



Universitas Negeri Surabaya
Fakultas Ilmu Pendidikan
Program Studi S1 Pendidikan Luar Sekolah

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Pendidikan Inklusif	8620502117	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	2	10 Juni 2024
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	Ima Kurrotun Ainin, S.Pd., M.Pd. ; Danis Ade Dwirisananda, S.Pd., M.Hum. ; Dr. Wagino, M.Pd.		Ima Kurrotun Ainin, S.Pd., M.Pd.			Rivo Nugroho, S.Pd., M.Pd.	

Model Pembelajaran	Case Study
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Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK
CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya
CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan
CPL-9	Mampu memberdayakan masyarakat dan menerapkan kewirausahaan sosial pada pengelolaan lembaga satuan pendidikan non formal
CPL-12	Mampu menunjukkan sikap bertanggung jawab dan bekerja sama sesuai dengan norma dan etika profesi
	Capaian Pembelajaran Mata Kuliah (CPMK)
CPMK - 1	Memanfaatkan IPTEK sebagai alat bantu untuk memperoleh informasi terkait pendidikan inklusif dan mengkomunikasikannya.
CPMK - 2	Menguasai konsep pendidikan inklusif, dan implementasinya serta menyelesaikan masalah secara prosedural.
CPMK - 3	Mengambil keputusan dalam mengaplikasikan pemahaman terhadap peserta didik berkebutuhan khusus berdasarkan analisis informasi dan data hasil asesmen dalam memberikan alternatif penyelesaian permasalahan belajar di sekolah.
CPMK - 4	Bertanggung jawab terhadap kinerja pembelajaran yang dilaksanakan.

Matrik CPL - CPMK

CPMK	CPL-1	CPL-2	CPL-9	CPL-12
CPMK-1		✓		✓
CPMK-2		✓	✓	
CPMK-3	✓			✓
CPMK-4		✓		✓

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
CPMK-1	✓		✓			✓										✓	
CPMK-2		✓			✓					✓					✓		
CPMK-3				✓					✓			✓	✓				
CPMK-4							✓	✓			✓						

Deskripsi Singkat MK This course will examine in depth: The basic concept of inclusive education; Philosophy, basic principles and regulations; Diversity PDBK (characteristics) (law no 8 physical, mental and intellectual disabilities); Policy for implementing inclusive education in Indonesia (regulations, guidelines); The concept and implementation of inclusive education in Indonesia (which includes the Student Admission System, Identification and Assessment, Curriculum adaptation, Preparation of learning tools, Implementation of learning, Assessment); Management of inclusive education (8 principles basic education); Support System for Providing Inclusive Education; Accessibility and Assistive technology. Implementation discussion Inclusive education is intended for all students at all levels, types and units of education through the GDPK social paradigm approach by incorporating the noble values of Indonesian educational culture

Pustaka **Utama :**

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,
3. John Wiley & Sons Australia,Ltd.
4. Choate. Joyce S., (2004). Pengajaran In k lusif Yang Sukses: Cara Handal untuk mendeteksi dan memperbaiki kebutuhan khusus, Hellen Keller International. Pearson Education Inc.
5. Hellen Keller International. Menjadikan Lingkungan Inklusif: Ramah Terhadap Pembelajaran (LIRP) .
6. Kementerian Pendidikan Nasional, Modul Pelatihan Pendidikan Inklusif , kerjasama Kementerian Australia- Indonesia.
7. Pedoman Umum Penyelenggaraan Pendidikan Inklusif , (2011) Departemen Pendidikan dan Kebudayaan.
8. Pedoman Pembudayaan Pendidikan Inklusi di Indonesia, (2012), Direktorat PK-PLK Jakarta Kemndikbud.
9. Salend. Spencer J., (2011). Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc.
10. Lewis, Rena B. And McLoughin, James A., (1986), Assessing Special Students , London: Charles E. Merrill Publishing Company.
11. Ruth Colker. 2008. (Cambridge Disability Law and Policy Series) - When is Separate Unequal__ A Disability Perspective. Cambridge University Press.
12. Seamus Hegarty, Cor and Meijer, Sip Jan Pijl. 1996. (International perspective on reading assessment) Inclusive Education_ A Global Agenda. Routledge.
13. Ann Lewis, Brahm Norwich. 2004. Special Teaching for Special Children_ A Pedagogy for Inclusion_ (Inclusive Education). Open University Press.
14. Chrissie Rogers (auth.). 2007. Parenting and Inclusive Education_ Discovering Difference, Experiencing Difficulty-Palgrave. Macmillan UK.
15. David Mitchell. 2007. What Really Works in Special and Inclusive Education_ Using evidence-based teaching strategies.
16. Antonio L. Ellis (eds.). 2017. (Studies in Inclusive Education) Transitioning Children with Disabilities_ From Early Childhood through Adulthood. Sense Publishers(.
17. Armineh Soorenian (auth.). 2013. (Studies in Inclusive Education) - Disabled International Students in British Higher Education_ Experiences and Expectations. SensePublishers.
18. Elizabeth Walton. 2016. The Language of Inclusive Education_ Exploring Speaking, Listening, Reading and Writing. Routledge.
19. Garry Hornby (auth.). 2014. - Inclusive Special Education_ Evidence-Based Practices for Children with Special Needs and Disabilities. Springer-Verlag New York.
20. Jenny Corbett. 2001. Supporting Inclusive Education_ A Connective Pedagogy. School Concerns Series.
21. Lani Florian, Margaret J. McLaughlin. 2008. Disability Classification in Education_ Issues and Perspectives.
22. Leda Kamenopoulou. 2018. Inclusive Education and Disability in the Global South-Springer International. Publishing_Palgrave Macmillan.
23. Mike Adams. 2006. Towards Inclusive Learning in Higher Education_ Developing Curricula for Disabled Students.
24. Mike Cole.2003. Education, Equality and Human Rights_ Issues of Gender, Race, Sexuality, Disability and Social Class. Routledge
25. Richard Hanks. 2010. Common SENse for the Inclusive Classroom_ How Teachers Can Maximise Skills to Support Special Education Needs. Jessica Kingsley Pub.
26. Shruti Taneja Johansson (editor)_ Nidhi Singal (editor)_ (Senior lecturer) Paul Lynch (editor). 2019. Education and Disability in the Global South_ New Perspectives from Africa and Asia.
27. Todd. Partnership for Inclusive Education_ A Critical Approach to Collaborative Working

