



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																																																												
Plb Seminar	8620203278		T=3	P=0	ECTS=4.77	0	July 18, 2024																																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																													
			Dr. H. Pamuji, M.Kes.																																																													
Learning model	Case Studies																																																																		
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																		
	Program Objectives (PO)																																																																		
	PLO-PO Matrix																																																																		
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PO Matrix at the end of each learning stage (Sub-PO)	PO Matrix at the end of each learning stage (Sub-PO)																																																																		
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th></th> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></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> </tbody> </table>																P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
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Short Course Description	This course is one of the courses in the Unesa FIP PLB Study Program, which is designed to develop students' insight into actual PLB problems, improve their ability to formulate and present problems and become active participants in seminars, and to improve their skills in holding seminars in the field of PLB. The scope of this course covers actual issues or problems in the field of PLB which are outlined in one complete paper, consisting of identifying and formulating problems, developing a framework of thought, discussion, and recommendatory conclusions.																																																																		
References	Main :																																																																		
	<ol style="list-style-type: none"> 1. Azahari, A. 1995. Materi Pokok Teknik Penulisan Ilmiah. Jakarta: UniversitasTerbuka. 2. Lindsay, D. 1998. Penuntun Penulisan Ilmiah. Alih Bahasa oleh S.S.Achmadi. Universitas Indonesia Press, Jakarta 3. Yuzal, dkk 2001. Panduan Praktis Seminar. Jakarta: PT RajaGrafindo Persada 4. Mustaji & Susarno, LH. 2010. Panduan Seminar (Bidang Teknologi Pendidikan). Surabaya: Unesa University Press 																																																																		
	Supporters:																																																																		
Supporting lecturer	IDRIS ACHMAD Prof. Dr. Sujarwanto, 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	Students are able to orient PLB seminar lectures	<ol style="list-style-type: none"> 1.explain the purpose of the PLB seminar lecture 2.explain the scope of the PLB seminar lectures 3.explains the procedures for PLB seminar lectures 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	lectures, questions and answers, and discussions in class 3			0%																																																												

2	Students understand the Seminar Organizing Process	<ol style="list-style-type: none"> 1.explain the process of holding a seminar 2.carry out a comparative analysis of several terms related to seminars 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	lectures, questions and answers, and discussions in class 3			0%
3	Students are able to write seminar material papers	<ol style="list-style-type: none"> 1.identify problems 2.formulate the problem 3.develop a frame of mind 4.write a discussion 5.draw up practical conclusions/recommendations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	lectures, questions and answers, and discussions in class 3			0%
4	Students are able to write seminar material papers	<ol style="list-style-type: none"> 1.identify problems 2.formulate the problem 3.develop a frame of mind 4.write a discussion 5.draw up practical conclusions/recommendations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	lectures, questions and answers, and discussions in class 3			0%
5	Students are able to write seminar material papers	<ol style="list-style-type: none"> 1.identify problems 2.formulate the problem 3.develop a frame of mind 4.write a discussion 5.draw up practical conclusions/recommendations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	lectures, questions and answers, and discussions in class 3			0%
6	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1.Discusses issues and problems regarding PLB theory and concepts and their implications for practical purposes in the field. 2.Discusses issues and problems regarding PLB personnel and their development in the field. 3.Discusses issues and problems regarding the practice of implementing PLB in special school settings 4.Discusses issues and problems regarding the practice of implementing PLB in inclusive school settings 5.Discusses issues and problems regarding the development of special education/PLB professional organizations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	3 X 50 daily seminars			0%
7	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1.Discusses issues and problems regarding PLB theory and concepts and their implications for practical purposes in the field. 2.Discusses issues and problems regarding PLB personnel and their development in the field. 3.Discusses issues and problems regarding the practice of implementing PLB in special school settings 4.Discusses issues and problems regarding the practice of implementing PLB in inclusive school settings 5.Discusses issues and problems regarding the development of special education/PLB professional organizations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	3 X 50 daily seminars			0%
8	UTS	UTS	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	UTS 3 X 50			0%

9	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1. Discusses issues and problems regarding PLB theory and concepts and their implications for practical purposes in the field. 2. Discusses issues and problems regarding PLB personnel and their development in the field. 3. Discusses issues and problems regarding the practice of implementing PLB in special school settings 4. Discusses issues and problems regarding the practice of implementing PLB in inclusive school settings 5. Discusses issues and problems regarding the development of special education/PLB professional organizations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	3 X 50 daily seminars			0%
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13	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1. Discusses issues and problems regarding PLB theory and concepts and their implications for practical purposes in the field. 2. Discusses issues and problems regarding PLB personnel and their development in the field. 3. Discusses issues and problems regarding the practice of implementing PLB in special school settings 4. Discusses issues and problems regarding the practice of implementing PLB in inclusive school settings 5. Discusses issues and problems regarding the development of special education/PLB professional organizations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	3 X 50 daily seminars			0%
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15	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1. Discusses issues and problems regarding PLB theory and concepts and their implications for practical purposes in the field. 2. Discusses issues and problems regarding PLB personnel and their development in the field. 3. Discusses issues and problems regarding the practice of implementing PLB in special school settings 4. Discusses issues and problems regarding the practice of implementing PLB in inclusive school settings 5. Discusses issues and problems regarding the development of special education/PLB professional organizations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	3 X 50 daily seminars			0%
16	UAS	UAS	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	UAS 3 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.
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.