

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

Document Code

SEMESTER LEARNING PLAN

Courses			(CODE			Cour	se Fa	mily		Cı	edit W	eight)		SEN	MESTE		Compilatio Date	'n
Orthoped Impaired		gics of Intellectua dren	ally	86202021	58]			T=2 P=0 ECTS=3.18					i	5		July 18, 202	24
AUTHOR	RIZAT	TON	:	SP Devel	oper					Cou	rse C	luster	Coord	inator		Study Program Coordinator			
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Learning model	I	Project Based L	earning	9															
Program Learning		PLO study program that is charged to the course																	
Outcome (PLO)		Program Objectives (PO)																	
(1 20)		PLO-PO Matrix																	
				P.O															
		DO Matrix at th		of ooole le		otogo	(Cub	DO)											
		PO Matrix at th	e ena c	oi each i	earning	stage	(Sub-	·PU)											
			Р	P.O							Weel	k							
				1	2 3	3 4	5	6	7	8	9	10	11	12	13	14	1	5 16	
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Short Course Descript	tion	The Orthopedag knowledge and e meaning, definition services provided retarded adults. L	experier on, term d include	nce relate ninology, c le: occupa	d to the classificat tional the	basic s tion, cha erapy, p	science aracte play the	e of e ristics erapy,	ducati and p self-d	ion fo hysica levelo	r mer al, psy pmen	ntally ro ycholog t, care	etardeo gical, s er coao	l childre ocial de ching an	en: ba velopi id job	sic cor ment m placen	ncer nent nen	ots, includin tally retarde t for mental	ıg: :d,
Reference	ces	Main :																	
1. Amin M 1995. 2. Astati, 1995. T 3. Depdikbud. 19 4. Depdikbud. 19 5. Darlene, M. 20 6. Hallahan dan l 7. Mahmudah, S 8. Suhaeri, E 200 9. Sujarwanto, 20 10. Thomson, J. 2			995. Ter ud. 1995 ud. 1990 M. 2000 dan Ka ah, S. S E 2005 nto, 200	rapi okupa 5. Pembina 0. Cara Ma 0. Life Ski auffman 19 Sujarwanto . Pendeka 15. Terapi (usi Berma aan Karii engaktifk Ils Activit 1986. Exce 10.2008. T utan Pem Okupasi	ain dan r Tunag an Ana ies For eptional erapi O belajara untuk A	Musik Irahita k Bern Secor I Childi Okupas an Ana Anak B	. Jaka Dewa nain. J ndary S ren Int ii Untu ak Tun erkebi	arta: P sa . Ja lakarta Studer roduct k Anal lagrahi utuhar	royek akarta: Dep ats wit tion to k Tuna ita .Ba	Dikti I : Proy dikbud h Spe Exce agrahi andun sus. Ja	Depdik ek Dik d cial Ne ptional ita dan g:Dikgi akarta:	oud i Depd eds. J Childr Tunad itentis Depdi	ohn Wile en. Prer laksa . S knas	ntice H Suraba	lall Nev aya: Un	w Yo	es	
Supp		Supporters:																	
Support lecturer		Dra. Hj. Siti Mahr	nudah,	M.Kes.															
Week-	eac			E	Evaluatio	on				Help Learning, Learning methods, Student Assignments, [Estimated time]			ma			Assessme Weight (%			
		Ď-PO)	Inc	dicator	Cr	iteria &	Form	1		ine (ine)		Onlin	e (onl	ine)	ICI]	.3	3 (7	
(1)		(2)		(3)		(4)			(5)			(6)			(7)		(8)	

				1		-
1	Understand and know about the basic concepts of mentally retarded children: meaning, definition, terminology, classification, characteristics, mentally retarded children	Explain the meaning of children with mild, moderate and severe mental retardation. Distinguishing definitions and terms for mild, moderate and severe mentally retarded children according to experts.	Criteria: 4 marks, if all the answers are correct. 3 marks, if the answers are partly correct. 2 marks, if only one answer is correct. 1 mark, if all the answers are wrong.	Questions and answers and assignments 2 X 50		0%
2	Understand and know the basic concepts of intellectual disability: meaning, definition, terminology, classification, characteristics, of mentally retarded children	Discuss the classification of mild, moderate and severe mentally retarded children according to experts.	Criteria: 1.4 marks if all answers are correct 2.3 marks if 3 answers are correct 3.2 marks if 2 answers are correct 4.1 point if 1 answer is correct	lecture questions and answers assignments discussion 2 X 50		0%
3	Understand and know about the basic concepts of mentally retarded children: meaning, definition, terminology, classification, characteristics of mentally retarded children Discuss the characteristics of mild, moderate and severe mentally retarded children	Discuss the characteristics of children with mild, moderate and severe mental retardation	Criteria: 1.4 marks if all the answers are correct, 3 marks if 3 answers are wrong 2.2 marks if 2 answers are correct 3.1 mark if all answers are wrong	Project based learning discussion and questions and answers 2 X 50		0%

