



**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 LANGUAGE CHILDREN	8620202368	Compulsory Study Program Subjects	T=1	P=1	ECTS=3.18	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dra. Hj. Siti Mahmudah, M.Kes, Devina Rahmadiani Kamaruddin Nur, M.Pd		Dr. Wiwik Widodojati, M.Pd			Dr. H. Pamuji, M.Kes.	

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																																																														
	Program Objectives (PO)																																																															
	PO - 1	Utilizing ICT to obtain information/references related to learning for mentally retarded children and how to communicate it.																																																														
	PLO-PO Matrix																																																															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table>		P.O	PLO-5	PO-1																																																										
P.O	PLO-5																																																															
PO-1																																																																
PO Matrix at the end of each learning stage (Sub-PO)																																																																
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																																

Short Course Description Learning courses for mentally retarded children are courses that provide knowledge, understanding, experience, skills, including the basic concepts of learning for mentally retarded children: meaning, definition, learning principles and learning principles, learning models, learning strategies, academic learning programs and non-academic, implementation of learning models and learning strategies for mentally retarded children, thematic learning programs, curriculum analysis, preparation and implementation of thematic learning programs in SDLB/C, SMP/LB/C and SMALB/C through discussions and project based learning and problem based learning .

References	Main :														
		<ol style="list-style-type: none"> 1. Dimiyati, dkk. 2006. Belajar dan Pembelajaran. Jakarta. Penerbit Rineka Cipta. 2. Sudjana, Nana. 2001. Penilaian Hasil Proses Belajar Mengajar . Bandung:Tarsito 3. Abdul Hadis. 2006. Pendidikan anak Berkebutuhan Khusus. Alfabet. Bandung. 4. Efendi, Muhammad . 2006. Pengantar Psikopedagogik Anak Berkelainan. 5. Suparno . 2007. Pendidikan Anak Berkebutuhan Khusus . Jakarta: Direktorat Jendral Pendidikan Tinggi Depatemen Pendidikan Nasional 6. Undang -undang Sistem Pendidikan Nasional . 2009. Pasal 1 ayat, Yogyakarta : Pustaka Pelajar 7. Depdikbud, 2015, Kurikulum Anak Tunagrahita, Jakarta 													
	Supporters:														

Supporting lecturer Dra. Hj. Siti Mahmudah, M.Kes.
Devina Rahmadiani Kamaruddin Nur, 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 learning for mentally retarded children: meaning, definition, principles and principles of learning	Explaining the basic concepts of learning with mental retardation: Explaining the meaning and definition of learning Explaining the principles of learning Explaining the principles of learning	<p>Criteria:</p> <p>1.If all the answers are correct, get 4 marks. If some answers are correct, get 3 marks</p> <p>2.If all answers are wrong, get 2 marks</p> <p>Form of Assessment :</p> <p>Participatory Activities, Portfolio Assessment</p>	Collaborative Scientific 3 X 50		<p>Material: Understanding, definitions, principles and principles of ATG learning Library: <i>Dimiyati, et al. 2006. Learning and Learning. Jakarta. Rineka Cipta Publishers.</i></p> <hr/> <p>Material: Understanding, definitions, principles and principles of ATG learning Library: <i>Sudjana, Nana. 2001. Assessment of Teaching and Learning Process Results. Bandung: Tarsito</i></p>	3%
2	Understand the basic concepts of learning for mentally retarded children: meaning, definition, principles and principles of learning	Explaining the basic concepts of learning with mental retardation: Explaining the meaning and definition of learning Explaining the principles of learning Explaining the principles of learning	<p>Criteria:</p> <p>1.If all the answers are correct, get 4 marks. If some answers are correct, get 3 marks</p> <p>2.If all answers are wrong, get 2 marks</p> <p>Form of Assessment :</p> <p>Participatory Activities, Portfolio Assessment</p>	Collaborative Scientific 3 X 50		<p>Material: Understanding, definitions, principles and principles of ATG learning Library: <i>Dimiyati, et al. 2006. Learning and Learning. Jakarta. Rineka Cipta Publishers.</i></p> <hr/> <p>Material: Understanding, definitions, principles and principles of ATG learning Library: <i>Sudjana, Nana. 2001. Assessment of Teaching and Learning Process Results. Bandung: Tarsito</i></p>	3%

