

 UNESA	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																																																	
Internships	8620204076	Compulsory Curriculum	T=4	P=0	ECTS=6.36	6	July 17, 2024																																																	
AUTHORIZATION	SP Developer	Subjects - National	Course Cluster Coordinator			Study Program Coordinator																																																		
			Dr. H. Pamuji, M.Kes.																																																		
Learning model	Case Studies																																																							
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																							
	PLO-5	Skilled at working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing																																																						
	PLO-8	Applying special education science based on technology and local wisdom by prioritizing inclusive education																																																						
	PLO-10	Designs special education curriculum and service programs.																																																						
	Program Objectives (PO)																																																							
	PO - 1	Skilled at working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing																																																						
	PLO-PO Matrix																																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-5</td> <td style="padding: 5px;">PLO-8</td> <td style="padding: 5px;">PLO-10</td> <td colspan="3"></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 colspan="3"></td> </tr> </table>						P.O	PLO-5	PLO-8	PLO-10				PO-1																																									
P.O	PLO-5	PLO-8	PLO-10																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px; text-align: center;">Week</td> </tr> <tr> <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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																								
PO-1																																																								
Short Course Description	Practical courses in teaching or intervening with children with special needs at schools or in institutions that provide services to children with special needs																																																							
References	Main :																																																							
	<ol style="list-style-type: none"> 1. Reed, A.J.S. dan Bergemann, V.E. (2001). A Guide to Observation, Participation, and Reflection in the Classroom . New York: McGraw-Hill 2. Lucy Cheser and Clinton I. Chase. (1992). Developing and using test effectively. San Francisco: Yossey Bass Publisher 3. Vera, Adelia, (2012). Metode Mengajar Anak Di Luar Kelas (Outdoor Study). Yogyakarta, Diva Press 4. Lembaga Pengembangan Manajemen Pendidikan. (1996). Model dan pedoman Peningkatan Partisipasi Masyarakat Untuk Pembangunan Pendidikan. Jakarta:LPPM 5. Sudjana, S. HD., (2005). Metode dan Teknik Pembelajaran Partisipatif dalam Pendidikan Non Formal. Bandung : Falah Production 6. Abdulhak, I. (1995). Metodologi Pembelajaran dan Pendidikan Orang Dewasa. Bandung : Cipta Intelektual 8. Jervis., P. (2004). Adult Education and Lifelong Learning, Theori and Practice, 3 edition . London and New York : Routledge Falmer. 																																																							

		Supporters:					
Supporting lecturer		Dr. Endang Purbaningrum, M.Kes. Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd. Dr. Wiwik Widajati, M.Pd. dr. Febrita Ardianingsih, M.Si. Ima Kurrotun Ainin, S.Pd., M.Pd. Acep Ovel Novari Beny, M.Pd. Muhammad Nurul Ashar , S.Pd., M.Ed.					
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		The better the participation	Criteria: Participation Form of Assessment : Participatory Activities	4 X 50		Material: material 1 References: Vera, Adelia, (2012). <i>Methods for Teaching Children Outside the Classroom (Outdoor Study).</i> Yogyakarta, Diva Press	3%
2		rubric	Criteria: participation Form of Assessment : Participatory Activities	4 X 50		Material: Material 2 Reference: Vera, Adelia, (2012). <i>Methods for Teaching Children Outside the Classroom (Outdoor Study).</i> Yogyakarta, Diva Press	2%
3		rubric	Criteria: participation Form of Assessment : Participatory Activities, Portfolio Assessment	4 X 50		Material: Material 3 Reference: Educational Management Development Institute. (1996). <i>Models and guidelines for Increasing Community Participation for Educational Development.</i> Jakarta: LPPM	2%

4		rubric	<p>Criteria: participation</p> <p>Form of Assessment : Participatory Activities</p>	4 X 50		<p>Material: Material 4 Reference: <i>Educational Management Development Institute. (1996). Models and guidelines for Increasing Community Participation for Educational Development. Jakarta: LPPM</i></p>	2%
5		rubric	<p>Criteria: participation</p> <p>Form of Assessment : Participatory Activities</p>	4 X 50		<p>Material: Material 5 Reference: <i>Educational Management Development Institute. (1996). Models and guidelines for Increasing Community Participation for Educational Development. Jakarta: LPPM</i></p>	2%
6		rubric	<p>Criteria: participation</p> <p>Form of Assessment : Participatory Activities</p>	4 X 50		<p>Material: Material 6 References: <i>Vera, Adelia, (2012). Methods for Teaching Children Outside the Classroom (Outdoor Study). Yogyakarta, Diva Press</i></p>	2%
7		rubric	<p>Criteria: participation</p> <p>Form of Assessment : Participatory Activities</p>	4 X 50		<p>Material: Material 7 Reference: <i>Educational Management Development Institute. (1996). Models and guidelines for Increasing Community Participation for Educational Development. Jakarta: LPPM</i></p>	2%
8		test	<p>Criteria: test</p> <p>Form of Assessment : Test</p>	4 X 50		<p>Material: test References: <i>Sudjana, S. HD., (2005). Participatory Learning Methods and Techniques in Non-Formal Education. Bandung: Falah Production</i></p>	10%

9		rubric	<p>Criteria: product</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	4 X 50		<p>Material: Material 9 Reference: <i>Educational Management Development Institute. (1996). Models and guidelines for Increasing Community Participation for Educational Development. Jakarta: LPPM</i></p>	5%
10		rubric	<p>Criteria: product</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	4 X 50		<p>Material: Material 10 Reference: <i>Educational Management Development Institute. (1996). Models and guidelines for Increasing Community Participation for Educational Development. Jakarta: LPPM</i></p>	5%
11		rubric	<p>Criteria: product</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	4 X 50		<p>Material: Material 11 References: <i>Sudjana, S. HD., (2005). Participatory Learning Methods and Techniques in Non-Formal Education. Bandung: Falah Production</i></p>	10%
12		rubric	<p>Criteria: product</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	4 X 50		<p>Material: Material 12 Reference: <i>Educational Management Development Institute. (1996). Models and guidelines for Increasing Community Participation for Educational Development. Jakarta:LPPM</i></p>	10%
13		rubric	<p>Criteria: product</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	4 X 50		<p>Material: Material 13 References: <i>Vera, Adelia, (2012). Methods for Teaching Children Outside the Classroom (Outdoor Study). Yogyakarta, Diva Press</i></p>	10%

14		rubric	Criteria: product Form of Assessment : Project Results Assessment / Product Assessment	4 X 50		Material: Material 14 References: Vera, Adelia, (2012). <i>Methods for Teaching Children Outside the Classroom (Outdoor Study)</i> . Yogyakarta, Diva Press	10%
15		rubric	Criteria: Porto Form of Assessment : Project Results Assessment / Product Assessment	4 X 50		Material: Material 15 References: Sudjana, S. HD., (2005). <i>Participatory Learning Methods and Techniques in Non-Formal Education</i> . Bandung: Falah Production	10%
16	Meetings 1 to 15	rubric	Criteria: product Form of Assessment : Project Results Assessment / Product Assessment	test		Material: test Library: Educational Management Development Institute. (1996). <i>Models and guidelines for Increasing Community Participation for Educational Development</i> . Jakarta: LPPM	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	14%
2.	Project Results Assessment / Product Assessment	75%
3.	Portfolio Assessment	1%
4.	Test	10%
		100%

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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.