



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 Planning	8620202326	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 1, 2022																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Dra. Hj. Siti Mahmudah, M.Kes; Devina Rahmadiani Kamaruddin Nur, M.Pd; Ni Made Marlin Minarsih, S.Pd, M.Pd.; Diah Ekasari, M.Pd		Dr. Asri Wijiastuti, M.Pd			Dr. H. Pamuji, M.Kes.																																																																																																					
Learning model	Project Based Learning																																																																																																										
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																										
	PLO-10	Designs special education curriculum and service programs.																																																																																																									
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Identify the basic concepts of learning planning including understanding, objectives, benefits, innovative learning models																																																																																																									
	PO - 2	Mastering the basics of designing, implementing, evaluating services in compiling learning tools based on systematics and being able to apply them to children with special needs according to the characteristics and innovative learning models																																																																																																									
	PO - 3	Utilizing media and technology to obtain information related to learning planning and being able to communicate it																																																																																																									
	PO - 4	Responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing towards completing tasks in creating learning tools																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-10</th> <th>PLO-14</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> </tbody> </table>						P.O	PLO-10	PLO-14	PO-1			PO-2			PO-3			PO-4																																																																																							
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Short Course Description	Learning Planning course which provides understanding, knowledge and experience to students through studying, discussing and applying the meaning, benefits of learning planning, learning development models, learning strategies, developing teaching materials, designing media, methods and assessment, curriculum analysis, preparing learning tools which includes the syllabus, learning implementation plan. Lectures are carried out using a system of presentations, discussions, project based learning, and reflection.																																																																																																										
References	Main :																																																																																																										
	<ol style="list-style-type: none"> 1. ferensi: 2. Abdul Majid, 2007. Perencanaan Pembelajaran. Jakarta: Rineka Cipta 3. Depdiknas, 2006. Model Pembelajaran Tematik. Jakarta: Depdiknas 4. Depdiknas, 2006. Standar Kompetensi dan Kompetensi Dasar. Jakarta: Depdiknas 5. Haryanto, 2005. Perencanaan Pengajaran, Jakarta 6. Ibrahim, Muslimin. 2014. Model Pembelajaran Inovatif Melalui Pemaknaan 7. Muhamad Nur, 2005, Model Pembelajaran Langsung dan Kooperatif. Surabaya: Unipres 																																																																																																										
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Supporting lecturer		Dra. Hj. Siti Mahmudah, M.Kes. Diah Ekasari, M.Pd. 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	Understand the basic concepts of learning planning: meaning, objectives, benefits, dimensions of learning	Explain the meaning of learning planning. Explain the purpose of learning planning	Criteria: 1.Score 4, if students are active in asking questions 2.Score 3, if students are not active in asking questions. Score 2, if students are not active in asking, only listen Form of Assessment : Participatory Activities	· Question and answer, discussion, assignment 2 X 50		Material: Understanding the concept of planning Reference: <i>Haryanto, 2005. Teaching Planning, Jakarta</i>	3%
2	Understand and explain the basic concepts of learning planning: meaning, objectives, benefits, dimensions of learning	Explain the benefits of learning planning. Explain the dimensions of learning	Criteria: 1.Score 4, if you can answer two questions 2.Score 3, if you can answer one question. Score 2, if you can't answer all of them Form of Assessment : Participatory Activities	Question and answer, discussion and assignment 2 X 50		Material: Explaining the benefits and dimensions of Reference: <i>Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta</i>	2%
3	Know and understand program design in learning	Explain and create learning objectives in accordance with learning criteria	Criteria: Score 4, if you can make learning objectives in accordance with the system. Score 3, if you can make learning goals that are not in accordance with the system. Score 2, if you cannot make learning goals. Form of Assessment : Participatory Activities, Portfolio Assessment	Questions and answers, giving assignments 2 X 50		Material: Understanding program design Reference: <i>Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta</i>	2%
4	Know and understand program design in learning	Discuss the development of learning materials	Criteria: Score 4, if you can arrange the material according to the learning objectives. Score 3, if you can arrange the material not in accordance with the learning objectives. Score 2, if you cannot arrange the material. Form of Assessment : Participatory Activities, Portfolio Assessment	Giving assignments and questions and answers 2 X 50		Material: Discussing the development of learning materials Reference: <i>Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta</i>	2%

5	Know and understand models and methods in designing learning programs	<p>1.- Describe learning materials according to learning objectives - Detail the steps of learning activities, learning models and methods - Organize media, tools and learning resources according to GDPK characteristics - Choose the type and form of assessment and teaching instruments</p> <p>2.- Describe learning materials according to learning objectives - Detail the steps of learning activities, learning models and methods - Organize media, tools and learning resources according to GDPK characteristics - Choose the type and form of assessment and instruments</p>	<p>Criteria: Score 4, if you can make learning steps according to the learning objectives. Score 3, if you can make learning steps that do not match the learning goals. Score 2, if you cannot make learning steps.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Giving assignments, questions and answers 2 X 50		<p>Material: Knowing and understanding models and methods in designing learning programs Reference: Abdul Majid, 2007. <i>Learning Planning</i>. Jakarta: Rineka Cipta</p>	2%
6	Know and understand media, tools and learning resources in designing learning programs	Designing media, tools and learning resources in designing learning programs	<p>Criteria: Score 4, if you can make media, tools and learning resources correctly. Score 3, if you can make media, tools and learning resources incorrectly. Score 2, if you can't make media, tools and learning resources.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Giving assignments and questions and answers 2 X 50		<p>Material: Knowing and understanding media, tools and learning resources in program design in learning. Reference: Ministry of National Education, 2006. <i>Thematic Learning Model</i>. Jakarta: Ministry of National Education</p>	2%

