



**Universitas Negeri Surabaya
Faculty of Education,
Special Education Masters Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Abk Counseling	8610102013	Authorization	T=2	P=0	ECTS=4.48	1	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Endang Pudjiastuti sartinah, M.Pd; Prof. Dr. Sujarwanto, M.Pd		Dr. Endang Pudjiastuti sartinah, M.Pd; Prof. Dr. Sujarwanto, M.Pd			Prof. Dr. Siti Masitoh, M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO) PLO study program that is charged to the course

Program Objectives (PO)

PO - 1	Master in depth the basic concepts, principles, theories related to counseling for children with special needs and be able to solve problems related to counseling for children with special needs according to procedures
PO - 2	Able to apply knowledge, skills and expertise in the field of guidance and counseling based on educational values to children with special needs and to parents who have children with special needs
PO - 3	Having sincerity, commitment, sincerity to develop the attitudes, values and abilities of students with special needs
PO - 4	Able to design and implement guidance and counseling programs in an educational context in a comprehensive manner, through reset with a multi or transdisciplinary approach, which has received national and/or international recognition
PO - 5	Able to solve educational problems related to the field of guidance and counseling in a broader context so as to produce creative, original, tested work that is beneficial for the development of educational science and the benefit of humanity
PO - 6	Having counselor personalities can be seen from attitudes and services towards counseling through direct practice in carrying out guidance and counseling services.
PO - 7	Skilled in thinking logically to solve problems in the field of special education for children with special needs related to ABK Counseling, able to plan, implement, evaluate ABK Counseling to solve ABK problems, as well as optimize ABK Counseling based on principles in the context of learning, services and related research with ABK counseling
PO - 8	Skilled in the world of education to solve problems in the field of special education for children with special needs related to ABK Counseling, able to plan, implement, evaluate ABK Counseling to resolve ABK Counseling problems, while also optimizing the potential of ABK Counseling based on principles and procedures in the learning context, services and research related to ABK Counseling
PO - 9	Skilled at working independently, working together in collaborative teams, responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing related to ABK Counseling, able to plan, implement, evaluate ABK Counseling to resolve ABK problems, at the same time also optimize counseling for ABK based on principles and procedures in the context of learning, services and research related to self-development for ABK
PO - 10	Implementing an inclusive culture in carrying out duties as GDPK educators and entrepreneurs based on religion, morals and ethics

PLO-PO Matrix

1	Understand the concepts and principles of guidance and counseling in formal education	<ul style="list-style-type: none"> • Able to explain the concepts and principles of guidance and counseling in formal channels. • Definition of Guidance and Counseling • Principles of Guidance and Counseling • Guidance and Counseling in formal channels 	<p>Criteria: Criteria: accuracy and suitability Form: non-test, presentation, performance (analysis results)</p> <p>Form of Assessment : Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: • Definition of Guidance and Counseling • Principles of Guidance and Counseling • Guidance and Counseling in formal channels</p> <p>Reader: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
2	Students understand the concept of identifying the need for Counseling Guidance for Children with Special Needs	<ul style="list-style-type: none"> • Definition of identification • Purpose of identification • Steps for identifying crew members 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (identification and analysis results)</p> <p>Form of Assessment : Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Understanding Identification • Objectives of Identification • Steps to identify crew members</p> <p>Library: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
3	Students understand the assessment of areas of need for ABK (choose one specialty) with disabilities	<p>Students understand the assessment of areas of need for ABK (choosing one specialty) for disabilities including:</p> <ul style="list-style-type: none"> • Assessment of areas of need for ATN, ATR. • Assessment of ATG and ATD needs • Assessment of the needs of gifted children, slow learning children • Assessment of the needs of children with learning disabilities, children with autism and ADHD 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (identification and analysis results)</p> <p>Form of Assessment : Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: assessment of areas of need for crew members (choosing one specialty) with disabilities including:</p> <ul style="list-style-type: none"> • Assessment of areas of need for ATN, ATR. • Assessment of the needs of ATG and ATD • Assessment of the needs of gifted children, slow learning children • Assessment of the needs of children with learning difficulties, children with autism and ADHD <p>Library: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%