3	Understand and apply learning models, learning strategies, academic and non-academic learning programs for mentally retarded children	Explain learning models for children with mild intellectual disabilities Explain learning strategies for children with mild intellectual disabilities Explain academic learning programs for children with mild intellectual disabilities Explain non-academic learning programs for children with moderate intellectual disabilities	<p>Criteria: 4 marks if all the answers are correct 3 marks if some of the answers are correct 2 marks if all the answers are wrong</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Collaborative Scientific 3 X 50		<p>Material: Learning models, learning strategies, academic and non-academic learning programs for mentally retarded children Reader : <i>Abdul Hadis. 2006. Education of children with special needs. Alfabeta. Bandung.</i></p> <hr/> <p>Material: Learning models, learning strategies, academic and non-academic learning programs for mentally retarded children Reader : <i>Suparno. 2007. Education of Children with Special Needs. Jakarta: Directorate General of Higher Education, Department of National Education</i></p>	3%
4	Understand and apply learning models, learning strategies, academic and non-academic learning programs for mentally retarded children	Explain learning models for children with mild intellectual disabilities Explain learning strategies for children with mild intellectual disabilities Explain academic learning programs for children with mild intellectual disabilities Explain non-academic learning programs for children with moderate intellectual disabilities	<p>Criteria: 4 marks if all the answers are correct 3 marks if some of the answers are correct 2 marks if all the answers are wrong</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Collaborative Scientific 3 X 50		<p>Material: Learning models, learning strategies, academic and non-academic learning programs for mentally retarded children Reader : <i>Abdul Hadis. 2006. Education of children with special needs. Alfabeta. Bandung.</i></p> <hr/> <p>Material: Learning models, learning strategies, academic and non-academic learning programs for mentally retarded children Reader : <i>Suparno. 2007. Education of Children with Special Needs. Jakarta: Directorate General of Higher Education, Department of National Education</i></p>	3%

5	Understand and apply learning models, learning strategies, academic and non-academic learning programs for mentally retarded children	Explain learning models for children with mild intellectual disabilities Explain learning strategies for children with mild intellectual disabilities Explain academic learning programs for children with mild intellectual disabilities Explain non-academic learning programs for children with moderate intellectual disabilities	<p>Criteria: 4 marks if all the answers are correct 3 marks if some of the answers are correct 2 marks if all the answers are wrong</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative Scientific 3 X 50		<p>Material: Learning models, learning strategies, academic and non-academic learning programs for mentally retarded children Reader : <i>Abdul Hadis. 2006. Education of children with special needs. Alfabeta. Bandung.</i></p> <p>Material: Learning models, learning strategies, academic and non-academic learning programs for mentally retarded children Reader : <i>Suparno. 2007. Education of Children with Special Needs. Jakarta: Directorate General of Higher Education, Department of National Education</i></p>	4%
6	Analyzing the KTSP curriculum and 13 SDLB/C, SMPLB/C, SMALB/C curricula and determining SK/KD, KI/KD in thematic learning programs	Analyzing the KTSP curriculum and 13 SDLB/C, SMPLB/C, SMALB/C curricula Determining SK/KD, KI/KD in thematic learning programs	<p>Criteria: 4 marks if the answer is complete. 3 marks if the answer is incomplete. 2 marks if the answer is incomplete</p> <p>Form of Assessment : Portfolio Assessment</p>	Scientific Humanistic 3 X 50		<p>Material: Curriculum analysis of 13 SDLB/C, SMPLB/C, SMALB/C curricula and determining KI/KD in thematic learning programs References: <i>Ministry of Education and Culture, 2015, Curriculum for Children with Mental Disability, Jakarta</i></p>	5%
7	-Implementing steps to create a thematic learning program for mentally retarded children	Understand the steps for creating a thematic learning program for children with mild intellectual disabilities Discuss the steps for a thematic learning program for children with mild intellectual disabilities Implement a thematic learning program for children with mild intellectual disabilities	<p>Criteria: 4 marks if the answer is complete. 3 marks if the answer is incomplete. 2 marks if the answer is incomplete</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Collaborative scientific 3 X 50		<p>Material: Steps for creating a thematic learning program for mentally retarded children Reference: <i>Department of Education and Culture, 2015, Curriculum for Mentally Disabled Children, Jakarta</i></p>	5%

