<table>
<tr><td rowspan="2">[UNESA logo]</td><td rowspan="2">Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate Study Program</td><td>Document Code</td></tr>
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SEMESTER LEARNING PLAN						

Courses		**CODE**	**Course Family**	**Credit Weight**		**SEMESTER**	**Compilation Date**
Orthopedagogy		8620702071		T=2	P=0	ECTS=3.18	6	July 18, 2024

AUTHORIZATION	**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
	....	....	Kartika Rinakit Adhe, S.Pd., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

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 orthopedagogy, 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 disorder and hyperactivity, 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 orthopedagogy and equipping students to be able to make decisions in applying orthopedagogy 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 reflection.

References	**Main :**
	1. 1. Amin, Moh. 1995.Ortopedagogik Anak Tuna Grahita, Jakarta: Dikti,:Depdikbud, 2. Barbara L & John Luckner, 1995, Effectively Educating students with hearing Impairments, New York: Lonhman Publishing Group. 3. Kauffman, James M., Hallahan. Daniel P,(2011), Handbook of Special Education 4. Sunardi. *Kecenderungan dalam Pendidikan Luar Biasa* .Jakarta; Dikti Depdikbud. 5. Cimera. Robert Evert,.(2003), *The Truth about Special Education* , United State America: A Screcrow Press, Inc. 6. Hanson. Marci J, Lynch. Eleanor W, (1989)., *Early Intervention, Implementing child and family services for infants and todlers who are at-risk or disabled* , United State Of America: PRO-ED, Inc. 7. Gargiulo. Richard M.,(2012), *Special Education in Contemporary Society, An Introduction to Exceptionality* , United State Of America: Sage Publication, Inc.
	Supporters:

Supporting lecturer	IDRIS ACHMAD Dr. Endang Purbaningrum, M.Kes. Prof. Dr. Endang Pudjiastuti Sartinah, 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. Explain the field of orthopedagogic studies	**Criteria:** Assessment rubric	Discussion Presentation 2 X 50			0%
2	Understanding orthopedagogy as a branch of educational science, supporting sciences in orthopedagogics.	Explaining the scientific basis of orthopedagogy. Knowing the supporting science in orthopedagogy.	**Criteria:** Assessment rubric	Discussion Presentation 2 X 50			0%
3	Understand basic concepts, prevalence of children with special needs	1. Know the concept of children with special needs. 2. Know the prevalence in several areas. 3. Explain the factors that cause children to have children	**Criteria:** Assessment rubric	Discussion Presentation 2 X 50			0%
4	Understand the types and prevalence of children with special needs	1. Explain the types of children with special needs. 2. Know the prevalence of children with special needs	**Criteria:** Assessment rubric	Discussion of 2 X 50 Observations			0%
5	Understanding the characteristics and developmental educational services of educational services for children with special needs (ABK)	1. Know the characteristics of children with special needs. 2. Explain the development of educational services for children with special needs	**Criteria:** Assessment rubric	PresentationDiscussion 2 X 50			0%
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	- Understand the concept of early intervention for children with special needs - Explain the history and development of the early intervention model - Understand the identification and assessment of children with special needs, curriculum design, creation of a learning environment, and evaluation in early intervention	**Criteria:** Assessment rubric	Discussion Presentation 2 X 50			0%
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:** Assessment rubric	Discussion Presentation 2 X 50			0%
8	Sub Summative Exam			2 X 50			0%

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:** Assessment rubric	Discussion Presentation 2 X 50			0%
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. 3. Know the characteristics of educational services for deaf children	**Criteria:** Assessment rubric	Discussion Presentation 2 X 50			0%
11	Understanding the concept, 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 of educational services for blind children	**Criteria:** Assessment rubric	Discussion Presentation 2 X 50			0%
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:** Assessment rubric	Discussion Presentation 2 X 50			0%
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:** Assessment rubric	Discussion Presentation 2 X 50			0%
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:** Assessment rubric	Discussion Presentation 2 X 50			0%
15	Understanding the education service system for children with special needs	Get to know the education service system for children with special needs	**Criteria:** Assessment rubric	Discussion Presentation 2 X 50			0%

16	Summative Exam			2 X 50			0%

Evaluation Percentage Recap: Case Study

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.