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

SEMESTER LEARNING PLAN						

Courses		**CODE**	**Course Family**	**Credit Weight**				**SEMESTER**	**Compilation Date**
Inclusive Education		7320102038		**T=2**	**P=0**	**ECTS=3.18**		5	July 18, 2024

AUTHORIZATION	**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
	....	....	Yohana Wuri Satwika, S.Psi., M.Psi.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

P.O

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

Short Course Description	Study of the basic concepts of inclusive education, the basis for implementation, implementation of learning, curriculum, assessment and reporting, as well as personnel and infrastructure in inclusive education. Lectures are carried out using a system of presentations, discussions, providing information, critical review of journals and joint reflection.

References	**Main :**	

1. Carrington. Suzanne, and Macarthur, Jude, Ed. 2012. Teaching In Inclusive School. John Wilay & Sons Australia, Ltd.
2. Choate. Joyce S. 2004. Pengajaran Inclusive Yang Sukses: Cara Handal untuk mendeteksi dan memperbaiki kebutuhan khusus. Hellen KellerInternational, Pearson Education Inc.
3. Hellen Keller International. Menjadikan Lingkungan Ingklusif: Ramah Terhadap Pembelajaran (LIRP).
4. Kementrian Pendidikan Nasional. Modul Pelatihan Pendidikan Inklusif. Kerjasama Kementrian Australia-Indonesia.
5. Lewis, Rena B. And McLoughin, James A. 1981. Assessing Special Students. London: Charles E. Merrill Publishing Company.
6. Pedoman Umum Penyelenggaraan Pendidikan Inklusif. Departemen Pendidikan dan Kebudayaan.
7. Salend. Spencer J. 2011. Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc.

	Supporters:	

Supporting lecturer	Dr. Endang Purbaningrum, M.Kes. Prof. Dr. Sujarwanto, M.Pd. Khofidotur Rofiah, 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	Discussion 2 X 50			0%
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	2 X 50 Observation Seminar			0%
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	Discussion 2 X 50			0%
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, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score.	Discussion 2 X 50			0%
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	Case Study Observations 2 X 50			0%
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	Case Study Observations 2 X 50			0%
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	Observation Discussion 2 X 50			0%
8	UTS		**Criteria:** 1. If all questions can be answered well then 2. Perfect score	2 X 50			0%
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	Practical 2 X 50			0%

No	Topic	Sub-topics	Criteria	Method			Percentage
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	Practical 2 X 50			0%
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	Discovery-inquiry 2 X 50			0%
12	Understanding workforce 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	Discussion 2 X 50			0%
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	Discussion 2 X 50			0%
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	Discussion 2 X 50			0%
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	Discussion 2 X 50			0%
16	UAS		**Criteria:** 1. If all questions can be answered well then 2. Perfect score	2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.