



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																		
Education of Children with Emotional and Behavioral Disorders	8620202203	Study Program Elective Courses	T=2	P=0	ECTS=3.18	3	July 18, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																			
			Dr. H. Pamuji, M.Kes.																																																			
Learning model	Case Studies																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																								
	PLO-7	Skilled in logical thinking to solve problems in the field of special education according to their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas and designs.																																																							
	Program Objectives (PO)																																																								
	PO - 1	Utilizing assistive media and technology in special education services																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6" style="padding: 5px;">PLO-7</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="6" style="padding: 5px;"></td> </tr> </table>						P.O	PLO-7						PO-1																																										
P.O	PLO-7																																																								
PO-1																																																									
PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																									
Short Course Description	Education courses for children with emotional behavioral disorders are courses that provide understanding and knowledge, as well as experience and skills to students through concepts, principles, understanding, classification, prevalence, causes, needs, problems or issues, assessment, education, curriculum, implementation of learning and learning principles, management of the learning process, guidance and tools to support activities for children with emotional behavioral disorders as well as the ability to plan and resolve problems related to the education of children with emotional behavioral disorders based on principles and procedures in methods or theories for handling educational problems for children with emotional behavioral disorders as well as equipping students to be able to make decisions in applying/applying special methods to find alternative solutions in solving educational problems for children with emotional behavioral disorders in the form of case study exercises/handling/solving educational problems for children with emotional disorders behavior. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> 1. Hallahan, D.P., & Kauffman, J. 1986. Introduction Special Education Third Edition. 2. Printice Hall. Kurikulum. 2013. Pedoman Pembelajaran Untuk Siswa Dengan gangguan emosi perilaku . Jakarta: Depdiknas. 3. Kurikulum PLB. 1999. Pedoman Kegiatan Belajar Mengajar . Jakarta: Depdikbud. Kurikulum PLB. 1999. Pedoman Bimbingan di Sekolah . Jakarta: Depdikbud. 4. Lou Anne Johnson; 2005. Teaching Outside the Box : How to Grab Your Students by Their Brains. San Fransisco : at Jossey-Bass a Wiley Impriat 989 Market Street. 5. Riana Bagaskorowati:2010. Anak Beresiko Identifikasi, Asesmen dan Intervensi Dini. Bogor : Penerbit Ghalia Indonesia. 																																																								

		Supporters:					
Supporting lecturer		ZAINI SUDARTO Khofidotur Rofiah, 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	Material capabilities 1	The more active you ask, the better	Criteria: rubric Form of Assessment : Participatory Activities	offline		Material: Material 1 References: <i>Hallahan, DP, & Kauffman, J. 1986. Introduction Special Education Third Edition.</i>	3%
2	Material capabilities 2	The more active you ask, the better	Criteria: rubric Form of Assessment : Participatory Activities	offline		Material: Material 1 References: <i>Hallahan, DP, & Kauffman, J. 1986. Introduction Special Education Third Edition.</i>	2%
3	Material capabilities 3	The more active you ask, the better	Criteria: rubric Form of Assessment : Participatory Activities, Portfolio Assessment	offline		Material: Material 1 References: <i>Hallahan, DP, & Kauffman, J. 1986. Introduction Special Education Third Edition.</i> Material: Material 2-3 Library: <i>Printice Hall. Curriculum. 2013. Learning Guidelines for Students with emotional behavioral disorders. Jakarta: Ministry of National Education.</i>	2%
4	Material capabilities 4	The more active you ask, the better	Criteria: rubric Form of Assessment : Participatory Activities, Portfolio Assessment	offline		Material: Material 1 References: <i>Hallahan, DP, & Kauffman, J. 1986. Introduction Special Education Third Edition.</i> Material: Material 2-3 Library: <i>Printice Hall. Curriculum. 2013. Learning Guidelines for Students with emotional behavioral disorders. Jakarta: Ministry of National Education.</i>	2%

5	Material capabilities 5	The more active you ask, the better	Criteria: rubric Form of Assessment : Participatory Activities, Portfolio Assessment	offline		Material: Material 1 References: <i>Hallahan, DP, & Kauffman, J. 1986. Introduction Special Education Third Edition.</i> <hr/> Material: Material 2-3 Library: <i>Printice Hall. Curriculum. 2013. Learning Guidelines for Students with emotional behavioral disorders. Jakarta: Ministry of National Education.</i> <hr/> Material: Material 4-5 Library: <i>Printice Hall. Curriculum. 2013. Learning Guidelines for Students with emotional behavioral disorders. Jakarta: Ministry of National Education.</i>	2%
6	Material capabilities 6	The more active you ask, the better	Criteria: rubric Form of Assessment : Participatory Activities, Portfolio Assessment	offline		Material: Material 1 References: <i>Hallahan, DP, & Kauffman, J. 1986. Introduction Special Education Third Edition.</i> <hr/> Material: Material 2-3 Library: <i>Printice Hall. Curriculum. 2013. Learning Guidelines for Students with emotional behavioral disorders. Jakarta: Ministry of National Education.</i> <hr/> Material: Material 4-5 Library: <i>Printice Hall. Curriculum. 2013. Learning Guidelines for Students with emotional behavioral disorders. Jakarta: Ministry of National Education.</i>	2%