8	Understand the material that has been discussed as USS material (in the form of assignments)	working on the U.S.S	<p>Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>Form of Assessment : Test</p>	2 X 50		<p>Material: USS questions Library: <i>Dimiyati, et al. 2006. Learning and Learning. Jakarta. Rineka Cipta Publishers.</i></p> <p>Material: about USS Library: <i>Abdul Hadis. 2006. Education of children with special needs. Alfabeta. Bandung.</i></p> <p>Material: about USS Library: <i>Efendi, Muhammad . 2006. Introduction to Psychopedagogy for Children with Disabilities.</i></p>	5%
9	. Understand, know and implement direct learning syntax in preparing learning programs for mildly retarded children	.Understand the direct learning syntax in preparing learning programs for mildly retarded children. Know the direct learning syntax in preparing learning programs for mildly mentally retarded children. Implement direct learning syntax in preparing learning programs for mildly retarded children.	<p>Criteria: 4 marks if the answer is complete and correct 3 marks if the answer is complete but not correct 2 marks if the answer is incomplete</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Scientific Humanistic 3 X 50		<p>Material: Application of the direct learning model to ATG in inclusive schools. Reference: <i>Efendi, Muhammad. 2006. Introduction to Psychopedagogy for Children with Disabilities.</i></p> <p>Material: Implementation of the direct learning model on ATG in inclusive schools Reference: <i>Ministry of Education and Culture, 2015, Curriculum for Children with Mental Disabilities, Jakarta</i></p>	7%
10	Preparation of a learning program plan using a direct learning model for children with low grade mild intellectual disabilities	Understand and understand the preparation of learning program plans using a direct learning model for children with low grade mild intellectual disabilities	<p>Criteria: 1.Score 4. if the answer is correct and complete 2.Score 3. if the answer is correct but incomplete 3.2 marks if the answer is incomplete</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Scientific Humanistic 3 X 50		<p>Material: Preparation of a learning program plan using a direct learning model on ATG in inclusive schools. Reference: <i>Ministry of Education and Culture, 2015, Curriculum for Children with Intellectual Disabilities, Jakarta</i></p>	7%

11	Preparation of a learning program plan using a direct learning model for children with low grade mild intellectual disabilities	Understand and understand the preparation of learning program plans using a direct learning model for children with low grade mild intellectual disabilities	<p>Criteria:</p> <p>1. Score 4. if the answer is correct and complete. Score 3. if the answer is correct but incomplete 2.2 marks if the answer is incomplete</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Scientific Humanistic 3 X 50		<p>Material: Preparation of a learning program plan using a direct learning model on ATG in inclusive schools.</p> <p>Reference: <i>Ministry of Education and Culture, 2015, Curriculum for Children with Intellectual Disabilities, Jakarta</i></p>	10%
12	Implement direct learning programs (teaching simulations) according to the RPP that has been created	Can carry out direct learning programs (teaching simulations) according to the RPP that has been made. Discuss the implementation of direct learning programs according to the RPP	<p>Criteria:</p> <p>1.4: Complete and correct answer, coherent 2.3: Answers are incomplete, explanations are correct, not coherent 3.2: The answer is incomplete, the explanation is partly incorrect, not coherent</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Collaborative scientific 3 X 50		<p>Material: Implementation of a learning program using a direct learning model on ATG in inclusive schools.</p> <p>Reader: <i>Suparno. 2007. Education of Children with Special Needs. Jakarta: Directorate General of Higher Education, Department of National Education</i></p> <hr/> <p>Material: Implementation of a learning program using a direct learning model on ATG in inclusive schools.</p> <p>Reference: <i>Ministry of Education and Culture, 2015, Curriculum for Children with Mental Retardation, Jakarta</i></p>	10%

