



Universitas Negeri Surabaya
Faculty of Education,
Undergraduate Study Program in Out-of-School Education

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Inclusive Education	8620502117	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	April 27, 2023
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																										
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																									
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																									
	PLO-9	Able to empower the community and apply social entrepreneurship in the management of non-formal education unit institutions																									
	PLO-12	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics																									
	Program Objectives (PO)																										
	PO - 1	Utilizing science and technology as a tool to obtain information related to inclusive education and communicate it.																									
	PO - 2	Mastering the concept of inclusive education, and its implementation and resolving problems procedurally.																									
	PO - 3	Make decisions in applying understanding to students with special needs based on analysis of information and assessment data to provide alternative solutions to learning problems at school.																									
	PO - 4	Responsible for the performance of the learning carried out.																									
	PLO-PO Matrix																										
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-1</th> <th>PLO-2</th> <th>PLO-9</th> <th>PLO-12</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td>✓</td> <td></td> <td>✓</td> </tr> </tbody> </table>	P.O	PLO-1	PLO-2	PLO-9	PLO-12	PO-1		✓		✓	PO-2		✓	✓		PO-3	✓			✓	PO-4		✓		✓
	P.O	PLO-1	PLO-2	PLO-9	PLO-12																						
	PO-1		✓		✓																						
PO-2		✓	✓																								
PO-3	✓			✓																							
PO-4		✓		✓																							

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
PO-1	✓		✓			✓									✓	
PO-2		✓			✓					✓				✓		
PO-3				✓					✓			✓	✓			
PO-4							✓	✓			✓					

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 and 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 Equipment, Implementation of Learning, Assessment); Management of inclusive education (8 basic principles of education); Support System for Providing Inclusive Education; Accessibility and Assistive technology. Discussion of the implementation of inclusive education 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. Indicators of the success of this course are if students have a comprehensive understanding of inclusive education, have good tolerance for people with special needs, and are able to align inclusive education programs with non-formal education programs.

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5. Hellen Keller International, Menjadikan Lingkungan Inklusif: Ramah Terhadap Pembelajaran (LIRP) .
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22. Leda Kamenopoulou. 2018. Inclusive Education and Disability in the Global South-Springer International. Publishing_Palgrave Macmillan.
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24. Mike Cole.2003. Education, Equality and Human Rights_ Issues of Gender, Race, Sexuality, Disability and Social Class. Routledge
25. Richard Hanks. 2010. Common SENse for the Inclusive Classroom_ How Teachers Can Maximise Skills to Support Special Education Needs. Jessica Kingsley Pub.
26. Shruti Taneja Johansson (editor)_ Nidhi Singal (editor)_ (Senior lecturer) Paul Lynch (editor). 2019. Education and Disability in the Global South_ New Perspectives from Africa and Asia.
27. Todd. Partnership for Inclusive Education_ A Critical Approach to Collaborative Working

Supporters:

Supporting lecturer

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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	1.Understand the concept of inclusive education 2.Explain the advantages and disadvantages of inclusive education service practices	Explain the concept of inclusive education	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities	Offline. Presentation-Substantive/Scientific. Listen to the lecturer's explanation of the basic concepts of inclusive education. Analyze the videos you have watched regarding best practices in inclusive education and then discuss them in a guided manner. 2 X 50	Presentation-Substantive/Scientific. Listen to the lecturer's explanation of the basic concepts of inclusive education. Analyze the videos you have watched regarding the best practices of inclusive education and then discuss them in a guided manner.	Material: The concept of inclusive education, weaknesses and advantages of inclusive education. Reference: <i>Hellen Keller International, Making an Inclusive Environment: Learning Friendly (LIRP).</i>	3%
2	Understand the basis for implementing inclusive education	- Explain the basis for implementing inclusive education	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities	Presentation-Substantive/Scientific. Offline. Discuss reading materials available through discussion forums, and do assignments that are relevant to the topic of philosophy and basic principles and regulations in inclusive education. 2 X 50	Presentation-Substantive/Scientific. Offline. Discuss reading materials available through discussion forums, and do assignments that are relevant to the topic of philosophy and basic principles and regulations in inclusive education. 2 X 50	Material: Understanding the basis for implementing inclusive education. Reference: <i>General Guidelines for Implementing Inclusive Education, (2011) Department of Education and Culture.</i>	3%