7	Know and understand assessment in learning program design	Planning learning assessment in learning program design	<p>Criteria:</p> <p>1.Score 4, if you can prepare the assessment instrument completely and correctly. Score 3, if you can prepare the assessment instrument completely but not correctly. Score 2, if you can prepare the assessment instrument but it is incomplete and incorrect. Score 1, if you cannot prepare the assessment instrument.</p> <p>2.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Questions and answers, assignments, 2 X 50		<p>Material: Knowing and understanding assessment in learning program design</p> <p>Reference: <i>Haryanto, 2005. Teaching Planning, Jakarta</i></p>	2%
8	UTS	Working on the U.S.S	<p>Criteria:</p> <p>Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>Form of Assessment : Test</p>	2 X 50		<p>Material: working on UTS questions</p> <p>Reference: <i>Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta</i></p>	10%
9	Understand and know the core competencies and basic competencies of the 13 SLB and Inclusive Elementary School curriculum	Analyzing the core and basic competencies of special schools (SLB) and inclusive schools	<p>Criteria:</p> <p>1.Score 4, if everything is correct</p> <p>2.Score 3, if only one is wrong</p> <p>3.Value 2, if only one is correct</p> <p>Value 1, if all are incorrect</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion, questions and answers, giving assignments 2 X 50		<p>Material: Analyzing the core competencies and basic competencies of special schools (SLB) and inclusive schools.</p> <p>Reference: <i>Ministry of National Education, 2006. Competency Standards and Basic Competencies. Jakarta: Ministry of National Education</i></p>	5%
10	Understand and develop a syllabus based on core competencies and basic competencies	Create a syllabus in accordance with the core competency standards and basic competencies of Special Schools	<p>Criteria:</p> <p>Grade 4, if you can make the syllabus correctly. Grade 3, if you can make the syllabus incorrect. Grade 2, if you can make the syllabus incorrectly.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion, questions and answers, giving assignments 2 X 50		<p>Material: Creating a syllabus in accordance with the core competency standards and basic competencies of Special Schools.</p> <p>Library: <i>Ministry of National Education, 2006. Competency Standards and Basic Competencies. Jakarta: Ministry of National Education</i></p>	5%

11	Understand and develop a syllabus based on competency standards and basic competencies/core competencies and basic competencies	Develop a syllabus in accordance with competency standards and basic competencies. core competencies/basic competencies for inclusive elementary schools	<p>Criteria: Value 4, if all the criteria that have been determined are correct. Value 3 if there are only three criteria that have been determined</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Giving assignments Discussion 2 X 50		<p>Material: Developing a syllabus in accordance with competency standards and basic competencies. Core competencies/basic competencies for inclusive elementary schools.</p> <p>Reference: <i>Ministry of National Education, 2006. Competency Standards and Basic Competencies. Jakarta: Ministry of National Education</i></p>	10%
12	Understand and differentiate learning implementation plans	Discuss learning implementation plans: Curriculum 13	<p>Criteria: 4 marks if the answer is complete, 3 marks if the answer is incomplete, 2 marks if the answer is incomplete, 1 mark if all the answers are wrong</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	· Giving assignments · Lecture · Discussion 2 X 50		<p>Material: Discussing learning implementation plans: Curriculum 13</p> <p>Library: <i>Ministry of National Education, 2006. Competency Standards and Basic Competencies. Jakarta: Ministry of National Education</i></p>	10%
13	Understand, know and design lesson plans/learning implementation plans	Designing a learning implementation plan in accordance with the core competencies and basic competencies of special schools, creating learning objectives and developing teaching materials, creating learning steps, creating assessment instruments	<p>Criteria: value 4 if the lesson plan is complete and all correct value 3 if the lesson plan is complete but there are still errors value 2 if the lesson plan is incomplete and incorrect</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Giving assignments, questions and answers, discussion 2 X 50		<p>Material: Designing a learning implementation plan</p> <p>Reference: <i>Abdul Majid, 2007. Learning planning. Jakarta: Rineka Cipta</i></p>	10%
14	Understand, know and design lesson plans/learning implementation plans	Designing lesson plans according to the core competencies and basic competencies of 13 inclusive elementary schools, creating learning objectives and developing teaching materials, creating steps for teaching and learning activities, creating evaluation instruments	<p>Criteria: score 4 if the lesson plan is complete and correct, score 3 if the lesson plan is complete but wrong, score 2 if the lesson plan is incomplete</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Giving assignments, discussions, questions and answers 2 X 50		<p>Material: Designing a RPP</p> <p>Library: <i>Abdul Majid, 2007. Learning Planning. Jakarta: Rineka Cipta</i></p>	10%
15	Understand, know and design lesson plans/learning implementation plans	Explain and prepare learning program plans for innovative learning models in special schools	<p>Criteria: value 4 if the lesson plan is complete and correct, value 3 if the lesson plan is complete but incorrect, value 2 if the lesson plan is incomplete and incorrect</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion and assignment 2 X 50		<p>Material: Designing a RPP</p> <p>Reader: <i>Ibrahim, Muslimin. 2014. Innovative Learning Models Through Meaning</i></p>	10%

16	Understand, know and design lesson plans/learning implementation plans	Develop learning program plans in accordance with innovative and thematic learning models in inclusive elementary schools	<p>Criteria: 4 marks if the lesson plan is complete and correct, 3 marks if the lesson plan is complete but wrong, 2 marks if the lesson plan is incomplete and wrong</p> <p>Form of Assessment : Test</p>	Discussion, questions and answers, giving assignments 2 X 50		<p>Material: Designing a RPP Library: Abdul Majid, 2007. <i>Learning Planning</i>. Jakarta: Rineka Cipta</p>	15%
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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

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 6. 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.
- 7. Forms of assessment:** test and non-test.
- 8. 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.