	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Undergraduate Study Program Drama Arts, Dance and Music Education**	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Inclusive Education		8820902272			T=2	P=0	ECTS=3.18	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Welly Suryandoko, S.Pd., M.Pd.

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	Providing knowledge and skills to students regarding concepts, implementation, identification and assessment of children with special needs, curriculum development guidelines, syllabus and lesson plans, learning media, special equipment, development of compensatory services for ABK and self-evaluation of inclusive schools through presentations, discussions and observations in inclusive schools .

References	**Main :**
	1. Modul Training of Trainer Pendidikan Inklusif 2. Budiyanto, dkk. 2010. Modul Pelatihan Pendidikan Inklusif. Jakarta:Kemendiknas, Jakarta 2011. 3. Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India and Thailand. Japan: Criced. 4. Loreman, T at. all. Inclusive education. A Practical guide to supporting diversity in the classroom. Autralia: Allen & Unwin. 5. Smith, D.J. Inklusi Sekolah Ramah untuk semua. (alih bahasa Sugiarmin, M &Baihaqqi, MIF). Bandung: Nuansa
	Supporters:

Supporting lecturer	Prof. Dr. Hj. Warih Handayaningrum, M.Pd. Dr. Subianto Karoso, M.Kes.

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 mechanics of lectures.	Explain the scope and mechanism	**Criteria:** -	Lectures, Discussions 2 X 50			0%

2	Understand the basic concepts of inclusive education.	1.Explain the concept of Inclusive Education 2.Explain the philosophy of Inclusive Education 3.Explain the types of services in inclusive schools	**Criteria:** N = Acquisition score / maximum score x 100%	Seminar (discussion) class, Observation 2 X 50			0%
3	Understand the principles and foundations of inclusive education	1.Explain the principles of Inclusive Education 2.Explaining the basis (philosophical, juridical, empirical, pedagogical)	**Criteria:** N = Acquisition score / maximum score x 100%	Cooperative, Discussion 2 X 50			0%
4	Understanding students with special needs	1.Explaining Prevalence 2.Explain the types and characteristics of GDPK	**Criteria:** 1.Score 4 if: Demonstrates and performs very well in explaining concepts, presenting arguments, collaborating while working on discussion reports according to instructions. 2.Score 3 if: Demonstrates and performs well in explaining concepts, presenting arguments, collaborating while working on discussion reports according to instructions. 3.Score 2 if: Demonstrates and performs quite well in explaining concepts, presenting arguments, collaborating while working on discussion reports according to instructions. 4.Score 1 if: Demonstrates and performs poorly in explaining concepts, presenting arguments, collaborating while working on discussion reports according to instructions.	Discussion 2 X 50			0%

5	Understand the identification and assessment of students with special needs	1.Explains GDPK identification and assessment 2.Carrying out GDPK identification and assessment	**Criteria:** 1.Score 4 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) very well. 2.Score 3 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) well. 3.Score 2 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) quite well. 4.Score 1 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) poorly.	ObservationCase Study 4 X 50			0%
6	Understand the identification and assessment of students with special needs	1.Explains GDPK identification and assessment 2.Carrying out GDPK identification and assessment	**Criteria:** 1.Score 4 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) very well. 2.Score 3 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) well. 3.Score 2 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) quite well. 4.Score 1 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) poorly.	ObservationCase Study 4 X 50			0%
7	Understanding the curriculum in inclusive schools	1.Explain the curriculum structure in inclusive schools 2.Identifying stages of curriculum adaptation 3.Adapting the curriculum	**Criteria:** N = Acquisition score / maximum score x 100%	DiscussionObservation 2 X 50			0%

			Criteria:				
8	UTS	1. Explain the concept of PI, explain the philosophy of PI, explain the types of services in inclusive schools 2. Explaining the principles of PI, explaining the foundations (philosophical, juridical, empirical, pedagogical) 3. Explaining Prevalence, Explaining Types and characteristics of GDPK 4. Explaining GDPK identification and assessment, Carrying out GDPK identification and assessment 5. Explaining the structure of the curriculum in inclusive schools, Identifying the stages of curriculum adaptation, Carrying out curriculum adaptations	**Criteria:** N = Acquisition score / maximum score x 100%	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:** 1. Score 4 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) very well. 2. Score 3 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) well. 3. Score 2 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) quite well. 4. Score 1 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) poorly.	Practical 4 X 50			0%

10	Understanding learning management in inclusive schools	1. Carry out learning planning 2. Prepare matrix planning 3. Develop learning programs	**Criteria:** 1. Score 4 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) very well. 2. Score 3 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) well. 3. Score 2 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) quite well. 4. Score 1 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) poorly.	Practical 4 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:** 1. Score 4 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) very well. 2. Score 3 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) well. 3. Score 2 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) quite well. 4. Score 1 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) poorly.	Discovery-inquiry 2 X 50				0%
12	Understanding workforce in inclusive education	1. Identifying staff in inclusive schools 2. Explaining the main duties of enforcement in inclusive schools	**Criteria:** N = Acquisition score / maximum score x 100%	Scientific approach: looking at the testimonies of 2 X 50 inclusive education practitioners				0%

13	Understand facilities and infrastructure	1. Identifying facilities and infrastructure in inclusive schools 2. Explaining accessibility in inclusive schools 3. Get to know assistive technology	**Criteria:** N = Acquisition score / maximum score x 100%	Discussion 2 X 50			0%
14	Understand community support and empowerment systems	1. Explain the support system in inclusive schools 2. Explaining the resource room in an inclusive school 3. Explain the function and role of resource centers in inclusive schools 4. Explain the role of the PDBK or PLA service center and the like	**Criteria:** 1. Score 4 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) very well. 2. Score 3 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) well. 3. Score 2 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) quite well. 4. Score 1 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) poorly.	Group discussion 2 X 50			0%
15	Understand assessment and grade promotion and reporting	1. Explain the assessment system in inclusive schools 2. Explain the grade promotion system in inclusive schools. 3. Explain the reporting and certification system in inclusive schools.	**Criteria:** 1. Score 4 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) very well. 2. Score 3 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) well. 3. Score 2 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) quite well. 4. Score 1 if: Carrying out all activities according to the criteria (timeliness, content, writing, collaboration) poorly.	Group discussion 2 X 50			0%
16							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.