



**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
Social Science Learning for Children with Special Needs	8620202186	Compulsory Study Program Subjects	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. dan Danis Ade Dwirisananda, S.Pd., M.Hum.		Prof. Dr. Siti Masitoh, M.Pd.			Dr. H. Pamuji, M.Kes.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																						
	PLO-6	Implementing an inclusive culture in carrying out duties as GDPK educators and entrepreneurs based on religion, morals and ethics																																																																																																					
	Program Objectives (PO)																																																																																																						
	PO - 1	Mastering the concept of social studies learning planning for children with special needs according to the chosen specialty.																																																																																																					
	PO - 2	Producing teaching materials to accompany the learning implementation plan (RPP) he makes.																																																																																																					
	PO - 3	Producing learning evaluation instruments to accompany the learning implementation plans (RPP) that have been created.																																																																																																					
	PO - 4	Demonstrating social studies learning for children with special needs according to the RPP he created through simulations with colleagues.																																																																																																					
	PLO-PO Matrix																																																																																																						
	<table border="1" style="margin: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-6</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td></tr> <tr><td>PO-2</td><td></td></tr> <tr><td>PO-3</td><td></td></tr> <tr><td>PO-4</td><td></td></tr> </tbody> </table>		P.O	PLO-6	PO-1		PO-2		PO-3		PO-4																																																																																												
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	Through the use of ICT, reviewing references and other relevant sources, Social Sciences (IPS) learning courses for children with special needs provide students with an understanding of knowledge, experience and skills through theories, concepts, principles, social studies material, delivery strategies and assessment of social studies learning children with special needs and the ability to plan, apply, modify, analyze, evaluate and solve social studies learning problems for children with special needs. Students are responsible and able to make decisions in applying social studies learning for children with special needs to find alternative solutions in solving problems in the field of social studies learning for children with special needs. Lectures are carried out using a system of presentations, discussions, problem solving, project assignments and reflection.
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References	Main :
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1. Vaughn, Sharon., Bos, Candace S., Schumm, Jeanne Shay. 2000. Teaching Exceptional, Diverse, and at-Risk Student in The General Education Classroom . United State of America: A Pearson Education Company
2. Gega, Peter.C. 1982. Science in Elementary Education. Fourth Edition . Canada: John
3. Wiley & Sons, Inc.
4. Mastropieri,Margo A., Scruggs, Thomas E.2000. The Inclusive Classroom: Strategies for Effective Instruction. New Jersey: Prentice Hall

Supporters:

1. Power Point

Supporting lecturer Prof. Dr. Siti Masitoh, M.Pd.
Danis Ade Dwirsnanda, S.Pd., M.Hum.

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	Able to study the concept of Social Sciences (IPS)2. Analyzing a brief history of the social studies curriculum in schools.	Differentiate the concepts of Social Sciences and Social Sciences b. Comparing the 1975, 1984, 1994 IPS curriculum, KTSP (2006), and the 2013/National curriculum	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning Method: Case Study, with the following learning steps: 1. Students fill in attendance2. Communicating learning contracts related to the Social Sciences (IPS) learning process for children with special needs (ABK) 3. Brainstorming students' opinions about social studies lessons during elementary school 4. Information on group discussion activities (3 students each) to conduct research on subjects Social Sciences curriculum 1975; 1984 curriculum and 1994 curriculum, social studies lessons in the KTSP curriculum and 2013 curriculum and discussion reports accompanied by access sources, references or relevant sources of information.5. Students carry out group discussions with teams (3 people) 6. Students upload the results of group discussions in the forum column from 15.00 - 15.307. Between groups provide responses/comments to the findings of the other 2 groups in the forum column starting at 18.30 - 20.00 2 X 50</p>		<p>Material: Social Studies Concepts References: <i>Vaughn, Sharon., Bos, Candace S., Schumm, Jeanne Shay. 2000. Teaching Exceptional, Diverse, and at-Risk Students in The General Education Classroom. United States of America: A Pearson Education Company</i></p>	3%
2	Ability to study the foundations and principles of social studies learning	Describe the foundations of social studies learning b. Identify the principles of social studies learning	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Cooperative Learning Model 2 X 50</p>		<p>Material: Foundations and Principles of IPS Reference: <i>Gega, Peter.C. 1982. Science in Elementary Education. Fourth Edition. Canada: John</i></p>	2%