4	Students understand the assessment of areas of need for ABK (choose one specialty) with disabilities	Students understand the assessment of areas of need for ABK (choosing one specialty) for disabilities including: <ul style="list-style-type: none"> Assessment of areas of need for ATN, ATR. Assessment of ATG and ATD needs Assessment of the needs of gifted children, slow learning children Assessment of the needs of children with learning disabilities, children with autism and ADHD 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (identification and analysis results)</p> <p>Form of Assessment : Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: • Assessment of areas of ATN, ATR needs. • Assessment of the needs of ATG and ATD • Assessment of the needs of gifted children, slow learning children • Assessment of the needs of children with learning difficulties, children with autism and ADHD</p> <p>Library: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
5	Students apply the principles of guidance in learning children with special needs at school	Facilitate guidance in learning for ABK at school, including: <ul style="list-style-type: none"> Principles of guidance in learning for ABK at school Principles of guidance for learning for ABK at school 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (identification and analysis results)</p> <p>Form of Assessment : Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: • Principles of guidance in learning ABK at school • Principles of guidance in learning ABK at school</p> <p>Library: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	0%
6	Students develop a BK program for Children with Special Needs	Able to prepare a BK program for ABK, including: <ul style="list-style-type: none"> BK Program for ABK Rational Structure Needs based on assessment Objectives Scope and service design 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: • ABK BK Program Rational Structure Needs based on assessment • Objectives Scope and service design</p> <p>References: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
7	Students apply one of the counseling theories: application in special education	Able to apply one of the counseling theories: application in special education, including: <ul style="list-style-type: none"> Extensional theory Psychoanalytic theory Adler's theory Client Center theory (person centered) Gestal theory 	<p>Criteria: Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p>Form of Assessment : Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: • Extensional theory • Psychoanalytic theory • Adler's theory • Client Center theory (person centered) • Gestal theory</p> <p>Library: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%

8	UTS	UTS	Criteria: UTS Form of Assessment : Portfolio Assessment	UTS 2 X 50		Material: UTS Library: Sartinah Endang Pudjiastuti & Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing	25%
9	Students apply one of the counseling theories: application in special education	Able to apply one of the counseling theories: applications in education, including: • Transactional Analysis Theory • Behavioral Theory	Criteria: Criteria: accuracy and suitability of non-test forms, performance (design results) Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: • Transactional Analysis Theory • Behavioral Theory Main literature, internet, references/learning sources/other media both digital and non-digital Library: Sartinah Endang Pudjiastuti & Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing	0%
10	Mastering counselors as Talent Scouts: Identification of giftedness, gifted development problems, and counseling needs	Able to prepare reports about counselors as Talent Scouts: Identification of giftedness, gifted development problems, and counseling needs • a. Identification of Giftedness • b. Gifted development problems • c. Crew needs	Criteria: Criteria: accuracy and suitability of non-test form, performance (practice video) Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: • a. Identification of Giftedness • b. Gifted development problems • c. Library Crew Needs : Sartinah Endang Pudjiastuti & Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing	5%
11	Mastering critical issues of acceleration programs for gifted children See Law no. 20 National Education System	Able to explain critical issues of acceleration programs for gifted children See Law no. 20 National Education System • Critical issues of accelerated programs for gifted children • Law no. 20 National Education System	Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results)	Project Based Learning, discussions, assignments, responses 2 X 50		Material: • Critical issues of acceleration programs for gifted children • Law no. 20 National Education System Library: Sartinah Endang Pudjiastuti & Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing	5%
12	Mastering guidance for Children with Learning Difficulties	Able to handle guidance for children with learning difficulties • Definition of guidance for children with learning difficulties • Benefits of guidance for children with learning difficulties	Criteria: Learning Difficulties • Definition of guidance for children with Learning Difficulties • Benefits of guidance for children with Learning Difficulties Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: • Understanding guidance for children with learning difficulties. • Benefits of guidance for children with learning difficulties. Literature: Sartinah Endang Pudjiastuti & Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing	5%

13	Mastering Class Seminars/Guest lectures	Able to explain Class Seminar/Guest Lecture material • Current issues regarding ABK problems • Solutions for Handling BK for ABK	Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results) Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: • Current issues regarding ABK problems • Solution for Handling BK for ABK Readers: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i>	0%
14	Students master the contents of the International Journal	Able to review journals • International journals about BK ABK • Follow up reviews of international journals BK ABK	Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results) Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: • International journal about BK ABK • Follow-up review of the international journal BK ABK Library: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i>	5%
15	Students master the contents of the International Journal	Able to review journals • International journals about BK ABK • Follow up reviews of international journals BK ABK	Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results) Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: • International journal about BK ABK • Follow-up review of the international journal BK ABK Library: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i>	0%
16	UAS	UAS	Criteria: UAS Form of Assessment : Portfolio Assessment	UAS 2 X 50		Material: UAS Library: <i>Sartinah Endang Pudjiastuti & Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i>	35%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Portfolio Assessment	60%
2.	Practice / Performance	40%
		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.

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.