

## Universitas Negeri Surabaya Fakultas Ilmu Pendidikan Program Studi S1 Pendidikan Luar Biasa

Kode Dokumen

## SEMESTER LEARNING PLAN

Learning Outcomes (PLO) PLO-14 Program Obje PO - 1 PO - 2 PO - 3 PO - 4 PO - 5 Matrik PLO-PO	Studi yang dibek Menguasai dasa	bang S widaja ani Kan pankan r-dasar mampu makan, alkan po ti keput ematif p < tunagi wab te dalam aran ya aatkan	ati, M. narudo peran ndalan n menja ndalan n menja ng ber TTIK u	a mata a mata n kon: yelesa ksana a anak i tentan n inter lesaiar p kin alanka	an De an De r, S. F akuli an, pe sep c aikan kan in tunag g kor rvensin n per erja n tug	ed., M ah nerap lasar, masa nterve rahita asep c dini masal	an, prinsi di berd	Koord matak Dr. Wi Dr. Wi enilaiar sip-prin ang be nini untu asarka ori dala	uliah wik Wi h layan sip, te rkaitar uk mei a prins	Rum dajati, dajati, ori-ter ori-ter nyeles ip-prir ang li	M. Pd. gi PDBK	erkaitan	ı denga	I. Pamu	ıji, M.K	
Model Pembelajaran Program Learning Outcomes (PLO) PO - 1 PO - 2 PO - 3 PO - 4 PO - 5 Matrik PLO-PO	Dr. Wiwik Rahmadi Pd. Learning Studi yang dibel Menguasai dasa ectives (PO) Menguasai seca tunagrahita dan prosedur Mampu merenca juga mengoptima tunagrahita Mampu membua relevan serta me memberikan alte khusus bagi anal Bertanggung ja keterlibatan aktif proses pembelaj Mampu memant	c Widaja ani Kan pankan r-dasar mampu nakan, akan po ti keput ernatif p c tunagi wab te dalam aran ya aatkan	ati, M. narudo peran ndalan n menja ndalan n menja ng ber TTIK u	a mata a mata n kon: yelesa ksana a anak i tentan n inter lesaiar p kin alanka	akulii an, pe sep c aikan ii tunag g kor vensi n per erja n tugi	ed., M ah nerap lasar, masa nterve rahita asep c dini masal	an, prins prins d berd. dan te bagi i	matak Dr. Wi enilaiar sip-prin ang be ini untu asarka ori dala	uliah wik Wi h layan sip, te rkaitar uk mei a prins	dajati, an ba ori-tea ori-tea den nyeles	M. Pd. gi PDBK pri yang I gan interv saikan per	perkaitan ensi dini	Dr. H	I. Pamu	uji, M.K	
Pembelajaran PLO program Learning Outcomes (PLO) PO program PLO-14 Program Obje PO - 1 PO - 2 PO - 3 PO - 4 PO - 5 Matrik PLO-PO	Rahmadi Pd. Learning Studi yang dibeł Menguasai dasa ctives (PO) Menguasai seca tunagrahita dan prosedur Mampu merenca juga mengoptima tunagrahita Mampu membua relevan serta me memberikan alte khusus bagi anal Bertanggung jar keterlibatan aktif proses pembelaj Mampu memant	ani Kan pankan r-dasar mampu nakan, alkan po tit keput ernatif p c <tunagi wab te dalam aran ya aatkan</tunagi 	narudo pada peran dalan melal otensi usan 1 menja ng ber TIK u	a mata a mata n kon: yelesa ksana a anak i tentan n inter lesaiar p kin alanka	akulii an, pe sep c aikan ii tunag g kor vensi n per erja n tugi	ed., M ah nerap lasar, masa nterve rahita asep c dini masal	an, p prins lah y nnsi d berd	enilaiar sip-prin ang be ini untu asarka eori dal anak tu	n layan sip, te rkaitar uk men n prins	ori-teo ori-teo den nyeles ip-prir	gi PDBK pri yang I gan interv saikan per	ensi dini	ı denga			
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PO - 3 PO - 4 PO - 5 Matrik PLO-PO	prosedur       Mampu merenca juga mengoptima tunagrahita       Mampu membua relevan serta me memberikan alte khusus bagi anal       Bertanggung jar keterlibatan aktif proses pembelaj       Mampu memant	anakan, alkan po t keput engaplik ernatif r < tunagi vab te dalam aran ya aatkan	melal otensi usan t casikar oenyel rahita rrhadaj menja ng ber	ksana anak tentan n inter lesaiar p kin alanka	kan ir tunag ng kor rvensi n per n per erja .n tuga	nterve rahita nsep c dini masal	ensi d berd dan te bagi	ini untu asarka eori dal anak tu	uk mei n prins am rui	nyeles ip-prir ang li	aikan per		bagi a			
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PO - 4 PO - 5 Matrik PLO-PC	relevan serta me memberikan alte khusus bagi anal Bertanggung jar keterlibatan aktif proses pembelaj Mampu memant	engaplik ernatif p k tunagi wab te dalam aran ya aatkan	kasikar penyel rahita rhada menja ng ber TIK ι	n inter lesaiar p kin alanka	rvensi n per erja .n tuga	dini masal	bagi ;	anak tı								
PO - 5 Matrik PLO-PO	keterlibatan aktif proses pembelaj Mampu memant	dalam aran ya aatkan	menja ng ber TIK ເ	alanka	n tuga	nemh					erdasar a	nalisis ir	formas	i, hasil	asesm	nen dala
Matrik PLO-PC	Mampu memant mengkomunikasi	aatkan kannya	TIΚι		n deng	as da	n per	an yan	g dibe	rikan	baik seca	a individ	lual ma	upun k		
	mongitornamitat		serta	untuk mema	mem	perole kan h	eh inf	ormasi sebut d	/refere	nsi te	erkait inter anaan per	vensi di	ni bagi an bagi	anak anak tu	tunagr	ahita da
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	PO-5						1		I	I	<u> </u>					]
	PO-5															
	PO-5															

