



**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
HUMANITIES LEARNING FOR CHILDREN WITH SPECIAL NEEDS	8620202353		T=1	P=1	ECTS=3.18	3	July 18, 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
	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, Humanities Learning courses for special needs children with special needs provide understanding and knowledge, as well as experience and skills to students through theories, concepts, principles, humanities material, strategies, delivery techniques and assessment of humanities learning for children with special needs and the ability to plan, apply, modify, analyze and evaluate and solve problems in humanities learning for children with special needs and students are responsible for being able to make decisions in applying humanities learning for children with special needs to find alternative solutions in solving problems in the field of humanities learning for children with special needs. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.

References	<p>Main :</p> <ol style="list-style-type: none"> Vaughn, Sharon., Bos, Candace S., Schumm, Jeanne Shay. 2000. Teaching Exceptional, Diverse, and at-Risk Student in The General Education Classroom . United State of America: A Pearson Education Company Gega, Peter.C. 1982. Science in Elementary Education. Fourth Edition . Canada: John Wiley & Sons, Inc. Mastropieri,Margo A., Scruggs, Thomas E.2000. The Inclusive Classroom: Strategies for Effective Instruction. New Jersey: Prentice Hall
	Supporters:

Supporting lecturer	Prof. Dr. Siti Masitoh, M.Pd.
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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	Ability to study the concept of Social Sciences (IPS), a brief history of the social studies curriculum in schools.	a. Differentiate the concepts of Social Sciences and Social Sciences b. Comparing the 1975, 1984, 1994 IPS curriculum, KTSP (2006), and the 2013/National curriculum		a. Direct Learning Model b. Collaborative learning model c. Brainstorm 2 X 50			0%
2	Ability to study the foundations and principles of social studies learning	a. Describe the foundations of social studies learning b. Identify the principles of social studies learning		Cooperative Learning Model 2 X 50			0%
3	Ability to analyze KI & KD SLB social studies subjects, compiling the 2013 social studies curriculum network	Analyzing KI & KD of IPS subjects		2 X 50 inquiry learning model			0%
4	Ability to analyze KI & KD IPS SLB, develop social studies curriculum network 2013	a. Develop an integrated social studies syllabus network b. Compile the IPS subject syllabus thematically		2 X 50 inquiry learning model			0%
5	Ability to design and create a social studies syllabus based on the types and characteristics of children with special needs	Create a syllabus based on the types and characteristics of children with special needs at elementary and middle school levels		2 X 50 problem-based learning model			0%
6	Ability to design and create a social studies syllabus based on the types and characteristics of children with special needs	Create a syllabus based on the types and characteristics of children with special needs at elementary and middle school levels		2 X 50 problem-based learning model			0%
7	Ability to design social studies lesson plans based on the types and characteristics of children with special needs	Designing the IPS ABK RPP by referring to the results of identifying the signs in preparing the RPP		2 X 50 project-based learning model			0%
8	Encounter abilities 1-7	Indicators 1-7		take home 2 X 50			0%
9	Ability to design and select learning media	Choose learning media by paying attention to the characteristics: teaching materials and students		2 X 50 project-based learning model			0%

10	The ability to make authentic assessments in social studies learning	a. Differentiate between types of authentic assessment b. Create an example of an authentic assessment according to the social studies teaching material chosen by the group		2 X 50 cooperative learning model			0%
11	Ability to create social studies lesson plans based on the types and characteristics of children with special needs	a. Create a social studies lesson plan (thematic) for SDLB level b. Make IPS RPP for SMPLB level		2 X 50 project-based learning model			0%
12	Ability to create social studies lesson plans based on the types and characteristics of children with special needs	a. Create a social studies lesson plan (thematic) for SDLB level b. Make IPS RPP for SMPLB level		2 X 50 project-based learning model			0%
13	Ability to apply ABK's IPS subject lesson plans in Peer Teaching	a. Teaching social studies to ABK at SDLB in peer teaching b. Teaching social studies to ABK at SDLB in peer teaching		Simulation by 3 groups 2 X 50			0%
14	Ability to apply RPP IPS ABK in Peer Teaching	a. Teaching social studies to ABK at SDLB in peer teaching b. Teaching social studies to ABK at SDLB in peer teaching		Simulation by 3 groups 2 X 50			0%
15	Ability to apply RPP IPS ABK in Peer Teaching	a. Teaching social studies to ABK at SDLB in peer teaching b. Teaching social studies to ABK at SDLB in peer teaching		Simulation by 3 groups 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.

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.