

## Universitas Negeri Surabaya Faculty of Education, Special Education Undergraduate Study Program

Document Code

UNES	A	3																
	SEMESTER LEARNING PLAN																	
Courses				CODE Course Family					Credit	Weigh	t	s	EMES	TER	Com Date	pilation		
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AUTHOR	RIZAT	ION		SP Develop	er				Co	urse	Cluste	r Coor	dinator		tudy F coordin			
														Dr. H. Pamuji, M.Kes.			1.Kes.	
Learning model	J	Case Studies																
Program		PLO study pro	gram v	vhich is cha	rged to t	the cours	se											
Learning Outcom		Program Object	tives (	PO)														
(PLO)		PLO-PO Matrix																
				P.O														
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Short Course Descript	tion	The Orped cours experience relate definition, termin curriculum develor individual learning	ed to t ology, o opment	he basic sci classification, and planning	ence of e character of learning	education ristics, ca ng progra	for m uses a ms foi	entally and pr r readi	retai event ng, wi	rded ion, d riting,	childre detectio mathe	n: basi n and matics	c conce assessn natural	pts, nent, scie	includ , educ ences,	ling: ı ation social	unders and t I scier	standing, teaching,
Referen	ces	Main :																
	<ol> <li>Ati, R., Kemis. 2013. Pendidikan Anak Tunagrahita. Jakarta: Luxima</li> <li>Amin, M. 1996. Ortopedagogik Anak Tunagrahita . Jakarta: Proyek Pendidikan Tenaga Guru, Dirjend. Dikti, Depdikbi</li> <li>Delphie, B. 2006. Pembelajaran Anak Tunagrahita. Bandung: PT. Refika Aditama.</li> <li>Depdikbud. 1997. Bimbingan Kerja Tunagrahita Dewasa . Jakarta: Depdikbud</li> <li>Mumpuniarti. 2007. Pendekatan Pembelajaran Bagi Anak Hambatan Mental. Yogyakarta: Kanwa Publisher</li> <li>Somantri, S. 2006. Psikologi Anak Luar Biasa . Jakarta: PT. Refika Aditama.</li> </ol>							br										
Support lecturer		WAHYUDI HART Prof. Dr. H. Murta		Pd.														
		al abilities of h learning ge b-PO)	lı	Ev	Evaluation			O	Stu	Help Learning, Learning methods, Student Assignments, [Estimated time] ne ( Online ( online				Learni materi [ Referer	ials		essment ight (%)	
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(1)		(2)		(3)		(4)			(5)			(6)		1	(7)			(8)
1								2 X !	50									0%

Understand and know about the basic concepts of metally retarded children: meaning of children with mild, moderate and severe mental retardation. Explain the characteristics of mild, moderate and severe mental retardation. Explain the characteristics of mild, moderate and severe mental retardation. Explain the characteristics of mild, moderate and severe mental retardation. Explain the characteristics of mild, moderate and severe mental retardation. Explain the meaning of children with mild, moderate and severe mental retardation. Explain the meaning of children with mild, moderate and severe mental retardation. 2.Differentiate the meaning of children with mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retardation. 3.Explain the characteristics of mild, moderate and severe mental retar
4.Discuss the classification of mild, moderate and severe mentally retarded children according to experts. 5.Discuss the causes of mentally retarded children
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	1		T	T		
3	Understand and	1.Explain the	Criteria:	lecture		0%
	know about the	meaning of	1.Score 5, if all	questions		
	basic concepts of	children with	answers are	and answers		
	mentally retarded			assignments		
	children: meaning,	mild,	correct	discussion		
	definition,	moderate and	2.Score 4 if 4	2 X 50		
	terminology, classification,	severe mental	answers are	2 X 30		
	characteristics,	retardation.	correct			
	causes of mentally	Distinguish	3.Score 3 if 3			
	retarded children	the meaning	answers are			
		and definition	correct			
		of children	4.Score 2 if 2			
		with mild,	answers are			
		moderate and	correct			
		severe mental	5.Score 1 if 1			
		retardation.	answer is correct			
		Explain the				
		characteristics				
		of mild,				
		moderate and				
		severe				
		mentally				
		retarded				
		children.				
		Explain the				
		meaning of				
		children with				
		mild,				
		moderate and				
		severe mental				
		retardation.				
		<ol><li>Differentiate</li></ol>				
		the meaning				
		and definition				
		of children				
		with mild,				
		moderate and				
		severe mental				
		retardation.				
		<ol><li>Explain the</li></ol>				
		characteristics				
		of mild,				
		moderate and				
		severe				
		mentally				
		retarded				
		children,				
		4.Discuss the				
		classification				
		of mild,				
		moderate and				
		severe				
		mentally				
		retarded				
		children				
		according to				
		experts.				
		<ol><li>Discuss the</li></ol>				
		causes of				
		mentally				
		retarded				
	1		l			
		children				

