



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
Individualized Learning Program	8620202358	Compulsory Study Program Subjects	T=1 P=1 ECTS=3.18	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Diah Anggraeny, S.Pd., M.Pd. ; Dr. Wagino, M.Pd. ; Dr. Endang Purbaningrum, M.Kes. ; Devina Rahmadiani Kamaruddin Nur, M.Pd		Dr. H. Pamuji, M.Kes.	

Learning model	Project Based Learning																																																																																																																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																																						
	PLO-10 Designs special education curriculum and service programs.																																																																																																																																						
	PLO-14 Mastering the basics of designing, implementing, assessing services for GDPK																																																																																																																																						
	Program Objectives (PO)																																																																																																																																						
	PO - 1 able to utilize science and technology in the field of PPI and able to adapt to the special needs of students in inclusive education settings in PPI																																																																																																																																						
	PO - 2 master the concepts and theories related to PPI in depth including the minimum requirements for preparing PPI 3. able to analyze																																																																																																																																						
	PO - 3 able to analyze and use supporting and inhibiting factors in the preparation and implementation of PPI in schools and develop strategies for completing solutions																																																																																																																																						
	PO - 4 can design PPI according to the special needs of students with special needs																																																																																																																																						
	PO - 5 can carry out evaluations of implementation and provide input on the success or failure of PPI																																																																																																																																						
	PO - 6 responsible for completing tasks for the achievement of individual and group work results																																																																																																																																						
	PLO-PO Matrix																																																																																																																																						
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<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-6</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	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																	PO-5																	PO-6																
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Short Course Description | Individual learning program (PPI) is a learning program designed to help students with special needs according to their abilities. Basically, an individual learning program (PPI) is a learning service model that can be provided to students with special needs who study together with normal children in regular schools in an inclusive education setting. subjects, parents, and related experts

References	Main :
	1. Murtadlo, 2014. Pembelajaran Individual . Surabaya : Unipress 2. Sunardi, 2009. Kecenderungan Pendidikan Luar Biasa . Jakarta : Dekdiknas
	Supporters:

Supporting lecturer		Prof. Dr. H. Murtadlo, M.Pd. Dr. Endang Purbaningrum, M.Kes. Dr. Wagino, M.Pd. Diah Anggraeny, S.Pd., M.Pd. Ima Kurrotun Ainin, S.Pd., M.Pd. Devina Rahmadiani Kamaruddin Nur, 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	Understand the concept of services for children with special needs	1.Explain the concept of services for children with special needs 2.Identify services for children with special needs	Criteria: Explain the concept of services for children with special needs Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture Discussion Questions and Answers 3 X 50		Material: Concept of services for children with special needs Reference: <i>Murtadlo, 2014. Individual Learning. Surabaya: Unipress</i>	3%
2	Understand the procedures, theory and practice of individual learning programs in general	Explaining the procedures, theory and practice of individual learning programs in general Identifying the procedures, theory and practice of individual learning programs in general	Criteria: Identify services for children with special needs Form of Assessment : Participatory Activities, Portfolio Assessment	LecturesDiscussionsQuestions and AnswersGiving 3 X 50 Presentation Assignments		Material: Procedures, theory and practice of individual learning programs in general Reference: <i>Murtadlo, 2014. Individual Learning. Surabaya: Unipress</i>	3%
3	Understand the procedures, theory and practice of individual learning programs in general	Explaining the procedures, theory and practice of individual learning programs in general Identifying the procedures, theory and practice of individual learning programs in general	Criteria: Identify services for children with special needs Form of Assessment : Participatory Activities, Portfolio Assessment	LecturesDiscussionsQuestions and AnswersGiving 3 X 50 Presentation Assignments		Material: Procedures, theory and practice of individual learning programs in general. Reference: <i>Sunardi, 2009. Trends in Special Education. Jakarta: Dekdiknas</i>	3%

