



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
ORTHOPEDEGOGICS	8620203346	Compulsory Study Program	T=2 P=1 ECTS=4.77	1	July 1, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
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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
PLO-9	Identifying and assessing GDPK using various techniques and strategies.
PLO-13	Master the theoretical concepts of the basics of educational theory relevant to special education

Program Objectives (PO)

PO - 1	Mastering the basic theoretical concepts of children with special needs including: children who are blind, deaf, mentally retarded, physically disabled, autistic, children with learning difficulties, children with special intelligence and special talents, children with attention deficit disorder and hyperactivity, as well as children who are slow learners
PO - 2	Identifying and assessing children with special needs including: children who are blind, deaf, mentally retarded, physically disabled, autistic, children with learning difficulties, children with special intelligence and special talents, children with attention deficit disorder and hyperactivity, as well as children who are slow learners using various techniques and strategies
PO - 3	Skilled in 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 regarding the learning program for children with special needs that is implemented

PLO-PO Matrix

P.O	PLO-5	PLO-9	PLO-13
PO-1			
PO-2			
PO-3			

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																

Short Course Description | The Orthopedagogics course is a course that provides understanding and knowledge, as well as experience and skills to students through the definition of orthopedagoggy, foundations, history of special education, its relationship with other sciences, theories, concepts, principles of children with special needs including: children who are blind, deaf, disabled, intellectually disabled, autistic, children with learning difficulties, special intelligent and special gifted children, children with attention deficit hyperactivity disorder, slow learning children, classification, causal factors, characteristics and special needs in learning and the ability to plan, modify, apply, evaluate and solving problems related to orthopedagoggy and equipping students to be able to make decisions in applying orthopedagoggy and finding alternative solutions in solving problems in the field of children with special needs both in special schools and inclusive schools. Lectures are carried out through presentations, discussions, chapter report assignments, and reflections

References | **Main :**

1. Kauffman, James M., Hallahan. Daniel P. 2011. Handbook of Special Education. London: Taylor & Francis, Ltd.
2. Sunardi. 2005. Kecenderungan dalam Pendidikan Luar Biasa .Jakarta: Dikti Depdikbud.
3. Cimera. Robert Evert. 2003. The Truth about Special Education. United State America: A Screcrow Press, Inc.
4. Hanson. Marci J, Lynch. Eleanor W. 1989. Early Intervention, Implementing child and family services for infants and toddlers who are at-risk or disabled. United State Of America: PRO-ED, Inc.
5. Gargiulo. Richard M. 2012. Special Education in Contemporary Society, An Introduction to Exceptionality. United State Of America: Sage Publication, Inc.
6. Farrell, Michael. 2009. Foundations of Special Education: An Introduction . United State Of America: Blackwell Publishing

	Supporters:						
Supporting lecturer	Prof. Dr. Sujarwanto, M.Pd. Acep Ovel Novari Beny, M.Pd. Diah Ekasari, M.Pd. 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	Able to understand basic concepts, scope of field of study, and orthopedagogical targets.	1.Explain the meaning of orthopedagogics 2.Explaining the field of orthopedagogic studies	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Participatory Activities	Discussion Presentation 3 X 50		Material: basic concepts, scope of field of study, and orthopedagogical targets. References: <i>Kauffman, James M., Hallahan. Daniel P. 2011. Handbook of Special Education. London: Taylor & Francis, Ltd.</i> Material: basic concepts, scope of field of study, and orthopedagogical targets Reader: <i>Gargiulo. Richard M. 2012. Special Education in Contemporary Society, An Introduction to Exceptionality. United States Of America: Sage Publications, Inc.</i>	3%
2	Understanding orthopedagogy as a branch of educational science, supporting sciences in orthopedagogics.	1. Explain the scientific basis of orthopedagogy. 2. Know the supporting science in orthopedagogy.	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Participatory Activities	Discussion Presentation 3 X 50		Material: Basic scientific knowledge of orthopedagogy and supporting science in orthopedagogics. Reference: <i>Kauffman, James M., Hallahan. Daniel P. 2011. Handbook of Special Education. London: Taylor & Francis, Ltd.</i> Material: Basic scientific knowledge of orthopedagogy and supporting science in orthopedagogics Library: <i>Sunardi. 2005. Trends in Special Education. Jakarta: Dikti Depdikbud.</i>	2%

