



**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
SELF-BUILDING	8620202380	Compulsory Study Program Subjects	T=1 P=1 ECTS=3.18	5	July 1, 2022
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator		
	Dra. Hj. Siti Mahmudah, M.Kes, Devina Rahmadiani Kamaruddin Nur, M.Pd	Dr. Wiwik Widajati, M.Pd.	Dr. H. Pamuji, M.Kes.		

**Learning model** Project Based Learning

**Program Learning Outcomes (PLO)** PLO study program that is charged to the course

**Program Objectives (PO)**

<b>PO - 1</b>	Master in depth the basic concepts, principles, theories related to self-development of mentally retarded children (ATG) and be able to solve problems related to self-development of mentally retarded children (ATG) according to procedures
<b>PO - 2</b>	Mastering the basics of designing, implementing, assessing self-development for mentally retarded children (ATG) including identifying ATG self-development abilities that are urgent to be developed, selecting and implementing strategies, approaches, methods, media and self-development learning techniques for ATG as well as self-development learning evaluation systems for mentally retarded students in the context of ATG learning and services
<b>PO - 3</b>	Applying self-development knowledge based on technology and local wisdom to obtain information/references related to ATG self-development and communicate it and utilize this in implementing learning, services and research related to ATG self-development
<b>PO - 4</b>	Skilled in providing academic services and special needs programs related to self-development for ATG, able to plan, implement, evaluate ATG self-development to resolve ATG problems, while also optimizing ATG's potential based on principles and procedures in the context of learning, services and related research with self-development for ATG
<b>PO - 5</b>	Skilled in working independently, working together in collaborative teams, taking responsibility for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/written in carrying out the tasks and roles assigned both individually and in groups during the learning and research related processes with self-development for ATG

**PLO-PO Matrix**

	P.O
	PO-1
	PO-2
	PO-3
	PO-4
	PO-5

**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																
PO-4																
PO-5																

**Short Course Description** This course discusses the meaning, objectives, principles, scope of self-development for mentally retarded children (ATG), the relationship between self-development and independence and the real context of daily life for mentally retarded children, procedures and signs for implementing self-development for mentally retarded children, competencies and materials self-development for mentally retarded children (self-care, self-care, self-help, communication, socialization, life skills, using free time), strategies/methods and media (digital and non-digital) in ATG self-development learning, task analysis, modeling, assertiveness, applied behavior analysis (tasks/instructions, prompts, rewards), shaping, chaining, learning plans and programs related to ATG self-development, evaluation and analysis of the implementation of ATG learning plans and self-development programs

**References** **Main :**

1. Astati. 2011. Bina Diri Untuk Anak Tunagrahita . Bandung: Amanah Offset.
2. Donald, Walters, I. 2004. Education for Life. Terj. Oleh: Widyastuti, A. Jakarta: PT: Gramedia Pustaka Utama.
3. Sudrajat, Rosida. 2013. Pendidikan Bina Diri ABK . Jakarta: PT. Luxima Metro Media.
4. Tim. 2014. Pedoman Pengembangan Diri Untuk Peserta Didik Tunagrahita . Jakarta: Kementerian Pendidikan dan Kebudayaan.
5. Widajati, W., Mahmudah, S. 2018. Metode ABA (Applied Behavior Analysis) Terapi Perilaku Anak Berkebutuhan Khusus . Surabaya: Unipres
6. Kauffman, J.M dan Hallahan, D.P. 2011. Hanbook of Special Education. New York: Rotledge

