



**Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Inclusive Education	8620402088	Education	T=2 P=0 ECTS=3.18	1	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																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description This course will examine in depth: The basic concept of inclusive education; Philosophy, basic principles and regulations; GDPK diversity (characteristics) (Law No. 8 Physical, mental, intellectual disabilities); Policy for implementing inclusive education in Indonesia (regulations, guidelines); concept and implementation of Inclusive Education in Indonesia (which includes the Student Admission System, Identification and Assessment, Curriculum Adaptation, Preparation of Learning Tools, Implementation of Learning, Assessment); Management of Inclusive Education (8 Basic Principles of Education); Inclusive Education Implementation Support System; Accessibility and Assistive Technology. Discussion of the Implementation of Inclusive Education intended for all students at all levels, types and units of education through the GDPK social paradigm approach by incorporating the noble values of Indonesian educational culture

References	Main :

1. Budiyanto. 2018. Pendidikan Inklusi Berbasis Budaya Lokal. Jakarta
2. Carrington. Suzanne, and Macarthur, Jude, Ed. 2012. Teaching In Inclusive School. John Wilay & Sons Australia, Ltd
3. Gargiulo, RM 2012, Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed, Sage Publications, Inc., USA. 2016. Switserland: Springer International Publishing
4. Grech, Shaun. Disability in the Global South
5. Kementerian Pendidikan Nasional. Modul Pelatihan Pendidikan Inklusif. Kerjasama Kementerian Australia- Indonesia. (2009)
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:

1. Jurnal Pendidikan Inklusif

Supporting lecturer

Dr. Endang Purbaningrum, M.Kes.
 Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd.
 Dr. Wagino, M.Pd.
 Dr. Wiwik Widajati, M.Pd.
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 Danis Ade Dwirisnanda, S.Pd., M.Hum.
 Devina Rahmadiani Kamaruddin Nur, 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	Describe the Basic Concepts of Inclusive Education	1. Defining Inclusive Education 2. Explain the advantages and disadvantages of inclusive education service practices	Criteria: 1.1. Can talk about inclusive schools 2.2. Not yet able to talk about inclusive schools. Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	1. Discussion 2. question and answer 3. Giving assignments 2 X 50		Material: Definition of Inclusive Education, Best practices for implementing inclusive education Reference: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. (2009)</i>	3%

2	Describe the philosophy, basic principles and regulations	<p>1. Explaining the Philosophy of Inclusive Education</p> <p>2. Explaining the Basic Principles of Inclusive Education</p> <p>3. Explaining the Social Paradigm for ABK based on Vygotsky's thinking</p> <p>4. Explaining the Social Paradigm based on the thoughts of Ki Hajar Dewantara</p> <p>5. Regulations related to Inclusive Education</p>	<p>Criteria:</p> <p>1.1. If not done</p> <p>2.2. If done enough</p> <p>3.3. If done well</p> <p>4.4. If done very well</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>1. Assignment</p> <p>2. Discussion</p> <p>2 X 50</p>		<p>Material:</p> <p>Inclusive Education - Basic principles of inclusive education - Social paradigm towards ABK - Regulations related to inclusive education - 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</p> <p>Bibliography: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i></p>	3%
3	Understand the principles and foundations of inclusive education	<p>1. Explain the basis (empirical, philosophical, pedagogical) of PI.</p> <p>2. Explain the principles of implementing PI.</p>	<p>Criteria:</p> <p>1.1. Successfully prepared a simple paper on the Foundations and principles of PI Implementation and attended the presentation in class.</p> <p>2.2. Successfully prepared a simple paper on the Foundations and principles of PI Implementation and have not attended a presentation in class.</p> <p>3.3. Have not succeeded in preparing a simple paper on the Foundations and principles of PI Implementation and attending presentations in class.</p> <p>4.4. Have not succeeded in preparing a simple paper on the Foundations and principles of PI Implementation and have not attended the presentation in class.</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Lectures, discussions and assignments.</p> <p>2 X 50</p>		<p>Material:</p> <p>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</p> <p>References: <i>General Guidelines Implementation of Inclusive Education. Department of Education and Culture.</i></p>	3%

