



**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                 |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|-----------------------------------|----------|----------------------------------|-----|-------|--------|--------|------|----|----|----|----|----|-----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| LEARNING OF GIFTED CHILDREN                                 | 8620202352  | Education   | T=1 P=1 ECTS=3.18                 | 3        | July 17, 2024                    |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>AUTHORIZATION</b>  | <b>SP Developer</b>   |   | <b>Course Cluster Coordinator</b> |          | <b>Study Program Coordinator</b> |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Prof. Dr. Budiyanto, M.Pd.; Dr. Asri Wijastuti, M.Pd.   |   | Dr. Asri Wijastuti, M.Pd.         |          | Dr. H. Pamuji, M.Kes.            |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Learning model</b>                                       | <b>Project Based Learning</b>   |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Program Learning Outcomes (PLO)</b>                      | <b>PLO study program which is charged to the course</b>   |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PLO-5</b>  | 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   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PLO-10</b>   | Designs special education curriculum and service programs.  |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PLO-14</b>   | Mastering the basics of designing, implementing, assessing services for GDPK  |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Program Objectives (PO)</b>  |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PO - 1</b>   | Applying special education science based on technology and local wisdom by prioritizing inclusive education   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PLO-PO Matrix</b>  |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | <table border="1" style="margin: auto;"> <tr> <td style="width: 25%;">P.O</td> <td style="width: 25%;">PLO-5</td> <td style="width: 25%;">PLO-10</td> <td style="width: 25%;">PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> </table> |                                   |          |                                  | P.O | PLO-5 | PLO-10 | PLO-14 | PO-1 |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | P.O   | PLO-5   | PLO-10                            | PLO-14   |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | PO-1  |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>PO Matrix at the end of each learning stage (Sub-PO)</b> |   |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td><td style="width: 5%;">2</td><td style="width: 5%;">3</td><td style="width: 5%;">4</td><td style="width: 5%;">5</td><td style="width: 5%;">6</td><td style="width: 5%;">7</td><td style="width: 5%;">8</td><td style="width: 5%;">9</td><td style="width: 5%;">10</td><td style="width: 5%;">11</td><td style="width: 5%;">12</td><td style="width: 5%;">13</td><td style="width: 5%;">14</td><td style="width: 5%;">15</td><td style="width: 5%;">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> </table>   |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    | P.O | Week |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | PO-1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| P.O   | Week  |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | 1   | 2   | 3                                 | 4        | 5                                | 6   | 7     | 8      | 9      | 10   | 11 | 12 | 13 | 14 | 15 | 16  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PO-1  |   |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Short Course Description</b>                             | <p>Gifted child learning courses are courses that examine and design learning from the perspective of Bloom's taxonomy and Gardner's multiple intelligence theory. Ensuring mastery of the concepts and nature of gifted children will increase capabilities in the fields of academics, creativity, music, art, culture and leadership for gifted children which is very important. Studying how gifted children's differentiated learning strategies can be improved through practice and analysis of scientific journals. Understanding and knowledge, as well as experience and skills for students through theories, concepts, strategies for teaching gifted children using inquiry models and mnemonics, virtual experiments, manipulative strategies, problem solving, and using assistive technology in inclusive classes. Equipping students to be able to make decisions in applying curriculum and learning models for gifted children to find alternative solutions in solving problems through counseling guidance programs in inclusive classes.</p>   |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>References</b>   | <b>Main :</b>   |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <ol style="list-style-type: none"> <li>1. Ashmen, Andrian dan Elkins.John. 1994. Educating Children With Special Needs. New York: Prentice Hall</li> <li>2. Clark, Barbara. 