

SEMESTER LESSON PLAN (RPS)
((Self Development and Movement))



Lecture name:
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Bachelor Program in Special Education
Faculty of Educational Sciences
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2023

	SEMESTER LESSON PLAN	No.Dok : RPS-FIP-PKh No. 053
	LEARNING EVALUATION IN SPECIAL EDUCATION	Revise :
		Date :
	Page : 1-11	
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Lecture	Study Program Quality Assurance	Head of Bachelor Program in Special Education
SEMESTER LESSON PLAN 1. Course Identity Study Program Name: Bachelor Program in Special Education Course Name: Self Development and Movement Course Code: KH 447 Course Group: Professional Skills Courses Credit Hours: 2 Credits Level: Bachelor Program (S1) Semester: Even (6)		

Prerequisite:

Status (mandatory/elective):

Name and code of lecturer:

2288 Dr. dr. Riksmah Nurahmi Rinalti Akhlan, M.Pd.

3372 Nita Nitiya Intan Tanbrin, S. Pd., M. Pd.

2. Course Description

The self-development and movement development courses examine the application of human movement development and self-development (ADL). Aspects of the study include: Understanding BDBG, BDBG assessment, and the BDBG program. Lecture material includes: terminology, objectives, implementation principles, scope of BDBG; movement development self-development assessment; program planning and application, practice.

3. Referenced Study Program Learning Outcomes (CPL)

4. Course Learning Outcomes (CPMK)

P2. Mastering the principles, planning techniques, management and educational theories to support learning for all types of children with special needs.

P4. Mastering various learning media that can be applied in learning for children with special needs

P5. Master at least two theories that can be used to carry out assessments and interventions for children with special needs

KU2. Able to demonstrate independent, quality and measurable performance in special education

KU4. Able to compile scientific descriptions of study results in the form of a thesis or final assignment report, and upload them on the university website

KU5. Able to make appropriate decisions in the context of solving problems in the field of special education, based on the results of analysis of information and data from the field

KU6. Able to maintain and develop working networks with supervisors, colleagues, colleagues both inside and outside the institution

KU7. Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under his/her responsibility

KU8. Able to carry out a self-evaluation process for work groups under their responsibility, and able to manage learning independently

KK1. Have conveyatory abilities to apply knowledge, skills and attitudes in solving special education management problems.

KK3. children with special needs using various assessment techniques and strategies. Able to identify

KK5. Able to plan, implement and evaluate various special education services in both segregative and inclusive systems

KK6. Demonstrate effective communication skills in special education praxis.

Lesson Plan Description

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
1	Understand the term Self Development	Definition of Self-Development, terms used, objectives, principles of implementing self-development	Discussion and questions and answers to be able to understand the definition of self-development, terms used, objectives, principles	2x50 minute	Liveliness	1. Department of Education and Culture

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	Reference s
			of implementing self-development			re, (1986) 2.
2	Understand the term Bina Motion	Definition of Motion Building, terms in movement (flexion, extension, abduction, adduction, pronation, supination, circumduction and rotation.	Discussion, questions and answers and practice to interpret the Definition of Movement Development, terms in movement (flexion, extension, abduction, adduction, pronation, supination, circumduction and rotation.	2x50 minute	Performance tests	1.Ferial H. Idris, Nagar Rasyid, (1997)
3	Able to arrange a grid of self-development instruments	Developing self-development instruments (self-care, self-care, decoration, personal,safety and communication)	Discussion and questions and answers	2x50 minute	Find various types of tools	1. Ferial H. Idris, Nagar Rasyid, (1997)

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
						2. Symposium, (1991)
4	Able to arrange a grid of self-development instruments	Developing self-development instruments (self-care, self-care, decoration, personal safety and communication)	Assignment	2x50 minute	Arrange grids	1.Wardani, I.G.A.K. (1995)
5	Able to arrange a grid of movement building instruments	Preparing movement building instruments	Assignment	2x50 minute	Arrange grids	1. Symposium, (1991) 2. .Wardani, I.G.A.K. (1995)

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
6	Able to identify children with motor barriers	Practice field	Finding children with motor skills	2x50 minute	Practice identifying children with motor skills	1. Symposium, (1991) 2. Wardani, I.G.A.K. (1995) Pearce, Evelyn. 2009.
7	Able to carry out assessments of children with motor skills	Practice field	Practicing assessment instruments	2x50 minute	Carry out assessments of children with motor skills	1. Department of Education and Culture,

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	Reference s
						(1986) 2. Symposium, (1991),
8	MID-SEMESTER EXAMINATION					
9	Able to carry out assessments of children with motor skills	Practice field	Practicing assessment instruments	2x50 minute	Carry out assessments of children with motor skills	1. Department of Education and Culture, (1986) 2. Symposium, (1991)
10	able to create a BDBG program	Simulation of bathing, brushing	Assignment	2x50 minute	Create programs	1. Werner,

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	Reference s
	as a result of the assessment	teeth, decorating yourself and using tools				David. (1987)
11	Able to simulate self-development and movement development programs	Simulation of bathing, brushing teeth, decorating yourself and using tools	Discussion, questions and answers, and assignments Presented material relating to social aspects for children with motor skills	2x60 minute	Program simulation	1. WH O. (1983)
12	Able to practice self-development and movement development programs	carry out practice	Assignment	2.50 minute	Practice	1. WH O. (1983)
13	Able to practice self-development and community development programs	Practice field	Assignment	2.50 minute	Practice	1. WH O. (1983)
14	Able to practice self-development and movement development programs	Practice field	Assignment	2.50 minute	Practice	1. WH O. (1983)

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
15	practicing self-development and movement development programs	Practice field	Assignment	2.50 minute	Practice	1. WHO. (1983)
16	FINAL SEMESTER EXAMINATION					

5. Reading/Reference List

1. Depdikbud, (1986), ***Pedoman Guru dalam Bina Diri dan Bina Gerak Bagi Anak Tunadaksa, Untuk SLB bagian D.*** Jakarta: Depdikbud Dirjen Dikdasmen PPSLB.
2. Depdikbud, (1997), ***Kurikulum Pendidikan Luar Biasa, GBPP Mata Pelajaran Program Khusus Bina Diri dan Bina Gerak.*** Jakarta: Depdikbud.
3. Ferial H. Idris, Nagar Rasyid, (1997), ***Ambulasi Penca Gangguan Gerak.*** Bandung: YPAC.
4. Symposium, (1991), ***Latihan Gerak Pada Anak Balita Untuk Meningkatkan Kualitas Belajar.*** Bandung: Yayasan Suryakanti, Goethe Institut
5. Wardani, I.G.A.K. (1995), ***Pengembangan Perencanaan Pengajaran Dalam PLB.*** Jakarta: Depdikbud Dirjen Dikti PPTK.
6. Werner, David. (1987), ***Disable Village Children.*** USA: The Herperien Foundation
7. WHO. (1983), ***Training Disable People in The Community.*** USA: WHO.
8. Pearce, Evelyn. 2009. *Anatomi dan Fisiologi untuk Paramedis.* Jakarta: Gramedia