3	Understand the basis for implementing education for children with special needs	<p>1.explains the philosophical basis of education for children with special needs</p> <p>2.explains the juridical basis for education for children with special needs</p> <p>3.explains the pedagogical basis of education for children with special needs</p> <p>4.explains the empirical basis of education for children with special needs</p>	<p>Criteria:</p> <p>1.Score 4 if done very well,</p> <p>2.Score 3 if done well,</p> <p>3.Score 2 if done sufficiently,</p> <p>4.Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion Presentation 3 X 50		<p>Material: foundations for providing education for children with special needs</p> <p>References: <i>Farrell, Michael. 2009. Foundations of Special Education: An Introduction. United States Of America: Blackwell Publishing</i></p> <hr/> <p>Material: foundations for implementing education for children with special needs.</p> <p>Library: <i>Cimera. Robert Evert. 2003. The Truth about Special Education. United States America: A Screcrow Press, Inc.</i></p>	2%
4	Understand the types and prevalence of children with special needs	<p>1. Explain the types of children with special needs. 2. Know the prevalence of children with special needs</p>	<p>Criteria:</p> <p>1.Score 4 if done very well,</p> <p>2.Score 3 if done well,</p> <p>3.Score 2 if done sufficiently,</p> <p>4.Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion of 3 X 50 Observations		<p>Material: types and prevalence of children with special needs</p> <p>Reference: <i>Hanson. Marci J, Lynch. Eleanor W. 1989. Early Intervention, Implementing child and family services for infants and toddlers who are at-risk or disabled. United States Of America: PRO-ED, Inc.</i></p> <hr/> <p>Material: types and prevalence of children with special needs</p> <p>References: <i>Kauffman, James M., Hallahan. Daniel P. 2011. Handbook of Special Education. London: Taylor & Francis, Ltd.</i></p>	2%

5	Understanding the characteristics and developmental educational services of educational services for children with special needs (ABK)	<ol style="list-style-type: none"> 1. Know the characteristics of children with special needs 2. Explain the development of educational services for children with special needs 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion Presentation 3 X 50		<p>Material: Characteristics and development of educational services for children with special needs (ABK) Library: Cimera. Robert Evert. 2003. <i>The Truth about Special Education.</i> United States America: A Screcrow Press, Inc.</p> <hr/> <p>Material: Characteristics and development of educational services for children with special needs (ABK) Reference: Gargiulo. Richard M. 2012. <i>Special Education in Contemporary Society, An Introduction to Exceptionality.</i> United States Of America: Sage Publications, Inc.</p>	2%
6	Understanding the early intervention program for children with special needs: - Development history - Model development - Identification and assessment of children with special needs - Curriculum design - Creation of a learning environment - evaluation	<ol style="list-style-type: none"> 1. Understanding the concept of early intervention for children with special needs 2. Explaining the history and development of the early intervention model 3. Understanding student identification and assessment, curriculum design, creating a learning environment, and evaluation in early intervention 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion Presentation 3 X 50		<p>Material: Early intervention program for children with special needs: - History of development - Model development - Identification and assessment of special needs children - Curriculum design - Creation of a learning environment - evaluation Library: Cimera. Robert Evert. 2003. <i>The Truth about Special Education.</i> United States America: A Screcrow Press, Inc.</p> <hr/> <p>Material: Early intervention program for children with special needs: - History of development - Model development - Identification and assessment of special needs children - Curriculum design - Creation of a learning environment - evaluation Bibliography: Gargiulo. Richard M. 2012. <i>Special Education in Contemporary Society, An Introduction to Exceptionality.</i> United States Of America: Sage Publications, Inc.</p>	2%

7	Understanding identification and assessment, curriculum design, creating a learning environment, and evaluation and early intervention for children	Understanding the concept and implementation of identification and assessment of ABK, curriculum design, creation of a learning environment, and evaluation in early intervention for ABK.	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Participatory Activities, Portfolio Assessment	Discussion Presentation 3 X 50		Material: Identification and assessment, curriculum design, creation of a learning environment, and evaluation and early intervention for children. Library: <i>Cimera. Robert Evert. 2003. The Truth about Special Education. United States America: A Screcrow Press, Inc.</i> ----- Material: Identification and assessment, curriculum design, creation of a learning environment, and evaluation and early intervention for children. Reader: <i>Gargiulo. Richard M. 2012. Special Education in Contemporary Society, An Introduction to Exceptionality. United States Of America: Sage Publications, Inc.</i>	2%
8	UTS	UTS	Criteria: Score 0 - 100 Form of Assessment : Test	UTS 3 X 50		Material: USS questions Reader: <i>Kauffman, James M., Hallahan. Daniel P. 2011. Handbook of Special Education. London: Taylor & Francis, Ltd.</i> ----- Material: about USS Reader: <i>Gargiulo. Richard M. 2012. Special Education in Contemporary Society, An Introduction to Exceptionality. United States Of America: Sage Publications, Inc.</i>	10%

