



**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
CREW SELF DEVELOPMENT	8611702046	Study Program Elective Courses	T=2	P=0	ECTS=4.48	3	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-30	Develop special education service techniques in specialty development programs;
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PLO-40	Mastering the knowledge and learning approaches that are able to maintain and develop the quality of education at undergraduate level and in the profession of serving children with special needs.
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Program Objectives (PO)	
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PO - 1	Mastering the knowledge and learning approaches to develop the quality of special education and services related to the personal development of children with special needs
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PO - 2	Developing special education service techniques in self-development programs for children with special needs
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PLO-PO Matrix	
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	<table border="1"> <tr> <td>P.O</td> <td>PLO-30</td> <td>PLO-40</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> </table>	P.O	PLO-30	PLO-40	PO-1			PO-2		
P.O	PLO-30	PLO-40								
PO-1										
PO-2										

PO Matrix at the end of each learning stage (Sub-PO)	
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	<table border="1"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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Short Course Description	Assessment and understanding of the meaning, foundation, goals, aspects of self-development of children with special needs (self-efficacy, self-esteem, personality, cognitive, socio-emotional, psychosocial, behavior, moral, character, self-concept, communication, intrinsic motivation, independence, self-regulation, problem solving, creativity, life skills, self care, activities of daily living and other ABK self-development) and theories underlying ABK's self-development, the relationship between multiple intelligences and ABK's self-development, ABK's self-development methods, assessments and development programs themselves (including: aspects to be developed, objectives, media, materials, tools, time, place, steps, evaluation, follow-up), special programs for children with special needs (blind children, deaf and speech impaired, mentally retarded, physically disabled, autistic, and children with other special needs), evaluation of self-development programs for children with special needs, implementation of theories related to the self-development of ABK in learning practices and research on ABK. Lectures are carried out using a project based learning model
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References	Main :
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1. Alan Pritchard. 2009. Ways of Learning . New York: Routledge.
2. Bieler, R.B., et.al. 2012. Early Childhood Development and Disability . World Health Organization, ISBN 978 92 4 150406 5 NLM classification: WS 368), http://www.who.int/about/licensing/copyright_form/en/index.htm.
3. Malbogat, M. 2017. Special Educational Needs. Cambridge Assessment International Education , info@cambridgeinternational.org or visit www.cambridgeinternational.org/events.
4. Nucci, L., Krettenauer, T., Narvaez, D. 2014. Handbook of Moral and Character Education . New York: Routledge.
5. Preiss, D. D., Sternberg, R. J. 2010. Innovations in Educational Psychology: Perspectives on Learning, Teaching, and Human Development . New York: Springer Publishing Company, LLC, ISBN 978-0-8261-2162-2, E-book ISBN: 978-0-8261-2163-9.
6. Slavin, R.E. 2009. Educational Psychology : Theory and Practice , 9th ed. New Jersey: Pearson Education, Inc.
7. Switzky, H.N. 2006. Mental Retardation, Personality, and Motivational Systems. International Review of Research in Mental Retardation , Vol. 31, Elsevier Academic Press, www.books.elsevier.com, ISBN-13: 978-0-12-366231-6, ISBN-10: 0-12-366231-1.
8. Switzky, H.N. 2008. Personality and Motivational Differences in Persons with Mental Retardation. Taylor & Francis e-Library , ISBN 0-8058-2570-3, ISBN 1-4106-0169-2.
9. The United Nations Children's Fund. 2007. Promoting the Rights of Children with Disabilities. Innocenti Digest , UNICEF, ISBN: 978-88-89129-60-9, ISSN: 1028-3528.

Supporters:

Supporting lecturer

Dr. Wiwik Widajati, M.Pd.

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 basic concepts of ABK self-development (understanding, foundation, goals of ABK self-development)	Explaining the basic concept of self-development for ABK (understanding, foundation, goals of self-development for ABK) Identifying the benefits of self-development for ABK in learning and services as well as research related to ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Project based learning, 2 X 50 group discussions			2%
2	Understand the basic concepts of ABK self-development (understanding, foundation, goals of ABK self-development)	Explaining the basic concept of self-development for ABK (understanding, foundation, goals of self-development for ABK) Identifying the benefits of self-development in learning and services as well as research related to ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Project based learning, 2 X 50 group discussions			2%

