



Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																															
Inclusive Education	8620102106	Education	T=2 P=0 ECTS=3.18	2	July 17, 2024																																																																																																															
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																																																																															
	Ima Kurrotun Ainin, S.Pd., M.Pd. ; Dr. Wagino, M.Pd. ; Dr. Wiwik Widajati, M.Pd. ; Diah Anggraeny, S.Pd., M.Pd. dan 2 lainnya		Dr. Asri Wijastuti, M.Pd		Dr. Evi Winingsih, S.Pd., M.Pd.																																																																																																															
Learning model	Project Based Learning																																																																																																																			
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																			
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																																		
	PLO-4	Develop yourself continuously and collaborate.																																																																																																																		
	Program Objectives (PO)																																																																																																																			
	PO - 1	Able to utilize ICT to obtain information/references related to inclusive education and communicate it;																																																																																																																		
	PO - 2	Master in depth the theoretical concepts of philosophy, concepts, principles, foundations and types of inclusive education services as well as the noble values of Indonesian educational culture;																																																																																																																		
	PO - 3	Make decisions in applying understanding to students with special needs based on analysis of information and assessment data to provide alternative solutions to learning problems at school.																																																																																																																		
	PO - 4	Responsible for the performance of the learning carried out.																																																																																																																		
	PLO-PO Matrix																																																																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-4</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>				P.O	PLO-3	PLO-4	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓																																																																																																
P.O	PLO-3	PLO-4																																																																																																																		
PO-1	✓	✓																																																																																																																		
PO-2	✓	✓																																																																																																																		
PO-3	✓	✓																																																																																																																		
PO-4	✓	✓																																																																																																																		
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</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-3</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-4</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> </tbody> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓														PO-2				✓													PO-3																	PO-4																
P.O	Week																																																																																																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																																				
PO-1	✓	✓	✓																																																																																																																	
PO-2				✓																																																																																																																
PO-3																																																																																																																				
PO-4																																																																																																																				
Short Course Description	This course will examine in depth the philosophy, concepts, principles, foundations and types of inclusive education services as well as the noble values of Indonesian educational culture. The course also discusses the implementation of inclusive learning for all students at all levels, types and educational units through a social disability paradigm approach and having an inclusive mindset. Lectures are carried out through discussions, literature reviews, video analysis of best practices of inclusive education, group projects and individual projects.																																																																																																																			
References	Main :																																																																																																																			
	<ol style="list-style-type: none"> 1. Budiyanto. 2018. Pendidikan Inklusi Berbasis Budaya Lokal. Jakarta: 2. Carrington. Suzanne, and Macarthur, Jude, Ed. 2012. Teaching In Inclusive School. John Wiley & Sons Australia, Ltd 3. Gargiulo, RM 2012, Special Education in Contemporary Society: an Introduction to Exceptionality, 4th ed, Sage Publications, Inc., USA. 2016. Switserland: Springer International Publishing 4. Grech, Shaun. Disability in the Global South. 5. Kementerian Pendidikan Nasional. Modul Pelatihan Pendidikan Inklusif. Kerjasama Kementerian Australia- Indonesia. 6. Pedoman Umum Penyelenggaraan Pendidikan Inklusif. Departemen Pendidikan dan Kebudayaan. 7. Salend. Spencer J. 2011. Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc 																																																																																																																			
	Supporters:																																																																																																																			

Supporting lecturer	Prof. Dr. Siti Masitoh, M.Pd. Dr. Wagino, M.Pd. Dr. Wiwik Widajati, M.Pd. Diah Anggraeny, S.Pd., M.Pd. Ima Kurrotun Ainin, S.Pd., M.Pd. Devina Rahmadiani Kamaruddin Nur, 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 concept of inclusive education	- Explain the concept of inclusive education	Criteria: Can tell about inclusive schools Form of Assessment : Participatory Activities	Discussion, questions and answers and giving individual assignments 2 X 50		Material: Definition of Inclusive Education - Best practices for implementation by educators Reference: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i>	3%
2	Understand the basis for implementing inclusive education	1.1. Explain the concept of PI 2.2. Explaining Philosophy 3.3. Explain the types of services in inclusive schools	Criteria: 1.1. Successfully compose a paper on the PI Concept and present it in class. 2.2. Successfully prepared a paper about the PI concept and has not presented it in class. 3.3. Have not prepared a paper on the concept of PI and attended presentations in class. Form of Assessment : Project Results Assessment / Product Assessment	Assignment, Discussion 2 X 50		Material: Philosophy of Inclusive Education - Basic principles of inclusive education - Social paradigm towards ABK - Regulations related to inclusive education - Minister of National Education Regulation Number 70 of 2009, Law No. 8 of 2016 concerning persons with disabilities - Law No. 8 of 2016 concerning persons with disabilities - Guidelines for the Implementation of Inclusive Education 2011 Library: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i>	3%

