	Universitas Negeri Surabaya Faculty of Education, Psychology Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
INCLUSION EDUCATION		7320102166	Education	T=2	P=0	ECTS=3.18	4	July 17, 2024

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 Able to utilize ICT to obtain information/references related to inclusive education and communicate it
	PO - 2 Master in depth the theoretical concepts of philosophy, concepts, principles, foundations and types of inclusive education services as well as the noble values of Indonesian educational culture;
	PO - 3 Able to understand the practice of implementing inclusive education.
	PO - 4 Have sensitivity to the importance of attitudinal and personal changes to promote collaboration in supporting the success of inclusive education and realize responsibilities as a teacher who understands the implementation of inclusive education.
	PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This Inclusive Education course provides knowledge and experience to students through the study and discussion of: Concepts, Foundations, Principles in inclusive education, Inclusion Index, Cultivating Inclusion in Indonesia, Development of inclusive education in the world, Learning Characteristics of Students with Special Needs, Identification and Assessment, Planning Matrix, PPI, Curriculum Adaptation, and Assessment.
References	**Main :**

1. Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.
2. Carrington, Suzanne, and Macarthur, Jude (Ed). 2012. Teaching In Inclusive School Communities. Australia: John Wilay & Sons Australia,Ltd.
3. Choate. Joyce S. 2004. Pengajaran Inklusif Yang Sukses: Cara Handal untuk mendeteksi dan memperbaiki kebutuhan khusus. Hellen Keller International-Pearson Education Inc.
4. Hellen Keller International. Menjadikan Lingkungan Inklusif: Ramah Terhadap Pembelajaran (LIRP).
5. Kementrian Pendidikan Nasional. Modul Pelatihan Pendidikan Inklusif. Kerjasama Kementrian Australia- Indonesia. Jakarta: Kemdiknas.
6. Departemen Pendidikan dan Kebudayaan. 2011. Pedoman Umum Penyelenggaraan Pendidikan Inklusif. Jakarta: Departemen Pendidikan dan Kebudayaan.
7. Direktorat PK-PLK. 2012. Pedoman Pembudayaan Pendidikan Inklusi di Indonesia . Jakarta: Kemdikbud.
8. Salend, Spencer J. 2011. Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition . Boston: Pearson Education Inc.
9. Lewis, Rena B. and McLoughin, James A. 1986. Assessing Special Students. London: Charles E. Merrill Publishing Company.

Supporters:	
1. jurnal Pendidikan Inklusi	

Supporting lecturer	Dr. Endang Purbaningrum, M.Kes. Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd. Dra. Hj. Siti Mahmudah, M.Kes. Diah Anggraeny, S.Pd., M.Pd. Diah Ekasari, M.Pd. Devina Rahmadiani Kamaruddin Nur, M.Pd. Ni Made Marlin Minarsih, 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	Understand the scope and mechanisms of lectures	Explain the scope and mechanisms	**Criteria:** 1.If all questions can be answered well then 2.Perfect score **Form of Assessment** : Participatory Activities	1. Discussion2. question and answer3. Giving assignments 2 X 50		**Material:** Definition of Inclusive Education, Best practices for implementing inclusive education **Reference:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	2%

2	Understand the basic concepts of inclusive education	Explain the concept of PI. Explain the philosophy of PI. Explain the types of services in inclusive schools	**Criteria:** 1.If all questions can be answered well then 2.Perfect score **Form of Assessment** : Participatory Activities	2 X 50 Observation Seminar		**Material:** Minister of National Education Regulation Number 70 of 2009, Law No. 8 of 2016 concerning persons with disabilities - Law No. 8 of 2016 concerning persons with disabilities - Guidelines for the Implementation of Inclusive Education in 2011 **Reference:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	2%
3	Understand the principles and foundations of inclusive education	Explaining the principles of PI Explaining the foundations (philosophical, juridical, empirical, pedagogical)	**Criteria:** 1.If all questions can be answered well then 2.Perfect score **Form of Assessment** : Participatory Activities	Lectures, discussions and assignments. 2 X 50		**Material:** Students with visual impairments - Students with hearing impairments - Students with mental disabilities - Students with mobility impairments - Students on the autism spectrum - Students with learning difficulties - Students with other special needs - Students with temporary special needs **References:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	2%