4	<p>Understanding individual learning programs for visually impaired students Understanding individual learning programs for deaf students Understanding individual learning programs for visually impaired students Understanding individual learning programs for visually impaired students</p>	<ol style="list-style-type: none"> 1.Explains procedures, theory and practice of individual learning programs in general 2. Identify procedures, theory and practice of individual learning programs in general 3.Explains individual learning programs for blind students 4. Identify components of individualized learning programs for students with visual impairments 5.Explains individual learning programs for deaf students 6. Identify components of individualized learning programs for deaf students 7.Explains individual learning programs for students with intellectual disabilities 8. Identify components of individual learning programs for students with intellectual disabilities 9.Explains individual learning programs for students with physical impairments 10. Identify components of individual learning programs for students with physical impairments 	<p>Criteria: Explain individual learning programs for students who are visually impaired. Identify components of individual learning programs for students who are blind. Explain individual learning programs for students who are deaf. Identify components of individual learning programs for students who are deaf. Explain individual learning programs for students with visual impairments. for students with physical impairments Identify components of individual learning programs for students with physical impairments</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Lecture Discussion Questions and Answers Giving 3 X 50 Group Presentation Assignments</p>	<p>Material: Individual learning program for ABK participants Library: Sunardi, 2009. <i>Trends in Special Education.</i> Jakarta: Dekdiknas</p>	3%
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5	<p>Understanding individual learning programs for visually impaired students Understanding individual learning programs for deaf students Understanding individual learning programs for visually impaired students Understanding individual learning programs for visually impaired students</p>	<ol style="list-style-type: none"> 1.Explains procedures, theory and practice of individual learning programs in general 2. Identify procedures, theory and practice of individual learning programs in general 3.Explains individual learning programs for blind students 4. Identify components of individualized learning programs for students with visual impairments 5.Explains individual learning programs for deaf students 6. Identify components of individualized learning programs for deaf students 7.Explains individual learning programs for students with intellectual disabilities 8. Identify components of individual learning programs for students with intellectual disabilities 9.Explains individual learning programs for students with physical impairments 10. Identify components of individual learning programs for students with physical impairments 	<p>Criteria: Explain individual learning programs for students who are visually impaired. Identify components of individual learning programs for students who are blind. Explain individual learning programs for students who are deaf. Identify components of individual learning programs for students who are deaf. Explain individual learning programs for students with visual impairments. for students with physical impairments Identify components of individual learning programs for students with physical impairments</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Lecture Discussion Questions and Answers Giving 3 X 50 Group Presentation Assignments</p>	<p>Material: Individual learning program for ABK participants Library: <i>Sunardi, 2009. Trends in Special Education. Jakarta: Dekdiknas</i></p>	3%
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8	<p>UTS</p>	<p>UTS</p>	<p>Criteria: Working on the U.S.S</p> <p>Form of Assessment : Test</p>	<p>UTS 3 X 50</p>	<p>Material: USS questions</p> <p>Library: <i>Murtadlo, 2014. Individual Learning. Surabaya: Unipress</i></p> <p>Material: USS Library questions: <i>Sunardi, 2009. Trends in Special Education. Jakarta: Dekdiknas</i></p>	<p>5%</p>

9	<p>Understanding individual learning programs for slow learners Understanding individual learning programs for gifted children Understanding individual learning programs for children with ADHD Understanding individual learning programs for children with multiple disabilities Understanding individual learning programs for children with hearing impairment Understanding individual learning programs for children with other special needs</p>	<ol style="list-style-type: none"> 1. Describes an individualized learning program for children with ADHD 2. Identifying components of an individualized learning program for children with ADHD 3. Explains individual learning programs for children with multiple disabilities 4. Identify the components of an individualized learning program for children with multiple disabilities 5. Explains individual learning programs for children with hearing impairments 6. Identify components of individualized learning programs for children with hearing impairments 7. Explain individual learning programs for children with other special needs 8. Identify components of individualized learning programs for children with other special needs 	<p>Criteria: Explain individual learning programs for children who are slow learners. Identify components of individual learning programs for children who are slow learners. Explain individual learning programs for gifted children. Identify components of individual learning programs for gifted children. Describe individual learning programs for children with ADHD. Identify components of individual learning programs for children with ADHD. Explain individual learning programs for children with multiple disabilities. Identify program components. individual learning for children with hearing impairments Explaining individual learning programs for children with hearing impairments Identifying components of individual learning programs for children with hearing impairments Explaining individual learning programs for children with other special needs Identifying components of individual learning programs for children with other special needs</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures Discussions Questions and Answers Assignments Group Presentations 3 X 50</p>	<p>Material: Individual learning program for children with special needs Reference: <i>Murtadlo, 2014. Individual Learning. Surabaya: Unipress</i></p>	10%
