		Document Code
	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Bachelor of Chinese Language Education Study Program**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
Thesis		8820806100		**T=6**	**P=0**	**ECTS=9.54**		8	July 16, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
		....		....	Miftachul Amri, M.Pd., M.Ed., Ph.D.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 Describe the nature of ABK and BI for ABK and the scope of the study
	PO - 2 Describe the types of crew members and their characteristics: Blind
	PLO-PO Matrix

P.O
PO-1
PO-2

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																
PO-2																

Short Course Description	Able to master more complex understanding related to discussion of the nature of ABK, types and characteristics of ABK (blind, deaf, speech-impaired, mentally retarded, disabled, double-impaired, slow learner, patau syndrome, Edward syndrome, autism and dyslexia), ABK language abilities and disorders, BI syllabus for ABK, BI learning methods for ABK, BI learning media for ABK, BI assessment for ABK, preparation of BI lesson plans for ABK, BI research for ABK, and literacy for ABK through face-to-face activities, training, structured assignments, independent learning, and simulations to produce articles/papers to be presented in class discussions and exhibitions/programme work exhibitions.

References	**Main :**

1. p>
2. Hermijanto, Olivia Bobby. 2016. *Disleksia* .
3. Infenthaler, Dirk, dkk. (Eds.). 2008. Understanding Models for Learning and Instructions. New York: Springer.
4. Karyana, Asep dan Widati Sri. (2013). Pendidikan Anak Berkebutuhan Khusus Tunadaksa. Jakarta: PT Luxima Metro Media
5. **Kurikulum 2013. *Mata Pelajaran BI untuk ABK* . 2013**
6. Lakshita, Nattaya. 2012. *Belajar Bahasa Isyarat untuk Anak Tunarungu (Menengah)* . Javalitera: Yogyakarta.
7. Murtie, Afin. 2016. *Ensiklopedia Anak Berkebutuhan Khusus* . Yogyakarta: Redaksi Maxima.
8. NCSE. 2014. Children with Special Needs. Co Meath: NSCE.
9. Netmedia. 2016. *Vidio Lentera Indonesia – Kisah Inspiratif Seorang Tuna Netra Memperjuangkan Pendidikan di Surabaya* (https://www.youtube.com/watch?v=lPDQwrlN61k).
   Ismawati, Nur. 2012. *Kisah-kisah Motivasi untuk Anak Berkebutuhan Khusus Tunarungu* . Javalitera: Yogyakarta.
10. Rinakri, Jati Atmaja. 2018. *Pendidikan dan Bimbingan Anak Berkebutuhan Khusus* . Bandung: PT.Remaja Rosdakarya.
11. Wasita, Ahmad. 2012. *Seluk-Beluk Tunarungu dan Tunawicara Serta Strategi Pembelajarannya* . Javalitera: Yogyakarta.
    Widjaja, Ardhi. 2012. *Seluk-Beluk Tunanetra dan Strategi Pembelajaran.* Jogjakarta: Javalitera.

	Supporters:

1. 6. Murtie, Afin. 2016. Ensiklopedia Anak Berkebutuhan Khusus. Yogyakarta: Redaksi Maxima.
2. 7. NCSE. 2014. Children with Special Needs. Co Meath: NSCE.
3. 8. Netmedia. 2016. Vidio Lentera Indonesia – Kisah Inspiratif Seorang Tuna Netra Memperjuangkan Pendidikan di Surabaya
4. Ismawati, Nur. 2012. Kisah-kisah Motivasi untuk Anak Berkebutuhan Khusus Tunarungu. Javalitera: Yogyakarta