3	Ability to analyze KI & KD SLB social studies subjects, compiling the 2013 social studies curriculum network	Analyze the KI & KD of the SLB Social Sciences subject based on 5 disabilities	Criteria: The more active you ask, the better the score Form of Assessment : Participatory Activities	2 X 50 inquiry learning model		Material: KIKD Reader: <i>Gega, Peter.C. 1982. Science in Elementary Education. Fourth Edition. Canada: John</i>	2%
4	Ability to analyze KI & KD IPS SLB, develop social studies curriculum network 2013	Develop an integrated social studies syllabus network b. Compile the IPS subject syllabus thematically	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities	2 X 50 inquiry learning model		Material: Analyzing and understanding Library Syllabus: <i>Gega, Peter.C. 1982. Science in Elementary Education. Fourth Edition. Canada: John</i>	2%
5	Ability to design and create a social studies syllabus based on the types and characteristics of children with special needs	Create a syllabus based on the types and characteristics of children with special needs at elementary and middle school levels	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities, Portfolio Assessment	2 X 50 problem-based learning model		Material: Analyzing the syllabus References: <i>Vaughn, Sharon., Bos, Candace S., Schumm, Jeanne Shay. 2000. Teaching Exceptional, Diverse, and at-Risk Students in The General Education Classroom. United States of America: A Pearson Education Company</i>	2%
6	Ability to design and create a social studies syllabus based on the types and characteristics of children with special needs	Create a syllabus based on the types and characteristics of children with special needs at elementary and middle school levels	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities, Portfolio Assessment	2 X 50 problem-based learning model		Material: Analyzing the Library syllabus:	2%
7	Ability to design social studies lesson plans based on the types and characteristics of children with special needs	Designing the IPS ABK RPP by referring to the results of identifying the signs in preparing the RPP	Criteria: The more active you ask, the better the score. Form of Assessment : Participatory Activities, Portfolio Assessment	2 X 50 project-based learning model		Material: See examples of types of library lesson plans:	2%
8	Encounter abilities 1-7	Indicators 1-7	Criteria: The better the answer, the better the grade Form of Assessment : Test	take home 2 X 50		Material: Meeting materials 1-7 Bibliography: <i>Wiley & Sons, Inc.</i>	10%

9	Ability to design and select learning media	Choose learning media by paying attention to the characteristics: teaching materials and students	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	2 X 50 project-based learning model		<p>Material: Types of learning media References: <i>Mastropieri, Margo A., Scruggs, Thomas E. 2000. The Inclusive Classroom: Strategies for Effective Instruction. New Jersey: Prentice Hall</i></p>	5%
10	The ability to make authentic assessments in social studies learning	a. Differentiate between types of authentic assessment b. Create an example of an authentic assessment according to the social studies teaching material chosen by the group	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	2 X 50 cooperative learning model		<p>Material: Get to know authentic assessment References:</p>	5%
11	Ability to create social studies lesson plans based on the types and characteristics of children with special needs	a. Create a social studies lesson plan (thematic) for SDLB level b. Make IPS RPP for SMPLB level	<p>Criteria: The more active you ask, the better the score.</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	2 X 50 project-based learning model		<p>Material: Reiterate what needs to be included in the Library RPP:</p>	10%
12	Ability to create social studies lesson plans based on the types and characteristics of children with special needs	a. Create a social studies lesson plan (thematic) for SDLB level b. Make IPS RPP for SMPLB level	<p>Criteria: The better the answer, the better the grade</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50 project-based learning model		<p>Material: Presenting lesson plans that have been created in groups. Reference:</p>	10%
13	Ability to apply ABK's IPS subject lesson plans in Peer Teaching	a. Teaching social studies to ABK at SDLB in peer teaching b. Teaching social studies to ABK at SDLB in peer teaching	<p>Criteria: The better the answer, the better the grade</p> <p>Form of Assessment : Practical Assessment</p>	Simulation by 2 groups 2 X 50		<p>Material: Peer teaching for 2 groups References:</p>	10%
14	Ability to apply RPP IPS ABK in Peer Teaching	a. Teaching social studies to ABK at SDLB in peer teaching b. Teaching social studies to ABK at SDLB in peer teaching	<p>Criteria: The better the answer, the better the grade</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Simulation by 2 groups 2 X 50		<p>Material: Peer teaching for 2 groups References:</p>	10%
15	Ability to apply RPP IPS ABK in Peer Teaching	a. Teaching social studies to ABK at SDLB in peer teaching b. Teaching social studies to ABK at SDLB in peer teaching	<p>Criteria: The better the answer, the better the grade</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment</p>	Simulation by 2 groups 2 X 50		<p>Material: Peer teaching for 2 groups References:</p>	10%

16	UAS	Material 9-15	Criteria: 1. 2.The better the answer, the better the grade Form of Assessment : Test	UAS		Material: Beginning to end material Reference: Wiley & Sons, Inc.	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17%
2.	Project Results Assessment / Product Assessment	33.33%
3.	Portfolio Assessment	11.33%
4.	Practical Assessment	13.33%
5.	Test	25%
		99.99%

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.