



**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 Children with Physical Impairment	8620202328		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>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
<b>Short Course Description</b>	Understanding, studying, deepening orthopedagogical subjects which include understanding, classification, prevalence, causes, needs, problems/problems, assessment, education, curriculum, implementation of GBPP and learning principles, management of the learning process, guidance, abnormal movement patterns, activities of daily living (ADL) as well as tools for activities for physically disabled children																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">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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<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Depdiknas. 2006. Standar Isi, Standar Kompetensi Lulusan dan Panduan Penyusunan KTSP. Jakarta: Dirjen Manajemen Pendas dan Menengah Direktorat Pembinaan Sekolah Luar Biasa.</li> <li>2. Depdiknas. 2006. Standar Kompetensi dan Kompetensi Dasar: Sekolah Dasar Luar Biasa Tunadaksa Ringan (SDLB-D). Dirjen Manajemen Pendas dan Menengah Direktorat Pembinaan Sekolah Luar Biasa.</li> <li>3. Depdiknas. 2006. Standar Kompetensi dan Kompetensi Dasar: Program Khusus Bina Diri dan Bina Gerak SDLB dan SMPLB Tunadaksa Ringan (D). Dirjen Manajemen Pendas dan Menengah Direktorat Pembinaan Sekolah Luar Biasa.</li> <li>4. Hallahan, D.P., &amp; Kauffman, J. 1986. Introduction Special Education Third Edition. Printice Hall.</li> <li>5. Kurikulum PLB. 1999. Pedoman Kegiatan Belajar Mengajar. Jakarta: Dedikbud.</li> <li>6. Kurikulum PLB. 1999. Pedoman Bimbingan di Sekolah. Jakarta: Dedikbud.</li> <li>7. Musyafak, A., 1995. Orthopedagogik Anak Tunadaksa. Jakarta: Depdikbud.</li> <li>8. Muslim, Toha. 1995. Orthopedi dalam pendidikan anak Tunadaksa. Jakarta: Depdikbud.</li> <li>9. Salim, A., Ch., 1995. Pendidikan untuk Anak Cerebral Palsy. Jakarta: Depdikbud</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd.																																						
<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	Able to understand basic concepts, ATD and ATD problems.	explain the basic concept of ATD (understanding, classification, characteristics, causes and needs) explain the problems/problems with ATD	<b>Criteria:</b> : Score 4 if done very well, Score 3 if done well, Score 2 if done sufficiently, Score 1 if not done	Scientific Approach 2 X 50			0%
2	Able to understand the basic concepts of ATD assessment.	Explaining the ATD Assessment (meaning, direction and objectives, place of conduct, aspects of the object, techniques and instruments) Explaining how to interpret the results and explaining the procedures for the assessment	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific Approach 2 X 50			0%
3	Able to understand the basic concepts of ATD assessment.	Explaining the ATD Assessment (meaning, direction and objectives, place of conduct, aspects of the object, techniques and instruments) Explaining how to interpret the results and explaining the procedures for the assessment	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific Approach 2 X 50			0%
4	Understanding the education of physically disabled children	Explaining the Education of Physically Impaired Children 1. ATD education objectives, 2. basic principles of educational programs, 3. main principles, general principles, 4. specific principles and 5. principles in implementing ATD learning)	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific Approach 2 X 50			0%
5	Understanding the education of physically disabled children	Explaining the Education of Physically Impaired Children 1. ATD education objectives, 2. basic principles of educational programs, 3. main principles, general principles, 4. specific principles and 5. principles in implementing ATD learning)	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific Approach 2 X 50			0%
6	Have an understanding of the ATD curriculum	1. Explain: curriculum in general 2. Explaining the scope/components (KTSP) and the 2001 curriculum. Explaining the education curriculum for the Disabled	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	scientific-collaborative approach 2 X 50			0%
7	Have an understanding of the ATD curriculum	1. Explain: curriculum in general 2. Explaining the scope/components (KTSP) and the 2001 curriculum. Explaining the education curriculum for the Disabled	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	scientific-collaborative approach 2 X 50			0%
8	UTS	UTS	<b>Criteria:</b> UTS	UTS 2 X 50			0%

9	Understanding the implementation of GBPP and learning principles and learning strategies	Explains the implementation of GBPP explains learning principles Explains learning strategies.	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific-Collaborative Approach 2 X 50			0%
10	Understanding the management of the learning process	Explaining the management of the learning process: 1. Definition, management of PBM, PBM components, 2. Extra-curricular activities, 3. Implementation of learning and 4. Evaluation.	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific-Collaborative Approach 2 X 50			0%
11	Have an understanding of guidance for physically disabled children	Explaining guidance for disabled children: 1. Definition of guidance, 2. Objectives of ATD guidance, 3. Principles of guidance services, 4. Scope of guidance, 5. Approach and 6. ATD guidance service techniques	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done sufficiently, Score 1 if not done (process/task assessment) The score obtained is divided by the maximum score multiplied by 100 (assessment of learning outcomes)	Scientific-Collaborative Approach 2 X 50			0%
12	Able to understand abnormal movement patterns on ATD	Explain abnormal movement patterns in ATD: 1. Definition, 2. Causative factors, and 3. Signs of abnormal abnormalities in ATD	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done sufficiently, Score 1 if not done (process/task assessment) The score obtained is divided by the maximum score multiplied by 100 (assessment of learning outcomes)	Scientific-Collaborative Approach 2 X 50			0%
13	Able to understand abnormal movement patterns on ATD	Explain abnormal movement patterns in ATD: 1. Definition, 2. Causative factors, and 3. Signs of abnormal abnormalities in ATD	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done sufficiently, Score 1 if not done (process/task assessment) The score obtained is divided by the maximum score multiplied by 100 (assessment of learning outcomes)	Scientific-Collaborative Approach 2 X 50			0%
14	Understanding Activities of Daily Living (ADL): understanding ADL, various types of ADL, tests, and the use of ADL for ATD	Explaining Activities of Daily Living (ADL): 1. Definition of ADL, 2. Types of ADL, 3. Tests, and 4. Use of ADL for ATD	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done sufficiently, Score 1 if not done (process/task assessment) The score obtained is divided by the maximum score multiplied by 100 (assessment of learning outcomes)	Scientific-Collaborative Approach 2 X 50			0%
15	Able to understand tools for activities of physically disabled children. Explain the meaning, main function, how to use it, and mention the types of ATD walking aids	Understanding tools for activities for physically disabled children. Explain the meaning, main function, how to use it, and mention the types of ATD walking aids	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Scientific-Collaborative Approach 2 X 50			0%
16	UAS	UAS	<b>Criteria:</b> UAS	UAS 2 X 50			0%

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.