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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Inclusive Education	8620702083	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 — Mastering the theoretical concepts of disability and inclusive education
	PO - 2 — Mastering the basics of designing, implementing, evaluating services for GDPK in inclusive schools
	PO - 3 — Skilled in logical thinking to solve problems in the field of inclusive education according to their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas and designs.
	PO - 4 — Skilled in working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/written in resolving cases related to the implementation of inclusive education
	PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course examines the concept of disability, the concept of inclusive education and the practice of implementing inclusive education. Lectures are carried out using direct learning, case study, small-group discussion, cooperative learning, problem-based learning, project-based learning and collaborative learning methods.

References	**Main :**

1. Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.
2. Carrington, Suzanne, and Macarthur, Jude (Ed). 2012. Teaching In Inclusive School Communities. Australia: John Wilay & Sons Australia,Ltd.
3. Choate. Joyce S. 2004. Pengajaran Inklusif Yang Sukses: Cara Handal untuk mendeteksi dan memperbaiki kebutuhan khusus. Hellen Keller International-Pearson Education Inc.
4. Hellen Keller International. Menjadikan Lingkungan Inklusif: Ramah Terhadap Pembelajaran (LIRP).
5. Kementrian Pendidikan Nasional. Modul Pelatihan Pendidikan Inklusif. Kerjasama Kementrian Australia- Indonesia. Jakarta: Kemdiknas.
6. Departemen Pendidikan dan Kebudayaan. 2011. Pedoman Umum Penyelenggaraan Pendidikan Inklusif. Jakarta: Departemen Pendidikan dan Kebudayaan.
7. Direktorat PK-PLK. 2012. Pedoman Pembudayaan Pendidikan Inklusi di Indonesia . Jakarta: Kemdikbud.
8. Salend, Spencer J. 2011. Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition . Boston: Pearson Education Inc.
9. Lewis, Rena B. and McLoughin, James A. 1986. Assessing Special Students. London: Charles E. Merrill Publishing Company.

Supporters:	
1. Video Praktik Pembelajaran Inklusif	

Supporting lecturer	Prof. Dr. H. Murtadlo, M.Pd. Diah Ekasari, M.Pd. Devina Rahmadiani Kamaruddin Nur, M.Pd. Muhammad Nurul Ashar , S.Pd., M.Ed.

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 scope and mechanisms of lectures	Explain the scope and mechanisms	**Criteria:** 1.If all questions can be answered well then you will get a perfect score 2. **Form of Assessment** : Participatory Activities	Discussion 2 X 50		**Material:** Concept of Inclusive Education **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*	3%
2	Understand the basic concepts of inclusive education	Explain the concept of PI. Explain the philosophy of PI. Explain the types of services in inclusive schools	**Criteria:** 1.If all questions can be answered well then 2.Perfect score **Form of Assessment** : Participatory Activities	2 X 50 Observation Seminar		**Material:** Concept of Inclusive Education **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*	3%
3	Understand the principles and foundations of inclusive education	Explaining the principles of PI Explaining the foundations (philosophical, juridical, empirical, pedagogical)	**Criteria:** 1.If all questions can be answered well then 2.Perfect score **Form of Assessment** : Participatory Activities	Discussion 2 X 50		**Material:** Principles and Foundations of Inclusive Education **Reference:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	3%

4	Understanding students with special needs	Explaining Prevalence Explaining Types and characteristics of GDPK	**Criteria:** If there is a lot of behavior that shows active participation, then the score will be higher. The more complete the content of the paper and shows the depth of discussion, the better the score. **Form of Assessment** : Participatory Activities	Discussion 2 X 50		**Material:** Principles and Foundations of Inclusive Education **Reference:** *Department of Education and Culture. 2011. General Guidelines for Implementing Inclusive Education. Jakarta: Department of Education and Culture.*	3%
5	Understand the identification and assessment of students with special needs	Explaining Identification and assessment of PDBK Carrying out Identification and assessment of PDBK	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Form of Assessment** : Participatory Activities	Case Study Observations 2 X 50		**Material:** Literature Identification and Assessment **:** *Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. Jakarta: Ministry of National Education.*	3%
6	Understand the identification and assessment of students with special needs	Explaining Identification and assessment of PDBK Carrying out Identification and assessment of PDBK	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Form of Assessment** : Participatory Activities	Case Study Observations 2 X 50		**Material:** Literature Identification and Assessment **:** *Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation. Jakarta: Ministry of National Education.*	3%
7	Understanding the curriculum in inclusive schools	Explaining the structure of the curriculum in inclusive schools. Identifying the stages of curriculum adaptation. Carrying out curriculum adaptations	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Form of Assessment** : Participatory Activities	Observation Discussion 2 X 50		**Material:** Inclusive School Curriculum **Library:** *PK-PLK Directorate. 2012. Guidelines for Cultivating Inclusive Education in Indonesia. Jakarta: Ministry of Education and Culture.*	3%