Pendukung :

Dosen Pengampu

Dr. Asri Wijastuti, M.Pd.
 Prof. Dr. Sujarwanto, M.Pd.
 Ima Kurrotun Ainin, S.Pd., M.Pd.
 Danis Ade Dwirisananda, S.Pd., M.Hum.
 Ni Made Marlin Minarsih, S.Pd., M.Pd.
 Muhammad Nurul Ashar , S.Pd., M.Ed.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1. Understand the concept of inclusive education 2. Explain the advantages and disadvantages of inclusive education service practices	Explain the concept of inclusive education	Kriteria: The more active the questions, the better the score. Bentuk Penilaian : Aktifitas Partisipasif	Offline. Presentation-Substantive/Scientific. Listen to the lecturer's explanation of the basic concepts of inclusive education. Analyze the video that has been watched about the best practices of inclusive education and then discuss it in a guided manner. 2 X 50	Presentation-Substantive/Scientific. Listen to the lecturer's explanation of the basic concepts of inclusive education. Analyze the video on best practices of inclusive education and discuss it in a guided manner. 2 X 50	Materi: Concept of inclusive education, weaknesses and advantages of inclusive education education Pustaka: <i>Hellen Keller International, Menjadikan Lingkungan Inklusif: Ramah Terhadap Pembelajaran (LIRP) .</i>	3%
2	Understand the foundation of inclusive education	- Explain the foundation of inclusive education	Kriteria: The more active the questions, the better the score. Bentuk Penilaian : Aktifitas Partisipasif	Presentation-Substantive/Scientific. Offline. Discuss available reading materials through discussion forums, and do assignments relevant to the topic of philosophy and basic principles and regulations in inclusive education. 2 X 50	Presentation-Substantive/Scientific. Offline. Discuss available reading materials through discussion forums, and do assignments relevant to the topic of philosophy and basic principles and regulations in inclusive education. 2 X 50	Materi: Understand the foundation of inclusive education Pustaka: <i>Pedoman Umum Penyelenggaraan Pendidikan Inklusif , (2011) Departemen Pendidikan dan Kebudayaan.</i>	3%