**Supporters:**

1. Internet, referensi/sumber belajar/media lain baik digital maupun non digital

**Supporting lecturer** Dra. Hj. Siti Mahmudah, M.Kes.  
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 (%)
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		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the meaning, goals, principles, scope of self-development for mentally retarded children (ATG), the relationship between self-development and independence and the real context of daily life for mentally retarded children	1.Explaining the meaning, objectives, principles, scope of self-development for mentally retarded children (ATG) Analyzing the relationship between self-development and independence and the real context of daily life for mentally retarded children 2.Analyzing the relationship between self-development and independence and the real context of daily life of mentally retarded children	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Participatory Activities	· Presentation · Discussion · Question and answer · Assignment · Collaboration 3 X 50		<b>Material:</b> Definition, goals, principles, scope of self-development for mentally retarded children (ATG), the relationship between self-development and independence and the real context of daily life for mentally retarded children. <b>Reference:</b> <i>Astati. 2011. Self-development for mentally retarded children. Bandung: Amanah Offset.</i>	3%
2	Understand the meaning, goals, principles, scope of self-development for mentally retarded children (ATG), the relationship between self-development and independence and the real context of daily life for mentally retarded children	Explaining the meaning, objectives, principles, scope of self-development for mentally retarded children (ATG) Analyzing the relationship between self-development and independence and the real context of daily life for mentally retarded children	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Participatory Activities	· Presentation · Discussion · Question and answer · Assignment · Collaboration 3 X 50		<b>Material:</b> Definition, goals, principles, scope of self-development for mentally retarded children (ATG), the relationship between self-development and independence and the real context of daily life for mentally retarded children. <b>Reference:</b> <i>Astati. 2011. Self-development for mentally retarded children. Bandung: Amanah Offset.</i>	2%
3	Understand the procedures and signs for implementing self-development for mentally retarded children, competencies and materials for self-development for mentally retarded children (self-care, self-care, self-help, communication, socialization, life skills, use of free time)	Explain the procedures and guidelines for implementing self-development for mentally retarded children, self-development material for mentally retarded children (self-care, self-care, self-help, communication, socialization, life skills, use of free time) Identify examples of self-development material for mentally retarded children Analyze the relationship between self-development with ATG learning	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	· Presentation · Discussion · Question and answer · Assignment · Collaborative strategy 3 X 50		<b>Material:</b> Procedures and guidelines for implementing self-development for mentally retarded children, competencies and materials for self-development for mentally retarded children (self-care, self-care, self-help, communication, socializing, life skills, using free time) <b>Library:</b> <i>Astati. 2011. Self-development for mentally retarded children. Bandung: Amanah Offset.</i>  <b>Material:</b> Procedures and guidelines for implementing self-development for mentally retarded children, competencies and materials for self-development for mentally retarded children (self-care, self-care, self-help, communication, socializing, life skills, using free time) <b>References:</b> <i>Donald, Walters, I. 2004 Education for Life. Trans. By: Widayastuti, A. Jakarta: PT: Gramedia Pustaka Utama.</i>	2%
4	Understand the procedures and signs for implementing self-development for mentally retarded children, competencies and materials for self-development for mentally retarded children (self-care, self-care, self-help, communication, socialization, life skills, use of free time)	Explain the procedures and guidelines for implementing self-development for mentally retarded children, self-development material for mentally retarded children (self-care, self-care, self-help, communication, socialization, life skills, use of free time) Identify examples of self-development material for mentally retarded children Analyze the relationship between self-development with ATG learning	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	· Presentation · Discussion · Question and answer · Assignment · Collaborative strategy 3 X 50		<b>Material:</b> Procedures and guidelines for implementing self-development for mentally retarded children, competencies and materials for self-development for mentally retarded children (self-care, self-care, self-help, communication, socializing, life skills, using free time) <b>References:</b> <i>Donald, Walters, I. 2004 Education for Life. Trans. By: Widayastuti, A. Jakarta: PT: Gramedia Pustaka Utama.</i>	2%
5	Understand strategies, methods in ATG self-development learning and handling problems that hinder ATG self-development, task analysis, modeling, assertiveness, applied behavior analysis (tasks/instructions, prompts, rewards), shaping, chaining	Explain strategies/methods in ATG self-development learning, task analysis, modeling, assertiveness, applied behavior analysis (tasks/instructions, prompts, rewards), shaping, chaining. Identify appropriate strategies/methods for ATG self-development learning and problem handling which hinders ATG's self-development	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	· Presentation · Discussion · Question and answer · Assignment · Collaborative strategy 3 X 50		<b>Material:</b> strategies/methods in ATG self-development learning, task analysis, modeling, assertiveness, applied behavior analysis (tasks/instructions, prompts, rewards), shaping, chaining <b>Library:</b> <i>Sudrajat, Rosida. 2013. ABK Self-Development Education. Jakarta: PT. Luxima Metro Media.</i>	2%

