



Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate
Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
Special Needs Aud Analysis	8620702001		T=2	P=0	ECTS=3.18	4	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			Kartika Rinakit Adhe, S.Pd., M.Pd.																																	
Learning model	Case Studies																																						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>						P.O																															
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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: 100px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
Short Course Description	The course on identification and assessment of children with special needs is a course that provides understanding and knowledge, as well as experience and skills to students through concepts, objectives, scope, techniques, main steps, and identification and assessment instruments as well as the ability to plan, apply, analyze, evaluating and resolving problems in the identification and assessment of children with special needs and equipping students to be able to make decisions in applying techniques and instruments for the identification and assessment of children with special needs to find alternative solutions in resolving problems in the field of identification and assessment of children with special needs. Lectures are carried out using a system of presentations, discussions, field practice and reflection.																																						
References	Main :																																						
	<ol style="list-style-type: none"> 1. Abdurrahman, Mulyono, 1996. Pendidikan bagi Anak Berkesulitan Belajar . Depdiknas: Ditjen Dikti. 2. Pierangelo, R & Giuliani, G. 2008. Understanding Assessment in the Special Education Process . California: Corwin Press-A Sage Company. 3. Rena, B. Lewis, 1986. Assessing Special Students . London: Charless E Merrill Publishing Company 4. Sheila, Wolfedale, 1994. Assessing Special Educational Needs, London. New York: Cassell Vllers House 																																						
	Supporters:																																						
Supporting lecturer	Prof. Dr. Sujarwanto, M.Pd. Dr. H. Pamuji, M.Kes. Dr. Ruqoyyah Fitri, S.Ag., M.Pd. dr. Febrita Ardianingsih, M.Si.																																						
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 competencies, descriptions, sequence of material for the identification-assessment course for children with special needs	Mentions competencies, descriptions, sequence of material for identification-assessment courses for children with special needs	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific Collaborative 3 X 50			0%
2	Understand the concept and purpose of identification-assessment of children with special needs	1.Explain the concept of identification and assessment of children with special needs 2.Describe the purpose of identifying and assessing Children with Special Needs	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific 3 X 50			0%
3	Understand the scope of identification and assessment of children with special needs	Describe the scope of special needs	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific 3 X 50			0%
4	Understand the techniques for carrying out identification and assessment of children with special needs	Understand the techniques for carrying out identification and assessment of children with special needs	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientific 3 X 50			0%
5	Understand the techniques for carrying out identification and assessment of children with special needs	Understand the techniques for carrying out identification and assessment of children with special needs	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientific 3 X 50			0%
6	Understand the main steps in identifying and the teams involved	1. Identifying The main steps in carrying out identification 2. Detailing the team involved in carrying out the identification	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientific 3 X 50			0%
7	Understand the main steps in carrying out an assessment and the team involved in carrying out the assessment	1. Identify the main steps in carrying out the assessment 2. Details of the team involved in carrying out the assessment	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	scientific 3 X 50			0%

8	according to meetings 1-7	according to meetings 1-7	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	UTS 3 X 50			0%
9	Understanding academic instruments for assessing children with special needs	Describes academic instruments for assessing children with special needs	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific 3 X 50			0%
10	Understanding non-academic instruments for assessing children with special needs	Describe non-academic instruments for assessing children with special needs	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific 3 X 50			0%
11	Simulate the identification and assessment of children with special needs	1.Developing ABK assessment instruments 2.Carrying out crew assessment simulations 3.Analyzing the results of ABK assessment simulations	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific humanistic 3 X 50			0%
12	Simulate the identification and assessment of children with special needs	1.Developing ABK assessment instruments 2.Carrying out crew assessment simulations 3.Analyzing the results of ABK assessment simulations	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific humanistic 3 X 50			0%
13	Implement assessments for children with special needs	1.Developing ABK assessment instruments 2.Carrying out crew assessments 3.Analyzing ABK assessment results	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific humanistic 3 X 50			0%
14	Implement assessments for children with special needs	1.Developing ABK assessment instruments 2.Carrying out crew assessments 3.Analyzing ABK assessment results	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific humanistic 3 X 50			0%

15	Implement assessments for children with special needs	1.Developing ABK assessment instruments 2.Carrying out crew assessments 3.Analyzing ABK assessment results	Criteria: 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Scientific humanistic 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.