Deskripsi Singkat Mata Kulia	teori yang berka tunagrahita, mar analysis, bermain pelaksanaan inte tunagrahita, inte	aitan dengan intervensi nfaat dan ruang lingkup n, sensori integrasi, mo ervensi dini anak tunagr	i dini anak tunagrahit p intervensi dini anak odifikasi perilaku, scafi rahita, asesmen sebag aitan dengan psikolo	ta, hakikat dan tunagrahita, st folding, task an gai dasar interve ggis; perilaku; k	sar intervensi dini anak tu karakteristik anak tunag rategi;model;metode;tekn alysis, modeling, dsb.), ; ensi dini anak tunagrahita kemampuan akademik; project based learning	grahita, tujuan interve ik (drill, remedial, app media digital dan non a, program intervensi d	nsi dini anak blied behavior digital dalam dini bagi anak		
Pustaka	Utama :								
	<ol> <li>Cullata,</li> <li>Nurakhm untuk Or</li> <li>Sattler, Jinc.</li> <li>Sunardi,</li> <li>Widajati, Self-Effic January,</li> <li>Widajati,</li> <li>Widajati,</li> <li>The Earl</li> </ol>	Tompkins, Werts. 2003. ni, R., Santoso, Y.B., Pa ang Tua, Keluarga dan Jerome, M. 2002. Asses Sunaryo. 2007. Interve , W, Setyosari, P, Dege cacy in Learning to Solv 2020, Vol. 11, No. 01. F , W., Mahmudah, S. 201 , W. 2010. Modifikasi Pe	Fundamentals of Speingestu, P.D. 2019. Me Pendamping . Jakarta sment of Children Beh nsi Dini Anak Berkebur ng, I.N.S, Sumarmi, N re Social Problems in I Page 1944-1648. DOI N 18. Metode ABA (Kiat N erilaku Anak Berkebutu	cial Education . enemukenali da : Kementerian P navioral and Clii tuhan Khusus. J Mustaji. 2020. G Inclusive School Number: 10.375 Mengatasi Perila Ihan Khusus . Si	ta: Dirjend. Dikti Depdikna New Jersey: Merrill Prent n Menstimulasi Anak Pen Pemberdayaan Perempua nical Applications . San D Dakarta: Dirjend. Dikti Dep Guided Group Investigatio Is. Indian Journal of Publi 06/v11/i1/2020/ijphrd/194 aku Anak). Surabaya: Unip urabaya: Unipress Unesa lew Zealand Government	ice Hall. yandang Disabilitas Pa n dan Perlindungan Ar Diego: Jerome M. Satti idiknas. in, Scaffolding Task Q c Health Research & D 083. press Unesa.	nak. ler, Publisher, uestions and Development ,		
	Pendukung :								
Dosen Pengamp	Dr. Wiwik Widaja Devina Rahmadia	iti, M.Pd. ani Kamaruddin Nur, M.	.Pd.						
Minggu t Ke- k	Kemampuan akhir tiap tahapan belajar	Penil	aian	Metodo Penuga	k Pembelajaran, e Pembelajaran, asan Mahasiswa, timasi Waktu]	Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)		
(	(Sub-PO)	Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)	[ F USTANA ]	(70)		
(1)	(offline) (offline) (2) (3) (4) (5) (6) (7) (8)								

