

SEMESTER LEARNING PLAN (RPS)

LEARNING FOR CHILDREN WITH INTELLIGENCE DISABILITY



Lecturer:
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SPECIAL EDUCATION PROGRAM
FACULTY OF SCIENCE EDUCATION
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	SEMESTER LEARNING PLAN	Doc No: RPS-FIP-PKh No. 044
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SEMESTER LEARNING PLAN

1. Course Identity

Name of Study Program :Special Education

Course Name :Learning for Children with Intelligence Disability

Course Code :KH 432

Course Group :MKK

Credit weight :2 credits

Level :S1

Semester :Even

Precondition :Education of children with intelligence disability

Status (required/optional) :Mandatory for those taking the Children with intelligence disability specialization

Lecturer name and code :

1834 Dra. Oom Sitti Homdijah, M.Pd

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2. Course Description

This course is a professional skills course. The lecture material consists of 4 parts: First, it contains of thematic learning and individual learning. To learn it, students are directed to explore it through references and present it. Second, contains motor sensors. To learn this, students are given guidance and exercises related to these sensory functions and put them into practice. Third, it contains curriculum alignment for children with intelligence barriers. To learn this, students are guided to study the curriculum used in schools/special schools, dialogue with teachers about the learning environment and how to provide study guidance for children with intelligence disability, the results are presented. Fourth, it contains study material about creating learning programs.

3. Learning Outcomes of Referred Study Programs (CPPS)

(5) Develop a curriculum for special education services in formal education from early childhood education (PAUD) to secondary education, and non-formal education.

(6) Plan, implement and evaluate various services for children with special needs both individually and in groups in special education.

4. Course Learning Outcomes (CPM)

S1Have devotion to God Almighty and able to show religious attitude.

S2Upholding human values in carrying out duties based on religion, morals and ethics.

P2Mastering the principles, planning techniques, managementand educational theories to support learning for all types of children with special needs.

P3Master several learning models and methods that can be applied in special education.

KU1Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in special education.

KU2Able to demonstrate independent, quality and measurable performance in special education.

KK4Able to develop curriculum for special education services through formal channels from PAUD level to secondary education, and non-formal channels.

KK5Able to plan, implement and evaluate various special education services in both segregative and inclusive systems.

3. Lesson Plan Description

First	Indicators of Course Learning Achievement	Study Materials	Forms of Learning	Time	Assignments and Assessments	Reference
1	Students know the process, assignments that are billed, assessments and Children with intelligence disability learning lecture rules	Lecture Orientation Curriculum concept for children with Children with intelligence disability	Students conduct questions and answers about the process, assignments that are billed, assessments and Children with intelligence disability Learning lecture rules Students examine the concept of curriculum and the meaning of curriculum for children with Children with intelligence disability	1 x 100 minutes	Task: Make a description of the curriculum concept for Children with intelligence disability. Evaluation: Active student participation during the lecture process.	Department of Education and Culture. (2013). Donald L. MacMillan, (1982).

2	Students have knowledge about: Principles of Children with intelligence disability curriculum development Curriculum Development Approach Contents of the Children with intelligence disability Education curriculum	Children with intelligence disability Education Curriculum	Analyze the curriculum currently in the field.		Task: Examining the curriculum used in schools. Evaluation: Active student participation in the lecture process Report on curriculum review results	Department of Education and Culture. (2013). Donald L. MacMillan, Mental, (1982)
3	Students have skills in curriculum alignment	Curriculum Alignment	Students conduct an analysis of the curriculum used by the school Students conduct an analysis of the results of children's assistance Students compare the results of the assessment analysis with the curriculum used by the school		Task: Make a report on the results of a review of the curriculum used in the school. Evaluation: Active student participation in the lecture process Report on curriculum review results	Development team. MKDP (2013). Sukma Dinata, Nanan Syaodih. (2000). Donald L. MacMillan, Mental, (1982)

4	Students have the skills to create learning programs for children with learning barriers	Children with intelligence disability Learning Program	Students analyze learning programs for children with intellectual disabilities Students discuss learning programs for children with intellectual disabilities.		Task: Students make a report on the results of the curriculum review Assessment: Active student participation in the lecture process Report on curriculum review results	Development team. MKDP (2013). Sukma Dinata, Nanan Syaodih. (2000). Donald L. MacMillan, Mental (1982)
5, 6.	Explains thematic learning Explains the foundation, objectives and scope of thematic learning Explain the characteristics and implications of thematic learning in Children with intelligence disability learning	Thematic Learning	Students analyze the meaning of thematic learning in Children with intelligence disability learning. Discussion about the meaning and implications of thematic learning in Children with intelligence disability learning. In groups, students are assigned to conduct a curriculum review and then create a syllabus and thematic lesson plans	2 x 100 minutes.	Task: Create thematic syllabus and lesson plans. Evaluation: Active student participation in the lecture process Task report.	Development team. MKDP (2013). Sukma Dinata, Nana Syaodih. (2000). Department of Education and Culture. (2013).

7.8	Explaining the Concept and Principles of Individual Learning Explain Individual Learning Procedures Explaining the Individualized Learning Approach	Individual Learning	Students analyze individual learning in the learning process of children with intelligence barriers As a group, students are assigned to create an individual syllabus and lesson plans.	1 x 100 minutes	Task: Creating Individual Syllabi and Programs Evaluation: Active student participation in the lecture process Task report.	PLB Course Development Team. (2000). Santrock, John W. (2011). Directorate of Higher Education. (2003).
9			Midterm exam			
10, 11, 12	Present the results of project assignments regarding thematic learning and individual learning	Project assignment reports through group presentations.	Students in groups present project assignments regarding thematic learning and individual learning Students discuss the project assignments presented by the group.	3 x 100 minutes	Task: Improve Syllabus and RPP assignment reports. Evaluation: Active student participation in the lecture process	Department of Education and Culture. (2013). Directorate of Higher Education. (1995). Directorate of Higher Education. (2003).

13	Explaining the meaning of sensorimotor Explain Sensorimotor function Sensorimotor Classification	Sensorimotor Learning	Students conduct a literature review and report the results of the study regarding the Definition of Sensorimotor, Sensorimotor Function and Sensorimotor Classification		Task: Make a study of the Sensorimotor concept. Evaluation: Active student participation in the lecture process Project results report	Directorate of Higher Education. (1995). Joyce, Bruce at All. (2000). Santrock, John W. (2011).
14,15	Planning, implementing and assessing multi-sensory exercises	Multi Sensory Exercise	Students review literature about multisensory training. Students design various forms for multisensory training		Task: Collecting the results of multisensory learning plans. Evaluation: Active student participation in the lecture process Project results report	Directorate of Higher Education. (1995). Joyce, Bruce at All. (2000). Santrock, John W. (2011).
16			End of sem. exam			