SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
B.Indonesia Learning for Children with Special Needs	8620202185		**T=2**	**P=0**	**ECTS=3.18**	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. H. Pamuji, M.Kes.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	Through the use of ICT, reviewing references, analyzing cases of Indonesian Language Learning (PBI) in Regular-inclusive schools and Special Schools (TKLB/SLB/SDLB, SMPLB, SMALB), in this course students are responsible for mastering the concepts of language education Indonesia as a basis for making decisions to solve PBI-ABK problems, applying them in planning and implementing PBI. The PBI concept includes: (1) The essence of language: systems, forms, elements, (2) The essence of language/literacy skills; (3) foundations of language learning: learning theories related to language acquisition, PBI approaches, PBI methods and techniques for beginning and advanced classes, media and assessment/evaluation. Applying concepts in preparing RPP/Program. Lectures are carried out using an online system (zoom, WA) with presentations, discussions, project assignments and reflection activities.

References	**Main :**

1. Anang Santosa dkk. 2013. Pendidikan Bahasa dan Sastra Indonesia di SD. Jakarta: Pusat Penerbitan Universitas Terbuka.
2. Bender, William N.; Larkin, Martha J. 2009. Reading Strategies for Elementary Student with Learning Difficulties: Strategies for RTI . Corwin
3. Chaote, Joyce, S. 2013. Pengajaran Inklusif yang Sukses.Cara Handal Mendeteksi dan Memperbaiki Kebutuhan Khusus . Terjemah Successful inclusive Teaching Proven Ways to detect and correct Special Needs . Jakarta: USAID-Helen Keller International.
4. Dhieni, Nurbiana. 2004. Metode Pengembangan Bahasa. Jakarta: Pusat Penerbitan Universitas Terbuka.
5. Payne. J.S; Polloway, E.A; Smith J.R, J.E; Payne, R.A. 1977. Strategies for Teaching the Mentally Retarded. Columbus, Toronto: Charles., E Merril Publishing Company . (Jurusan- C)
6. Reid, Robert & Leineman, T.O. Editor Haris, K.R. & Graham, S. 2006. Strategy Instruction for student with Learning Disabilities. New York-London: The Guilford Press .
7. Stahlman, B.L. & Luckner, J. 1991. Effectively Educating Students with Hearing Impairment. New York: Longman Northern Illinois University (Jurusan B)
8. Subagyo. TT. 2015. Menulis Membaca Braille Dasar. Online.
9. Santosa, Puji . 2004. Materi dan Metode Pembelajaran Bahasa Indonesia. Jakarta: Universitas Terbuka.
10. Vaughn, Sharon; Bos Cndace S. 2013. Strategi Pengajaran dengan Masalah Belajar dan Perilaku (jilid 1-2) terjemahan Strategies for Teaching Student with Learningand Behavior Problems. Jakarta: USAID-Helen Keler Internasional.
11. Wardani, I.G.K.A. 1995. Pengajaran Bahasa Indonesia bagi Anak Berkesulitan Belajar .Jakarta: Depdikbud. (Jurusan AKB)
12. Yuliyati. 2009. Diktat Pendidikan Bahasa Indonesia untuk Pendidikan Luar Biasa. Surabaya: PLB .
13. Yuliyati. 2016. Pembelajara Literasi Berbasis Pendekatan Balance Literacy di sekolah Reguler dan Inklusif. Yogyakarta: Depublish.

	Supporters:

Supporting lecturer	Dr. Yuliyati, 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	Students are able to demonstrate adequate knowledge of learning theories and their relationship to language learning approaches	Students are able to explain the insights underlying language learning theory and its relationship with the PBI approach	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Questions and Answers 2 X 50			0%
2	Students are able to demonstrate adequate knowledge of learning theories and their relationship to language learning approaches	Students are able to explain the types of PBI approaches in the curriculum and their implications in PBI	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Questions and Answers 2 X 50			0%
3	Students are able to demonstrate their understanding of the nature of language	Students are able to explain the nature of language. Students are able to explain the principles of language learning and their implications in low class and high class PBI	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Questions and Answers 2 X 50			0%
4	Students are able to express the nature of language learning	Students are able to explain the nature of language learning. Students are able to explain the nature of learning spoken and written language	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Questions and Answers 2 X 50			0%

No							
5	Students are able to express the nature of language learning and are able to implement it in ABK language learning	Students are able to understand the implications of the nature of language in PBI learning	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Questions and Answers 2 X 50			0%
6	Students are able to show their understanding of BI material for ABK	Students are able to identify low class and high class Indonesian language material. Students are able to select/determine Indonesian language material for ABK	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Questions and Answers 2 X 50			0%
7	Students are able to demonstrate their understanding of language skills learning methods and their application in ABK language learning	Students are able to name the types of PBI methods. Students are able to explain language skills methods (listening, speaking, reading and writing for low and high classes).	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Questions and Answers Creating 2 X 50 material			0%

8	Students are able to understand meeting material 1-7	Students are able to explain the insights underlying language learning theory and their relationship with the PBI approach Students are able to explain the types of PBI approaches in the curriculum and their implications in PBI Students are able to explain the nature of language Students are able to explain the principles of language learning and their implications in low class and high class PBI Students are able explain the nature of language learning Students are able to explain the nature of learning spoken and written language Students are able to understand the implications of the nature of language in PBI learning Students are able to identify low class and high class Indonesian language material Students are able to select/determine Indonesian language material for crew members Students are able to name types of PBI methods Students are able to explain language skills methods (listening, speaking, reading and writing in lower and higher classes	**Criteria:** Accuracy of answers	UTS 2 X 50			0%
9	Students are able to demonstrate their understanding of language skills learning methods and their application in ABK language learning	Students are able to explain language skills methods (listening, speaking, reading and writing for low and high classes. Students are able to apply methods according to needs	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Questions and Answers 2 X 50			0%
10	Students are able to demonstrate their understanding of language learning media, are able to create and implement them	Students are able to explain the types of PBI media. Students are creatively able to create PBI media according to the needs of PBI ABK	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Independent assignments 2 X 50			0%

11	Students are able to demonstrate their understanding of language learning media, are able to create and implement them	Students are able to creatively create PBI media according to the needs of PBI ABK	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Independent Assignment 2 X 50				0%
12	Students are able to master Indonesian language learning evaluation and assessment material and apply it	Students are able to explain the types of PBI evaluation/assessment	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Mandr assignment 2 X 50				0%
13	Students are able to master Indonesian language learning evaluation and assessment material and apply it	Students are able to prepare evaluation/assessment material in the RPP they prepare	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Mandr assignment 2 X 50				0%
14	Students are able to understand and apply literary appreciation learning for ABK	Students are able to explain the nature of PBSI. Students are able to explain the PBSI method. Students are able to implement the PBSI method	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Independent assignments 2 X 50				0%
15	Students are able to demonstrate adequate knowledge about educational innovation in relation to PBI	Students are able to explain PBI learning innovations. Students are able to modify innovative learning models to design PBI-ABK	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Small group discussion Discovery Learning Self directed learning Collaborative learning Mandr assignment 2 X 50				0%

16	Students are able to understand lecture material 9-15	lecture indicators 9-15		Approach to lectures 9-15 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.