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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	Mastering the nature of Children with Special Needs and the types of physical and mental ABK	Attitude: choosing theories related to Children with Special Needs Knowledge: synthesizing theories about Types of ABK from the opinions of experts that have been read. Skills: Search for information related to the nature and types of ABK	**Form of Assessment** : Participatory Activities	group discussion 2 X 50		Material: - References: *Karyana, Asep and Widati Sri. (2013). Education of Children with Special Needs and Physical Impairment. Jakarta: PT Luxima Metro Media*	2%
2	Understanding language disorders in children with special needs	Attitude: Read reviews related to language disorders in Children with Special Needs Knowledge: Synthesize types and language disorders in Children with Special Needs Skills: Gather information about language disorders in Children with Special Needs	**Form of Assessment** : Participatory Activities	1. Lecture 2. Group discussion 3. Presentation 4. Question and answer 2 X 50		Material: - References: *Wasita, Ahmad. 2012. The Ins and Outs of the Deaf and Speech Impaired and Learning Strategies . Javalitera: Yogyakarta.* *Widjaya, Ardhi. 2012. Intricacies of Visual Impairment and Learning Strategies. Jogjakarta: Javalitera.*	2%
3	· Utilizing science and technology as a tool to identify Slow Learner ABK · Mastering the concepts and characteristics of Slow Learner ABK · Able to be responsible for the results of identifying learning strategies for Slow Learner ABK	· Understand the nature of Slow Learners · and identify characteristics and language disorders for Slow Learner children	**Criteria:** Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Discussion Inquiry 2 X 50		Material: - References: *Karyana, Asep and Widati Sri. (2013). Education of Children with Special Needs and Physical Impairment. Jakarta: PT Luxima Metro Media*	2%
4	· Utilizing science and technology as a tool to identify ABK Down syndrome, Patau syndrome, and Edward syndrome · Mastering the concepts and characteristics of ABK Down syndrome, Patau syndrome, and Edward syndrome	Attitude Indicator: choosing theories related to Children with Special Needs Knowledge: synthesizing theories about Types of ABK from the opinions of experts that have been read. Skills: Search for information related to the nature and	**Criteria:** Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 **Form of Assessment** : Test	2 X 50		Material: - References: *Ismawati, Nur. 2012. Motivational Stories for Deaf Children with Special Needs. Javalitera: Yogyakarta*	5%

· Able to be responsible for the results of identifying learning strategies for ABK Down syndrome, Patau syndrome, and Edward syndrome	types of ABK. Attitude: Read reviews related to the types and characteristics of ABK in their scope. Knowledge: Synthesize the types and characteristics of ABK within them. Skills: Gather information about the types and characteristics of ABK. Attitude: Reading reviews related to language disorders in Children with Special Needs Knowledge: Synthesizing the types and language disorders in Children with Special Needs Skills: Gathering information about language disorders in Children with Special Needs Attitude: Selecting material sources related to blind types of ABK Knowledge: Identifying the characteristics of types of ABK visually impaired Skills: Gathering information about deaf crew members Attitude: Selecting sources of material related to deaf crew members Knowledge: Identifying characteristics of deaf crew members Skills: Gathering information about deaf crew members Attitude: Selecting material sources related to blind crew members Knowledge: Identifying characteristics of blind crew members Skills : Collecting information about visually impaired crew members Attitude: Selecting material sources related to Tungrahita type crew members Knowledge: Identifying the characteristics of Tungrahita type crew members Skills: Collecting information about Tungrahita type crew members UTS Analyzing/identifying disabled crew members Knowing the nature of disabled crew members and identifying characteristics, as well as language disorders for them Double Tuna crew child. · Knowing the nature of Slow Learners · and identifying characteristics and language disorders for Slow Learner children · Knowing the nature of Down syndrome, Patau syndrome, and Edward syndrome · and identifying characteristics and language disorders for children with						