7	Material capabilities 7	The more active you ask, the better	Criteria: rubric Form of Assessment : Participatory Activities, Portfolio Assessment	offline		<p>Material: Material 1 References: <i>Hallahan, DP, & Kauffman, J. 1986. Introduction Special Education Third Edition.</i></p> <hr/> <p>Material: Material 2-3 Library: <i>Printice Hall. Curriculum. 2013. Learning Guidelines for Students with emotional behavioral disorders. Jakarta: Ministry of National Education.</i></p> <hr/> <p>Material: Material 4-5 Library: <i>Printice Hall. Curriculum. 2013. Learning Guidelines for Students with emotional behavioral disorders. Jakarta: Ministry of National Education.</i></p> <hr/> <p>Material: Material 6-7 Library: <i>PLB Curriculum. 1999. Guidelines for Teaching and Learning Activities. Jakarta: Department of Education and Culture. PLB Curriculum. 1999. Guidance Guidelines in Schools. Jakarta: Department of Education and Culture.</i></p>	2%
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8	Test	test	Criteria: rubric Form of Assessment : Test	task		Material: Material 1 References: Hallahan, DP, & Kauffman, J. 1986. <i>Introduction Special Education Third Edition.</i> Material: Material 2-3 Library: Printice Hall. Curriculum. 2013. <i>Learning Guidelines for Students with emotional behavioral disorders.</i> Jakarta: Ministry of National Education. Material: Material 4-5 Library: Printice Hall. Curriculum. 2013. <i>Learning Guidelines for Students with emotional behavioral disorders.</i> Jakarta: Ministry of National Education. Material: Material 6-7 Library: PLB Curriculum. 1999. <i>Guidelines for Teaching and Learning Activities.</i> Jakarta: Department of Education and Culture. PLB Curriculum. 1999. <i>Guidance Guidelines in Schools.</i> Jakarta: Department of Education and Culture.	10%
9	Material 9	The better the product, the better	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	offline		Material: Material 9 Library: PLB Curriculum. 1999. <i>Guidelines for Teaching and Learning Activities.</i> Jakarta: Department of Education and Culture. PLB Curriculum. 1999. <i>Guidance Guidelines in Schools.</i> Jakarta: Department of Education and Culture.	5%
10	Material 10	The better the product, the better	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	offline		Material: Material 9 Library: PLB Curriculum. 1999. <i>Guidelines for Teaching and Learning Activities.</i> Jakarta: Department of Education and Culture. PLB Curriculum. 1999. <i>Guidance Guidelines in Schools.</i> Jakarta: Department of Education and Culture.	5%

11	Material 11	The better the product, the better	<p>Criteria: rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	offline		<p>Material: Material 9 Library: PLB Curriculum. 1999. <i>Guidelines for Teaching and Learning Activities.</i> Jakarta: Department of Education and Culture. PLB Curriculum. 1999. <i>Guidance Guidelines in Schools.</i> Jakarta: Department of Education and Culture.</p> <hr/> <p>Materials: Materials 10-11 Reader: Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.</p>	10%
12	Material 12	The better the product, the better	<p>Criteria: rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	offline		<p>Material: Material 9 Library: PLB Curriculum. 1999. <i>Guidelines for Teaching and Learning Activities.</i> Jakarta: Department of Education and Culture. PLB Curriculum. 1999. <i>Guidance Guidelines in Schools.</i> Jakarta: Department of Education and Culture.</p> <hr/> <p>Materials: Materials 10-11 Reader: Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.</p>	10%

13	Material 13	The better the product, the better	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment	offline		Material: Material 9 Library: PLB Curriculum. 1999. <i>Guidelines for Teaching and Learning Activities.</i> Jakarta: Department of Education and Culture. PLB Curriculum. 1999. <i>Guidance Guidelines in Schools.</i> Jakarta: Department of Education and Culture. Materials: Materials 10-11 Reader: Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street. Materials: Materials 12-13 Reader: Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.	10%
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14	Material 14	The better the product, the better	<p>Criteria: rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	offline		<p>Material: Material 9 Library: PLB Curriculum. 1999. <i>Guidelines for Teaching and Learning Activities.</i> Jakarta: Department of Education and Culture. PLB Curriculum. 1999. <i>Guidance Guidelines in Schools.</i> Jakarta: Department of Education and Culture.</p> <hr/> <p>Materials: Materials 10-11 Reader: Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.</p> <hr/> <p>Materials: Materials 12-13 Reader: Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.</p> <hr/> <p>Material: Material 14 Bibliography: Riana Bagaskorowati:2010. <i>Children at Risk Identification, Assessment and Early Intervention.</i> Bogor: Ghalia Indonesia Publisher.</p>	10%
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15	Material 15	The better the product, the better	<p>Criteria: rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	offline		<p>Material: Material 9 Library: PLB Curriculum. 1999. <i>Guidelines for Teaching and Learning Activities.</i> Jakarta: Department of Education and Culture. PLB Curriculum. 1999. <i>Guidance Guidelines in Schools.</i> Jakarta: Department of Education and Culture.</p> <p>Materials: Materials 10-11 Reader: Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.</p> <p>Materials: Materials 12-13 Reader: Lou Anne Johnson; 2005. <i>Teaching Outside the Box: How to Grab Your Students by Their Brains.</i> San Francisco : at Jossey-Bass a Wiley Impriat 989 Market Street.</p> <p>Material: Material 14 Bibliography: Riana Bagaskorowati:2010. <i>Children at Risk Identification, Assessment and Early Intervention.</i> Bogor: Ghalia Indonesia Publisher.</p> <p>Material: Material 15 Bibliography: Riana Bagaskorowati:2010. <i>Children at Risk Identification, Assessment and Early Intervention.</i> Bogor: Ghalia Indonesia Publisher.</p>	10%
16	Test	Test	<p>Criteria: The better the answer the better</p> <p>Form of Assessment : Test</p>	offline		<p>Material: Material 1-15 Reference: Riana Bagaskorowati:2010. <i>Children at Risk Identification, Assessment and Early Intervention.</i> Bogor: Ghalia Indonesia Publisher.</p>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	15%
4.	Test	25%
		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.