



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

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Orthopedagogics of Intellectually Impaired Children	8620202158		T=2 P=0 ECTS=3.18	5	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Dr. H. Pamuji, M.Kes.																																	
<b>Learning model</b>	Project Based Learning																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
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<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>					P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Amin M 1995. Ortopedagogik Anak Tunagrahita . Jakarta: Proyek Dikti Depdikbud.</li> <li>2. Astati, 1995. Terapi okupasi Bermain dan Musik . Jakarta: Proyek Dikti Depdikbud</li> <li>3. Depdikbud. 1995. Pembinaan Karir Tunagrahita Dewasa . Jakarta: Proyek Dikti Depdikbud</li> <li>4. Depdikbud. 1990. Cara Mengaktifkan Anak Bermain. Jakarta: Depdikbud</li> <li>5. Darlene, M. 2000. Life Skills Activities For Secondary Students with Special Needs. John Wiley &amp; Sons, Inc</li> <li>6. Hallahan dan Kauffman 1986. Exceptional Children Introduction to Exceptional Children. Prentice Hall New York</li> <li>7. Mahmudah, S. Sujarwanto.2008. Terapi Okupasi Untuk Anak Tunagrahita dan Tunadaksa . Surabaya: Unipres</li> <li>8. Suhaeri, E 2005. Pendekatan Pembelajaran Anak Tunagrahita .Bandung:Dikgudentis</li> <li>9. Sujarwanto, 2005. Terapi Okupasi untuk Anak Berkebutuhan Khusus. Jakarta: Depdiknas</li> <li>10. Thomson, J. 2010. Memahami Anak Berkebutuhan Khusus. Terjemahan. Oleh: Widayati, E. Jakarta: Penerbit Erlangga.</li> </ol> <p><b>Supporters:</b></p>																																					
<b>Supporting lecturer</b>	Dra. Hj. Siti Mahmudah, M.Kes.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

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. .	<b>Criteria:</b> 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.	<b>Criteria:</b> 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	<b>Criteria:</b> 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	Know and understand the physical, psychological and social development of children with mild, moderate and severe intellectual disabilities	Discuss the physical, psychological and social development of children with mild intellectual disabilities Discuss the physical, psychological and social development of children with moderate intellectual disabilities Discuss the physical, psychological and social development of children with severe intellectual disabilities	<b>Criteria:</b> 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	Project based learning questions and answers discussion and presentation 2 X 50			0%
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5	Know and understand the physical, psychological and social development of children with mild, moderate and severe intellectual disabilities	Discuss the physical, psychological and social development of children with mild intellectual disabilities Discuss the physical, psychological and social development of children with moderate intellectual disabilities Discuss the physical, psychological and social development of children with severe intellectual disabilities	<b>Criteria:</b> 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	Project based learning Discussion and question and answer presentation 2 X 50			0%
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6	Know and understand the basic concepts of occupational therapy for the mentally retarded: definition, basis, goals and principles	Describe the basic concepts of occupational therapy including understanding, basic goals and principles	<b>Criteria:</b> 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	Project based learning and discussion and questions and answers 2 X 50			0%
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7	Know and understand the types, roles, implementation and materials of occupational therapy	Discuss the types, roles, implementation and materials of occupational therapy	<b>Criteria:</b> 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	Project based learning, discussion and presentation 2 X 50			0%
8	MIDTERM EXAM			2 X 50			0%

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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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

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.**