4	Understanding students with special needs (ABK) in inclusive schools.	1. Explain the concept of ABK (understanding, prevalence, types, classification, characteristics of each type of ABK)	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a paper about ABK and attend a presentation in class. 2.2. Successfully compiled a paper about ABK and has not attended a presentation in class. 3.3. Have not succeeded in compiling a paper about ABK and attending presentations in class. 4.4. Have not prepared a paper about ABK and have not attended a presentation in class. <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions and assignments. 2 X 50		<p>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</p> <p>References: <i>General Guidelines Implementation of Inclusive Education. Department of Education and Culture.</i></p>	3%
5	Understand the identification and assessment of students with special needs	1. Explain the concept of crew identification. 2. Explain the concept of ABK assessment.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a paper on ABK identification and assessment and attend class presentations. 2.2. Successfully compiled a paper on ABK identification and assessment and has not attended the class presentation. 3.3. Have not succeeded in preparing a paper on ABK identification and assessment and attending class presentations. 4.4. Have not succeeded in preparing a paper on ABK identification and assessment and have not attended the class presentation. <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and assignments. 2 X 50		<p>Material: Guidelines for Implementing Inclusive Education in 2011</p> <p>Reference: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i></p>	3%

6	Understand the concept of identification and assessment of ABK in inclusive schools.	1. explain the identification of ABK in Inclusive Schools 2. explain the assessment of ABK in Inclusive Schools.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a ABK identification and assessment paper, and attend class presentations. 2.2. Successfully prepared a ABK identification and assessment paper, and did not attend class presentations. 3.3. Have not succeeded in preparing the ABK identification and assessment paper, and attending class presentations. 4.4. Have not succeeded in preparing the ABK identification and assessment paper, and have not attended class presentations. <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions and assignments. 2 X 50		<p>Material: UDL Concept Reference: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. (2009)</i></p>	3%
7	Understand the Inclusive School curriculum	1. explain the meaning of the SI curriculum. 2. explain the adaptation of the SI curriculum.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a paper on the SI Curriculum, and attend class presentations. 2.2. Successfully compiled a paper on the SI Curriculum, and did not attend class presentations. 3.3. Have not succeeded in preparing a paper on the SI Curriculum, and attending class presentations. 4.4. Have not succeeded in compiling a paper on the SI Curriculum, and have not attended class presentations. <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and assignments. 2 X 50		<p>Material: UDL Concept Library: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i></p>	3%

8	Completed UTS.	Carrying out UTS assignments regarding competencies: PI concept, PI foundations and principles, Children with special needs, identification and assessment of ABK, and SI curriculum.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a paper covering the 5 competencies above. 2.2. Successfully compose a paper that includes the 4 competencies above. 3.3. Successfully compose a paper that includes the 3 competencies above. 4.4. Successfully compose a paper that includes the 2 competencies above. <p>Form of Assessment : Test</p>	Lectures, assignments and discussions. 2 X 50		<p>Material: question material Reader: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta</i></p> <hr/> <p>Material: question material Library: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. (2009)</i></p> <hr/> <p>Material: question material References: <i>Gargiulo, RM 2012, Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed, Sage Publications, Inc., USA. 2016. Switzerland: Springer International Publishing</i></p>	25%
9	Understanding learning management in inclusive schools.	1. develop a learning program in an inclusive class. 2. Implementing learning programs in inclusive classes. 3. Assessment of learning outcomes in inclusive classes.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compiled a learning program in an inclusive class and attended class presentations. 2.2. Successfully compiled a learning program in an inclusive class and did not attend class presentations. 3.3. Have not succeeded in preparing a learning program in an inclusive class and attending class presentations. 4.4. Have not succeeded in preparing a learning program in an inclusive class and have not attended class presentations. <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, assignments and discussions. 2 X 50		<p>Material: Curriculum duplication - Curriculum modification - Curriculum substitution - Curriculum omission - Curriculum escalation - IEP/PPI - Planning Matrix Library: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i></p>	3%