8	UTS	uts	**Criteria:** 1. If all questions can be answered well then you will get a perfect score 2. **Form of Assessment** : Project Results Assessment / Product Assessment	UTS 2 X 50		**Material:** UTS **Library:** *Videos on Inclusive Learning Practices*	20%
9	Understanding learning management in inclusive schools	1. Carry out learning planning 2. Prepare matrix planning 3. Develop learning programs	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Form of Assessment** : Participatory Activities	Practical 2 X 50		**Material:** Learning Management in Inclusive Schools **Reference:** *Salend, Spencer J. 2011. Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc.*	8%
10	Understanding learning management in inclusive schools	1. Carry out learning planning 2. Prepare matrix planning 3. Develop learning programs	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Form of Assessment** : Participatory Activities	Practical 2 X 50		**Material:** Inclusive Education Practices **Reference:** *Choate. Joyce S. 2004. Successful Inclusive Teaching: A Reliable Way to detect and correct special needs. Hellen Keller International-Pearson Education Inc.*	3%
11	Understanding the implementation of learning in schools	1. Identifying learning in inclusive schools 2. Get to know the characteristics of learning in inclusive schools 3. Explain the principles of learning in inclusive schools.	**Criteria:** If there is a lot of behavior that shows active participation, the higher the score. The more complete the content of the paper and shows the depth of discussion, the better the score **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Discovery-inquiry 2 X 50		**Material:** Inclusive Education Practices **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*	6%

12	Understanding manpower in inclusive education	Identifying staff in inclusive schools. Explaining the main tasks and functions of staff in inclusive schools	**Criteria:** 1. If all questions can be answered well then 2. Perfect score **Form of Assessment** : Participatory Activities	Discussion 2 X 50		**Material:** Inclusive Education Practices **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*	3%
13	Understand facilities and infrastructure	Identifying facilities and infrastructure in inclusive schools. Explaining accessibility in inclusive schools. Getting to know assistive technology	**Criteria:** The more complete the contents of the paper and show the depth of discussion, the better the grade **Form of Assessment** : Participatory Activities	Discussion 2 X 50		**Material:** Inclusive Education Practices **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*	3%
14	Understand the support system and community empowerment	Explaining the support system in inclusive schools Explaining the resource room in inclusive schools Explaining the function and role of resource centers in inclusive schools Explaining the role of PDBK or PLA service centers and the like	**Criteria:** The more complete the contents of the paper and show the depth of discussion, the better the grade **Form of Assessment** : Participatory Activities	Discussion 2 X 50		**Material:** Inclusive Education Practices **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*	3%
15	Understand assessment and grade promotion and reporting	Explaining the assessment system in inclusive schools. Explaining the grade promotion system in inclusive schools. Explain the reporting and certification system in inclusive schools.	**Criteria:** The more complete the contents of the paper and show the depth of discussion, the better the grade **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion 2 X 50		**Material:** Inclusive Education Practices **Reader:** *Budiyanto. 2011. Best Practices Inclusive Education in Japan, Australia, India, and Thailand. Tsukuba University: CRICED.*	3%
16	UAS	uts	**Criteria:** 1. If all questions can be answered well then you will get a perfect score 2. **Form of Assessment** : Project Results Assessment / Product Assessment	UAS Development of an inclusive learning model 2 X 50		**Material:** Development of an inclusive learning model **Reference:** *Video of Inclusive Learning Practices*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	44%

2.	Project Results Assessment / Product Assessment	56%
		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** 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.