3	<ol style="list-style-type: none"> 1.Understand the principles of organizing inclusive education 2.Explain the definition and learning characteristics of learners with visual impairments 3.definition and learning characteristics of hearing impaired learners 4.Explain the definition and learning characteristics of mentally challenged learners 	- Explain the principles of organizing inclusive education	<p>Kriteria: The more active the questions, the better the score.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Presentation-Substantive/Scientific. Offline. Discuss available reading materials through video conferencing, discussion forums, and assignments. 2 X 50</p>	<p>Presentation-Substantive/Scientific. Offline. Discuss available reading materials through video conferencing, discussion forums, and assignments. 2 X 50</p>	<p>Materi: Understand the principles of organizing inclusive education Pustaka: Choate. Joyce S., (2004). <i>Pengajaran In k lusif Yang Sukses: Cara Handal untuk mendeteksi dan memperbaiki kebutuhan khusus, Hellen Keller International. Pearson Education Inc.</i></p>	3%
4	<ol style="list-style-type: none"> 1.Understanding the inclusion index 2.Explain the definition and learning characteristics of learners with the autism spectrum 3.Explain the definition and learning characteristics of learners with learning disabilities 	Explaining the inclusion index	<p>Kriteria: The more active the questions, the better the score.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Interaction-Educative/Collaborative. Offline. Discuss available reading materials through video conferencing, discussion forums, and assignments. 2 X 50</p>	<p>Discuss available reading materials through video conferencing, discussion forums, and assignments. 2 X 50</p>	<p>Materi: Understanding the inclusion index Pustaka: Budiyanto. (2011). <i>Best Practices Inclusive Education in Japan, Australia, India, and Thailand, CRICED Tsukuba University.</i></p>	3%
5	<ol style="list-style-type: none"> 1.Understanding Inclusion Culture in Indonesia 2.Explain the definition and learning characteristics of learners with other special needs and learners with temporary special needs 	Explain the culture of inclusion in Indonesia	<p>Kriteria: The more active the questions, the better the score.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Interaction-Educative/Collaborative. Offline. Discuss available reading materials through discussion forums, and work on assignments relevant to the topic. 2 X 50</p>	<p>Discuss available reading materials through discussion forums, and do assignments relevant to the topic. 2 X 50</p>	<p>Materi: civilizing inclusion in Indonesia Pustaka: Choate. Joyce S., (2004). <i>Pengajaran In k lusif Yang Sukses: Cara Handal untuk mendeteksi dan memperbaiki kebutuhan khusus, Hellen Keller International. Pearson Education Inc.</i></p>	3%
6	<ol style="list-style-type: none"> 1.Understanding the Development of Inclusive Education in the World 2.Explains the description of the 2011 Guidelines for the Implementation of Inclusive Education 3.Describe the admission mechanism for new students 	<ol style="list-style-type: none"> 1.Explain the development of inclusive education in the world 2.Describe views on inclusive education from different countries. 	<p>Kriteria: The more active the questions, the better the score.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Interaction-Educative/Collaborative. Offline. Discuss available reading materials through video conferencing and discussion forums. 2 X 50</p>	<p>Interaction-Educative/Collaborative. Online. Discuss available reading materials through video conferencing and discussion forums. 2 X 50</p>	<p>Materi: Understanding the Development of Inclusive Education in the World Pustaka: David Mitchell. 2007. <i>What Really Works in Special and Inclusive Education_ Using evidence-based teaching strategies.</i></p>	3%
7	<ol style="list-style-type: none"> 1.Understanding the Learning Characteristics of Learners with Special Needs 2.Concept and implementation of inclusive education in Indonesia. 	<ol style="list-style-type: none"> 1.Explain the prevalence of learners with special needs 2.Explain the learning characteristics of learners with visual, hearing and physical disabilities 	<p>Kriteria: The more active the questions, the better the grade.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Interaction-Educative/Collaborative 2 X 50</p>	<p>Interaction-Educative/Collaborative 2 X 50</p>	<p>Materi: Concept and implementation of inclusive education in Indonesia. Pustaka: Ruth Colker. 2008. <i>(Cambridge Disability Law and Policy Series) - When is Separate Unequal__ A Disability Perspective. Cambridge University Press.</i></p>	4%