1983. Growing Up Gifted, Secon. Ed</li> <li>3. Cullatta, Richard A et al. 2003. Fundamentals of Special Education, What Every teacher Need to Know. New Jersey : Pearson Education</li> <li>4. Gargiulo, Richard M. 2012. Special Education in Contemporary Society: An Introduction to Exceptionality.United State of America: Sage Publications, Inc</li> <li>5. Heward, W. L. 2009. Exceptional children: An introduction to special education (9th ed. )</li> <li>6. Holwey, Aimee., Craig B., Pendarvis, Edwina D. 1986. Teaching Gifted Children: Principle and Strategies. Boston: Little, Brown an Company</li> <li>7. Ichrom, M.Sholeh Y.A. 1996. Identifikasi dan Pendidikan Dini Anak Berbakat, Jakarta: Depdikbud.</li> <li>8. Maker, C. J. 1993. Creativity, intelligence, and problem solving: A definition and design for cross-cultural research and measurement related to giftedness Gifted Education International, 9 (2), 68 –</li> <li>9. .</li> <li>10. Munandar, Utami . 1995. Mengembangkan Kreativitas Anak Berbakat, Jakarta: Depdikbud.</li> <li>11. . Sisk, Dorothy. 1987. Kreative Teaching of the Gifted. USA: McGraw-Hill</li> <li>12. . Semiawan, Conny. 1996. Perspektif Pendidikan Anak Berbakat, Jakarta: Depdikbud.</li> <li>13. . Slavin, R. E. 2009. Educational psychology: Theory and practice. Upper Saddle River, New Jersey: Pearson Education, Inc</li> <li>14. . Stepanek, Jennifer. 1999. Meeting the needs of gifted students: differentiating mathematics and science instruction in the inclusive classroom. Northwest Regional Educational Laboratory</li> <li>15. . Vosburg, G.M &amp; Fiedler, E.D. 2011. Challenging gifted students. Education Committee Michigan Association for Gifted Children</li> <li>16. . Kelly R, Bobke.1997.Multiple intelligences and gifted education.University of Lethbridge Research Repository OPUS.https://opus.uleth.ca</li> </ol> |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Supporters:</b>  |   |                                   |          |                                  |     |       |        |        |      |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Supporting lecturer</b>                                  | Prof. Dr. Budiyanto, M.Pd.<br>Dr. Asri Wijastuti, 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 competencies, descriptions, sequence of material for gifted learning courses and lecture contracts | Mentions competencies, descriptions, sequence of learning material for gifted children                      | <b>Criteria:</b><br>1.4: mention and explain the 4 CPs correctly<br>2.3: just mention and explain correctly the 3 CPs<br>3.2: name and explain correctly 2 CP<br>4.1: mention and explain 1 CP<br>5.0: did not answer<br><br><b>Form of Assessment :</b><br>Participatory Activities   | Expository<br>2 X 50  |                   | <b>Material:</b><br>Material 1<br><b>Bibliography:</b><br><i>Ashmen, Andrian and Elkins.John. 1994. Educating Children With Special Needs. New York: Prentice Hall</i>                             | 3%                    |
| 2     | Understanding the nature of Giftedness<br>Understanding the scope of Learning for Gifted Children             | 1.Describe the nature of giftedness<br>2.Describes the scope of Learning for Gifted Children                | <b>Criteria:</b><br>1.4: the writing is close to the same, and describes the nature of giftedness and the scope of gifted children's learning correctly.<br>2.3: the writing is generally correct, only one aspect is incorrectly explained<br>3.2: the writing only contains two correct aspects.<br>4.1: writing in general does not answer commands.<br><br><b>Form of Assessment :</b><br>Participatory Activities | Scientific Collaborative Inquiry<br>2 X 50                              |                   | <b>Material:</b><br>Material 2<br><b>Bibliography:</b><br><i>Ashmen, Andrian and Elkins.John. 1994. Educating Children With Special Needs. New York: Prentice Hall</i>                             | 2%                    |
| 3     | Describe the definition of a gifted child   | Formulate the concept of gifted children from various experts and references                                | <b>Criteria:</b><br>1.4: the writing is close to the same, and describes the definition of a gifted child correctly.<br>2.3: the writing is generally correct, only one aspect is incorrectly explained<br>3.2: the writing only contains two correct aspects.<br>4.1: writing in general does not answer commands.<br><br><b>Form of Assessment :</b><br>Participatory Activities, Portfolio Assessment               | Scientific recitation<br>2 X 50   |                   | <b>Material:</b><br>Material 3<br><b>Bibliography:</b><br><i>Clark, Barbara. 1983. Growing Up Gifted, Second. Ed</i>   | 2%                    |