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10	<p>Understanding individual learning programs for slow learners Understanding individual learning programs for gifted children Understanding individual learning programs for children with ADHD Understanding individual learning programs for children with multiple disabilities Understanding individual learning programs for children with hearing impairment Understanding individual learning programs for children with other special needs</p>	<ol style="list-style-type: none"> 1. Describes an individualized learning program for children with ADHD 2. Identifying components of an individualized learning program for children with ADHD 3. Explains individual learning programs for children with multiple disabilities 4. Identify the components of an individualized learning program for children with multiple disabilities 5. Explains individual learning programs for children with hearing impairments 6. Identify components of individualized learning programs for children with hearing impairments 7. Explain individual learning programs for children with other special needs 8. Identify components of individualized learning programs for children with other special needs 	<p>Criteria: Explain individual learning programs for children who are slow learners. Identify components of individual learning programs for children who are slow learners. Explain individual learning programs for gifted children. Identify components of individual learning programs for gifted children. Describe individual learning programs for children with ADHD. Identify components of individual learning programs for children with ADHD. Explain individual learning programs for children with multiple disabilities. Identify program components. individual learning for children with hearing impairments Explaining individual learning programs for children with hearing impairments Identifying components of individual learning programs for children with hearing impairments Explaining individual learning programs for children with other special needs Identifying components of individual learning programs for children with other special needs</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures Discussions Questions and Answers Assignments Group Presentations 3 X 50</p>	<p>Material: Understanding individual learning programs for slow learning children Understanding individual learning programs for gifted children Understanding individual learning programs for ADHD children Understanding individual learning programs for children with multiple disabilities Understanding individual learning programs for children with hearing impairment Understanding individual learning programs for children with other special needs</p> <p>Reference: <i>Murtadlo, 2014. Individualized Learning . Surabaya: Unipress</i></p> <p>Material: Understanding individual learning programs for slow learning children Understanding individual learning programs for gifted children Understanding individual learning programs for ADHD children Understanding individual learning programs for children with disabilities Understanding individual learning programs for children with hearing impairments Understanding individual learning programs for children with other special needs</p> <p>Reference: <i>Sunardi , 2009. Trends in Special Education . Jakarta: Dekdiknas</i></p>	10%
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11	<p>Understanding individual learning programs for slow learners Understanding individual learning programs for gifted children Understanding individual learning programs for children with ADHD Understanding individual learning programs for children with multiple disabilities Understanding individual learning programs for children with hearing impairment Understanding individual learning programs for children with other special needs</p>	<ol style="list-style-type: none"> 1.Describes an individualized learning program for children with ADHD 2.Identifying components of an individualized learning program for children with ADHD 3.Explains individual learning programs for children with multiple disabilities 4.Identify the components of an individualized learning program for children with multiple disabilities 5.Explains individual learning programs for children with hearing impairments 6.Identify components of individualized learning programs for children with hearing impairments 7.Explain individual learning programs for children with other special needs 8.Identify components of individualized learning programs for children with other special needs 	<p>Criteria: Explain individual learning programs for children who are slow learners. Identify components of individual learning programs for children who are slow learners. Explain individual learning programs for gifted children. Identify components of individual learning programs for gifted children. Describe individual learning programs for children with ADHD. Identify components of individual learning programs for children with ADHD. Explain individual learning programs for children with multiple disabilities. Identify program components. individual learning for children with hearing impairments Explaining individual learning programs for children with hearing impairments Identifying components of individual learning programs for children with hearing impairments Explaining individual learning programs for children with other special needs Identifying components of individual learning programs for children with other special needs</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>LecturesDiscussionsQuestions and AnswersAssignmentsGroup Presentations 3 X 50</p>	<p>Material: Individual learning program for children with special needs Reference: Murtadlo, 2014. Individual Learning. Surabaya: Unipress</p>	9%
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12	<p>Understanding individual learning programs for slow learners Understanding individual learning programs for gifted children Understanding individual learning programs for children with ADHD Understanding individual learning programs for children with multiple disabilities Understanding individual learning programs for children with hearing impairment Understanding individual learning programs for children with other special needs</p>	<ol style="list-style-type: none"> 1. Describes an individualized learning program for children with ADHD 2. Identifying components of an individualized learning program for children with ADHD 3. Explains individual learning programs for children with multiple disabilities 4. Identify the components of an individualized learning program for children with multiple disabilities 5. Explains individual learning programs for children with hearing impairments 6. Identify components of individualized learning programs for children with hearing impairments 7. Explain individual learning programs for children with other special needs 8. Identify components of individualized learning programs for children with other special needs 	<p>Criteria: Explain individual learning programs for children who are slow learners. Identify components of individual learning programs for children who are slow learners. Explain individual learning programs for gifted children. Identify components of individual learning programs for gifted children. Describe individual learning programs for children with ADHD. Identify components of individual learning programs for children with ADHD. Explain individual learning programs for children with multiple disabilities. Identify program components. individual learning for children with hearing impairments. Explaining individual learning programs for children with hearing impairments. Identifying components of individual learning programs for children with hearing impairments. Explaining individual learning programs for children with other special needs. Identifying components of individual learning programs for children with other special needs</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures Discussions Questions and Answers Assignments Group Presentations 3 X 50</p>	<p>Material: Individual learning program for children with special needs Reference: Murtadlo, 2014. Individual Learning. Surabaya: Unipress</p>	10%