		Down syndrome, Patau syndrome, and Edward syndrome					
5	· Mastering the concept of ABK ADHD, Autism and dyslexia	Know the things that need to be considered in handling ABK with ADHD, Autism and dyslexia	**Criteria:** Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 **Form of Assessment** : Participatory Activities	2 X 50			2%
6	Utilizing science and technology as a tool to help identify Indonesian language curriculum concepts for children with special needs	Know the concepts of the Indonesian language curriculum for ABK	**Criteria:** Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 **Form of Assessment** : Test	2 X 50		**Material:** - **Library:** *NCSE. 2014. Children with Special Needs. Co. Meath: NSCE.* **Material:** - **Bibliography:** *Lakshita, Nattaya. 2012. Learning Sign Language for Deaf Children (Intermediate) . Javalitera: Yogyakarta.*	5%
7	Utilizing science and technology as a tool to help identify Indonesian language curriculum concepts for children with special needs	Know the concepts of the Indonesian language curriculum for ABK	**Criteria:** Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 **Form of Assessment** : Participatory Activities	2 X 50		**Material:** - **References:** *Wasita, Ahmad. 2012. The Ins and Outs of the Deaf and Speech Impaired and Learning Strategies . Javalitera: Yogyakarta.* *Widjaya, Ardhi. 2012. Intricacies of Visual Impairment and Learning Strategies. Jogjakarta: Javalitera.*	2%
8	UTS	describe Indonesian for ABK	**Form of Assessment** : Test	2 X 50		**Material:** - **Library:** ***Curriculum 2013. BI Subjects for ABK . 2013***	10%
9	understand language learning methods for children with special needs according to their type	understand language learning methods for children with special needs according to their type	**Form of Assessment** : Participatory Activities	2 X 50		**Material:** - **Library:** ***Curriculum 2013. BI Subjects for ABK . 2013***	2%
10	understand language learning methods for children with special needs according to their type	understand language learning methods for children with special needs according to their type	**Form of Assessment** : Participatory Activities	2 X 50		**Material:** - **Bibliography:** *Lakshita, Nattaya. 2012. Learning Sign Language for Deaf Children (Intermediate) . Javalitera: Yogyakarta.*	2%

11	understand language learning media for children with special needs according to their type	understand language learning media for children with special needs according to their type	**Form of Assessment** : Practice / Performance	2 X 50		**Material**: - **References:** *Ismawati, Nur. 2012. Motivational Stories for Deaf Children with Special Needs. Javalitera: Yogyakarta*	2%
12	research related to language skills for ABK	understand research related to language skills for ABK	**Criteria:** Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 **Form of Assessment** : Participatory Activities	2 X 50		**Material**: - **Library:** *Curriculum 2013. BI Subjects for ABK . 2013*	2%
13	research related to language skills for ABK	understand research related to language skills for ABK	**Criteria:** Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 **Form of Assessment** : Participatory Activities	2 X 50		**Material**: - **Library:** *Curriculum 2013. BI Subjects for ABK . 2013*	2%
14	research method for language skills for ABK	Using language skills research methods for ABK	**Criteria:** Special: 90 to 100; Very good: 76 to 89; Average: 56 to 75; Below average: 0 to 55 **Form of Assessment** : Participatory Activities	2 X 50		**Material**: - **References:** *Wasita, Ahmad. 2012. The Ins and Outs of the Deaf and Speech Impaired and Learning Strategies . Javalitera: Yogyakarta.* *Widjaya, Ardhi. 2012. Intricacies of Visual Impairment and Learning Strategies. Jogjakarta: Javalitera.*	2%
15	research method for language skills for ABK	research method for language skills for ABK	**Criteria:** process and product **Form of Assessment** : Project Results Assessment / Product Assessment	2 X 50		**Material**: ABK research **Literature:** *Rinakri, Jati Atmaja. 2018. Education and Guidance for Children with Special Needs . Bandung: PT. Remaja Rosdakarya.*	50%
16	UAS	UAS	**Form of Assessment** : Test	2 X 50		**Material**: - **Library:** *Curriculum 2013. BI Subjects for ABK . 2013*	8%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	19%
2.	Project Results Assessment / Product Assessment	51%
3.	Practice / Performance	2%
4.	Test	28%
		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** 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.