



**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
Intership	8620204079		T=4	P=0	ECTS=6.36	7	July 18, 2024

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

Learning model	Case Studies
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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)																																	
	<table border="1" style="border-collapse: collapse; margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center; padding: 5px;">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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	<p>This course is a scientific implementation practice course. Students in lectures are expected to be able to implement a complete series in implementing learning for children with special needs including: Identification and assessment; Preparation of learning programs/intervention programs, both individual and classical, according to children's needs; carry out interventions for students with special needs according to the program that has been designed; carry out learning evaluations. and also carry out evaluations of the entire program implemented. This intership course also teaches students to be able to collaborate and synergize in a team with other experts. including when preparing individual student learning programs, including when carrying out case conferences for students. Student flexibility in adapting to the conditions of special student needs is required. In the learning process, students are taught to be able to solve problems that arise with an attitude of responsibility, cooperation and good ethics, and in practice they are taught to be able to adapt to the environment of therapy institutions/clinics that intervene with children with special needs. The learning strategy used is discussion, lecture, inquiry and science.</p>
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References	Main :
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1. Kirk, A. Samuel & Gallagher, J. James (1989). *Educating Exceptional Children*. Boston : Houghton Mifflin Company.
2. Nelson, A. (2014). *Design and deliver: Planning and teaching using universal design for learning* . Baltimore, MD: Paul H Brookes
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7. Connor, D., & Bejoian, L. (2006). Pigs, pirates, and pills: Using Film to teach the social context of disability. *Teaching Exceptional Children*, 39 (2), 52-60
8. Directorate Inclusive Education. *The Integrated and Inclusive Education Support System* . Pretoria: Department of Education.
9. Elder, B., Rood, C., & Damiani, M. (2018). Writing Strength-Based IEPs for Students with Disabilities in Inclusive Classrooms. *International Journal of Whole Schooling* , 14 (1), 116–155
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12. Lembaran Negara Republik Indonesia Nomor 69 Tahun 2016. *Undang-Undang Republik Indonesia Nomor 8 Tahun 2016 tentang Penyandang Disabilitas* . Jakarta: Kementerian Hukum dan Hak Asasi Manusia
13. Meyer, A., Rose, D., & Gordon, D. (2014). *Universal design for learning: Theory and practice* . Wakefield, MA: CAST Professional.

Supporters:

Supporting lecturer

MADECHAN
EDY RIAN TO
Dr. Wagino, M.Pd.
Ima Kurrotun Ainin, S.Pd., 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	Identifying the Concept of Educational Studies for Children with Special Needs based on educational level	explain the mechanism of intervention for children with special needs		Lectures, questions and answers, discussions 2 X 50			0%
2	Mastering the concept of organizing institutions that handle learning for children with special needs	explain the mechanism of intervention for children with special needs in accordance with standards		Question and answer, discussion, inquiry 2 X 50			0%

3	Analyzing the form of organizing, evaluating, reporting, coaching institutions that provide education for children with special needs	in implementation i: - Identifying forms of administration of institutions that serve education for children with special needs - Identifying forms of evaluating institutions that serve education for children with special needs - Identifying forms of reporting on institutions that serve education for children with special needs - Identifying forms of developing institutions that serve education for children special needs		question and answer, discussion, inquiry, assignment 2 X 50			0%
4	Carry out identification and assessment of students with special needs	Identification and assessment are carried out in two ways: 1. Assessment of growth and development of students with special needs2. Academic assessment		implementation of 2 X 50			0%
5	Analyze the results of identification and assessment	identification of assessment results in the form of a report/matrix plan for students with special needs		direct practice, presentations, questions and answers, discussions, simulations, 2 X 50 assignments			0%
6	using the results of assessment identification in the form of learning plan programs, intervention plans, therapy plans in general descriptions and descriptions in the plain matrix	preparing a planning matrix for students with special needs		question and answer, discussion, inquiry, assignment 2 X 50			0%
7	carry out interventions for students according to the learning plan program that has been designed	understand the stages of intervention and can apply them well and correctly in accordance with the results of identification and assessment as well as the results of the learning design prepared previously		presentation, question and answer, discussion, simulation, assignment 2 X 50			0%
8	UTS	UTS		2 X 50			0%

9	Carry out interventions for students with special needs as planned and designed in the learning program based on the results of identification and assessment of previous students. intervention for students in the form of academic intervention and non-academic intervention according to the student's needs according to the special needs experienced by the student	The implementation of intervention or education is carried out according to the program that has been designed		4 X 50 direct intervention practice learning			0%
10	Carry out interventions for students with special needs as planned and designed in the learning program based on the results of identification and assessment of previous students. intervention for students in the form of academic intervention and non-academic intervention according to the student's needs according to the special needs experienced by the student	The implementation of intervention or education is carried out according to the program that has been designed		4 X 50 direct intervention practice learning			0%
11	Carry out interventions for students with special needs as planned and designed in the learning program based on the results of identification and assessment of previous students. intervention for students in the form of academic intervention and non-academic intervention according to the student's needs according to the special needs experienced by the student	The implementation of intervention or education is carried out according to the program that has been designed		4 X 50 direct intervention practice learning			0%

12	Carry out interventions for students with special needs as planned and designed in the learning program based on the results of identification and assessment of previous students. intervention for students in the form of academic intervention and non-academic intervention according to the student's needs according to the special needs experienced by the student	The implementation of intervention or education is carried out according to the program that has been designed		4 X 50 direct intervention practice learning			0%
13	Carry out interventions for students with special needs as planned and designed in the learning program based on the results of identification and assessment of previous students. intervention for students in the form of academic intervention and non-academic intervention according to the student's needs according to the special needs experienced by the student	The implementation of intervention or education is carried out according to the program that has been designed		4 X 50 direct intervention practice learning			0%
14	Carry out interventions for students with special needs as planned and designed in the learning program based on the results of identification and assessment of previous students. intervention for students in the form of academic intervention and non-academic intervention according to the student's needs according to the special needs experienced by the student	The implementation of intervention or education is carried out according to the program that has been designed		4 X 50 direct intervention practice learning			0%

15	Carry out interventions for students with special needs as planned and designed in the learning program based on the results of identification and assessment of previous students. intervention for students in the form of academic intervention and non-academic intervention according to the student's needs according to the special needs experienced by the student	The implementation of intervention or education is carried out according to the program that has been designed		4 X 50 direct intervention practice learning			0%
16	Carry out interventions for students with special needs as planned and designed in the learning program based on the results of identification and assessment of previous students. intervention for students in the form of academic intervention and non-academic intervention according to the student's needs according to the special needs experienced by the student	The implementation of intervention or education is carried out according to the program that has been designed		4 X 50 direct intervention practice learning			0%

Evaluation Percentage Recap: Case Study

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.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

