	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**		**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Inclusive Education	8620602097		T=2	P=0	ECTS=3.18	1	July 1, 2022

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 that is charged to the course**	
	PLO-9	Solving integrated basic knowledge and skills problems in study areas (mathematics, language, science, social studies, civics, arts, sports).
	Program Objectives (PO)	
	PO - 1	Able to apply the principles of inclusive education
	PLO-PO Matrix	

P.O	PLO-9
PO-1	

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																

Short Course Description	This Inclusive Education course provides knowledge and experience to students through the study and discussion of: Concepts, Foundations, Principles in inclusive education, Inclusion Index, Cultivating Inclusion in Indonesia, Development of inclusive education in the world, Learning Characteristics of Students with Special Needs, Identification and Assessment, Planning Matrix, PPI, Curriculum Adaptation, and Assessment.

References	**Main :**	

1. Budiyanto. (2011). Best Practices Inclusive Education in Japan, Australia, India, and Thailand, CRICED Tsukuba University.
2. Carrington. Suzanne, and Macarthur. Jude.(Ed). (2012). Teaching In Inclusive School Communities, John Wilay & Sons Australia,Ltd.
3. Choate. Joyce S., (2004). Pengajaran In k lusif 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.
6. Pedoman Umum Penyelenggaraan Pendidikan Inklusif , (2011) Departemen Pendidikan dan Kebudayaan.
7. Pedoman Pembudayaan Pendidikan Inklusi di Indonesia, (2012), Direktorat PK-PLK Jakarta Kemndikbud.
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:

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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 concept of inclusive education	- Explain the concept of inclusive education	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Participatory Activities	Presentation- Substantive/Scientific 2 X 50		**Material:** understanding the concept **Reader:** *Carrington. Suzanne, and Macarthur. Jude. (Ed). (2012). Teaching In Inclusive School Communities, John Wilay & Sons Australia, Ltd.*	3%
2	Understand the basis for implementing inclusive education	- Explain the basis for implementing inclusive education	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Participatory Activities	Presentation- Substantive/Scientific 2 X 50		**Material:** understanding the basics **of Library:** *Budiyanto. (2011). Best Practices Inclusive Education in Japan, Australia, India, and Thailand, CRICED Tsukuba University.*	2%
3	Understand the principles of implementing inclusive education	- Explain the principles of implementing inclusive education	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Participatory Activities, Portfolio Assessment	Presentation- Substantive/Scientific 2 X 50		**Material:** explains the principle **Reader:** *Carrington. Suzanne, and Macarthur. Jude. (Ed). (2012). Teaching In Inclusive School Communities, John Wilay & Sons Australia, Ltd.*	2%
4	Understanding the inclusion index	Explain the inclusion index	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Participatory Activities, Portfolio Assessment	Interaction- Educative/Collaborative 2 X 50		**Material:** explaining the index **Reference:** *Budiyanto. (2011). Best Practices Inclusive Education in Japan, Australia, India, and Thailand, CRICED Tsukuba University.*	2%