4	Know and	Explain the	Criteria:	giving		0%
-	understand the detection and	detection and assessment of	1.4	2 X 50		370
	assessment of	children with mild	2.The presentation	discussion question and		
	children with mild, moderate and	intellectual disabilities	was carried out coherently with	answer		
	severe intellectual	Discuss the	appropriate	assignments		
	disabilities	identification and assessment of	intonation and			
		children with	emphasis,			
		moderate and severe	showed good understanding of			
		intellectual	the concept,			
		disabilities	assisted by ppt			
			media according			
			to media criteria, answered			
			correctly to the			
			questioner, was			
			able to formulate			
			suggestions for improvement			
			3.3			
			4.The presentation			
			was carried out coherently with			
			appropriate			
			intonation and			
			emphasis, but			
			lacked some conceptual			
			understanding,			
			assisted by ppt			
			media according			
			to media criteria, answers from the			
			questioner were			
			generally correct,			
			able to formulate suggestions for			
			improvement			
			5.2			
			6.The presentation			
			was carried out, was not coherent			
			and/or showed a			
			lack of			
			understanding of			
			several concepts, was assisted by			
			ppt media but did			
			not meet the			
			media criteria, the answers from the			
			questioner were			
			generally			
			incorrect, able to formulate			
			suggestions for			
			improvement			
			7.1 8.The presentation			
			was carried out,			
			but was not			
			coherent and/or			
			showed a lack of understanding of			
			many concepts,			
			was not assisted			
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6	Know and	Discussing	Criteria:	Assignment			0%
	understand	education and	1.4	and			
	education and	teaching for	2.The presentation	discussion			
	teaching as well as curriculum	mentally retarded children.	was carried out	2 X 50			
	development for	Explaining	coherently with				
	development for mentally retarded	curriculum	appropriate				
	children	development for					
		mentally retarded	intonation and				
		childreń	emphasis,				
			showed good				
			understanding of				
			the concept,				
			assisted by ppt				
			media according				
			to media criteria,				
			answered				
			correctly to the				
			questioner, was				
			able to formulate				
			suggestions for				
			improvement				
			3.3				
			4.The presentation	1			
			was carried out	1			
			coherently with	]			
			,	1			
			appropriate	]			
			intonation and	1			
			emphasis, but	]			
			lacked some	]			
			conceptual	]			
			understanding,				
			assisted by ppt				
			media according				
			to media criteria,				
			answers from the				
			questioner were				
			generally correct,				
			able to formulate				
			suggestions for				
			improvement				
			5.2				
			6.The presentation				
			was carried out,				
			was not coherent				
			and/or showed a				
			lack of				
			understanding of				
			several concepts,				
			was assisted by	]			
			ppt media but did	]			
			not meet the	1			
			media criteria, the	]			
			answers from the	]			
			questioner were	1			
			generally	]			
			incorrect, able to	]			
				1			
			formulate	]			
			suggestions for	1			
			improvement	]			
			7.1	]			
			8.The presentation	1			
			was carried out,	]			
			but was not	1			
			coherent and/or	]			
				]			
			showed a lack of	1			
			understanding of	]			
			many concepts,	1			
			was not assisted	]			
			by ppt media, the	]			
			answers from the	1			
			questioner were	]			
			incorrect, unable	1			
			to formulate	1			
				]			
			suggestions for	1			
			improvement	]			
i	1		1	1	İ	1	

understand education and teaching as well as curriculum development for mentally retarded children	education and teaching for mentally retarded children. Explaining curriculum development for mentally retarded children	1.4 2.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 3.3 4.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 5.2 6.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement 7.1 8.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement	and discussion 2 X 50		0%
INID I LIXIVI LAAIVI			2 X 50		0%0

9	Understand and describe the planning of reading, writing and mathematics learning programs	Explain the reading, writing and mathematics learning program plan. Create a reading, writing and mathematics learning program	Criteria: 1.Score 4 if the learning program is complete 2.Score 3 if the learning program is quite complete 3.Score 2 if the learning program is incomplete	lecture, giving assignments, questions and answers 2 X 50			0%
10	Understand and describe the planning of reading, writing and mathematics learning programs	Explain the reading, writing and mathematics learning program plan. Create a reading, writing and mathematics learning program	Criteria:  1.Score 4 if the learning program is complete 2.Score 3 if the learning program is quite complete 3.Score 2 if the learning program is incomplete	lecture, giving assignments, questions and answers 2 X 50			0%
11	Understand and describe the planning of natural science and social science learning programs	Explain plans for science and social studies learning programs Create science and social studies learning programs	Criteria:  1.Score 4 if the learning program is complete 2.Score 3 if the learning program is quite complete 3.Score 2 if the learning program is incomplete	giving assignments, questions and answers 2 X 50			0%
12	Understand and describe the planning of natural science and social science learning programs	Explain plans for science and social studies learning programs Create science and social studies learning programs	Criteria:  1.Score 4 if the learning program is complete 2.Score 3 if the learning program is quite complete 3.Score 2 if the learning program is incomplete	giving assignments, questions and answers 2 X 50			0%
13	Understand and describe individual learning programs for children with mild and moderate intellectual disabilities	Discuss and describe individual learning programs for children with mild and moderate intellectual disabilities	Criteria:  1.Score 4 if the learning program is complete 2.Score 3 if the learning program is quite complete 3.Score 2 if the learning program is incomplete	discussion and assignment 2 X 50			0%
14	Understand and describe individual learning programs for children with mild and moderate mental retardation as well as work distribution efforts for mentally retarded adults	Discuss and describe individual learning programs for mentally retarded children as well as efforts to channel work for mentally retarded adults	Criteria: 1.Score 4 if the learning program is complete 2.Score 3 if the learning program is quite complete 3.Score 2 if the learning program is incomplete	lectures, assignments, discussions 2 X 50			0%
15	Understand and describe individual learning programs for children with mild and moderate mental retardation as well as work distribution efforts for mentally retarded adults	Discuss and describe individual learning programs for mentally retarded children as well as efforts to channel work for mentally retarded adults	Criteria:  1.Score 4 if the learning program is complete 2.Score 3 if the learning program is quite complete 3.Score 2 if the learning program is incomplete	lectures, assignments, discussions 2 X 50			0%
16	FINAL EXAMS			2 X 50			0%
	ı		1	1	1	1	

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

## 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.
- 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.
- 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.