



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Bachelor of Primary School Teacher Education 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>		
Orthopedagogic	8620602072		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>		
	.....		.....		Putri Rachmadyanti, S.Pd., M.Pd.		
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	This course examines the meaning of Orthopedagogy, the history of PLB, the goals of PLB education, children with vision impairments, hearing and speech impairments, intellectual disabilities, physical and motor disorders, multiple disorders, autism and hyperactivity through collaborative learning.						
	<p><b>References</b> <b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Amin, Moh. 1995.Ortopedagogik Anak Tuna Grahita, Jakarta: Dikti,Depdikbud,</li> <li>2. Barbara L &amp; John Luckner, 1995, Effectively Educating students with hearing Impairments, New York: Lonhman Publishing Group.</li> <li>3. Kauffman, James M., Hallahan. Daniel P,(2011), Handbook of Special Education</li> <li>4. Sunardi. Kecenderungan dalam Pendidikan Luar Biasa .Jakarta; Dikti Depdikbud.</li> <li>5. Cimera. Robert Evert.,(2003), The Truth about Special Education , United State America: A Screcrow Press, Inc.</li> <li>6. 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.</li> <li>7. Gargiulo. Richard M.,(2012), Special Education in Contemporary Society, An Introduction to Exceptionality , United State Of America: Sage Publication, Inc.</li> </ol> <p><b>Supporters:</b></p>						
<b>Supporting lecturer</b>	MADECHAN ZAINI SUDARTO Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd. Dr. Wagino, 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, scope of field of study, and orthopedagogical targets.	1.Explain the meaning of orthopedagogy 2.Explaining the field of orthopedagogic studies	<b>Criteria:</b> Assessment rubric	Presentation Class discussion between students and lecturers 2 X 50			0%
2	Understanding orthopedagogy as a branch of educational science, supporting sciences in orthopedagogics.	1.Explain the scientific basis of orthopedagogy 2.Know the supporting knowledge in orthopedagogy	<b>Criteria:</b> Assessment rubric	Presentation and discussion 2 X 50			0%
3	Understand basic concepts, prevalence of children with special needs	1.1. Know the concept of children with special needs 2.Knowing the prevalence in several areas 3.Explain the factors causing the occurrence of abk children	<b>Criteria:</b> 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.Knowing the prevalence of children with special needs	<b>Criteria:</b> Assessment rubric	Discussion 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	<b>Criteria:</b> Assessment rubric	Discussion Presentation 2 X 50			0%
6	Understanding early intervention programs for children with special needs: History of development Model development Identification and assessment of children Curriculum design Creation of a learning environment Evaluation	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 child identification and assessment, curriculum design, creating a learning environment, and evaluation in early intervention	<b>Criteria:</b> 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 student identification and assessment, curriculum design, creation of a learning environment, and evaluation in early intervention for children	<b>Criteria:</b> Assessment rubric	Discussion Presentation 2 X 50			0%

8	Sub Summative Exam	Submit assignment results & written exam results	<b>Criteria:</b> 1-100	Written exam 2 X 50			0%
9	Understand the concept of prevalence, characteristics and educational services for children with intellectual disabilities and learning difficulties	<ol style="list-style-type: none"> <li>1. Understanding the concept of mentally retarded children, learning difficulties</li> <li>2. Explain the prevalence of mentally retarded children, learning difficulties</li> <li>3. Describe the characteristics and educational services of children with intellectual disabilities and learning difficulties</li> </ol>	<b>Criteria:</b> Assessment Rubric	Discussion Presentation 2 X 50			0%
10	Understanding the concept, prevalence, characteristics and educational services for deaf children	<ol style="list-style-type: none"> <li>1. Understanding the concept of children with hearing impairments</li> <li>2. Explain the prevalence of children with hearing impairments</li> <li>3. Knowing the characteristics of educational services for deaf children</li> </ol>	<b>Criteria:</b> Assessment rubric	Discussion Presentation 2 X 50			0%
11	Understanding the concept, prevalence, characteristics and educational services for blind children	Understand the concept of blind children. Explain the prevalence of blind children. Know the characteristics of educational services for blind children	<b>Criteria:</b> Assessment rubric	Discussion Presentation 2 X 50			0%
12	Understanding the concept, prevalence, characteristics and educational services for children with disabilities	Understanding the concept of children with disabilities. Explaining the prevalence of children with disabilities. Knowing the characteristics of children with visual impairments for educational services	<b>Criteria:</b> Assessment rubric	Discussion Presentation 2 X 50			0%
13	Understanding the concept, prevalence, characteristics and educational services for autistic children	Understanding the concept of autistic children. Explaining the prevalence of autistic children. Knowing the characteristics of educational services for autistic children	<b>Criteria:</b> Assessment rubric	Discussion Presentation 2 X 50			0%
14	Understand the concept, prevalence, characteristics and educational services of special intelligent children and special talents	Understanding the concept of special intelligent children and special talents Explaining the prevalence of special intelligent children and special talents Knowing the characteristics of educational services for special intelligent children and special talents	<b>Criteria:</b> 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	<b>Criteria:</b> Assessment rubric	Discussion Presentation 2 X 50			0%
16	Summative Exam	Submit written exam results	<b>Criteria:</b> 1-100	Written exam 2 X 50			0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**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** 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.
- 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.