



**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 |
|-------------|------------|---------------|---------------|-----|-----------|----------|------------------|
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| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
|---------------|--------------|----------------------------|-------------------------------|
| | | | Prof. Dr. Siti Masitoh, M.Pd. |

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| Learning model | Case Studies |
|----------------|--------------|

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|--|---|--|-----|------|---|---|---|---|---|----|----|----|----|----|----|----|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Program Learning Outcomes (PLO) | PLO study program that 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: 50px; height: 20px;">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-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">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 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | |

Short Course Description
 This internship in learning for prospective lecturers and special school/inclusive school teachers trains them to apply the principles of learning design and development in the field of Special Education; use of concepts, principles and procedures in developing teaching materials; creating a learning set (Semester Lecture Plan and course syllabus, SLB RPP) and implementing learning practices in the field of special education for students at undergraduate level. Special Education Internship for students to connect theory and practice through direct experience of solving problems in the field of Special Education. Students undertake internships at Special Schools and PLB conferences in Thailand, planning, implementing, evaluating learning programs in a scientific setting. Then carry out teaching practice in the S1 PLB department as the end of the field experience period. Students are required to prepare individual reports which are carried out in a guided manner and assessed by the supervisor of the course they teach.

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|------------|--------------------|--|
| References | Main : | |
| | | <ol style="list-style-type: none"> 1. Kurikulum Prodi S2 PLB Pascasarjana Unesa. 2. Kurikulum Prodi S1 PLB FIP Unesa. 3. Model Homeschooling Anak Berkebutuhan Khusus 4. Kurikulum SLB |
| | Supporters: | |

Supporting lecturer
 Prof. Dr. Siti Masitoh, M.Pd.
 Dr. Asri Wijastuti, M.Pd.
 Prof. Dr. Sujarwanto, M.Pd.
 Prof. Dr. Hj. Sri Joeda Andajani, M.Kes.

| 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) |

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|----|---|---|--|--|--|--|----|
| 1 | Understand competencies, descriptions, sequences of learning materials in inclusive schools and special schools as well as home schooling | Explaining competencies, descriptions, sequences of learning materials in inclusive schools and special schools as well as home schooling | | · Collaborative · Cooperative Individual Task 2 X 50 | | | 0% |
| 2 | Understand competencies, descriptions, sequences of learning materials in inclusive schools and special schools as well as home schooling | Explaining competencies, descriptions, sequences of learning materials in inclusive schools and special schools as well as home schooling | | · Collaborative · Cooperative Individual Task 2 X 50 | | | 0% |
| 3 | Construction in the field in inclusive and special schools as well as home schooling | · Practicing learning in inclusive and special schools as well as home schooling | | Individual Assignments 2 X 50 | | | 0% |
| 4 | Construction in the field in inclusive and special schools as well as home schooling | · Practicing learning in inclusive and special schools as well as home schooling | | Individual Assignments 2 X 50 | | | 0% |
| 5 | Construction in the field in inclusive and special schools as well as home schooling | · Practicing learning in inclusive and special schools as well as home schooling | | Individual Assignments 2 X 50 | | | 0% |
| 6 | Construction in the field in inclusive and special schools as well as home schooling | · Practicing learning in inclusive and special schools as well as home schooling | | Individual Assignments 2 X 50 | | | 0% |
| 7 | Construction in the field in inclusive and special schools as well as home schooling | · Practicing learning in inclusive and special schools as well as home schooling | | Individual Assignments 2 X 50 | | | 0% |
| 8 | SUBSUMATIVE EXAMINATION | | | 2 X 50 | | | 0% |
| 9 | Construction in the field in Unesa's PLB FIP undergraduate department | practicing learning in the Unesa FIP PLB S1 major | | Unesa FIP PLB Undergraduate Study Program Curriculum 2 X 50 | | | 0% |
| 10 | Construction in the field in Unesa's PLB FIP undergraduate department | practicing learning in the Unesa FIP PLB S1 major | | Unesa FIP PLB Undergraduate Study Program Curriculum 2 X 50 | | | 0% |
| 11 | Construction in the field in Unesa's PLB FIP undergraduate department | practicing learning in the Unesa FIP PLB S1 major | | Unesa FIP PLB Undergraduate Study Program Curriculum 2 X 50 | | | 0% |
| 12 | Construction in the field in Unesa's PLB FIP undergraduate department | practicing learning in the Unesa FIP PLB S1 major | | Unesa FIP PLB Undergraduate Study Program Curriculum 2 X 50 | | | 0% |

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|----|---|---|--|---|--|--|----|
| 13 | Construction in the field in Unesa's PLB FIP undergraduate department | practicing learning in the Unesa FIP PLB S1 major | | Unesa FIP PLB Undergraduate Study Program Curriculum 2 X 50 | | | 0% |
| 14 | Construction in the field in Unesa's PLB FIP undergraduate department | practicing learning in the Unesa FIP PLB S1 major | | Unesa FIP PLB Undergraduate Study Program Curriculum 2 X 50 | | | 0% |
| 15 | Construction in the field in Unesa's PLB FIP undergraduate department | practicing learning in the Unesa FIP PLB S1 major | | Unesa FIP PLB Undergraduate Study Program Curriculum 2 X 50 | | | 0% |
| 16 | SUMATIVE EXAMINATION | | | 2 X 50 | | | 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.