



**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
Orthopedagogy of Children with Learning Difficulties	8620202154		T=2	P=0	ECTS=3.18	5	July 18, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
				Dr. H. Pamuji, M.Kes.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Orthopedagogy for children with learning difficulties is a special course for students who take the Specification for Children with Learning Difficulties. This course deepens education for children with learning difficulties with specific learning difficulties. In this lecture, students will be equipped with knowledge related to the identification and assessment of children with learning difficulties, understanding accompanying problems (SE Executive Function), knowing the classification of children with learning difficulties, learning for children with learning difficulties, learning strategies and their handling and additional interventions provided for child.						
	References						
	Main :						
	Supporters:						
Supporting lecturer	Ima Kurrotun Ainin, S.Pd., 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	Students are able to understand children with specific learning difficultiesStudents can handle children with specific learning difficulties	1.can explain the IMR theory 2.can describe the differences between ABK and other special needs 3.master the competency in handling crew members	Criteria: ABCDE	lecture questions and answers discussion active learning 2 X 50		0%
2	Students are able to understand children with specific learning difficultiesStudents can handle children with specific learning difficulties	1.can explain the IMR theory 2.can describe the differences between ABK and other special needs 3.master the competency in handling crew members	Criteria: ABCDE	lecture questions and answers discussion active learning 2 X 50		0%
3	Students are able to understand children with specific learning difficultiesStudents can handle children with specific learning difficulties	1.can explain the IMR theory 2.can describe the differences between ABK and other special needs 3.master the competency in handling crew members	Criteria: ABCDE	lecture questions and answers discussion active learning 2 X 50		0%
4	Students are able to understand children with specific learning difficultiesStudents can handle children with specific learning difficulties	1.can explain the IMR theory 2.can describe the differences between ABK and other special needs 3.master the competency in handling crew members	Criteria: ABCDE	lecture questions and answers discussion active learning 2 X 50		0%

5	Students are able to understand children with specific learning difficultiesStudents can handle children with specific learning difficulties	1.can explain the IMR theory 2.can describe the differences between ABK and other special needs 3.master the competency in handling crew members	Criteria: ABCDE	lecture questions and answers discussion active learning 2 X 50		0%
6	Students are able to understand children with specific learning difficultiesStudents can handle children with specific learning difficulties	1.can explain the IMR theory 2.can describe the differences between ABK and other special needs 3.master the competency in handling crew members	Criteria: ABCDE	lecture questions and answers discussion active learning 2 X 50		0%
7	Students are able to understand children with specific learning difficultiesStudents can handle children with specific learning difficulties	1.can explain the IMR theory 2.can describe the differences between ABK and other special needs 3.master the competency in handling crew members	Criteria: ABCDE	lecture questions and answers discussion active learning 2 X 50		0%
8	Students are able to understand children with specific learning difficultiesStudents can handle children with specific learning difficulties	1.can explain the IMR theory 2.can describe the differences between ABK and other special needs 3.master the competency in handling crew members	Criteria: ABCDE	lecture questions and answers discussion active learning 2 X 50		0%

9	Students are able to understand children with specific learning difficulties. Students can handle children with specific learning difficulties.	<ol style="list-style-type: none"> 1. can explain the IMR theory 2. can describe the differences between ABK and other special needs 3. master the competency in handling crew members 	Criteria: ABCDE	lecture questions and answers discussion active learning 2 X 50			0%
10	Students can describe general and specific conditions	can know the difference between dyslexia and other special needs	Criteria: A B C D	lecture, question and answer, active learning 2 X 50			0%
11	Students can explain specific learning difficulties. They can differentiate specific learning difficulties from other special needs, namely children who are slow learners, Down syndrome and those who are talented. They can find out the main comorbidities of dyslexia. They can handle students' learning difficulties.	<ol style="list-style-type: none"> 1. over matter 2. can carry out learning practices 3. can answer questions related to dyslexia 	Criteria: A B C D	lecture, question and answer and discussion 2 X 50			0%
12	Students can explain specific learning difficulties. They can differentiate specific learning difficulties from other special needs, namely children who are slow learners, Down syndrome and those who are talented. They can find out the main comorbidities of dyslexia. They can handle students' learning difficulties.	<ol style="list-style-type: none"> 1. over matter 2. can carry out learning practices 3. can answer questions related to dyslexia 	Criteria: A B C D	lecture, question and answer and discussion 2 X 50			0%
13	Students can explain specific learning difficulties. They can differentiate specific learning difficulties from other special needs, namely children who are slow learners, Down syndrome and those who are talented. They can find out the main comorbidities of dyslexia. They can handle students' learning difficulties.	<ol style="list-style-type: none"> 1. over matter 2. can carry out learning practices 3. can answer questions related to dyslexia 	Criteria: A B C D	lecture, question and answer and discussion 2 X 50			0%

14	Students can explain specific learning difficulties. They can differentiate specific learning difficulties from other special needs, namely children who are slow learners, Down syndrome and those who are talented. They can find out the main comorbidities of dyslexia. They can handle students' learning difficulties.	1.over matter 2.can carry out learning practices 3.can answer questions related to dyslexia	Criteria: A B C D	lecture, question and answer and discussion 2 X 50		0%
15	Students can explain specific learning difficulties. They can differentiate specific learning difficulties from other special needs, namely children who are slow learners, Down syndrome and those who are talented. They can find out the main comorbidities of dyslexia. They can handle students' learning difficulties.	1.over matter 2.can carry out learning practices 3.can answer questions related to dyslexia	Criteria: A B C D	lecture, question and answer and discussion 2 X 50		0%
16						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.