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13	<p>Understanding individual learning programs for slow learners Understanding individual learning programs for gifted children Understanding individual learning programs for children with ADHD Understanding individual learning programs for children with multiple disabilities Understanding individual learning programs for children with hearing impairment Understanding individual learning programs for children with other special needs</p>	<ol style="list-style-type: none"> 1.Describes an individualized learning program for children with ADHD 2. Identifying components of an individualized learning program for children with ADHD 3.Explains individual learning programs for children with multiple disabilities 4. Identify the components of an individualized learning program for children with multiple disabilities 5.Explains individual learning programs for children with hearing impairments 6. Identify components of individualized learning programs for children with hearing impairments 7.Explain individual learning programs for children with other special needs 8. Identify components of individualized learning programs for children with other special needs 	<p>Criteria: Explain individual learning programs for children who are slow learners. Identify components of individual learning programs for children who are slow learners. Explain individual learning programs for gifted children. Identify components of individual learning programs for gifted children. Describe individual learning programs for children with ADHD. Identify components of individual learning programs for children with ADHD. Explain individual learning programs for children with multiple disabilities. Identify program components. individual learning for children with hearing impairments Explaining individual learning programs for children with hearing impairments Identifying components of individual learning programs for children with hearing impairments Explaining individual learning programs for children with other special needs Identifying components of individual learning programs for children with other special needs</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures Discussions Questions and Answers Assignments Group Presentations 3 X 50</p>	<p>Material: Individual learning program for children with special needs Reference: <i>Murtadlo, 2014. Individual Learning. Surabaya: Unipress</i></p>	10%
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14	<p>Understanding individual learning programs for slow learners Understanding individual learning programs for gifted children Understanding individual learning programs for children with ADHD Understanding individual learning programs for children with multiple disabilities Understanding individual learning programs for children with hearing impairment Understanding individual learning programs for children with other special needs</p>	<ol style="list-style-type: none"> 1. Describes an individualized learning program for children with ADHD 2. Identifying components of an individualized learning program for children with ADHD 3. Explains individual learning programs for children with multiple disabilities 4. Identify the components of an individualized learning program for children with multiple disabilities 5. Explains individual learning programs for children with hearing impairments 6. Identify components of individualized learning programs for children with hearing impairments 7. Explain individual learning programs for children with other special needs 8. Identify components of individualized learning programs for children with other special needs 	<p>Criteria: Explain individual learning programs for children who are slow learners. Identify components of individual learning programs for children who are slow learners. Explain individual learning programs for gifted children. Identify components of individual learning programs for gifted children. Describe individual learning programs for children with ADHD. Identify components of individual learning programs for children with ADHD. Explain individual learning programs for children with multiple disabilities. Identify program components. individual learning for children with hearing impairments Explaining individual learning programs for children with hearing impairments Identifying components of individual learning programs for children with hearing impairments Explaining individual learning programs for children with other special needs Identifying components of individual learning programs for children with other special needs</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lectures Discussions Questions and Answers Assignments Group Presentations 3 X 50</p>		<p>Material: Individual learning program for children with special needs Reference: Murtadlo, 2014. <i>Individual Learning.</i> Surabaya: Unipress</p>	10%
15	<p>Able to carry out assessments and plan individual learning programs</p>	<p>Applying assessment in learning Implementing individual learning program planning</p>	<p>Criteria: Applying assessment in learning Implementing individual learning program planning</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Assignment of 3 X 50 Discussion Project Assignments</p>		<p>Material: Assessment and Planning of Individual Learning Programs Reference: Sunardi, 2009. <i>Trends in Special Education.</i> Jakarta: Dekdiknas</p>	10%
16	UAS	UAS	<p>Criteria: Working on US</p> <p>Form of Assessment : Test</p>	<p>UAS 3 X 50</p>		<p>Material: US Questions Reference: Murtadlo, 2014. <i>Individual Learning.</i> Surabaya: Unipress</p> <hr/> <p>Material: US Questions Bibliography: Sunardi, 2009. <i>Trends in Special Education.</i> Jakarta: Dekdiknas</p>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10.5%
2.	Project Results Assessment / Product Assessment	69%
3.	Portfolio Assessment	10.5%
4.	Test	10%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.