13	Implement direct learning programs (teaching simulations) according to the RPP that has been created	Can carry out direct learning programs (teaching simulations) according to the RPP that has been made. Discuss the implementation of direct learning programs according to the RPP	<p>Criteria:</p> <p>1.4: Complete and correct answer, coherent</p> <p>2.3: Answers are incomplete, explanations are correct, not coherent</p> <p>3.2: The answer is incomplete, the explanation is partly incorrect, not coherent</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Collaborative scientific 3 X 50		<p>Material: Implementation of a learning program using a direct learning model on ATG in inclusive schools.</p> <p>Reader: <i>Suparno. 2007. Education of Children with Special Needs. Jakarta: Directorate General of Higher Education, Department of National Education</i></p> <hr/> <p>Material: Implementation of a learning program using a direct learning model on ATG in inclusive schools.</p> <p>Reference: <i>Ministry of Education and Culture, 2015, Curriculum for Children with Mental Retardation, Jakarta</i></p>	10%
14	Implementing a thematic learning program for mildly mentally retarded children (simulation) in the lower grades of SDLB/C	Simulating the implementation of a thematic learning program for children with mild intellectual disabilities in the lower classes of SDLB/C Observing the implementation of the thematic learning program for children with mild intellectual disabilities in the lower classes of SDLB/C Discussing the results of observations from the implementation of the thematic learning program for children with mild intellectual disabilities in the lower classes of SDLB/C	<p>Criteria:</p> <p>Score 4. if implementation is in accordance with PPP guidelines</p> <p>Score 3. if implementation is not in accordance with PPP guidelines</p> <p>Score 2. if implementation is not in accordance with PPP guidelines</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Scientific, collaborative 3 X 50		<p>Material: Implementation of a thematic learning program for mildly mentally retarded children (simulation) in high class SDLB/C</p> <p>Reference: <i>Ministry of Education and Culture, 2015, Curriculum for Children with Intellectual Disability, Jakarta</i></p>	10%

15	Implementing a thematic learning program for mildly mentally retarded children (simulation) in the lower grades of SDLB/C	Simulating the implementation of a thematic learning program for children with mild intellectual disabilities in the lower classes of SDLB/C Observing the implementation of the thematic learning program for children with mild intellectual disabilities in the lower classes of SDLB/C Discussing the results of observations from the implementation of the thematic learning program for children with mild intellectual disabilities in the lower classes of SDLB/C	Criteria: Score 4. if implementation is in accordance with PPP guidelines Score 3. if implementation is not in accordance with PPP guidelines Score 2. if implementation is not in accordance with PPP guidelines Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment	Scientific, collaborative 3 X 50		Material: Implementation of a thematic learning program for mildly mentally retarded children (simulation) in high class SDLB/C Reference: <i>Ministry of Education and Culture, 2015, Curriculum for Children with Intellectual Disability, Jakarta</i>	10%
16	FINAL EXAMS	Working on US	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Test	2 X 50		Material: US Questions References: <i>Dimiyati, et al. 2006. Learning and Learning. Jakarta. Rineka Cipta Publishers.</i> Material: US questions Library: <i>Department of Education and Culture, 2015, Curriculum for Mentally Disabled Children, Jakarta</i> Material: US Questions Reader: <i>Abdul Hadis. 2006. Education of children with special needs. Alfabet. Bandung.</i>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	12.5%
2.	Project Results Assessment / Product Assessment	54%
3.	Portfolio Assessment	13.5%
4.	Practical Assessment	10%
5.	Test	10%
		100%

Notes

- 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.
- 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.
- 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.
- 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.