			Criteria / Form of Assessment			**Material / References**	
5	Understanding the Culture of Inclusion in Indonesia	Explaining the culture of inclusion in Indonesia	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Participatory Activities, Portfolio Assessment	Interaction-Educative/Collaborative 2 X 50		**Material:** explaining civilization **Reader:** *Budiyanto. (2011). Best Practices Inclusive Education in Japan, Australia, India, and Thailand, CRICED Tsukuba University.*	2%
6	Understanding the Development of Inclusive Education in the World	1. Explain the development of inclusive education in the world 2. Describes views on inclusive education from various countries	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Participatory Activities, Portfolio Assessment	Interaction-Educative/Collaborative 2 X 50		**Material:** explaining the views **of Bibliography:** *Choate. Joyce S., (2004). Successful Inclusive Teaching: A Powerful Way to Detect and Remediate Special Needs, Hellen Keller International. Pearson Education Inc.*	2%
7	Understanding the Learning Characteristics of Students with Special Needs	1. Explain the prevalence of students with special needs 2. Explain the learning characteristics of students with special needs with visual, hearing and physical barriers	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Participatory Activities, Portfolio Assessment	Interaction-Educative/Collaborative 2 X 50		**Material:** explaining prevalence **Reference:** *Choate. Joyce S., (2004). Successful Inclusive Teaching: A Powerful Way to Detect and Remediate Special Needs, Hellen Keller International. Pearson Education Inc.*	2%
8	Understanding the Learning Characteristics of Students with Special Needs	1. Explain the prevalence of students with special needs 2. Explain the learning characteristics of students with special needs with visual, hearing and physical barriers	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Test	2 X 50 test		**Material:** explaining prevalence **Reference:** *Choate. Joyce S., (2004). Successful Inclusive Teaching: A Powerful Way to Detect and Remediate Special Needs, Hellen Keller International. Pearson Education Inc.*	10%
9	Understanding the Learning Characteristics of Students with Special Needs	Explain the learning characteristics of students with special needs with intellectual barriers, socio-emotional barriers, autism, learning difficulties, and giftedness.	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Interaction-Educative/Collaborative 2 X 50		**Material:** explaining the characteristics of **Reader:** *Choate. Joyce S., (2004). Successful Inclusive Teaching: A Powerful Way to Detect and Remediate Special Needs, Hellen Keller International. Pearson Education Inc.*	5%

10	Understanding the Identification and Assessment of Students with Special Needs	1. Explain the identification and assessment of students with special needs 2. Carry out identification and assessment of students with special needs	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Presentation-Substantive/Scientific 2 X 50		**Material:** identifying crew members **Reference:** *Choate. Joyce S., (2004). Successful Inclusive Teaching: A Powerful Way to Detect and Remediate Special Needs, Hellen Keller International. Pearson Education Inc.*	5%
11	Understanding the Planning Matrix for students with special needs	Explain the Planning Matrix for students with special needs	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation-Substantive/Scientific 2 X 50		**Material:** understanding the planning matrix **References:** *General Guidelines for Implementing Inclusive Education, (2011) Department of Education and Culture.*	10%
12	Understanding Individualized Learning Programs (PPI)	Explaining the Individual Learning Program (PPI)	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation-Substantive/Scientific 2 X 50		**Material:** Studying PPI **Library:** *Choate. Joyce S., (2004). Successful Inclusive Teaching: A Powerful Way to Detect and Remediate Special Needs, Hellen Keller International. Pearson Education Inc.*	10%
13	Understanding curriculum adaptation in inclusive schools	Explaining the curriculum in inclusive schools	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Project Results Assessment / Product Assessment	Interaction-Educative/Collaborative 2 X 50		**Material:** explaining the curriculum **Reader:** *Budiyanto. (2011). Best Practices Inclusive Education in Japan, Australia, India, and Thailand, CRICED Tsukuba University.*	10%
14	Understanding curriculum adaptation in inclusive schools	Carrying out the curriculum adaptation process in inclusive schools	**Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly **Form of Assessment** : Project Results Assessment / Product Assessment	Interaction-Educative/Collaborative 2 X 50		**Material:** carrying out the adaptation process **References:** *Hellen Keller International, Making the Environment Inclusive: Learning Friendly (LIRP)*	10%

| 15 | Understanding assessment for students with special needs in inclusive schools | Explain the assessment system (grading, grade promotion, and reporting) for students with special needs in inclusive schools | **Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly

Form of Assessment : Project Results Assessment / Product Assessment | Interaction-Educative/Collaborative 2 X 50 | | **Material:** Studying the assessment system **References:** *Ministry of National Education, Inclusive Education Training Module, Australia-Indonesia Ministry collaboration.* | 10% |
| 16 | able to make PPI | Able to take the PjBL test | **Criteria:** 3: able to answer 75-100% correct, 2: able to answer 50-74% correct, 1: able to answer 25-49% correct, 0.5: answered 1-24% correct, 0 answered incorrectly

Form of Assessment : Test | Test | | **Material:** taking tests **Literature:** *Ministry of National Education, Inclusive Education Training Module, Australia-Indonesia Ministry collaboration.* | 15% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	10%
4.	Test	25%
		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** 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.
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.