1	Memahami konsep dasar intervensi dini anak tunagrahita, prinsip-prinsip dan teori-teori yang berkaitan dengan intervensi dini anak tunagrahita, hakikat dan karakteristik anak tunagrahita perkembangan kognitif dan hambatan perkembangan kognitif anak tunagrahita, karakteristik;potensi dan permasalahan anak tunagrahita	<ul> <li>Menjelaskan konsep dasar intervensi dini anak tunagrahita, prinsip- prinsip dan teori- teori yang berkaitan dengan intervensi dini anak tunagrahita, hakikat dan karakteristik anak tunagrahita perkembangan kognitif dan hambatan perkembangan kognitif anak tunagrahita, karakteristik;potensi dan permasalahan anak tunagrahita · Mengidentifikasi potensi dan hambatan yang dialami anak tunagrahita</li> </ul>	Kriteria: Skor 4 bila sangat baik, Skor 2 jika cukup, Skor 1 jika kurang Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	<ul> <li>model pembelajaran kooperatif - project based learning - problem based learning, kolaboratif - kontekstual - diskusi, tanya jawab, pemberian tugas 3 X 50</li> </ul>	das ana prin teo ber inte tun dar ana per koo har per koo har per koo har per koo har per koo har per koo tun kar dar ana <b>Pu</b> Bay 200 Ass Dir Dir, De, Ma Cor inte me chi ano to e for retr nato to e for for retr nato to e for so for for retr nato to e for for retr nato to e for for for for for for for for for for	ateri: konsep sar intervensi dini ak tunagrahita, nisip-prinsip dan pri-teori yang rkaitan dengan ervensi dini anak nagrahita, hakikat in karakteristik iak tunagrahita rkembangan gnitif dan imbatan rkembangan gnitif anak nagrahita, raktaristik;potensi in permasalahan iak tunagrahita istaka: agaskorowati, R. 07. Identifikasi, sesmen, Intervensi ni . Jakarta: rijend. Dikti apdiknas: aterial: basic ncepts of early ervention for intervention r mentally tarded children, ture and aracteristics of entally retarded ildren, cognitive velopment of entally retarded ildren, cognitive velopment of entally retarded ildren, sof entally retarded ildren, <i>R</i> ., antoso, YB, ngestu, PD 2019. ecognizing and imulating Children th Disabilities asic Guide for arents, Families d Companions. karta: Ministry of omen's mpowerment and hild Protection.	2%

