



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and Literature Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																		
INDONESIAN FOR CHILDREN WITH ADVANCED SPECIAL NEEDS	8820102216		T=2	P=0	ECTS=3.18	4	July 18, 2024																																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																			
	Dr. Mintowati, M.Pd.		Dr. Mintowati, M.Pd.			Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.																																																																			
Learning model	Case Studies																																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																								
	PLO-5	Contribute to improving the quality of life of the community, nation and state as well as progressing changes based on Pancasila																																																																							
	PLO-8	Mastering basic concepts of language, literature, language and literature skills, language and literature research; Mastering the basic concepts and learning of language and literature, research in the field of language and literature education; Mastering theoretical concepts of the development of Indonesian language and literature learning, both for native speakers, foreign speakers, and children with special needs; Mastering the principles and management of entrepreneurship and learning Indonesian language and literature																																																																							
	PLO-11	Able to speak and write about Indonesian language and literature in everyday/general, academic and work contexts; and able to use one of several regional languages																																																																							
	Program Objectives (PO)																																																																								
	PO - 1	Describe the nature of ABK and BI for ABK and the scope of the study																																																																							
	PO - 2	Describe the types of crew members and their characteristics: Blind																																																																							
	PLO-PO Matrix																																																																								
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-8</td> <td>PLO-11</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-5	PLO-8	PLO-11				PO-1							PO-2																																																			
	P.O	PLO-5	PLO-8	PLO-11																																																																					
	PO-1																																																																								
	PO-2																																																																								
PO Matrix at the end of each learning stage (Sub-PO)																																																																									
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>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> <tr> <td>PO-2</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																	PO-2																
P.O	Week																																																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																									
PO-1																																																																									
PO-2																																																																									
Short Course Description	Able to master more complex understanding related to discussion of the nature of ABK, types and characteristics of ABK (blind, hearing impaired, speech impaired, mentally retarded, physically disabled, disabled, slow learner, patau syndrome, Edward syndrome, autism and dyslexia), ABK language abilities and disorders, BI syllabus for ABK, BI learning methods for ABK, BI learning media for ABK, BI assessment for ABK, preparation of BI lesson plans for ABK, BI research for ABK, and literacy for ABK through face-to-face activities, training, structured assignments, independent learning, and simulations to produce articles/papers to be presented in class discussions and exhibitions/programme work exhibitions.																																																																								
References	Main :																																																																								

1. p>
2. Hermijanto, Olivia Bobby. 2016. *Disleksia* .
3. Infenthaler, Dirk, dkk. (Eds.). 2008. *Understanding Models for Learning and Instructions*. New York: Springer.
4. Karyana, Asep dan Widati Sri. (2013). *Pendidikan Anak Berkebutuhan Khusus Tunadaksa*. Jakarta: PT Luxima Metro Media
5. **Kurikulum 2013. Mata Pelajaran BI untuk ABK . 2013**
6. Lakshita, Nattaya. 2012. *Belajar Bahasa Isyarat untuk Anak Tunarungu (Menengah)* . Javalitera: Yogyakarta.
7. Murtie, Afin. 2016. *Ensiklopedia Anak Berkebutuhan Khusus* . Yogyakarta: Redaksi Maxima.
8. NCSE. 2014. *Children with Special Needs*. Co Meath: NSCE.
9. Netmedia. 2016. *Vidio Lentera Indonesia – Kisah Inspiratif Seorang Tuna Netra Memperjuangkan Pendidikan di Surabaya* (<https://www.youtube.com/watch?v=IPDQwrlN61k>).
10. Ismawati, Nur. 2012. *Kisah-kisah Motivasi untuk Anak Berkebutuhan Khusus Tunarungu* . Javalitera: Yogyakarta.
11. Rinakri, Jati Atmaja. 2018. *Pendidikan dan Bimbingan Anak Berkebutuhan Khusus* . Bandung: PT.Remaja Rosdakarya.
12. Wasita, Ahmad. 2012. *Seluk-Beluk Tunarungu dan Tunawicara Serta Strategi Pembelajarannya* . Javalitera: Yogyakarta.
13. Widjaya, Ardhi. 2012. *Seluk-Beluk Tunanetra dan Strategi Pembelajaran*. Jogjakarta: Javalitera.
14. Mintowati dan kawan-kawan. 2023. *Basic Communication Skills Therapy for People with Autistics Spectrum Disorder (ASD) with the ABA Method and Media of Concrete Objects*. Prosiding Icracos.

