



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Abk Learning Approach Innovation	8610102009		T=2 P=0 ECTS=4.48	2	July 17, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Prof. Dr. Siti Masitoh, M.Pd.																																	
<b>Learning model</b>	Project Based Learning																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; 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																						
<b>Short Course Description</b>	This course examines the essence of innovative learning approaches for ABK, the concept of learning approaches, the implementation of learning innovations for ABK in special and inclusion classes. The discussion also includes providing understanding and knowledge, as well as experience, skills to students through theories, concepts, the nature of learning innovation, objectives, functions and benefits for obtaining skills in the cognitive, affective and psychomotor development of ABK in participating in learning for ABK in special classes. as well as in inclusion classes. Implementation of strategies, delivery techniques and assessment of learning innovations for children with special needs to plan, apply, modify, analyze, evaluate and complete learning innovations for children with special needs and equip students to be able to make decisions in applying learning innovations for children with special needs to find alternative solutions in solving problems of learning to read, write, count for children with special needs.																																					
<b>References</b>	<b>Main :</b>																																					
	1. Arends, Richard I. 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company. Vaughn, S., C.S.Bos & J.S. Schumn. (2000). Teaching exceptional, diverse, and at risk students in the general education classroom. Boston: Allyn Bacon. Joyce, B., & Weil, M. (1996). Models of teaching (5th ed.). Englewood Cliffs, NJ: Prentice-Hall. Nash, Ron J. (2010). The active classroom field book: Success stories from the active classroom. USA: Corwin. Westwood, P. (1993). Commonsense methods for children with special needs. London: Routledge. Brooks, J.G. & Brooks, M. 1993. The case for constructivist classrooms. Alexandria: ASCD Gardner, H. 1993. Multiple intelligences: the theory in practice. New York: Basic Books Slavin, R.E. 1991. Educational psychology. Third edition. New York: Allyn & Bacon																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Asri Wijastuti, M.Pd.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Understand the competencies, descriptions, sequence of material for the Learning Approach Innovation course for ABK and lecture contracts	Mentions competencies, descriptions, sequence of material for the Learning Approach Innovation course for ABK	<b>Criteria:</b> 1.4: mention and explain the 4 CPs correctly 2.3: just mention and explain correctly the 3 CPs 3.2: name and explain correctly 2 CP 4.1: mention and explain 1 CP 5.0: did not answer	Expository Discussion 2 X 50			0%
2	Understand the nature of the Learning Approach for ABK. Understand the scope of the Learning Approach for ABK	1. Describe the nature of the Learning Approach for ABK 2. Outlines the scope of the Learning Approach for ABK	<b>Criteria:</b> 1.4: the writing is close to the same or 300 words, and describes the nature of giftedness and the scope of education for gifted children correctly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands.	Presentation Discussion Inquiry 2 X 50			0%
3	Describe learning innovations for children with visual impairments	Formulate the concept of learning innovation for ATN	<b>Criteria:</b> 1.4: writing close to the same or 200 words, and describes innovations that optimize tactile and sensory properly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands.	· Presentation - Recitation Direct instruction 2 X 50			0%
4	Identifying learning innovation strategies for ATR	Demonstrates learning characteristics for ATR	<b>Criteria:</b> 1.4: correct content and placement; 2.3: the content is correct, there is a placement error, OR the content is incorrectly placed 3.2: partially correct content, and partially correct placement 4.1: partially correct and incorrect placement OR correct placement and incorrect content.	· Scientific inquiry 2 X 50			0%
5	Describe learning innovation strategies for children with intellectual disabilities	Formulate learning innovation strategies for children with intellectual disabilities	<b>Criteria:</b> 1.4: correct content, coherent/coherent, maximum length 150 words. 2.3: correct content, not coherent/coherent, maximum 150 words, 3.2: partially incorrect content, not coherent/coherent, less than 100 words long, 4.1: wrong content	Scientific direct instruction recitation 2 X 50			0%

6	Describe the principles of learning innovation for children with autism	Demonstrates the principles of learning innovation for children with autism	<b>Criteria:</b> 1.4: mention completely and explain correctly 2.3: call incomplete and explain correctly 3.2: mention some and explain correctly 4.1: mention some and explain wrong	scientific discovery recovery 2 X 50			0%
7	. Describe learning innovation strategies for children with special needs	Prepare a learning innovation strategy chart for ABK. Present a learning innovation strategy chart for ABK	<b>Criteria:</b> 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive	ScientificCollaborative 2 X 50			0%
8	master the final abilities of encounters 1-7		<b>Criteria:</b> 10 questions, each question worth 8 marks	Take home written test 2 X 50			0%
9	Analyze from book and journal references about the nature of learning innovation for ABK. Analyze learning strategies in the SLB and inclusion curriculum	Explaining the nature of learning innovation as learning styles, learning models, and learning modifications. Distinguishing learning strategies in special and inclusion classes	<b>Criteria:</b> 1.4: mention 2 fields and explain them correctly. 2.3: mention 2 fields, and explain what is wrong. 3.2: mentions 2 fields, explains everything wrong 4.1: call wrong and explain wrong.	Discussion Presentation 2 X 50			0%
10	Applying the basics and principles of a differentiated curriculum	Develop differentiated learning plans in inclusion classes Analyze the content, processes and products of differentiated reading and writing learning in inclusion classes	<b>Criteria:</b> 1.4: correct according to theoretical and empirical, 2.3: theoretically correct, empirically partly incorrect; OR theoretical is partially wrong, empirical is correct, 3.2: theoretical is partly wrong, and empirical is partly wrong 4.1: theoretical is wrong, empirical is wrong	synthetic, collaborative 2 X 50			0%
11	Able to implement learning innovations for ABK	Practicing teaching students with learning disabilities and ADHD Analyzing the effectiveness of teaching results for students with learning disabilities and ADHD	<b>Criteria:</b> 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	presentation, discussion 2 X 50			0%

12	Implementing mathematics learning strategies for gifted children in inclusion classes	Describe mathematics learning strategies for gifted children in inclusion classes. Analyze the management of the mathematics learning environment for gifted children	<b>Criteria:</b> 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	scientific, collaborative, inquiry 2 X 50			0%
13	Applying technology assistance to teach reading and writing for children with special needs in inclusion classes	1.Explains the basics of assistive technology for learning to read and write for ABK 2.Analyzing the key components of technological assistance in learning to read and write for ABK	<b>Criteria:</b> 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	discussion, presentation, inquiry, practice 2 X 50			0%
14	Implementing ATN teaching technology assistance for reading and writing in inclusion classes	1.Explains the basics of assistive technology for learning to read and write for ATN 2.Analyzing the key components of technology assistance for learning to read and write for ATN	<b>Criteria:</b> 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	scientific, humanistic, practical, discussion 2 X 50			0%
15	Develop K13-based learning plans and PPI for ABK in Inclusion Classes	Teach multilingual and multicultural students by managing an active class	<b>Criteria:</b> 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive	practice and discussion 2 X 50			0%
16	master indicators 1-15			2 X 50 test			0%

**Evaluation Percentage Recap: Project Based Learning**

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.