2	Understand the basic concepts of early intervention for mentally retarded children, principles and theories related to early intervention for mentally retarded children, cognitive development and obstacles to the cognitive development of mentally retarded children, characteristics, potential and problems of mentally retarded children	<ul> <li>Explain the basic concepts of early intervention for mentally retarded children, principles and theories related to early intervention for mentally retarded children, the nature and characteristics of mentally retarded children, cognitive development and obstacles to the cognitive development of mentally retarded children - Identify potential and obstacles experienced by mentally retarded children - identify potential and obstacles</li> </ul>	Criteria: Score 4 if very good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities, Portfolio Assessment	<ul> <li>cooperative learning model · project based learning · problem based learning, collaborative · contextual · discussion, question and answer, giving assignments 3 X 50</li> </ul>	Material: basic concepts of early intervention for mentally retarded children, principles and theories related to early intervention for mentally retarded children, nature and characteristics of mentally retarded children, cognitive development and obstacles to the cognitive development of mentally retarded children, characteristics; potential and problems of mentally retarded children. <b>Reference:</b> Bagaskorowati, R 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education. <b>Material:</b> basic concepts of early intervention for mentally retarded children, principles and theories related to early intervention for mentally retarded children, nature and characteristics; potential and problems of mentally retarded children, cognitive development and obstacles to the cognitive development of mentally retarded children, cognitive development of mentally retarded children, cognitive development of mentally retarded children, cognitive development of mentally retarded children, characteristics; potential and problems of mentally retarded children, child Protection.	3%

3	Understand the objectives of early intervention for	Explain the objectives of early intervention for	Criteria: Score 4 if very	· cooperative learning	Material: aims of early intervention for	3%
	intervention for mentally retarded children, the benefits and scope of early intervention for mentally retarded children	intervention for mentally retarded children, the benefits and scope of early intervention for mentally retarded children Analyze the importance of early intervention for mentally retarded children	good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities, Portfolio Assessment	model project based learning problem based learning, collaborative contextual discussion, question and answer, giving assignments 3 X 50	mentally retarded children, benefits and scope of early intervention for mentally retarded children <b>References:</b> Sunardi, Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Director General. Higher Education Ministry of National Education.	
					Material: aims of early intervention for mentally retarded children, benefits and scope of early intervention for mentally retarded children <b>Reference:</b> The Early Intervention Service. 2011. Special Education through the New Zealand Government Relay Service on 0800 4 711 711 or go to www.nzrelay.co.nz.	
4	Understand the objectives of early intervention for mentally retarded children, the benefits and scope of early intervention for mentally retarded children	<ul> <li>Explain the objectives of early intervention for mentally retarded children, the benefits and scope of early intervention for mentally retarded children Analyze the importance of early intervention for mentally retarded children</li> </ul>	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities, Portfolio Assessment	Cooperative learning model · project based learning · problem based learning, collaborative · contextual discussion, question and answer, giving assignments 3 X 50	Material: aims of early intervention for mentally retarded children, benefits and scope of early intervention for mentally retarded children <b>References:</b> Sunardi, Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Director General. Higher Education Ministry of National Education.	3%
					Material: aims of early intervention for mentally retarded children, benefits and scope of early intervention for mentally retarded children <b>Reference:</b> The Early Intervention Service. 2011. Special Education through the New Zealand Government Relay Service on 0800 4 711 711 or go to	

5       Understand medias, methoda, methoda, techniques (diril, methoda, techniques)       3%         6       exclusion (diric), techniques (diril, methoda, techniques)       -explain staticity good, score 3 if model, methoda, methoda, techniques (diril, model, methoda, methoda, techniques)       3%         7       exclusion (diric), techniques (diril, methoda, techniques)       -explain staticity good, score 3 if model, methoda, methoda, techniques (diril, methoda, techniques)       3%         6       methoda, techniques (diril, methoda, mipplementing early intervention for methoda, techniques)       -explain and model, methoda, digital and non- digital methoda, discussion non- methoda, techniques, model, methoda, discussion non- digital and non- digital methoda, discussion non- digital methoda, discussion non- methoda, techniques, model, methoda, techniques, ethol discussion non- digital methoda, discussion non- digital methoda, discussion non- digital methoda, discussion non- digital methoda, discussion non- digital methoda, techniques, ethol discussion non- digital methoda, methoda, methoda, techniques (diril, methoda, methoda, techniques, ethol discuston non- digital methoda, methoda, methoda,							
	5	strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for mentally retarded	models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for mentally retarded children - create design strategies, models, methods, techniques, in implementing early intervention for mentally retarded children create digital and non- digital media designs in implementing early intervention for mentally retarded	Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities, Portfolio	learning model - project based learning - problem based learning, collaborative - contextual - discussion, question and answer, giving assignments	models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for children with intellectual disabilities. <b>Reference:</b> <i>Sunardi, Sunaryo.</i> 2007. <i>Early</i> <i>Intervention for</i> <i>Children with</i> <i>Special Needs.</i> <i>Jakarta: Director</i> <i>General. Higher</i> <i>Education</i> <b>Material:</b> strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for children with intellectual disabilities. <b>Reference:</b> <i>Nurakhmi, R.,</i> <i>Santoso, YB,</i> <i>Pangestu, PD 2019.</i> <i>Recognizing and</i> <i>Stimulating Children</i> <i>with Disabilities</i> <i>Basic Guide for</i> <i>Parents, Families</i> <i>and Companions.</i> <i>Jakarta: Ministry of</i> <i>Women's</i> <i>Empowerment and</i>	3%