Supporters:

1. 6. Murtie, Afin. 2016. *Ensiklopedia Anak Berkebutuhan Khusus*. Yogyakarta: Redaksi Maxima.
2. 7. NCSE. 2014. *Children with Special Needs*. Co Meath: NSCE.
3. 8. Netmedia. 2016. *Vidio Lentera Indonesia – Kisah Inspiratif Seorang Tuna Netra Memperjuangkan Pendidikan di Surabaya*
4. Ismawati, Nur. 2012. *Kisah-kisah Motivasi untuk Anak Berkebutuhan Khusus Tunarungu*. Javalitera: Yogyakarta

Supporting lecturer

Dr. Mintowati, 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	Mastering the nature of Children with Special Needs and the types of physical and mental ABK	1.Attitude: choosing theories related to Children with Special Needs Knowledge: synthesizing theories about Types of ABK from the opinions of experts that have been read. Skills: Search for information related to the nature and types of ABK 2.Answer the oral test	Criteria: Answering correctly marks 1; answer wrong value 0 Form of Assessment : Participatory Activities	group discussion 2 X 50		Material: - References: <i>Karyana, Asep and Widati Sri. (2013). Education of Children with Special Needs and Physical Impairment. Jakarta: PT Luxima Metro Media</i>	2%
2	Understanding language disorders in children with special needs	1.Attitude: Read reviews related to language disorders in Children with Special Needs Knowledge: Synthesize types and language disorders in Children with Special Needs Skills: Gather information about language disorders in Children with Special Needs 2.Answer the oral test	Criteria: Answering correctly marks 1; answer wrong value 0 Form of Assessment : Participatory Activities	1. Lecture 2. Group discussion 3. Presentation 4. Question and answer 2 X 50		Material: - References: <i>Wasita, Ahmad. 2012. The Ins and Outs of the Deaf and Speech Impaired and Learning Strategies . Javalitera: Yogyakarta. Widjaya, Ardhi. 2012. Intricacies of Visual Impairment and Learning Strategies. Jogjakarta: Javalitera.</i>	2%

3	<ul style="list-style-type: none"> · Utilizing science and technology as a tool to identify Slow Learner ABK · Mastering the concepts and characteristics of Slow Learner ABK · Able to be responsible for the results of identifying learning strategies for Slow Learner ABK 	<ul style="list-style-type: none"> · Understand the nature of Slow Learners · and identify characteristics and language disorders for Slow Learner children 	<p>Criteria: Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion Inquiry 2 X 50		<p>Material: -</p> <p>References: <i>Karyana, Asep and Widati Sri. (2013). Education of Children with Special Needs and Physical Impairment. Jakarta: PT Luxima Metro Media</i></p>	2%
4	<ul style="list-style-type: none"> · Utilizing science and technology as a tool to identify ABK Down syndrome, Patau syndrome, and Edward syndrome · Mastering the concepts and characteristics of ABK Down syndrome, Patau syndrome, and Edward syndrome · Able to be responsible for the results of identifying learning strategies for ABK Down syndrome, Patau syndrome, and Edward syndrome 	<p>Attitude Indicator: choosing theories related to Children with Special Needs</p> <p>Knowledge: synthesizing theories about Types of ABK from the opinions of experts that have been read. Skills: Search for information related to the nature and types of ABK. Attitude: Read reviews related to the types and characteristics of ABK in their scope.</p> <p>Knowledge: Synthesize the types and characteristics of ABK within them. Skills: Gather information about the types and characteristics of ABK. Attitude: Reading reviews related to language disorders in children with special needs</p> <p>Knowledge: Synthesizing the types and language disorders in children with special needs</p> <p>Skills: Gathering information about language disorders in children with special needs</p> <p>Attitude: Selecting material sources related to types of blind children with special needs</p> <p>Knowledge: Identifying the characteristics of types of children with special needs visually impaired</p> <p>Skills: Gathering information about deaf crew members</p> <p>Attitude: Selecting sources of material related to deaf crew members</p> <p>Knowledge: Identifying the characteristics of deaf crew members</p> <p>Skills: Gathering information about deaf crew members</p> <p>Attitude: Selecting material sources related to blind crew members</p> <p>Knowledge: Identifying characteristics of blind crew members</p> <p>Skills : Collecting information about visually impaired crew members</p> <p>Attitude: Selecting material sources related to Tungrahita type crew members</p> <p>Knowledge: Identifying the characteristics of Tungrahita type</p>	<p>Criteria: Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55</p> <p>Form of Assessment : Test</p>	2 X 50		<p>Material: -</p> <p>References: <i>Ismawati, Nur. 2012. Motivational Stories for Deaf Children with Special Needs. Javalitera: Yogyakarta</i></p>	5%