4	Understanding students with special needs	Explaining Prevalence Explaining Types and characteristics of GDPK	**Criteria:** If there is a lot of behavior that shows active participation, then the score will be higher. The more complete the content of the paper and shows the depth of discussion, the better the score. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	lectures, discussions and assignments 2 X 50		**Material:** Students with visual impairments - Students with hearing impairments - Students with mental disabilities - Students with mobility impairments - Students on the autism spectrum - Students with learning difficulties - Students with other special needs - Students with temporary special needs **References:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	3%
5	Understand the identification and assessment of students with special needs	Explaining Identification and assessment of PDBK Carrying out Identification and assessment of PDBK	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions and assignments. 2 X 50		**Material:** Guidelines for Implementing Inclusive Education in 2011 **Reference:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	3%
6	Understand the identification and assessment of students with special needs	Explaining Identification and assessment of PDBK Carrying out Identification and assessment of PDBK	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions and assignments. 2 X 50		**Material:** UDL Concept **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*	3%

| 7 | Understanding the curriculum in inclusive schools | Explaining the structure of the curriculum in inclusive schools. Identifying the stages of curriculum adaptation. Carrying out curriculum adaptations | **Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score

Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Observation Discussion 2 X 50 | | **Material:** UDL Concept **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.* | 3% |
| 8 | UTS | meetings 1-7 | **Criteria:** 1. If all questions can be answered well then 2. Perfect score

Form of Assessment : Test | do UTS 2 X 50 | | **Material:** question material **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*

Material: question material **Library:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*

Material: question material **Library:** *Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. Jakarta: Ministry of National Education.* | 10% |

9	Understanding learning management in inclusive schools	1. Carry out learning planning 2. Prepare matrix planning 3. Develop learning programs	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, questions and answers and giving individual assignments 2 X 50		**Material:** Curriculum duplication - Curriculum modification - Curriculum substitution - Curriculum omission - Curriculum escalation - IEP/PPI - Planning Matrix **Library:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	8%
10	Understanding learning management in inclusive schools	1. Carry out learning planning 2. Prepare matrix planning 3. Develop learning programs	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Form of Assessment** : Project Results Assessment / Product Assessment	Assignment and discussion 2 X 50		**Material:** Preparation of learning tools **Library:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	8%
11	Understanding the implementation of learning in schools	1. Identifying learning in inclusive schools 2. Get to know the characteristics of learning in inclusive schools 3. Explain the principles of learning in inclusive schools.	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, questions and answers and giving individual assignments 2 X 50		**Material:** Discussion, questions and answers and giving individual assignments **Library:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	8%
12	Understanding manpower in inclusive education	Identifying staff in inclusive schools. Explaining the main tasks and functions of staff in inclusive schools	**Criteria:** 1. If all questions can be answered well then 2. Perfect score **Form of Assessment** : Project Results Assessment / Product Assessment	Assignment and Discussion 2 X 50		**Material:** Community support and empowerment system in providing inclusive education. **Reference:** *PK-PLK Directorate. 2012. Guidelines for Cultivating Inclusive Education in Indonesia. Jakarta: Ministry of Education and Culture.*	8%

13	Understand facilities and infrastructure	Identifying facilities and infrastructure in inclusive schools. Explaining accessibility in inclusive schools. Getting to know assistive technology	**Criteria:** The more complete the contents of the paper and show the depth of discussion, the better the grade **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion, question and answer, and giving individual assignments 2 X 50		**Material:** Describe the management of inclusive education. **Reference:** *PK-PLK Directorate. 2012. Guidelines for Cultivating Inclusive Education in Indonesia. Jakarta: Ministry of Education and Culture.*	10%
14	Understand the support system and community empowerment	Explaining the support system in inclusive schools Explaining the resource room in inclusive schools Explaining the function and role of resource centers in inclusive schools Explaining the role of PDBK or PLA service centers and the like	**Criteria:** The more complete the contents of the paper and show the depth of discussion, the better the grade **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Assignment and Discussion 2 X 50		**Material:** Support system **Library:** *PK-PLK Directorate. 2012. Guidelines for Cultivating Inclusive Education in Indonesia. Jakarta: Ministry of Education and Culture.*	10%
15	Understand assessment and grade promotion and reporting	Explaining the assessment system in inclusive schools. Explaining the grade promotion system in inclusive schools. Explain the reporting and certification system in inclusive schools.	**Criteria:** The more complete the contents of the paper and show the depth of discussion, the better the grade **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion, questions and answers and giving individual assignments 2 X 50		**Material:** Accessibility in public spaces - Assistive Technology for the disabled **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*	10%
16	UAS	doing UAS	**Criteria:** 1. If all questions can be answered well then 2. Perfect score **Form of Assessment** : Test	2 X 50		**Material:** material 1-15 **Reference:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.* **Material: literature** review material : *PK-PLK Directorate. 2012. Guidelines for Cultivating Inclusive Education in Indonesia. Jakarta: Ministry of Education and Culture.*	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17%
2.	Project Results Assessment / Product Assessment	53%

3.	Portfolio Assessment	10%	
4.	Test	20%	
		100%	

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.