| 4     | Identifying the characteristics of Gifted Children  | Shows the characteristics of gifted children and the selection of gifted children based on Gardner's theory | <b>Criteria:</b><br>1.4: correct content and placement;<br>2.3: the content is correct, there is a placement error, OR the content is incorrectly placed<br>3.2: partially correct content, and partially correct placement<br>4.1: partially correct and incorrect placement OR correct placement and incorrect content.<br><br><b>Form of Assessment :</b><br>Participatory Activities                               | Scientific inquiry<br>2 X 50  |                   | <b>Material:</b><br>Material 4<br><b>References:</b><br><i>Cullatta, Richard A et al. 2003. Fundamentals of Special Education, What Every Teacher Needs to Know. New Jersey: Pearson Education</i> | 2%                    |

|   |  |   |  |                                    |  |   |     |
|---|--|---|--|------------------------------------|--|---|-----|
| 5 | Applying Bloom's taxonomy levels for Gifted Children   | Formulating Bloom's taxonomy levels for gifted children   | <p><b>Criteria:</b></p> <p>1.4: correct content, coherent/coherent, maximum length 150 words.</p> <p>2.3: correct content, not coherent/coherent, maximum 150 words,</p> <p>3.2: partially incorrect content, not coherent/coherent, less than 100 words long,</p> <p>4.1: wrong content</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Portfolio Assessment</p>   | Scientific Humanistic<br>2 X 50    |  | <p><b>Material:</b><br/>Material 5<br/><b>References:</b><br/>Cullatta, Richard A et al. 2003. <i>Fundamentals of Special Education, What Every Teacher Needs to Know. New Jersey: Pearson Education</i></p>                        | 2%  |
| 6 | Describe the principles of teaching gifted children  | Demonstrates the principles of teaching gifted children using Gardner's Multiple Intelligence theory  | <p><b>Criteria:</b></p> <p>1.4: say completely and explain correctly</p> <p>2.3: call incomplete and explain correctly</p> <p>3.2: mention some and explain correctly</p> <p>4.1: mention some and explain wrong</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>   | Scientific discovery<br>2 X 50     |  | <p><b>Material:</b><br/>Material 6<br/><b>Bibliography:</b><br/>Gargiulo, Richard M. 2012. <i>Special Education in Contemporary Society: An Introduction to Exceptionality. United State of America: Sage Publications, Inc</i></p> | 2%  |
| 7 | · Charting learning for gifted children using the perspective of Bloom's Taxonomy and Howard Gardner's Multiple Intelligence | <p>1.Compiling a teaching chart for gifted children from Bloom's taxonomy perspective</p> <p>2.Presents a chart of Howard Gardner's learning principles in a poster</p> | <p><b>Criteria:</b></p> <p>1.4: complete and correct content and attractive appearance</p> <p>2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content</p> <p>3.2: the content is partly correct, the appearance is attractive</p> <p>4.1: the content is incorrect and the appearance is not attractive</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Collaborative Scientific<br>2 X 50 |  | <p><b>Material:</b><br/>Material 7<br/><b>Bibliography:</b><br/>Heward, WL 2009. <i>Exceptional children: An introduction to special education (9th ed. )</i></p>   | 2%  |
| 8 | meetings 1-7   | meetings 1-7  | <p><b>Criteria:</b><br/>Correct 8 : 100 Correct 7 : 90 Correct 6 : 80 Correct 5 : 70 Correct 4 : 60 Correct 3 : 50</p> <p><b>Form of Assessment :</b><br/>Test</p>   | Test<br>2 X 50                     |  | <p><b>Material:</b><br/>Material 1-7<br/><b>References:</b><br/>Heward, WL 2009. <i>Exceptional children: An introduction to special education (9th ed. )</i></p>   | 10% |
| 9 | Analyzing gifted children's learning strategies  | · Explain learning strategies for gifted children   | <p><b>Criteria:</b></p> <p>1.4: mention 2 fields and explain them correctly.</p> <p>2.3: mention 2 fields, and explain what is wrong.</p> <p>3.2: mentions 2 fields, explains everything wrong</p> <p>4.1: call wrong and explain wrong.</p> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment, Portfolio Assessment</p>  | Case study, reflection<br>2 X 50   |  | <p><b>Material:</b><br/>Material 9<br/><b>Bibliography:</b><br/>Gargiulo, Richard M. 2012. <i>Special Education in Contemporary Society: An Introduction to Exceptionality. United State of America: Sage Publications, Inc</i></p> | 5%  |

|    |  |   |  |   |  |   |     |
|----|--|---|--|---|--|---|-----|
| 10 | Applying the basics and principles of a differentiated curriculum  | <p>1. Develop a learning program plan for gifted children</p> <p>2. Analyzing the role of models and taxonomies in curriculum planning</p>                                | <p><b>Criteria:</b></p> <p>1.4: correct according to theoretical and empirical,</p> <p>2.3: theoretically correct, empirically partly incorrect; OR theoretical is partially wrong, empirical is correct,</p> <p>3.2: theoretical is partly wrong, and empirical is partly wrong</p> <p>4.1: theoretical is wrong, empirical is wrong</p> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p> | Scientific Collaborative<br>2 X 50      |  | <p><b>Material:</b><br/>Material 10</p> <p><b>References:</b><br/><i>Cullatta, Richard A et al. 2003. Fundamentals of Special Education, What Every Teacher Needs to Know. New Jersey : Pearson Education</i></p> | 5%  |