		crew members Skills: Collecting information about Tungrahita type crew members UTS Analyzing/identifying disabled crew members Knowing the nature of disabled crew members and identifying characteristics, as well as language disorders for them Double Tuna crew child. · Knowing the nature of Slow Learners · and identifying characteristics and language disorders for Slow Learner children · Knowing the nature of Down syndrome, Patau syndrome, and Edward syndrome · and identifying characteristics and language disorders for children with Down syndrome, Patau syndrome, and Edward syndrome					
5	· Mastering the concept of ABK ADHD, Autism and dyslexia	Know the things that need to be considered in handling ABK with ADHD, Autism and dyslexia	Criteria: Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 Form of Assessment : Participatory Activities	2 X 50		Material: CP Indonesian Language Subjects for Special Schools. 2021. Jakarta: Ministry of Education and Culture. References:	2%
6	Utilizing science and technology as a tool to help identify Indonesian language curriculum concepts for children with special needs	Know the concepts of the Indonesian language curriculum for ABK	Criteria: Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 Form of Assessment : Test	2 X 50		Material: - Library: <i>NCSE. 2014. Children with Special Needs. Co. Meath: NSCE.</i> Material: - Bibliography: <i>Lakshita, Nattaya. 2012. Learning Sign Language for Deaf Children (Intermediate) . Javalitera: Yogyakarta.</i>	5%
7	Utilizing science and technology as a tool to help identify Indonesian language curriculum concepts for children with special needs	Know the concepts of the Indonesian language curriculum for ABK	Criteria: Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 Form of Assessment : Participatory Activities	2 X 50		Material: - References: <i>Wasita, Ahmad. 2012. The Ins and Outs of the Deaf and Speech Impaired and Learning Strategies . Javalitera: Yogyakarta.</i> <i>Widjaya, Ardhi. 2012. Intricacies of Visual Impairment and Learning Strategies. Jogjakarta: Javalitera.</i>	2%

8	UTS	Create teaching module 1 and its accessories	<p>Criteria: 1. Formulation of learning objectives (25%); 2. Arrangement of learning activities in accordance with the selected model syntax (50%); 3. Preparation of evaluations (25%)</p> <p>Form of Assessment : Test</p>	2 X 50		<p>Material: - Library: <i>Curriculum 2013. BI Subjects for ABK . 2013</i></p>	10%
9	understand language learning methods for children with special needs according to their type	understand language learning methods for children with special needs according to their type	<p>Criteria: Answering correctly marks 1; answer wrong value 0</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50		<p>Material: - Library: <i>Curriculum 2013. BI Subjects for ABK . 2013</i></p>	2%
10	understand language learning methods for children with special needs according to their type	understand language learning methods for children with special needs according to their type	<p>Criteria: Answering correctly marks 1; answer wrong value 0</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50		<p>Material: - Bibliography: <i>Lakshita, Nattaya. 2012. Learning Sign Language for Deaf Children (Intermediate) . Javalitera: Yogyakarta.</i></p>	2%
11	understand language learning media for children with special needs according to their type	understand language learning media for children with special needs according to their type	<p>Criteria: Answering correctly marks 1; answer wrong value 0</p> <p>Form of Assessment : Practice / Performance</p>	2 X 50		<p>Material: - References: <i>Ismawati, Nur. 2012. Motivational Stories for Deaf Children with Special Needs. Javalitera: Yogyakarta</i></p>	2%
12	research related to language skills for ABK	understand research related to language skills for ABK	<p>Criteria: Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50		<p>Material: - Library: <i>Curriculum 2013. BI Subjects for ABK . 2013</i></p>	2%
13	research related to language skills for ABK	understand research related to language skills for ABK	<p>Criteria: Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50		<p>Material: - Library: <i>Curriculum 2013. BI Subjects for ABK . 2013</i></p>	2%

14	research method for language skills for ABK	Using language skills research methods for ABK	Criteria: Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 Form of Assessment : Participatory Activities	2 X 50		Material: - References: Wasita, Ahmad. 2012. <i>The Ins and Outs of the Deaf and Speech Impaired and Learning Strategies</i> . Javalitera: Yogyakarta. Widjaya, Ardhi. 2012. <i>Intracacies of Visual Impairment and Learning Strategies</i> . Jogjakarta: Javalitera.	2%
15	research method for language skills for ABK	research method for language skills for ABK	Criteria: process and product Form of Assessment : Project Results Assessment / Product Assessment	2 X 50		Material: ABK research Literature: Rinakri, Jati Atmaja. 2018. <i>Education and Guidance for Children with Special Needs</i> . Bandung: PT. Remaja Rosdakarya.	50%
16	UAS	UAS	Criteria: 1. Formulation of learning objectives (25%); 2. Arrangement of learning activities in accordance with the syntax of the chosen learning model (50%); 3. Preparation of evaluation sheets (25%) Form of Assessment : Test	2 X 50		Material: - Library: Curriculum 2013. BI Subjects for ABK . 2013	8%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	19%
2.	Project Results Assessment / Product Assessment	51%
3.	Practice / Performance	2%
4.	Test	28%
		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.

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.