



**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 |
|--------------------|------------|---------------|---------------|-----|-----------|----------|------------------|
| Orthopedagogic Atn | 8620203164 | | T=3 | P=0 | ECTS=4.77 | 3 | July 18, 2024 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
|---------------|--------------|----------------------------|---------------------------|
| | | | Dr. H. Pamuji, M.Kes. |

| Learning model | Case Studies |
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| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|---|-----|------|---|---|---|---|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table> | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table> | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | |

Short Course Description
The Orped course for mentally retarded children equips students to be able to understand, study, deepen, have knowledge and experience related to the basic science of education for mentally retarded children: basic concepts, including: understanding, definition, terminology, classification, characteristics, causes and prevention, detection and assessment, education and teaching, curriculum development and planning of learning programs for reading, writing, mathematics, natural sciences, social sciences and individual learning programs for mentally retarded children as well as work distribution efforts for mentally retarded adults.

| References | <p>Main :</p> <ol style="list-style-type: none"> 1. Ati, R., Kemis. 2013. Pendidikan Anak Tunagrahita. Jakarta: Luxima 2. Amin, M. 1996. Ortopedagogik Anak Tunagrahita . Jakarta: Proyek Pendidikan Tenaga Guru, Dirjend. Dikti, Depdikbud 3. Delphie, B. 2006. Pembelajaran Anak Tunagrahita. Bandung: PT. Refika Aditama. 4. Depdikbud. 1997. Bimbingan Kerja Tunagrahita Dewasa . Jakarta: Depdikbud 5. Mumpuniarti. 2007. Pendekatan Pembelajaran Bagi Anak Hambatan Mental. Yogyakarta: Kanwa Publisher 6. Somantri, S. 2006. Psikologi Anak Luar Biasa . Jakarta: PT. Refika Aditama. <p>Supporters:</p> |
|------------|---|
|------------|---|

Supporting lecturer
WAHYUDI HARTONO
Prof. Dr. H. Murtadlo, 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 | | | | 2 X 50 | | | 0% |

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| 2 | Understand and know about the basic concepts of mentally retarded children: meaning, definition, terminology, classification, characteristics, causes of mentally retarded children | <p>1.Explain the meaning of children with mild, moderate and severe mental retardation. Distinguish the meaning and definition of children with mild, moderate and severe mental retardation. Explain the characteristics of mild, moderate and severe mentally retarded children. Explain the meaning of children with mild, moderate and severe mental retardation.</p> <p>2.Differentiate the meaning and definition of children with mild, moderate and severe mental retardation.</p> <p>3.Explain the characteristics of mild, moderate and severe mentally retarded children,</p> <p>4.Discuss the classification of mild, moderate and severe mentally retarded children according to experts.</p> <p>5.Discuss the causes of mentally retarded children</p> | <p>Criteria:</p> <p>1.Score 5, if all answers are correct</p> <p>2.Score 4 if 4 answers are correct</p> <p>3.Score 3 if 3 answers are correct</p> <p>4.Score 2 if 2 answers are correct</p> <p>5.Score 1 if 1 answer is correct</p> | lecture questions and answers assignments discussion 2 X 50 | | 0% |
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| 3 | Understand and know about the basic concepts of mentally retarded children: meaning, definition, terminology, classification, characteristics, causes of mentally retarded children | <p>1.Explain the meaning of children with mild, moderate and severe mental retardation. Distinguish the meaning and definition of children with mild, moderate and severe mental retardation. Explain the characteristics of mild, moderate and severe mentally retarded children. Explain the meaning of children with mild, moderate and severe mental retardation.</p> <p>2.Differentiate the meaning and definition of children with mild, moderate and severe mental retardation.</p> <p>3.Explain the characteristics of mild, moderate and severe mentally retarded children,</p> <p>4.Discuss the classification of mild, moderate and severe mentally retarded children according to experts.</p> <p>5.Discuss the causes of mentally retarded children</p> | <p>Criteria:</p> <p>1.Score 5, if all answers are correct</p> <p>2.Score 4 if 4 answers are correct</p> <p>3.Score 3 if 3 answers are correct</p> <p>4.Score 2 if 2 answers are correct</p> <p>5.Score 1 if 1 answer is correct</p> | lecture questions and answers assignments discussion 2 X 50 | | | 0% |
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| 4 | Know and understand the detection and assessment of children with mild, moderate and severe intellectual disabilities | Explain the detection and assessment of children with mild intellectual disabilities Discuss the identification and assessment of children with moderate and severe intellectual disabilities | Criteria: 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 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 by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement | giving 2 X 50 discussion question and answer assignments | | | 0% |
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| 5 | Know and understand the detection and assessment of children with mild, moderate and severe intellectual disabilities | Explain the detection and assessment of children with mild intellectual disabilities Discuss the identification and assessment of children with moderate and severe intellectual disabilities | Criteria: 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 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 by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement | giving 2 X 50 discussion question and answer assignments | | | 0% |
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| 6 | Know and understand education and teaching as well as curriculum development for mentally retarded children | Discussing education and teaching for mentally retarded children. Explaining curriculum development for mentally retarded children | Criteria: 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 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 by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement | Assignment and discussion 2 X 50 | | | 0% |
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| 7 | Know and understand education and teaching as well as curriculum development for mentally retarded children | Discussing education and teaching for mentally retarded children. Explaining curriculum development for mentally retarded children | Criteria: 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 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 by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement | Assignment and discussion 2 X 50 | | | 0% |
| 8 | MIDTERM EXAM | | | 2 X 50 | | | 0% |

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| 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% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.