4	I/marria and	Discuss the	0	Duning t		00/
4	Know and understand the	Discuss the physical,	Criteria: 1.4	Project based		0%
	physical,	psychological and social	2.The presentation	learning		
	psychological and social development	and social development of	·	questions		
	of children with	children with	coherently with	and answers		
	mild, moderate and	mild	appropriate	discussion		
	severe intellectual disabilities	intellectual disabilities	intonation and	and		
	uisabilities	Discuss the	emphasis,	presentation 2 X 50		
		physical,	showed good	2 X 30		
		psychological and social	understanding of			
		development of	the concept,			
		children with	assisted by ppt media according			
		moderate intellectual	to media criteria,			
		disabilities	answered			
		Discuss the physical,	correctly to the			
		psychological	questioner, was			
		and social	able to formulate			
		development of children with	Suggestions for			
		severe	improvement 3.3			
		intellectual disabilities	4.The presentation			
		uisabilities	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			

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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	
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suggestions for	
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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	i l

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6	Know and	Describe the	Criteria:	Project]	0%
1	understand the	basic concepts	1.4	based		1	
	basic concepts of	of occupational	2.The presentation	learning and		1	
	occupational therapy for the	therapy including	was carried out	discussion		1	
	mentally retarded:	understanding,	coherently with	and			
	definition, basis,	basic goals	appropriate	questions]	
	goals and	and principles		and answers			
	principles	, ,	intonation and	2 X 50			
			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]]	
1 1			coherently with	1		1	
			appropriate]]	
1 1			intonation and	1		1	
			emphasis, but				
1 1			lacked some	1		1	
			conceptual]]	
1 1				1		1	
			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				
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1 1			questioner were	1		1	
			generally]]	
1 1			incorrect, able to	1		1	
			formulate				
			suggestions for]]	
1 1			_ improvement	1		1	
			7.1]]	
			8.The presentation]]	
1 1			was carried out,	1		1	
			but was not]]	
			coherent and/or]]	
1 1			showed a lack of	1		1	
			understanding of]]	
1 1				1		1	
1			many concepts,	1		1	
			was not assisted]]	
			by ppt media, the]]	
			answers from the				
			questioner were]]	
			incorrect, unable]]	
			to formulate	1		1	
			suggestions for]]	
			improvement]]	
			iiibioveilielir	1		1	
			1		1		

8	understand the types, roles, implementation and materials of occupational therapy MIDTERM EXAM	types, roles, implementation and materials of occupational therapy	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 incorrect, unable t	Project based learning, discussion and presentation 2 X 50		0%
				2 X 50		

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9	Know and understand the basic concepts of play therapy for the mentally retarded: understanding, underlying theories, and play development	Explaining the basic concept of play therapy for the mentally retarded including understanding, the underlying theory according to experts Discussing the development of play according to the development of children with the mentally retarded	Criteria: 1.4 marks if all answers are correct 2.3 marks if you can answer 2 questions 3.2 marks if you can answer one question	Giving assignments, questions and answers. 2 X 50		0%
10	Know and understand the classification, values and play therapy materials	Explain the classification of play therapy. Discuss the values of play therapy. Select play therapy materials	Criteria: 1.4 marks if all answers are correct 2.3 points if the answer is partially correct 3.1 mark if the answer is wrong	lecture, giving assignments, questions and answers 2 X 50		0%
11	Know and understand the basic concepts of self-development: understanding, approach, principles	Explain the meaning and approach of self-development Describe the principles of self-development discuss the application of principles and approaches of self-development to mentally retarded children	Criteria: 1.4 marks if all answers are correct 2.3 marks if two answers are correct 3.2 marks if one answer is correct	giving assignments, questions and answers and discussions 2 X 50		0%
12	Understand the steps of task analysis and implement daily activities for mentally retarded children	Applying task analysis steps in the daily activities of mentally retarded children	Criteria: 1.Score 4 if the self-development program is complete 2.Score 3 if the self-development program is quite complete 3.Score 2 if the self-development program is incomplete	assignment, question and answer, discussion 2 X 50		0%
13	Understand and implement self-development programs for mild and moderate mentally retarded children	Creating a self- development program for children with mild and moderate mental retardation	Criteria: 1.Score 4 if the binadiri program is complete 2.Score 3 if the binadiri program is incomplete 3.Score 2 if the binadiri program is incomplete	discussion, questions and answers and giving assignments 2 X 50		0%
14	Understand and implement self-development programs for mild and moderate mentally retarded children	Implementing a self- development program for children with mild and moderate disabilities	Criteria: 1.Score 4 if the program implementation is in accordance with the assessment sheet 2.Score 3 if the program implementation is not in accordance with the assessment sheet 3.Score 2 if the program implementation does not comply with the assessment sheet	Giving assignments, reflection 2 X 50		0%

15	Understand and understand career development and job placement for mentally retarded adults	Analyzing career coaching and job placement for mentally retarded adults	Criteria: 1.Score 4 if in active discussion 2.Score 3 if the discussion is quite active 3.Score 1 if the discussion is not active	discussion, question and answer giving assignments, 2 X 50		0%
16	Understand and understand career development and job placement for mentally retarded adults	Analyzing career coaching and job placement for mentally retarded adults	Criteria: value 4 if the presentation is active, value 3 if the presentation is less active, value 2 if the presentation is not active	question and answer discussion and assignment 2 X 50		0%

Evaluation Percentage Recap: Project Based Learning

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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.