3	<ol style="list-style-type: none"> Understand the principles of implementing inclusive education Explain the definition and learning characteristics of students with visual impairments definition and learning characteristics of hearing impaired students Explain the definition and learning characteristics of students with mental barriers 	- Explain the principles of implementing inclusive education	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Presentation-Substantive/Scientific. Offline. Discuss available reading materials via video conference, discussion forums, and assignments. 2 X 50</p>	Discuss available reading materials via video conference, discussion forums, and assignments.	<p>Material: Understanding the principles of implementing inclusive education. Reference: Choate. Joyce S., (2004). <i>Successful Inclusive Teaching: A Powerful Way to Detect and Remediate Special Needs</i>, Hellen Keller International. Pearson Education Inc.</p>	3%
4	<ol style="list-style-type: none"> Understanding the inclusion index Explain the definition and learning characteristics of students with the autism spectrum Explain the definition and learning characteristics of students with learning difficulties 	Explain the inclusion index	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Interaction-Educative/Collaborative. Offline. Discuss available reading materials via video conference, discussion forums, and assignments. 2 X 50</p>	Discuss available reading materials via video conference, discussion forums, and assignments.	<p>Material: Understanding the inclusion index Reference: Budiyanto. (2011). <i>Best Practices Inclusive Education in Japan, Australia, India, and Thailand</i>, CRICED Tsukuba University.</p>	3%
5	<ol style="list-style-type: none"> Understanding the Culture of Inclusion in Indonesia Explain the definition and learning characteristics of students with other special needs as well as students with temporary special needs 	Explaining the culture of inclusion in Indonesia	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Interaction-Educative/Collaborative. Offline. Discuss reading material available through discussion forums, and do assignments that are relevant to the topic. 2 X 50</p>	Discuss reading material available through discussion forums, and do assignments that are relevant to the topic.	<p>Material: cultivation of inclusion in Indonesia Reader: Choate. Joyce S., (2004). <i>Successful Inclusive Teaching: A Powerful Way to Detect and Remediate Special Needs</i>, Hellen Keller International. Pearson Education Inc.</p>	3%
6	<ol style="list-style-type: none"> Understanding the Development of Inclusive Education in the World Explains the description of the 2011 Guidelines for Implementing Inclusive Education Describe the mechanism for accepting new students 	<ol style="list-style-type: none"> Explain the development of inclusive education in the world Describes views on inclusive education from various countries 	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Interaction-Educative/Collaborative. Offline. Discuss the reading material available via video conference and 2 X 50 discussion forums</p>		<p>Material: Understanding the Development of Inclusive Education in the World Library: David Mitchell. 2007. <i>What Really Works in Special and Inclusive Education_ Using evidence-based teaching strategies.</i></p>	3%
7	<ol style="list-style-type: none"> Understanding the Learning Characteristics of Students with Special Needs Concept and Implementation of inclusive education in Indonesia. 	<ol style="list-style-type: none"> Explain the prevalence of students with special needs Explain the learning characteristics of students with special needs with visual, hearing and physical barriers 	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Interaction-Educative/Collaborative 2 X 50</p>		<p>Material: Concept and implementation of inclusive education in Indonesia. Bibliography: Ruth Colker. 2008. <i>(Cambridge Disability Law and Policy Series) - When is Separate Unequal__ A Disability Perspective.</i> Cambridge University Press.</p>	4%

