



**Universitas Negeri Surabaya  
Faculty of Education,  
Special Education Undergraduate Study Program**

**Document  
Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>		
Arts and Skills Learning for Children with Special Needs	8620202392		T=2 P=0 ECTS=3.18	4	July 18, 2024		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>			
	.....		.....	Dr. H. Pamuji, M.Kes.			
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	This arts and skills education course is a course that provides knowledge, understanding, skills and attitudes to PLB students regarding the basic concepts of arts and skills as a basis for theoretical and practical studies which are implemented and developed various arts and skills learning techniques in the cognitive, affective and psychomotor skills and can design integrated arts learning for ABK, thereby making students professional special educators (GPK). Lectures are carried out using a system of presentations, discussions, project assignments and reflection.						
	<b>References</b>						
<b>References</b>	<b>Main :</b>						
	<ol style="list-style-type: none"> <li>1. Zaini Sudarto, Suprayitno. 2007. Pendidikan Kesenian dan Keterampilan, (Buku Ajar) PGSD FIP Unesa</li> <li>2. Skeel, Dorothy J. (1995). Elementary Social Studies-Challenges for Tomorrow's World. Harcourt Brace College Publishers</li> <li>3. Buku Guru Seni Budaya, 2014. Jakarta:Kementerian Pendidikan dan Kebudayaan.</li> <li>4. Utami Munandar. (2002). Kreativitas dan keberbakatan strategi mewujudkan potensi kreatif dan bakat . Jakarta:Rineka Cipta</li> <li>5. Nindah NurAfifa. (2012 ). Peran seni dalam mengembangkan kreativitas siswa.</li> <li>6. <a href="http://media.diknas.go.id/media/document/5465.pdf">http://media.diknas.go.id/media/document/5465.pdf</a>.</li> <li>7. Beetlestone, Florence. (2011). Creative Learning Strategi Pembelajaran Untuk Melestarikan Kreatifitas Siswa. Bandung: Penerbit Nusa Media.</li> </ol>						
<b>Supporting lecturer</b>	<b>Supporters:</b>						
	ZAINI SUDARTO						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understand and analyze the basic concepts of art and skills as pure science and applied science	1.Explains the basic concepts of art and skills. 2.Identifying fine art and disposable art. 3.Classifying arts and skills in society.	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Discussion of 3 X 50 literature study recitations			0%
2	Understand the periodization of the development of fine and used arts as well as the contribution of arts and skills to education.	1.Explain the periodization of the development of fine art and disposable art in people's lives. 2.Identify the development of works of fine and used art and developmental tasks	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Presentation Discussion 3 X 50			0%
3	Understand the periodization of the development of music and dance and their contribution to education. ABK	1.Explain the periodization of the development of music and dance in society. 2.Identifying the development of music and dance works in ABK education	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Discussion Presentation Problem solving 3 X 50			0%
4	Understand the periodization of the development of music and dance and their contribution to education. ABK	1.Explain the periodization of the development of music and dance in society. 2.Identifying the development of music and dance works in ABK education	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Discussion Presentation Problem solving 3 X 50			0%
5	Understanding the characteristics of movement arts and their application in education	1.Explain the characteristics of the development of movement arts. 2.Categorize movement arts according to their characteristics.	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Discussion Presentation Problem solving 2 X 50			0%
6	Understand the basic concepts of the use of art (skills) in people's lives.	1.Explains the basic concepts of useful arts (skills). 2.Identifying utility arts. 3.Classifying the arts.	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Lecture Discussion recitation literature study 3 X 50			0%
7	Know the difference between pure art and utilitarian art.	1.Explain the difference between pure art and utilitarian art 2.Record and tabulate the types of fine arts and functional arts.	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Lecture Discussion literature study recitation 3 X 50			0%
8	UTS	UTS		UTS 2 X 50			0%

9	Ability to apply elements, principles and composition of color, line and plane/shape in works of fine art	Applying the concept of fine art works in the form of color compositions, lines and planes	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Project model Problem solving Discussion 3 X 50			0%
10	Ability to apply elements, principles and composition in the art of dance.	Analyzing the concept of a dance work of art in the form of a group report.	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Project model Problem solving Discussion 3 X 50			0%
11	Understand the elements, and principles, in art.	Discuss the contribution of music to ABK.	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Project model Discussion Problem solving Discussion 3 X 50			0%
12	Applying the art of music as a relevant medium for emotional development for ABK.	1. Carrying out a literature review on types of Indonesian music art genres 2. Prepare group reports through a literature study process 3. Stimulating the art of music as a therapeutic medium for children with special needs	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Project model Discussion Problem solving Discussion 3 X 50			0%
13	Understand the concept of skills education for children with special needs.	1. Explain the concept of ABK education 2. Discuss the role of skills for crew members	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Project Based Learning Model. Group presentation Discussion 3 X 50			0%
14	Creating skill designs for children with special needs.	Categorizing skills design in terms of the role and function of skills design according to the characteristics of ABK	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Project Based Learning 2 X 50			0%
15	Creating skills for children with special needs.	Creating forms of skills in terms of the role and function of skill design according to the characteristics of ABK.	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Project Based Learning 3 X 50			0%
16	Create skills that are characteristic of children with special needs.	Categorizing forms of skills that have a compensatory function and educational therapy for ABK.	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Project Based Learning 3 X 50			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.