



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 Media for Children with Special Needs	8620202321		T=2 P=0 ECTS=3.18	3	July 17, 2024																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																		
	Prof. Dr. Siti Masitoh, M.Pd. ; Prof. Dr. Hj. Sri Joeda Andajani, M.Kes. ; Dr. Wagino, M.Pd.Ni Made Marlin Minarsih, S.Pd., M.Pd.		Dr. Asri Wijastuti, 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-12	Utilizing assistive media and technology in special education services																																																				
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK																																																				
	Program Objectives (PO)																																																					
	PO - 1	. 1. Know and understand the steps of Project Based Learning 2. Master the concept, essence, characteristics, types and benefits of learning media in general 3. Master the concept, essence, characteristics, types and benefits of learning media in general 4. Examining various types and problems in the selection and use of learning media for children with special needs. 5. Identifying problems in the use of learning media for children with special needs in the learning process. 6. Developing a simple research design to apply in determining project work. 7. Explore information about problems in using learning media for children with special needs in the field. 8. Analyze and conclude learning media problems for children with special needs. 9. Create learning media development products for children with special needs. 10. Evaluate and project project work results as a form of developing ABK learning media.																																																				
	PLO-PO Matrix																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20%;">P.O</td> <td style="width: 20%;">PLO-12</td> <td style="width: 20%;">PLO-14</td> <td colspan="2"></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td colspan="2"></td> </tr> </table>				P.O	PLO-12	PLO-14			PO-1																																											
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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="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																
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PO-1																																																						
Short Course Description	Through this learning media course for children with special needs, it is hoped that students will have the potential to understand the nature, characteristics, types and benefits of learning media in general. Examining various types and problems in the selection and development of learning media for children with special needs according to the conditions of ABK. Able to analyze and create learning media products that are relevant and appropriate to the characteristics of children with special needs																																																					
References	Main :																																																					
	<ol style="list-style-type: none"> 1. Arsyad, A; 2005. Media Pembelajaran . Jakarta; PT Raja Grafindo 2. Anderson H Ronald; 1994. Pemilihan dan Pengembangan Media Untuk Pembelajaran . Jakarta: PT Raja Grafindo Persada 3. Ashman, A & Elkins, J; 1994. Educationing Children With Special Need . New York : Prentice Hall Inc 4. Astati, 2000. Ortopedagogik; Bandung . UPI 5. Heinich, Robert. 2002. Instructional Media and Technologies for Learning: Seventh Edition. New Jersey: Pearson Education 																																																					
	Supporters:																																																					

Supporting lecturer		Prof. Dr. Siti Masitoh, M.Pd. Dr. Wagino, M.Pd. Prof. Dr. Hj. Sri Joeda Andajani, M.Kes. Danis Ade Dwirisananda, S.Pd., M.Hum. Devina Rahmadiani Kamaruddin Nur, M.Pd. Ni Made Marlin Minarsih, S.Pd., 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	Know and understand the steps of Project Based Learning	· Learn about the project-based learning model. Explain the project-based learning model	Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly Form of Assessment : Participatory Activities	· Lecture, · Discussion, Question and answer 3 X 50		Material: knowing the PJBL steps Reader: Arsyad, A; 2005. Learning Media. Jakarta; PT Raja Grafund	3%
2	Understand the characteristics of project-based learning	Distinguishing project-based learning models from conventional learning models.	Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly Form of Assessment : Participatory Activities	· Discussion, · Question and answer. Recitation. 3 X 50		Material: Understanding the characteristics of PJBL Reader: Arsyad, A; 2005. Learning Media. Jakarta; PT Raja Grafund	2%
3	Make a resume from various literature about the nature of children with special needs, as well as problems in learning with special needs.	· Describe the nature of children with special needs. Generalizing learning problems	Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly Form of Assessment : Participatory Activities, Portfolio Assessment	· Literature Review Literature search, and 3 X 50 group discussions		Material: Making a resume of ABK literature Reader: Arsyad, A; 2005. Learning Media. Jakarta; PT Raja Grafund	2%
4	· Find out through observation activities at special schools and/or inclusive schools regarding the characteristics of children with special needs, Make a resume from various literature about the classification, characteristics, problems and learning needs of children with special needs	1. Observing children with special needs through field observations at special schools and inclusive schools. 2. Examining literacy regarding the nature, classification, characteristics, problems and learning needs of children with special needs. 3. Comparing the results of theoretical analysis with the results of field observations regarding children with special needs.	Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly Form of Assessment : Participatory Activities, Portfolio Assessment	· Student-centered learning approach (student-centered learning) · Deductive learning method 3 X 50		Material: Library Observation : Anderson H Ronald; 1994. Selection and Development of Media for Learning. Jakarta: PT Raja Grafindo Persada	2%