9	Understand the concept of prevalence, characteristics and educational services for children with intellectual disabilities and learning difficulties	1. Understand the concept of children with intellectual disabilities, learning difficulties 2. Explain the prevalence of children with intellectual disabilities, learning difficulties 3. Know the characteristics and educational services of children with intellectual disabilities, learning difficulties	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion Presentation 3 X 50		Material: prevalence concept, characteristics and educational services for children with intellectual disabilities, learning difficulties. Reference: <i>Kauffman, James M., Hallahan. Daniel P. 2011. Handbook of Special Education. London: Taylor & Francis, Ltd.</i> Material: prevalence concept, characteristics and educational services for mentally retarded children, learning difficulties Reader: Sunardi. 2005. Trends in Special Education. Jakarta: Dikti Depdikbud.	5%
10	Understanding the concept, prevalence, characteristics and educational services for deaf children	1. Understand the concept of children with hearing impairments. 2. Explain the prevalence of children with hearing impairments. Knowing the characteristics of educational services for deaf children	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion Presentation 3 X 50		Material: Concept, prevalence, characteristics and educational services for deaf children. Reference: <i>Kauffman, James M., Hallahan. Daniel P. 2011. Handbook of Special Education. London: Taylor & Francis, Ltd.</i> Material: Concept, prevalence, characteristics and educational services for deaf children. Library: Sunardi. 2005. Trends in Special Education. Jakarta: Dikti Depdikbud.	5%

11	Understand the concept of prevalence, characteristics and educational services for blind children	1. Understand the concept of blind children 2. Explain the prevalence of blind children 3. Know the characteristics and educational services of blind children	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	Discussion Presentation 3 X 50		Material: prevalence concept, characteristics and educational services for blind children. References: Kauffman, James M., Hallahan. Daniel P. 2011. <i>Handbook of Special Education</i> . London: Taylor & Francis, Ltd. Material: concept of prevalence, characteristics and educational services for blind children. Library: Sunardi. 2005. <i>Trends in Special Education</i> . Jakarta: Dikti Depdikbud.	10%
12	Understanding the concept, prevalence, characteristics and educational services for children with disabilities	1. Understand the concept of children with disabilities. 2. Explain the prevalence of children with disabilities. 3. Know the characteristics of children with visual impairments and receive educational services	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	PresentationDiscussion 3 X 50		Material: Concept, prevalence, characteristics and educational services for children with disabilities. Reference: Kauffman, James M., Hallahan. Daniel P. 2011. <i>Handbook of Special Education</i> . London: Taylor & Francis, Ltd. Material: Concept, prevalence, characteristics and educational services for children with physical impairments Reader: Sunardi. 2005. <i>Trends in Special Education</i> . Jakarta: Dikti Depdikbud.	10%
13	Understanding the concept, prevalence, characteristics and educational services for autistic children	1. Understand the concept of autistic children. 2. Explain the prevalence of autistic children. 3. Understand the characteristics of educational services for autistic children	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	Discussion Presentation 3 X 50		Material: Concept, prevalence, characteristics and educational services for autistic children. Reference: Kauffman, James M., Hallahan. Daniel P. 2011. <i>Handbook of Special Education</i> . London: Taylor & Francis, Ltd. Material: Concept, prevalence, characteristics and educational services for autistic children. Library: Sunardi. 2005. <i>Trends in Special Education</i> . Jakarta: Dikti Depdikbud.	10%

14	Understand the concept, prevalence, characteristics and educational services of special intelligent children and special talents	1. Understand the concept of special intelligent children and special talents 2. Explain the prevalence of special intelligent children and special talents 3. Understand the characteristics of educational services for special intelligent children and special talents	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	PresentationDiscussion 3 X 50		Material: Concept, prevalence, characteristics and educational services for children with special intelligence and special talents. Reference: Kauffman, James M., Hallahan. Daniel P. 2011. <i>Handbook of Special Education</i> . London: Taylor & Francis, Ltd. Material: Concept, prevalence, characteristics and educational services for special intelligent children and special talents Reader: Sunardi. 2005. <i>Trends in Special Education</i> . Jakarta: Dikti Depdikbud.	10%
15	Understanding the education service system for children with special needs	Get to know the education service system for children with special needs	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion Presentation 3 X 50		Material: Understanding the education service system for children with special needs References: Kauffman, James M., Hallahan. Daniel P. 2011. <i>Handbook of Special Education</i> . London: Taylor & Francis, Ltd. Material: Understanding the education service system for children with special needs. Reader: Sunardi. 2005. <i>Trends in Special Education</i> . Jakarta: Dikti Depdikbud.	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	3 X 50		Material: US Questions Reference: Cimera. Robert Evert. 2003. <i>The Truth about Special Education</i> . United States America: A Screcrow Press, Inc. Material: US questions Bibliography: Kauffman, James M., Hallahan. Daniel P. 2011. <i>Handbook of Special Education</i> . London: Taylor & Francis, Ltd. Material: US questions Reader: Sunardi. 2005. <i>Trends in Special Education</i> . Jakarta: Dikti Depdikbud.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	15%
4.	Test	25%
		100%

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** 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.