6	Understand strategies, methods in ATG self-development learning and handling problems that hinder ATG self-development, task analysis, modeling, assertiveness, applied behavior analysis (tasks/instructions, prompts, rewards), shaping, chaining	Explain strategies/methods in learning ATG self-development, task analysis, modeling, assertiveness, applied behavior analysis (tasks/instructions, prompts, rewards), shaping, chaining Identify appropriate strategies/methods for ATG self-development learning and handling problems that hinder ATG's self-development	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	· Presentation · Discussion · Question and answer · Assignment · Collaborative strategy 3 X 50		<b>Material:</b> strategies/methods in ATG self-development learning, task analysis, modeling, assertiveness, applied behavior analysis (tasks/instructions, prompts, rewards), shaping, chaining <b>Library:</b> Sudrajat, Rosida. 2013. <i>ABK Self-Development Education</i> . Jakarta: PT. Luxima Metro Media.	2%
7	Understand media (digital or non-digital) for ATG self-development learning and handling problems that hinder ATG self-development	§ Explain media (digital or non-digital) for ATG self-development learning and handling problems that hinder ATG self-development § Identify media (digital or non-digital) that are suitable for ATG self-development learning and handling problems that hinder ATG self-development	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	· Presentation · Discussion · Question and answer · Assignment · Collaborative strategy 3 X 50		<b>Material:</b> Media (digital or non-digital) for ATG self-development learning and handling problems that hinder ATG self-development <b>Library:</b> Team. 2014. <i>Self-Development Guidelines for Intellectually Disabled Students</i> . Jakarta: Ministry of Education and Culture.  <b>Material:</b> Media (digital or non-digital) for learning ATG self-development and handling problems that hinder ATG self-development <b>Library:</b> Sudrajat, Rosida. 2013. <i>ABK Self-Development Education</i> . Jakarta: PT. Luxima Metro Media.	2%
8	MIDTERM EXAM	Working on the U.S.S	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Test	3 X 50		<b>Material:</b> USS questions <b>Reader:</b> Astati. 2011. <i>Self-development for mentally retarded children</i> . Bandung: Amanah Offset.  <b>Material:</b> USS questions <b>Reader:</b> Donald, Walters, I. 2004. <i>Education for Life</i> . Trans. By: Widyastuti, A. Jakarta: PT: Gramedia Pustaka Utama.	10%
9	Understand learning designs and programs related to ATG self-development with appropriate strategies/methods and media	· Create learning plans or programs related to ATG self-development · Discuss learning plans or programs related to ATG self-development with appropriate strategies/methods and media	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	§ Consulting on designs made by students § Discussion § Questions and answers § Assignments § Collaborative strategies 3 X 50		<b>Material:</b> Learning plan or program related to ATG self-development with appropriate strategies/methods and media. <b>Reference:</b> Team. 2014. <i>Self-Development Guidelines for Intellectually Disabled Students</i> . Jakarta: Ministry of Education and Culture.  <b>Material:</b> Learning plan or program related to ATG self-development with appropriate strategies/methods and media. <b>Reference:</b> Sudrajat, Rosida. 2013. <i>ABK Self-Development Education</i> . Jakarta: PT. Luxima Metro Media.	5%
10	Understand learning designs and programs related to ATG self-development with appropriate strategies/methods and media	· Create learning plans or programs related to ATG self-development · Discuss learning plans or programs related to ATG self-development with appropriate strategies/methods and media	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	§ Consulting on designs made by students § Discussion § Questions and answers § Assignments § Collaborative strategies 3 X 50		<b>Material:</b> Learning plan or program related to ATG self-development with appropriate strategies/methods and media. <b>Reference:</b> Team. 2014. <i>Self-Development Guidelines for Intellectually Disabled Students</i> . Jakarta: Ministry of Education and Culture.  <b>Material:</b> Learning plan or program related to ATG self-development with appropriate strategies/methods and media. <b>Reference:</b> Sudrajat, Rosida. 2013. <i>ABK Self-Development Education</i> . Jakarta: PT. Luxima Metro Media.	5%
11	· Understand learning designs and programs related to ATG self-development with appropriate strategies/methods and media	Create learning plans or programs related to ATG self-development · Discuss learning plans or programs related to ATG self-development with appropriate strategies/methods and media	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	§ Consulting on designs made by students § Discussion § Questions and answers § Assignments § Collaborative strategies 3 X 50		<b>Material:</b> Learning plan or program related to ATG self-development with appropriate strategies/methods and media. <b>Reference:</b> Team. 2014. <i>Self-Development Guidelines for Intellectually Disabled Students</i> . Jakarta: Ministry of Education and Culture.  <b>Material:</b> Learning plan or program related to ATG self-development with appropriate strategies/methods and media. <b>Reference:</b> Sudrajat, Rosida. 2013. <i>ABK Self-Development Education</i> . Jakarta: PT. Luxima Metro Media.	10%

