



**Universitas Negeri Surabaya
Faculty of Education,
Educational Technology Undergraduate Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Inclusive Education	8620302058	Study Program Elective Courses	T=2	P=0	ECTS=3.18	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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	Program Objectives (PO)
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PO - 1	Able to utilize ICT to obtain information/references related to inclusive education and communicate
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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
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PO - 3	Able to understand the practice of implementing inclusive education.
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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.
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	PLO-PO Matrix
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P.O						
PO-1						
PO-2						
PO-3						
PO-4						

	PO Matrix at the end of each learning stage (Sub-PO)
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PO-4																																																																																																						

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.
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References	Main :
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1. Budiyanto. 2018. Pendidikan Inklusi Berbasis Budaya Lokal. Jakarta:
2. Carrington. Suzanne, and Macarthur, Jude, Ed. 2012. Teaching In Inclusive School. John Wiley & Sons Australia, Ltd
3. Gargiulo, RM 2012, Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed, Sage Publications, Inc., USA. 2016. Switzerland: 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:

Supporting lecturer

Dr. Wiwik Widajati, M.Pd.
 Ima Kurrotun Ainin, S.Pd., M.Pd.
 Danis Ade Dwirishanda, S.Pd., M.Hum.
 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	<p>Criteria:</p> <p>1.1. Can talk about inclusive schools</p> <p>2.2. Not yet able to talk about inclusive schools.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lectures, discussions and questions and answers. 2 X 50		<p>Material: Definition of Inclusive Education - Best practices for implementing inclusive education</p> <p>Reference: <i>General Guidelines for Implementing Inclusive Education.</i> <i>Department of Education and Culture</i></p>	3%

2	Understand the concept of Inclusive Education.	1. Explain the concept of PI 2. Explain the philosophy of PI 3. Explain the types of services in inclusive schools	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a paper on the PI Concept and present it in class. 2.2. Successfully prepared a paper about the PI concept and has not presented it in class. 3.3. Have not prepared a paper on the concept of PI and attended presentations in class. 4.4. Not preparing papers and not attending presentations in class. <p>Form of Assessment : Participatory Activities</p>	Lectures, assignments, and class discussions. 4 X 50		<p>Material: Philosophy of 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 2011</p> <p>Library: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture</i></p>	3%
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3	Understand the principles and foundations of inclusive education	1. Explain the basis (empirical, philosophical, pedagogical) of PI. 2. Explain the principles of implementing PI.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully prepared a simple paper on the Foundations and principles of PI Implementation and attended the presentation in class. 2.2. Successfully prepared a simple paper on the Foundations and principles of PI Implementation and have not attended a presentation in class. 3.3. Have not succeeded in preparing a simple paper on the Foundations and principles of PI Implementation and attending presentations in class. 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>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and assignments. 2 X 50		<p>Material: Philosophy of 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 2011</p> <p>Library: <i>General Guidelines for Implementing 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 : Project Results Assessment / Product Assessment</p>	Lectures, discussions and assignments. 4 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 : Project Results Assessment / Product Assessment</p>	Lectures, discussions and assignments. 4 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>	4%
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 : Project Results Assessment / Product Assessment</p>	Lectures, discussions and assignments. 2 X 50		<p>Material: Guidelines for Implementing Inclusive Education in 2011</p> <p>Reference: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. (2009)</i></p>	4%

7	Understand the Inclusive School curriculum	<ol style="list-style-type: none"> 1. explain the meaning of the SI curriculum 2. explains 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: Inclusive School curriculum Library: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. (2009)</i></p>	4%
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 : Project Results Assessment / Product Assessment, Test</p>	Lectures, assignments and discussions. 4 X 50		<p>Material: Inclusive School curriculum Library: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. (2009)</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</p>	Lectures, assignments and discussions. 4 X 50		<p>Material: Curriculum duplication - Curriculum modification - Curriculum substitution - Curriculum omission - Curriculum escalation - IEP/PPI - Planning Matrix</p> <p>Library: <i>General Guidelines for Implementing Inclusive Education.</i> Department of Education and Culture</p>	4%
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.	<p>Criteria:</p> <ol style="list-style-type: none"> 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. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and assignments. 4 X 50		<p>Material: Preparation of learning tools</p> <p>Reader: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture.</i> Jakarta:</p>	4%