6	Understand	· explain strategies,	Criteria:	cooperative	Material: strategies,	3%
	strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for mentally retarded children	models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for mentally retarded children - create design strategies, models, methods, techniques, in implementing early intervention for mentally retarded children create digital and non- digital media designs in implementing early intervention for mentally retarded children create digital and non- digital media designs in implementing early intervention for mentally retarded children create	Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities, Portfolio Assessment	learning model · project based learning · problem based learning, collaborative · contextual · discussion, question and answer, giving assignments 3 X 50	models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for children with intellectual disabilities. <b>Reference:</b> Sunardi, Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Director General. Higher Education Ministry of National	
					Material: strategies, models, methods, techniques (drill, remedial, applied behavior analysis, play, sensory integration, behavior modification, scaffolding, task analysis, modeling, etc.), digital and non-digital media in implementing early intervention for children with intellectual disabilities. <b>Reference:</b> Nurakhmi, R., Santoso, YB, Pangestu, PD 2019. Recognizing and Stimulating Children with Disabilities Basic Guide for Parents, Families and Companions. Jakarta: Ministry of Women's Empowerment and Child Protection.	
7	Understanding assessment as a basis for early intervention for children with intellectual disabilities	explaining assessment as the basis for early intervention for children with intellectual disabilities. Making assessment instruments as the basis for early intervention for children with intellectual disabilities	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Participatory Activities, Portfolio Assessment	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual § discussion, question and answer, giving assignments 3 X 50	Material: assessment as a basis for early intervention for children with intellectual disabilities <b>Reference:</b> Sattler, Jerome, M. 2002. Assessment of Children Behavioral and Clinical Applications. San Diego: Jerome M. Sattler, Publisher, Inc.	3%

8	Understand the material that has been discussed as USS material (in the form of assignments)	working on the U.S.S	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Test	assignment 3 X 50		Material: USS Questions Reader: Sunardi, Sunaryo. 2007. Early Intervention for Children with Special Needs. Jakarta: Director General. Higher Education Ministry of National Education. Material: questions about USS Pustaka: The Early Intervention Service. 2011. Special Education through the New Zealand Government Relay Service on 0800 4 711 711 or go to www.nzrelay.co.nz. Material: USS Library questions: Nurakhmi, R., Santoso, YB, Pangestu, PD 2019. Recognizing and Stimulating Children with Disabilities Basic Guide for Parents, Families and Companions. Jakarta: Ministry of Women's	10%
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10	Understand early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children.	§ explain early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children. § Create an early intervention program related to psychology; behavior § Create early intervention programs related to academic abilities; difficulty learning; needs of mentally retarded children.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual § discussion, question and answer, giving assignments 3 X 50	Material: early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children. <b>References:</b> Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.	8%
					Material: early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children. <b>References:</b> <i>Nurakhmi, R.,</i> <i>Santoso, YB,</i> <i>Pangestu, PD 2019.</i> <i>Recognizing and</i> <i>Stimulating Children</i> <i>with Disabilities</i> <i>Basic Guide for</i> <i>Parents, Families</i> <i>and Companions.</i> <i>Jakarta: Ministry of</i> <i>Women's</i> <i>Empowerment and</i> <i>Child Protection.</i>	
					Material: early intervention programs related to psychology; behavior; academic ability; difficulty learning; needs of mentally retarded children. <b>References:</b> <i>Widajati, W. 2010.</i> <i>Behavior</i> <i>Modification of</i> <i>Children with</i> <i>Special Needs.</i> <i>Surabaya: Unipress</i> <i>Unesa.</i>	

