD	1.Presents the ATD learning model 2.Group analysis of aspects of inclusive learning	**Criteria:** 4 if it is true according to theoretical and empirical 3 if theoretical is true, empirical is partly false; OR theoretically partly false, empirically true.2 if theoretically partly false, and empirically partly false1 if theoretically false and empirically false **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** ATD learning program in inclusive schools **Reader:** *Suparno. 2007. Education of Children with Special Needs, Jakarta: Directorate General of Higher Education, Department of National Education.*	3%
10	ATD learning model in inclusive education Applying a contextual learning model to ATD	1.Presents the ATD learning model 2.Group analysis of aspects of inclusive learning	**Criteria:** 4 if it is true according to theoretical and empirical 3 if theoretical is true, empirical is partly false; OR theoretically partly false, empirically true.2 if theoretically partly false, and empirically partly false1 if theoretically false and empirically false **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** ATD learning program in inclusive schools **Reader:** *Suparno. 2007. Education of Children with Special Needs, Jakarta: Directorate General of Higher Education, Department of National Education.*	3%
11	ATD learning model in inclusive education Applying a contextual learning model to ATD	1.Presents the ATD learning model 2.Group analysis of aspects of inclusive learning	**Criteria:** 4 if it is true according to theoretical and empirical 3 if theoretical is true, empirical is partly false; OR theoretically partly false, empirically true.2 if theoretically partly false, and empirically partly false1 if theoretically false and empirically false **Forms of Assessment** : Participatory Activities, Practical Assessment, Practical / Performance	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** ATD learning program in inclusive schools **Reader:** *Suparno. 2007. Education of Children with Special Needs, Jakarta: Directorate General of Higher Education, Department of National Education.*	3%

12	Field study on the implementation of ATD learning in segregation and/or inclusion schools. Scientific work as an accumulation of ATD learning courses	1. Presents the ATD learning model 2. Cohort Analysis 3. Evaluate the results of field studies regarding the implementation of ATD learning in segregation and inclusion schools 4. Evaluate the results of field studies regarding the implementation of ATD learning in segregation and inclusion schools 5. Literature Study on ATD learning theory 6. Analyze theoretical and empirical data 7. Literature Study on ATD learning theory 8. Analyze theoretical and empirical data	**Criteria:** 1. 4 if the content is complete and correct, coherent/coherent 2. 3 if the content is incomplete, the explanation is correct, not coherent/coherent 2 if the content is incomplete, the explanation is partly wrong, not coherent/coherent1 if the content, explanation, and coherence are incorrect **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** Collaborative Presentation and Analysis Group work preparing the results of field observations regarding the implementation of ATD learning in segregation and/or inclusion schools. Group work compiling the results of field observations regarding the implementation of ATD learning in segregation and/or inclusion schools ATD Learning Theory, Overview of Learning Theory, ATD Learning Theory , Review of **Library Learning Theory:** *Suparno. 2007. Education of Children with Special Needs, Jakarta: Directorate General of Higher Education, Department of National Education.*	3%
13	Field study on the implementation of ATD learning in segregation and/or inclusion schools. Scientific work as an accumulation of ATD learning courses	1. Presents the ATD learning model 2. Cohort Analysis 3. Evaluate the results of field studies regarding the implementation of ATD learning in segregation and inclusion schools 4. Evaluate the results of field studies regarding the implementation of ATD learning in segregation and inclusion schools 5. Literature Study ATD learning theory 6. Analyze theoretical and empirical data 7. Literature Study on ATD learning theory 8. Analyze theoretical and empirical data	**Criteria:** 1. 4 if the content is complete and correct, coherent/coherent 2. 3 if the content is incomplete, the explanation is correct, not coherent/coherent 2 if the content is incomplete, the explanation is partly wrong, not coherent/coherent1 if the content, explanation, and coherence are incorrect **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** Collaborative Presentation and Analysis Group work preparing the results of field observations regarding the implementation of ATD learning in segregation and/or inclusion schools. Group work compiling the results of field observations regarding the implementation of ATD learning in segregation and/or inclusion schools ATD Learning Theory Overview of Learning Theories ATD Learning Theory Overview of the Theory **Literature** Study : *Suparno. 2007. Education of Children with Special Needs, Jakarta: Directorate General of Higher Education, Department of National Education.*	2%