| 11 | Implementing differentiated activities like gifted children using Bloom's taxonomy or Williams model                     | <p>1. Explains the basics of differentiated activities for gifted children</p> <p>2. Analyzing differentiated activities for gifted children using the Williams model</p> | <p><b>Criteria:</b></p> <p>1.4: contents are complete and correct, coherent/coherent</p> <p>2.3: the content is incomplete, the explanation is correct, not coherent/coherent</p> <p>3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent</p> <p>4.1: content, explanation, sequence is wrong</p> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p>   | Scientific discussion<br>2 X 50         |  | <p><b>Material:</b><br/>Material 11</p> <p><b>References:</b><br/><i>Heward, WL 2009. Exceptional children: An introduction to special education (9th ed. )</i></p>   | 10% |
| 12 | Implementing learning strategies for gifted children in inclusion classes  | -Implement learning strategies for gifted children in inclusion classes   | <p><b>Criteria:</b></p> <p>1.4: contents are complete and correct, coherent/coherent</p> <p>2.3: the content is incomplete, the explanation is correct, not coherent/coherent</p> <p>3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent</p> <p>4.1: content, explanation, sequence is wrong</p> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p>   | Scientific Collaborative<br>2 X 50      |  | <p><b>Material:</b><br/>Material 12</p> <p><b>Bibliography:</b><br/><i>Heward, WL 2009. Exceptional children: An introduction to special education (9th ed. )</i></p>   | 10% |
| 13 | Implement activity differentiation strategies according to content and material for gifted children in inclusion classes | <p>1. Explain the basics of differentiation of material content</p> <p>2. Analyze the key components of the curriculum for gifted children</p>                            | <p><b>Criteria:</b></p> <p>1.4: contents are complete and correct, coherent/coherent</p> <p>2.3: the content is incomplete, the explanation is correct, not coherent/coherent</p> <p>3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent</p> <p>4.1: content, explanation, sequence is wrong</p> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p>   | Scientific discussion inquiry<br>2 X 50 |  | <p><b>Material:</b><br/>Material 13</p> <p><b>References:</b><br/><i>Ichrom, M. Sholeh YA 1996. Identification and Early Education of Gifted Children, Jakarta: Depdikbud.</i></p>                                | 10% |

|    |   |  |  |  |  |   |     |
|----|---|--|--|--|--|---|-----|
| 14 | Implementing strategies for differentiation of material content and processes based on multiple intelligence for gifted children in inclusion classes | 1.Explain the basics of differentiation of material content and process<br>2.Analyzing the key components of the curriculum based on the multiple intelligences of gifted children | <b>Criteria:</b><br>1.4: contents are complete and correct, coherent/coherent<br>2.3: the content is incomplete, the explanation is correct, not coherent/coherent<br>3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent<br>4.1: content, explanation, sequence is wrong<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment | scientificHumanisticDiscussion<br>2 X 50 |  | <b>Material:</b><br>Material 14<br><b>Reference:</b><br><i>Maker, CJ 1993. Creativity, intelligence, and problem solving: A definition and design for cross-cultural research and measurement related to giftedness Gifted Education International, 9 (2), 68 –</i> | 10% |
| 15 | Criticizing the basics of counseling for gifted children  | · Explain the basics of counseling for gifted children   | <b>Criteria:</b><br>1.4: correct content, coherent/coherent, maximum length 150 words.<br>2.3: correct content, not coherent/coherent, maximum 150 words,<br>3.2: partially incorrect content, not coherent/coherent, less than 100 words long,<br>4.1: wrong content<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment  | Humanisticdiscovery<br>2 X 50            |  | <b>Material:</b><br>Material 15<br><b>References:</b><br><i>Munandar, Utami . 1995. Developing the Creativity of Gifted Children, Jakarta: Depdikbud.</i>   | 10% |
| 16 | UAS   | UAS  | <b>Criteria:</b><br>10 questions with a weight of 5-10 each<br><br><b>Form of Assessment :</b><br>Test   | UAS<br>2 X 50                            |  | <b>Material:</b><br>Material 1 to the end<br><b>References:</b><br><i>Munandar, Utami . 1995. Developing the Creativity of Gifted Children, Jakarta: Depdikbud.</i>   | 15% |

#### Evaluation Percentage Recap: Project Based Learning

| No | Evaluation                                      | Percentage |
|----|---|------------|
| 1. | Participatory Activities                        | 13%        |
| 2. | Project Results Assessment / Product Assessment | 57.5%      |
| 3. | Portfolio Assessment                            | 4.5%       |
| 4. | Test  | 25%        |
|    |   | 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.
- 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.