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Understand the implementation of early intervention related to the psychology and behavior of mentally retarded children	carry out early intervention related to the psychology and behavior of mentally retarded children	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50		Material: implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education. <b>Material:</b> implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education. New Jersey: Merrill Prentice Hall. <b>Material:</b> implementation of early intervention related to the psychology and behavior of children with intellectual disabilities. <b>Reference:</b> Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.	8%

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12	Understand the implementation of early intervention related to the psychology and behavior of mentally retarded children	carry out early intervention related to the psychology and behavior of mentally retarded children	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50	Material: implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Bagaskorowati, R.</i> 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.	8%
					Material: implementation of early intervention related to the psychology and behavior of mentally retarded children. Reference: Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education. New Jersey: Merrill Prentice Hall.	
					Material: implementation of early intervention related to the psychology and behavior of children with intellectual disabilities. <b>Reference:</b> Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.	

13	Understand the implementation of early intervention related to the academic abilities and learning difficulties of children with intellectual disabilities	carry out early intervention related to the academic abilities and learning difficulties of children with intellectual disabilities	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50	ed e I d	Material: implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.	8%
						Material: implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> <i>Cullata</i> , <i>Tompkins</i> , <i>Werts.</i> 2003. <i>Fundamentals</i> of Special Education. New Jersey: Merrill Prentice Hall.	
						Material: implementation of early intervention related to the psychology and behavior of children with intellectual disabilities. <b>Reference:</b> Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.	

14	Understand the implementation of early intervention related to the academic abilities and learning difficulties of children with intellectual disabilities	carry out early intervention related to the academic abilities and learning difficulties of children with intellectual disabilities	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50	Material: implementation of early intervention related to the psychology and behavior of mentally retarded children. <b>Reference:</b> Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education.	8%
					Material: implementation of early intervention related to the psychology and behavior of mentally retarded children. Reference: Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education. New Jersey: Merrill Prentice Hall.	
					Material: implementation of early intervention related to the psychology and behavior of children with intellectual disabilities. <b>Reference:</b> Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.	

15	Understand the implementation of early intervention related to the needs of mentally retarded children and reviews	carry out early intervention related to the needs of mentally retarded children	Criteria: Score 4 if very good, score 2 if adequate, score 1 if poor Form of Assessment : Project Results Assessment / Product Assessment	§ cooperative learning model § project based learning § problem based learning, collaborative § contextual discussion, question and answer, giving assignments 3 X 50	Material: implementation of early intervention related to the psychology and behavior of mentally retarded children. Reference: Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education. Material: implementation of early intervention related to the psychology and behavior of mentally retarded children. Reference: Cullata, Tompkins, Werts. 2003. Fundamentals of Special Education. New Jersey: Merrill Prentice Hall. Material: implementation of early intervention related to the psychology and behavior of children. Reference: Widajati, W. 2010. Behavior Modification of Children with Special Needs.	8%
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	Surabaya: Unipress Unesa. Material: US questions Reference: Bagaskorowati, R. 2007. Identification, Assessment, Early Intervention. Jakarta: Director General. Higher Education Ministry of National Education Ministry of National Education. Material: US questions References: Widajati, W., Mahmudah, S. 2018. ABA Method (Tips for Overcoming Children's Behavior). Surabaya: Unipress Unesa. Material: US questions Bibliography: Widajati, W. 2010. Behavior Modification of Children with Special Needs. Surabaya: Unipress Unesa.	15%

## Evaluation Percentage Recap: Project Based Learning

LVU	Evaluation refeelinge Recap. Froject Based Ecaning					
No	Evaluation	Percentage				
1.	Participatory Activities	10%				
2.	Project Results Assessment / Product Assessment	55%				
3.	Portfolio Assessment	10%				
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.
- 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.
- 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.