3	Understand the importance of aspects of self-development for children with special needs (self-efficacy, self-esteem, personality, cognitive, socio-emotional, psychosocial, behavior, morals, character, self-concept, communication, intrinsic motivation in the learning system and life of ABK	Explain aspects of self-development of children with special needs (self-efficacy, self-esteem, personality, cognitive, socio-emotional, psychosocial, behavior, morals, character, self-concept, communication, intrinsic motivation in the learning system and life of ABK. Identify examples of ABK's self-development Analyzing the relationship between aspects of self-development and the learning system and life of ABK	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Project based learning, group discussions, 2 X 50 assignments			2%
4	Understand the importance of aspects of self-development for children with special needs (self-efficacy, self-esteem, personality, cognitive, socio-emotional, psychosocial, behavior, morals, character, self-concept, communication, intrinsic motivation in the learning system and life of ABK	Explain aspects of self-development of children with special needs (self-efficacy, self-esteem, personality, cognitive, socio-emotional, psychosocial, behavior, morals, character, self-concept, communication, intrinsic motivation in the learning system and life of ABK. Identify examples of ABK's self-development Analyzing the relationship between aspects of self-development and the learning system and life of ABK	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Project based learning, group discussions, 2 X 50 assignments			2%
5	Understand the importance of aspects of self-development of children with special needs (independence, self-regulation, problem solving, creativity, life skills, self-care, activities of daily living and other ABK self-development) in the learning and life of ABK	Explain the aspects of self-development of children with special needs (independence, self-regulation, problem solving, creativity, life skills, self care, activities of daily living and other ABK self-development) in the learning and life of ABK. Identify examples of ABK self-development. Analyze the relationship between these aspects. aspects of self-development with the learning system and life of ABK	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> · Group presentation · Group discussion · Question and answer · Assignment · Cooperative learning · Collaborative strategy 2 X 50			2%

6	Understand the importance of aspects of self-development of children with special needs (independence, self-regulation, problem solving, creativity, life skills, self-care, activities of daily living and other ABK self-development) in the learning and life of ABK	Explain the aspects of self-development of children with special needs (independence, self-regulation, problem solving, creativity, life skills, self care, activities of daily living and other ABK self-development) in the learning and life of ABK. Identify examples of ABK self-development. Analyze the relationship between these aspects. aspects of self-development with the learning system and life of ABK	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> · Group presentation · Group discussion · Question and answer · Assignment · Cooperative learning · Collaborative strategy <p>2 X 50</p>			2%
7	Understand the theory underlying ABK's self-development, the relationship between multiple intelligence and ABK's self-development	Explain the theory underlying ABK's self-development. Make an example of the application of multiple intelligences in ABK's self-development	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> Group presentation Group discussion Question and answer Assignment assignment Cooperative learning Collaborative strategy <p>2 X 50</p>			2%
8	Able to do UTS assignments related to ABK's self-development	Carrying out UTS assignments is related to the self-development of crew members	<p>Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Assignment <p>2 X 50</p>			10%
9	Understand ABK's self-development methods	Explaining ABK's self-development methods. Making examples of implementing ABK's self-development methods	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> Group presentation Group discussion Question and answer Assignment assignment Cooperative learning Collaborative strategy <p>2 X 50</p>			2%
10	Able to communicate assessments and self-development programs for ABK		<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<ul style="list-style-type: none"> Project based learning, 2 X 50 group discussions 			2%

11	Able to create assessment instruments and self-development programs for ABK	Create assessment instruments and self-development programs for ABK	<p>Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning, 2 X 50 project based assignments			7%
12	Able to create programs and video practice programs as well as articles related to the self-development of children with special needs	Create programs and video practice programs as well as articles related to the self-development of children with special needs	<p>Criteria: Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning, 2 X 50 project based assignments			10%
13	Able to create programs and video practice programs as well as articles related to the self-development of children with special needs	Create programs and video practice programs as well as articles related to the self-development of children with special needs	<p>Criteria: Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning, 2 X 50 project based assignments			10%
14	Able to create programs and video practice programs as well as articles related to the self-development of children with special needs	Create programs and video practice programs as well as articles related to the self-development of children with special needs	<p>Criteria: Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning, 2 X 50 project based assignments			10%

15	Able to create programs and video practice programs as well as articles related to the self-development of children with special needs	Create programs and video practice programs as well as articles related to the self-development of children with special needs	<p>Criteria: Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning, 2 X 50 project based assignments		10%
16	Able to work on UAS in the form of project assignments related to ABK's self-development	Carrying out UAS in the form of project assignments related to the self-development of crew members	<p>Criteria: Score 4 if the program, video, article is very suitable and very good, Score 3 if the program, video, article is suitable and good, Score 2 if the program, video, article is quite suitable and quite good, Score 1 if the program, video or article is not suitable and not good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2X50 minute project based assignments		25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	82%
3.	Portfolio Assessment	3%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.

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.