5	<ul style="list-style-type: none"> Find ideas related to learning media that are suitable for children with special needs. Prepare a paper regarding the specifications of learning media for children with special needs 	<p>1. Discuss the learning characteristics of children with special needs and alternative solutions related to appropriate learning media. 2. Summarize the relational indicators between learning needs and alternative solutions related to learning media for children with special needs</p>	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> PBL Student-centered learning Group Work Literature Review. <p>3 X 50</p>	<p>Material: Finding media ideas References: <i>Arsyad, A; 2005. Learning Media. Jakarta; PT Raja Grafund</i></p>	2%
6	<ul style="list-style-type: none"> Find ideas related to learning media that are suitable for children with special needs - Prepare a paper regarding the specifications for learning media for children with special needs 	<p>1. Discuss the learning characteristics of children with special needs and alternative solutions related to appropriate learning media. 2. Summarize the relational indicators between learning needs and alternative solutions related to learning media for children with special needs</p>	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> PBL Student-centered learning Group Work Literature Review. <p>3 X 50</p>	<p>Material: Discussing student characteristics Reader: <i>Anderson H Ronald; 1994. Selection and Development of Media for Learning. Jakarta: PT Raja Grafindo Persada</i></p>	2%
7	<ul style="list-style-type: none"> Forming a working group related to designing learning media products for children with special needs - Developing a work plan for learning media product projects as a group 	<ul style="list-style-type: none"> Form a working group in a project to create learning media products Discuss product designs with the group related to making learning media products Share tasks with the group related to the process of making learning media products according to each student's expertise 	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes <p>3 X 50</p>	<p>Material: Forming a project working group Reader: <i>Anderson H Ronald; 1994. Selection and Development of Media for Learning. Jakarta: PT Raja Grafindo Persada</i></p>	2%
8	<ul style="list-style-type: none"> Form a working group related to designing learning media products for children with special needs. Prepare work plans for learning media product projects as a group 	<ul style="list-style-type: none"> Form a working group in a project to create learning media products Discuss product designs with the group related to making learning media products Share tasks with the group related to the process of making learning media products according to each student's expertise 	<p>Criteria: Score 5: Very Good Score 4: Good Score 3: Fair Score 2: Poor Score 1: Very Poor</p> <p>Form of Assessment : Test</p>	<ul style="list-style-type: none"> Student-centered learning approach (student-centered learning) Deductive learning method. Learning strategies include literature searches, discussions, working on LKM, and evaluating learning outcomes. <p>3 X 50</p>	<p>Material: Forming a project working group References: <i>Ashman, A & Elkins, J; 1994. Educationing Children With Special Needs. New York : Prentice Hall Inc</i></p>	10%