No	Learning Outcomes	Indicators	Criteria & Form of Assessment	Learning Method		Material & Literature	Weight
14	Field study on the implementation of ATD learning in segregation and/or inclusion schools. Scientific work as an accumulation of ATD learning courses	1.Presents the ATD learning model 2.Cohort Analysis 3.Evaluate the results of field studies regarding the implementation of ATD learning in segregation and inclusion schools 4.Evaluate the results of field studies regarding the implementation of ATD learning in segregation and inclusion schools 5.Literature Study on ATD learning theory 6.Analyze theoretical and empirical data 7.Literature Study on ATD learning theory 8.Analyze theoretical and empirical data	**Criteria:** 1.4 if the content is complete and correct, coherent/coherent 2.3 if the content is incomplete, the explanation is correct, not coherent/coherent 2 if the content is incomplete, the explanation is partly wrong, not coherent/coherent1 if the content, explanation, and coherence are incorrect **Form of Assessment** : Participatory Activities, Portfolio Assessment	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** Collaborative Presentation and Analysis Group work preparing the results of field observations regarding the implementation of ATD learning in segregation and/or inclusion schools. Group work compiling the results of field observations regarding the implementation of ATD learning in segregation and/or inclusion schools ATD Learning Theory Overview of Learning Theories ATD Learning Theory Overview of the Theory **Literature** Study : *Suparno. 2007. Education of Children with Special Needs, Jakarta: Directorate General of Higher Education, Department of National Education.*	3%
15	Field study on the implementation of ATD learning in segregation and/or inclusion schools. Scientific work as an accumulation of ATD learning courses	1.Presents the ATD learning model 2.Cohort Analysis 3.Evaluate the results of field studies regarding the implementation of ATD learning in segregation and inclusion schools 4.Evaluate the results of field studies regarding the implementation of ATD learning in segregation and inclusion schools 5.Literature Study on ATD learning theory 6.Analyze theoretical and empirical data 7.Literature Study on ATD learning theory 8.Analyze theoretical and empirical data	**Criteria:** 1.4 if the content is complete and correct, coherent/coherent 2.3 if the content is incomplete, the explanation is correct, not coherent/coherent 2 if the content is incomplete, the explanation is partly wrong, not coherent/coherent1 if the content, explanation, and coherence are incorrect **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	Project Based Learning, discussions, assignments, responses 3 X 50		**Material:** Collaborative Presentation and Analysis Group work preparing the results of field observations regarding the implementation of ATD learning in segregation and/or inclusion schools. Group work compiling the results of field observations regarding the implementation of ATD learning in segregation and/or inclusion schools ATD Learning Theory Overview of Learning Theories ATD Learning Theory Overview of the Theory **Literature** Study : *Suparno. 2007. Education of Children with Special Needs, Jakarta: Directorate General of Higher Education, Department of National Education.*	2%

| 16 | UAS | UAS | **Criteria:**
  The better the answer, the better the grade

Form of Assessment :
Test | UAS
3 X 50 | | **Material:**
Evaluation of meeting material 9 to 15
Bibliography:
James Hogg, Judy Sebba, Loretto Lambe (auth.). 1987. Profound Retardation and Multiple Impairment Volume 3 Medical and physical care and management. Springer US | 35% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.59%
2.	Project Results Assessment / Product Assessment	13%
3.	Portfolio Assessment	3.59%
4.	Practical Assessment	2.75%
5.	Practice / Performance	2.42%
6.	Test	60.67%
		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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.