8	Midterm exam	The better the answer, the better the grade	Criteria: UTS Assessment Form of Assessment : Test	Written Test 2 X 50	On line	Material: Evaluation of meeting materials 1 - 7 Reference: <i>Armineh Soorenian (auth.). 2013. (Studies in Inclusive Education) - Disabled International Students in British Higher Education_ Experiences and Expectations. SensePublishers.</i>	20%
9	1.Understanding the Learning Characteristics of Students with Special Needs 2.Describing Duplication 3.Describe Modifications 4.Describing Substitutions 5.Describe Omission 6.Describing Escalation 7.IEP/ IEP	Explain the learning characteristics of students with special needs with intellectual barriers, socio-emotional barriers, autism, learning difficulties, and giftedness.	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities	Interaction-Educative/Collaborative. 2 X 50	On line. Discussion, questions and answers and giving individual assignments	Material: Understanding the Learning Characteristics of Students with Special Needs Library: <i>Salend. Spencer J., (2011). Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc.</i>	4%
10	1.Understanding the Identification and Assessment of Students with Special Needs 2.Describe the preparation of learning devices	1.Explain the identification and assessment of students with special needs 2.Carry out identification and assessment of students with special needs	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities	Presentation-Substantive/Scientific 2 X 50	On line. Assignments and Discussions.	Material: Describe the preparation of learning devices Reader: <i>David Mitchell. 2007. What Really Works in Special and Inclusive Education_ Using evidence-based teaching strategies.</i>	4%
11	1.Understanding the Planning Matrix for students with special needs 2.Describe the implementation of learning in the classroom in an inclusive education setting	Explain the Planning Matrix for students with special needs	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities	Presentation-Substantive/Scientific. Offline. Discussion, questions and answers and giving individual assignments 2 X 50	Discussion, questions and answers and giving individual assignments 2 X 50	Material: Describe the implementation of learning in the classroom with an inclusive education setting. Reader: <i>Leda Kamenopoulou. 2018. Inclusive Education and Disability in the Global South- Springer International. Publishing_ Palgrave Macmillan.</i>	4%
12	1.Understanding Individualized Learning Programs (PPI) 2.Community support and empowerment system in providing inclusive education	Explaining the Individual Learning Program (PPI)	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities	Presentation-Substantive/Scientific. Offline. Assignment and Discussion 2 X 50	Assignment and Discussion 2 X 50	Material: Community support and empowerment system in providing inclusive education. Reference: <i>Ann Lewis, Brahm Norwich. 2004. Special Teaching for Special Children_ A Pedagogy for Inclusion_ (Inclusive Education). Open University Press.</i>	4%
13	1.Understanding curriculum adaptation in inclusive schools 2.Describe the management of inclusive education	Explaining the curriculum in inclusive schools	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities	Interaction-Educative/Collaborative. Offline. Discussion, questions and answers and giving individual assignments 2 X 50		Material: Describe the management of inclusive education Reference: <i>Salend. Spencer J., (2011). Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc.</i>	4%

14	<p>1.Understanding curriculum adaptation in inclusive schools</p> <p>2.Explaining the Support System for the Implementation of Inclusive Education (resource center, parents/guardians, ULD/PSLD, SLB, NGO/LSM,</p> <p>3.Describe community support and empowerment in implementing inclusive education</p>	Carrying out the curriculum adaptation process in inclusive schools	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	Interaction-Educative/Collaborative. Offline. Assignment and Discussion 2 X 50		<p>Material: Support System for Implementing Inclusive Education (resource center, parents/guardians, ULD/PSLD, SLB, NGO/LSM, Library: <i>Elizabeth Walton. 2016. The Language of Inclusive Education_ Exploring Speaking, Listening, Reading and Writing. Routledge.</i></p>	4%
15	<p>1.Understanding assessment for students with special needs in inclusive schools</p> <p>2.Explaining Accessibility in public spaces</p> <p>3.Explains assistive technology that supports activities and learning</p>	Explain the assessment system (grading, grade promotion, and reporting) for students with special needs in inclusive schools	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	Interaction-Educative/Collaborative. Offline. Discussion, questions and answers and giving individual assignments 2 X 50	Discussion, questions and answers and giving individual assignments	<p>Material: Explaining Accessibility in public spaces Reader: <i>Todd. Partnership for Inclusive Education_ A Critical Approach to Collaborative Working</i></p>	4%
16	Final exams	The better the answer, the better the grade	<p>Criteria: The better the answer, the better the grade</p> <p>Form of Assessment : Test</p>	Offline, work on UAS questions		<p>Material: Evaluation of meeting materials 9 to 15 Reader: <i>David Mitchell. 2007. What Really Works in Special and Inclusive Education_ Using evidence-based teaching strategies.</i></p>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.