



**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	8620402089		T=2 P=0 ECTS=3.18	0	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	Syunu Trihantoyo, 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																																			
Short Course Description	This course studies the implementation of inclusive education, concepts, foundations, principles and implementation of inclusive education as well as how to design, implement and evaluate learning in inclusive schools.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Budiyanto.,Dkk.2010. Modul Pelatihan Pendidikan Inklusif . Jakarta: Kemendiknas. Jakarta: 2011 2. Budiyanto.2011. Best Practices Inclusive Education In Japan, Australia, India and Thailand.J apan: Criced. 3. Loreman.2010. Inclusive Education A practical guide to supporting diversity in the classroom. Australia: Allen & Unwin 4. Smith, D.J.2010. Sekolah Inklusi Ramah untuk semua .alih Bahasa Sugiarnin, M & Baihaqi, MIF. Bandung: Penerbit Nuansa. <p>Supporters:</p>																																				
Supporting lecturer	MUDJITO																																				
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assesment 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 mechanisms		Lectures 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.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	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.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	Discussion 2 X 50			0%
4	Understanding students with special needs	Explaining Prevalence Explaining Types and characteristics of GDPK	Criteria: 1.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	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		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		Case Study Observations 2 X 50			0%
7	Understanding the curriculum in inclusive schools	Explaining the curriculum structure in inclusive schools. Identifying stages of curriculum adaptation. Carrying out curriculum adaptations	Criteria: 1.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	Observation Discussion 2 X 50			0%
8	UTS	UTS	Criteria: Accuracy in answering questions 100%	Written Test 2 X 50			0%
9	Understanding learning management in inclusive schools	Carry out learning planning. Prepare planning matrices. Prepare learning programs	Criteria: 1.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	Practical 2 X 50			0%
10	Understanding learning management in inclusive schools	Carry out learning planning. Prepare planning matrices. Prepare learning programs	Criteria: 1.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	Practical 2 X 50			0%

11	Understanding the implementation of learning in schools	Identifying learning in inclusive schools. Understanding the characteristics of learning in inclusive schools. Explaining the principles of learning in inclusive schools.	Criteria: 1.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	Discovery-inquiry 2 X 50			0%
12	Understanding manpower in inclusive education	Identifying staff in inclusive schools Explaining the main tasks of staff in inclusive schools	Criteria: 1.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	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: 1.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	Group 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: 1.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	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: 1.The accuracy of answering questions weighs 75% 2.Participation in learning weight 25%	Discussion 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.