8	Midterm Exam	1.Semakin bagus jawaban semakin bagus nilai 2.The better the answer the better the score	Kriteria: Mid-term test assessment Bentuk Penilaian : Tes	Written Test 2 X 50	Online 2 X 50	Materi: Evaluation of meeting material 1 - 7 Pustaka: <i>Armineh Soorenian (auth.). 2013. (Studies in Inclusive Education) - Disabled International Students in British Higher Education_ Experiences and Expectations. SensePublishers.</i>	20%
9	1.Understanding the Learning Characteristics of Learners with 2.Special Needs 3.Describing Duplication 4.Describing Modification 5.Describing Substitution 6.Describing Omissions 7.Describing Escalation 8.IEP/PPI	Explain the learning characteristics of learners with intellectual disabilities, socio-emotional disabilities, autism, learning difficulties and exceptionalities.	Kriteria: The more active the questions, the better the grade. Bentuk Penilaian : Aktifitas Partisipatif	Interaction-Educative/Collaborative. 2 X 50	Online. Discussion, question and answer and individual assignment 2 X 50	Materi: Understanding the Learning Characteristics of Learners with Special Needs Pustaka: <i>Salend. Spencer J., (2011). Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc.</i>	4%
10	1.Understanding the Identification and Assessment of Learners with Special Needs 2.Describe the preparation of learning tools	1.Explain the identification and assessment of learners with special needs 2.carry out identification and assessment of learners with special needs	Kriteria: he more active the questions, the better the score. Bentuk Penilaian : Aktifitas Partisipatif	Presentation-Substantive/Scientific 2 X 50	Online. Assignment and Discussion. 2 X 50	Materi: Describe the preparation of learning tools Pustaka: <i>David Mitchell. 2007. What Really Works in Special and Inclusive Education_ Using evidence-based teaching strategies.</i>	4%
11	1.Understand the Planning Matrix for learners with special needs 2.Describe the implementation of teaching in a classroom with an inclusive education setting	Explain the Planning Matrix for learners with special needs	Kriteria: The more active the questions, the better the score. Bentuk Penilaian : Aktifitas Partisipatif	Presentation-Substantive/Scientific. Offline. Discussion, question and answer and individual assignment 2 X 50	Discussion, question and answer and individual assignment 2 X 50	Materi: Describe the implementation of classroom teaching in an inclusive education setting Pustaka: <i>Leda Kamenopoulou. 2018. Inclusive Education and Disability in the Global South-Springer International. Publishing_Palgrave Macmillan.</i>	4%
12	1.Understanding the Individualized Learning Program (ILE) 2.Community support and empowerment system in the implementation of inclusive education	Explaining the Individualized Learning Program (IEP)	Kriteria: The more active the questions, the better the score. Bentuk Penilaian : Aktifitas Partisipatif	Presentation-Substantive/Scientific. Offline. Discussion and Discussion 2 X 50	Assignment and Discussion 2 X 50	Materi: Community support and empowerment system in the implementation of inclusive education. Pustaka: <i>Ann Lewis, Brahm Norwich. 2004. Special Teaching for Special Children_ A Pedagogy for Inclusion_ (Inclusive Education). Open University Press.</i>	4%
13	1.Understanding curriculum adaptation in inclusive schools 2.Describe the administration of inclusive education	Explaining the curriculum in inclusive schools	Kriteria: The more active the questions, the better the grades. Bentuk Penilaian : Aktifitas Partisipatif	Interaction-Educative/Collaborative. Offline. Discussion, question and answer and individual assignment 2 X 50	Interaction-Educative/Collaborative. Online. Discussion, question and answer and individual assignment 2 X 50	Materi: Describe the management of inclusive education Pustaka: <i>Salend. Spencer J., (2011). Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc.</i>	4%

14	1.Understanding curriculum adaptation in inclusive schools 2.Explain the support system for inclusive education (resource center, parents/guardians, ULD/PSLD, special schools, NGOs), 3.Describe community support and empowerment in the implementation of inclusive education.	Implementing the curriculum adaptation process in inclusive schools	Kriteria: The more active the questions, the better the score. Bentuk Penilaian : Aktifitas Partisipasif	Interaction-Educative/Collaborative. Offline. Assignment and Discussion 2 X 50	Interaction-Educative/Collaborative. Online. Assignment and Discussion 2 X 50	Materi: Support system for inclusive education (resource center, parents/guardians, ULD/PSLD, special schools, NGOs), Pustaka: <i>Elizabeth Walton. 2016. The Language of Inclusive Education_ Exploring Speaking, Listening, Reading and Writing. Routledge.</i>	4%
15	1.Understanding assessment for learners with special needs in inclusive schools 2.Explain about accessibility in public spaces 3.Explain about assistive technology that supports activities and learning.	Explain the assessment system (grading, promotion, and reporting) for learners with special needs in inclusive schools.	Kriteria: The more active the questions, the better the score. Bentuk Penilaian : Aktifitas Partisipasif	Interaction-Educative/Collaborative. Offline. Discussion, question and answer and individual assignment 2 X 50	Discussion, question and answer and individual assignment 2 X 50	Materi: Explain about Accessibility in public spaces Pustaka: <i>Todd. Partnership for Inclusive Education_ A Critical Approach to Collaborative Working</i>	4%
16	End of Semester Exam	The better the answer the better the score	Kriteria: The better the answer the better the score Bentuk Penilaian : Tes	Offline, working on UAS questions 2 X 50	Online, working on UAS questions	Materi: Evaluation of meeting materials 9 to 15 Pustaka: Materi: Evaluation of meeting materials 9 to 15 Pustaka: <i>David Mitchell. 2007. What Really Works in Special and Inclusive Education_ Using evidence-based teaching strategies.</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Tes	50%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamiati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 2 Maret 2024

Koordinator Program Studi S1
Pendidikan Luar Sekolah



Rivo Nugroho, S.Pd., M.Pd.
NIDN 0005048107

UPM Program Studi S1 Pendidikan
Luar Sekolah



Widya Nusantara, S.Pd., M.Pd.
NIDN 0018038703

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