11	Understanding workforce in inclusive schools.	1. Explain the teaching staff at SI 2. Explain the educational staff at SI 3. Explain the professional staff at SI	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Have not succeeded in preparing the Education Personnel paper at SI, and attend class presentations. 2.2. Successfully compiled a paper for Educational Personnel at SI, and did not attend the class presentation. 3.3. Have not succeeded in preparing the Education Personnel paper at SI, and attend class presentations. 4.4. Successfully compiled a paper for Educational Personnel at SI, and did not attend the class presentation. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, assignments, and class discussions. 2 X 50		<p>Material: Implementation of learning</p> <p>Reference: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta:</i></p>	4%
12	Understand scientific approaches to learning in inclusive classrooms.	1. Explain observing activities in the learning context. 2. Explain questioning activities in the learning context. 3. Explain reasoning activities in the learning context. 4. Explain trying activities in the learning context. 5. Explain communication activities in the learning context.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully prepared a paper about class science and attended the class presentation. 2.2. Successfully prepared a paper about class science and was not present at the class presentation. 3.3. Have not succeeded in preparing a paper about class science and attending the class presentation. 4.4. Have not succeeded in compiling a paper about class science and have not attended the class presentation. <p>Form of Assessment : Participatory Activities</p>	Lectures, assignments, and class discussions. 2 X 50		<p>Material: Community support and empowerment system in providing inclusive education.</p> <p>Reference: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta:</i></p>	4%

13	Understand assessment, reporting, and SBK class promotions in Inclusive classes.	1. Explain the assessment of learning outcomes in inclusive classes. 2. Explain report writing for crew members. 3. Explain the promotion of ABK classes in inclusive schools.	<p>Criteria:</p> <p>1.1. Successfully compose learning outcomes assessment papers, write report cards, grade promotions, and attend class presentations.</p> <p>2.2. Successfully compiled a paper assessing learning outcomes, writing report cards, class promotion, and not attending class presentations.</p> <p>3.3. Have not succeeded in preparing papers assessing learning outcomes, writing report cards, class promotions, and attending class presentations.</p> <p>4.4. Have not succeeded in preparing papers assessing learning outcomes, writing report cards, class promotions, and not attending class presentations.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, assignments, and class discussions. 2 X 50		<p>Material: management of inclusive education Reader: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta:</i></p>	4%
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14	Understand the history of the implementation of inclusive education in Indonesia	1. Explain the implementation of inclusive education from the beginning of Indonesian independence until 1975. 2. Explain the implementation of inclusive education from 1976 to 2009. 3. Explain the implementation of inclusive education from 2009 until now.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully wrote a paper on the history of inclusive education in Indonesia, and attended the class presentation. 2.2. Successfully compiled a paper on the history of inclusive education in Indonesia, and was not present at the class presentation. 3.3. Have not succeeded in writing a paper on the history of inclusive education in Indonesia, and attending class presentations. 4.4. Has not succeeded in writing a paper on the history of inclusive education in Indonesia, and did not attend the class presentation. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and assignments. 2 X 50		<p>Material: Support system Reader: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta:</i></p>	4%
15	Understand the history of the implementation of inclusive education in neighboring countries.	1. explain the implementation of Inclusive Education in Southeast Asian countries (Singapore, Malaysia and the Philippines) 2. explain the implementation of Inclusive Education in European countries (Finland, Germany and the United States)	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a paper and attend a class presentation. 2.2. Successfully compiled a paper and did not attend the class presentation. 3.3. Have not succeeded in preparing the paper and attending the class presentation. 4.4. Have not succeeded in preparing the paper and did not attend the class presentation. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and assignments. 2 X 50		<p>Material: Accessibility in public spaces - Assistive Technology for people with disabilities Reference: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. (2009)</i></p>	4%
16	UAS	Able to classify the history of the implementation of inclusive education in neighboring countries	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	-	<p>Material: history of the implementation of inclusive education in neighboring countries Reference: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta:</i></p>	23%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	72.5%
3.	Test	12.5%
		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.