9	<p>· Select the type of child with special needs who will be the subject of the learning media product that will be created. Discuss in a group the concept of the work of learning media for children with special needs</p>	<p>· Discuss the selection of subjects for children with special needs · Analyze the suitability of the learning media specifications with the characteristics of the subjects that have been chosen Discuss the concept of the work of learning media</p>	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>· PBL learning model · student-centered learning · Literature review. · discussion, Project Work 3 X 50</p>		<p>Material: Choosing the type of ABK Reader: <i>Arsyad, A; 2005. Learning Media. Jakarta; PT Raja Grafund</i></p>	5%
10	<p>· Select the type of child with special needs who will be the subject of the learning media product that will be created. Discuss in a group the concept of the work of learning media for children with special needs</p>	<p>· Discuss the selection of subjects for children with special needs · Analyze the suitability of the learning media specifications with the characteristics of the subjects that have been chosen Discuss the concept of the work of learning media</p>	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>· PBL learning model · student-centered learning · Literature review. · discussion, Project Work 3 X 50</p>		<p>Material: Choosing the type of crew Reference: <i>Anderson H Ronald; 1994. Selection and Development of Media for Learning. Jakarta: PT Raja Grafindo Persada</i></p>	5%
11	<p>· Create learning media products according to the characteristics of the subject · Limited trial of learning media products on selected subjects Make strategic decisions based on data and information (including the results of input/ideas/ideas from peers/references) and provide ideas for creating learning media for children with needs special</p>	<p>Analyzing the concept of making learning media products according to the characteristics of the subject Dividing tasks between people in groups in making learning media products Making learning media products according to their tasks and expertise Observing learning media products produced in groups Carrying out limited trials on selected subjects Evaluating based on trial results limited learning media products produced</p>	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>· Student-centered learning approach (student-centered learning) · Learning methods are deductive and practical. Learning strategies include discussions, working on LKM and tutoring. 3 X 50</p>		<p>Material: Analyzing concepts References: <i>Arsyad, A; 2005. Learning Media. Jakarta; PT Raja Grafund</i></p>	10%

12	<p>· Create learning media products according to the characteristics of the subject · Limited trial of learning media products on selected subjects Make strategic decisions based on data and information (including the results of input/ideas/ideas from peers/references) and provide ideas for creating learning media for children with needs special</p>	<p>Analyzing the concept of making learning media products according to the characteristics of the subject Dividing tasks between people in groups in making learning media products Making learning media products according to their tasks and expertise Observing learning media products produced in groups Carrying out limited trials on selected subjects Evaluating based on trial results limited learning media products produced</p>	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>· Student-centered learning approach (student-centered learning) · Deductive and practical learning methods Learning strategies in the form of discussions, working on LKM and tutoring 3 X 50</p>		<p>Material: Create a product Library:</p> <hr/> <p>Material: Making products References: <i>Arsyad, A; 2005. Learning Media. Jakarta; PT Raja Grafund</i></p>	10%
13	<p>· Create learning media products according to the characteristics of the subject · Limited trial of learning media products on selected subjects Make strategic decisions based on data and information (including the results of input/ideas/ideas from peers/references) and provide ideas for creating learning media for children with needs special</p>	<p>Analyzing the concept of making learning media products according to the characteristics of the subject Dividing tasks between people in groups in making learning media products Making learning media products according to their tasks and expertise Observing learning media products produced in groups Carrying out limited trials on selected subjects Evaluating based on trial results limited learning media products produced</p>	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>· Student-centered learning approach (student-centered learning) · Learning methods are deductive and practical. Learning strategies include discussions, working on LKM and tutoring. 3 X 50</p>		<p>Material: analyzing products References: <i>Anderson H Ronald; 1994. Selection and Development of Media for Learning. Jakarta: PT Raja Grafund Persada</i></p>	10%
14	<p>Presentation of reports on the results of making learning media products and evaluations</p>	<p>Able to present the results of learning media products</p>	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Presentation and Discussion 2 X 50</p>		<p>Material: Product presentation Bibliography: <i>Ashman, A & Elkins, J; 1994. Educationing Children With Special Needs. New York : Prentice Hall Inc</i></p>	10%

15	Presentation of reports on the results of making learning media products and evaluations	Able to present the results of learning media products	<p>Criteria: 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Presentation and Discussion 2 X 50		<p>Material: product presentation Reader: <i>Anderson H Ronald; 1994. Selection and Development of Media for Learning. Jakarta: PT Raja Grafindo Persada</i></p>	10%
16	End of Semester Evaluation	able to answer questions	<p>Criteria: Score 35 if you are able to express interpretations and opinions regarding learning media. Score 20 if you are able to give examples and explain the function of media in detail. Score 15 if you are able to explain the synergy of media objectives in learning.</p> <p>Form of Assessment : Test</p>	2 X 50 project presentation		<p>Material: Product presentation References: <i>Arsyad, A; 2005. Learning Media. Jakarta; PT Raja Grafund</i></p>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	15%
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.