12	Understand the implementation/practice/simulation of ATG self-development learning and handling problems that hinder ATG self-development with appropriate strategies, methods, media, learning designs, programs	Make videos of ATG self-development learning practices/simulations and handling problems that hinder ATG's self-development with appropriate strategies, methods, media, learning designs, programs ·Discuss about ATG self-development learning practice/simulation videos and handling problems that hinder ATG's self-development with appropriate strategies, methods, media, learning designs, programs	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	§ Consulting videos made by students § Practices/simulations (collected in video form) § Discussions § Questions and answers § Assignments § Collaborative strategies 3 X 50		<b>Material:</b> Implementation/practice/simulation of ATG self-development learning and handling problems that hinder ATG self-development with appropriate strategies, methods, media, learning designs, programs. <b>Reference:</b> Widajati, W., Mahmudah, S. 2018. ABA (Applied Behavior) Method Analysis Behavioral Therapy for Children with Special Needs. Surabaya: Unipres  <b>Material:</b> Implementation/practice/simulation of ATG self-development learning and handling problems that hinder ATG self-development with appropriate strategies, methods, media, learning designs, programs. <b>Reference:</b> Team. 2014. Self-Development Guidelines for Intellectually Disabled Students. Jakarta: Ministry of Education and Culture.	10%
13	Understand the implementation/practice/simulation of ATG self-development learning and handling problems that hinder ATG self-development with appropriate strategies, methods, media, learning designs, programs	Make videos of ATG self-development learning practices/simulations and handling problems that hinder ATG's self-development with appropriate strategies, methods, media, learning designs, programs. Discuss videos of ATG self-development learning practices/simulations and handling problems that hinder ATG's self-development with strategies, appropriate methods, media, learning designs, programs	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	§ Consulting videos made by students § Practices/simulations (collected in video form) § Discussions § Questions and answers § Assignments § Collaborative strategies 3 X 50		<b>Material:</b> Implementation/practice/simulation of ATG self-development learning and handling problems that hinder ATG self-development with appropriate strategies, methods, media, learning designs, programs. <b>Reference:</b> Widajati, W., Mahmudah, S. 2018. ABA (Applied Behavior) Method Analysis Behavioral Therapy for Children with Special Needs. Surabaya: Unipres  <b>Material:</b> Implementation/practice/simulation of ATG self-development learning and handling problems that hinder ATG self-development with appropriate strategies, methods, media, learning designs, programs. <b>Reference:</b> Team. 2014. Self-Development Guidelines for Intellectually Disabled Students. Jakarta: Ministry of Education and Culture.	10%
14	Understand the evaluation and analysis of the implementation of learning plans and ATG self-development programs as well as handling problems that hinder ATG self-development	Explain the evaluation and analysis of the implementation of ATG's learning plans and self-development programs as well as handling problems that hinder ATG's self-development. Analyze articles or videos related to the implementation of ATG's learning plans and self-development programs and handling problems that hinder ATG's self-development	<b>Criteria:</b> 10  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	§ Presentation § Discussion § Question and answer § Assignment § Collaborative strategy 3 X 50		<b>Material:</b> Implementation/practice/simulation of ATG self-development learning and handling problems that hinder ATG self-development with appropriate strategies, methods, media, learning designs, programs. <b>Reference:</b> Team. 2014. Self-Development Guidelines for Intellectually Disabled Students. Jakarta: Ministry of Education and Culture.  <b>Material:</b> Implementation/practice/simulation of ATG self-development learning and handling problems that hinder ATG self-development with appropriate strategies, methods, media, learning designs, programs. <b>References:</b> Sudrajat, Rosida. 2013. ABK Self-Development Education. Jakarta: PT. Luxima Metro Media.	10%
15	Understand the evaluation and analysis of the implementation of learning plans and ATG self-development programs as well as handling problems that hinder ATG self-development	Explain the evaluation and analysis of the implementation of ATG's learning plans and self-development programs as well as handling problems that hinder ATG's self-development. Analyze articles or videos related to the implementation of ATG's learning plans and self-development programs and handling problems that hinder ATG's self-development	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	§ Presentation § Discussion § Question and answer § Assignment § Collaborative strategy 3 X 50		<b>Material:</b> Preparing evaluations and analyzes of the implementation of ATG's learning plans and self-development programs as well as handling problems that hinder ATG's self-development. <b>Library:</b> Team. 2014. Self-Development Guidelines for Intellectually Disabled Students. Jakarta: Ministry of Education and Culture.  <b>Material:</b> Preparing evaluations and analyzes of the implementation of ATG's learning plans and self-development programs as well as handling problems that hinder ATG's self-development. <b>Library:</b> Sudrajat, Rosida. 2013. ABK Self-Development Education. Jakarta: PT. Luxima Metro Media.	10%

16	FINAL EXAMS	Working on US	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Test	3 X 50		<b>Material:</b> US Questions <b>Reader:</b> Astatii. 2011. <i>Self-development for mentally retarded children.</i> Bandung: Amanah Offset.  <b>Material:</b> US questions <b>References:</b> Widajati, W., Mahmudah, S. 2018. <i>ABA (Applied Behavior Analysis) Method for Behavioral Therapy for Children with Special Needs.</i> Surabaya: Unipres  <b>Material:</b> US questions <b>Reader:</b> Sudrajat, Rosida. 2013. <i>ABK Self-Development Education.</i> Jakarta: PT. Luxima Metro Media.	15%
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#### 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

- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.