10	Understand learning facilities and infrastructure in inclusive classes.	1. Identify the learning tools for each subject in the inclusive class. 2. Get to know the characteristics of learning infrastructure in inclusive classes.	Criteria: 1.1. Successfully prepared a paper on IS facilities and infrastructure, attended the class presentation. 2.2. Successfully prepared a paper on IS facilities and infrastructure, was not present at the class presentation. 3.3. Have not succeeded in preparing a paper on IS facilities and infrastructure, present at the class presentation. 4.4. Have not succeeded in preparing a paper on IS facilities and infrastructure, did not attend the class presentation. Form of Assessment : Portfolio Assessment	Lectures, discussions and assignments. 2 X 50		Material: Preparation of learning tools Reference: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i> Material: Preparation of learning tools Reference: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i>	3%
11	Describe the concept and implementation of inclusive education in Indonesia (Learning Implementation)	Describe the implementation of learning in the classroom in an inclusive education setting	Criteria: 1.1. Have not succeeded in preparing a paper on the implementation of learning at SI, and attend class presentations. 2.2. Successfully compiled a paper on the implementation of learning at SI, and did not attend the class presentation. 3.3. Have not succeeded in preparing a paper on the implementation of learning at SI, and attend class presentations. 4.4. Successfully compiled a paper for Educational Personnel at SI, and did not attend the class presentation. Form of Assessment : Participatory Activities, Portfolio Assessment	Discussion, questions and answers and giving individual assignments 2 X 50		Material: Implementation of learning Reference: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta</i>	3%
12	Describe the concept and implementation of inclusive education in Indonesia (assessment)	Explaining the system	Criteria: 1.1. If not done 2.2. If done enough 3.3. If done well 4.4. If done very well Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	- Assignment - Discussion 2 X 50		Material: Community support and empowerment system in providing inclusive education. Reference: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta</i>	3%

13	Describe the management of Inclusive Education (8 Basic Principles of Education)	- Describe the management of Inclusive Education	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. If not done 2.2. If done enough 3.3. If done well 4.4. If done very well <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	1. Discussion2. Questions and Answers3. Giving individual assignments 2 X 50		<p>Material: Describe the management of inclusive education Reader: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta</i></p>	3%
14	Describe the support system for implementing inclusive education	1. Explain the Support System for the Implementation of Inclusive Education (Resource Center, Parents/Guardians of students, ULD/PSLD, SLB, NGO/NGO 2. Describe community support and empowerment in the implementation of Inclusive education	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. If not done 2.2. If done enough 3.3. If done well 4.4. If done very well <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion and Assignment 2 X 50		<p>Material: Support system Reader: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta</i></p>	3%
15	Accessibility and Assistive Technology	1. Explain accessibility in public spaces 2. Explains assistive technology that supports activities and learning	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. If not done 2.2. If done enough 3.3. If done well 4.4. If done very well <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion, questions and answers and giving individual assignments 2 X 50		<p>Material: Accessibility in public spaces - Assistive Technology for the disabled Reader: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta</i></p>	3%
16	UAS	doing UAS	<p>Criteria: The better and more systematic the answer, the higher the points</p> <p>Form of Assessment : Test</p>	2 X 50		<p>Material: question material Reader: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta</i></p> <hr/> <p>Material: question material Library: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. (2009)</i></p> <hr/> <p>Material: question material Library: <i>Salend. Spencer J. 2011. Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc</i></p>	33%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
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1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	15%
3.	Portfolio Assessment	4.5%
4.	Test	58%
		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.