3	Understand the principles of implementing inclusive education	- Explain the principles of implementing inclusive education	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully prepared a simple paper on the Foundations and principles of PI Implementation and attended the presentation in class. 2.2. Successfully prepared a simple paper on the Foundations and principles of PI Implementation and have not attended a presentation in class. 3.3. Have not succeeded in preparing a simple paper on the Foundations and principles of PI Implementation and attending presentations in class. 4.4. Have not succeeded in preparing a simple paper on the Foundations and principles of PI Implementation and have not attended the presentation in class. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, questions and answers and giving individual assignments 2 X 50		<p>Material: Students with visual impairments - Students with hearing impairments - Students with mental disabilities - Students with mobility impairments - Students on the autism spectrum - Students with learning difficulties - Students with other special needs - Students with temporary special needs</p> <p>References: <i>General Guidelines Implementation of Inclusive Education. Department of Education and Culture.</i></p>	3%
4	Understanding the inclusion index	Explain the inclusion index	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a paper about ABK and attend a presentation in class. 2.2. Successfully compiled a paper about ABK and has not attended a presentation in class. 3.3. Have not prepared a paper about ABK and have not attended a presentation in class. 4.4. Have not prepared a paper about ABK and have not attended a presentation in class <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, questions and answers and giving individual assignments 2 X 50		<p>Material: Students with visual impairments - Students with hearing impairments - Students with mental disabilities - Students with mobility impairments - Students on the autism spectrum - Students with learning difficulties - Students with other special needs - Students b</p> <p>Reference: <i>General Guidelines for the Implementation of Education Inclusive. Department of Education and Culture.</i></p>	3%

5	Understanding the Culture of Inclusion in Indonesia	Explains the identification and assessment of crew members	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a paper on ABK identification and assessment and attend class presentations. 2.2. Have not succeeded in preparing a paper on ABK identification and assessment and have not attended the class presentation. 3.3. Have not succeeded in preparing a paper on ABK identification and assessment and attending class presentations. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment, Discussion 2 X 50		<p>Material: Guidelines for Implementing Inclusive Education in 2011</p> <p>Reference: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i></p>	4%
6	Understanding the Development of Inclusive Education in the World	<ol style="list-style-type: none"> 1.1. explain the identification of ABK in Inclusive Schools 2.2. explain the ABK assessment in Inclusive Schools. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a ABK identification and assessment paper, and attend class presentations. 2.2. Successfully prepared a ABK identification and assessment paper, and did not attend class presentations. 3.3. Have not succeeded in preparing the ABK identification and assessment paper, and attending class presentations. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Interaction-Educative/Collaborative 2 X 50		<p>Material: UDL Concept</p> <p>Reference: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation.</i></p>	4%

7	Understanding the Learning Characteristics of Students with Special Needs	1.explain the meaning of the SI curriculum. 2.explains the adaptation of the SI curriculum.	<p>Criteria:</p> <p>1.1. Successfully compose a paper on the SI Curriculum, and attend class presentations.</p> <p>2.2. Successfully compiled a paper on the SI Curriculum, and did not attend class presentations.</p> <p>3.3. Have not succeeded in preparing a paper on the SI Curriculum, and attending class presentations.</p> <p>4.4. Have not succeeded in compiling a paper on the SI Curriculum, and have not attended class presentations.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion, questions and answers and giving individual assignments 2 X 50		<p>Material: UDL Concept Reference: Ministry of National Education. <i>Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation.</i></p>	4%
8	do UTS	do UTS	<p>Criteria: The better the answer, the better the value points will be</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Offline 2 X 50		<p>Material: question material Reader: Budiyanto. 2018. <i>Inclusive Education Based on Local Culture. Jakarta:</i></p> <hr/> <p>Material: Literature Question material : <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i></p> <hr/> <p>Material: Library Question Material : <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation.</i></p>	25%

9	Understanding learning management in inclusive schools.	1. develop a learning program in an inclusive class. 2. Implementing learning programs in inclusive classes. 3. Assessment of learning outcomes in inclusive classes.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compiled a learning program in an inclusive class and attended class presentations. 2.2. Successfully compiled a learning program in an inclusive class and did not attend class presentations. 3.3. Have not succeeded in preparing a learning program in an inclusive class and attending class presentations. 4.4. Have not succeeded in preparing a learning program in an inclusive class and have not attended class presentations. <p>Form of Assessment : Participatory Activities</p>	Discussion, questions and answers and giving individual assignments 2 X 50		<p>Material: Curriculum duplication - Curriculum modification - Curriculum substitution - Curriculum omission - Curriculum escalation - IEP/PPI - Planning Matrix Library: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation.</i></p>	4%
10	Understand learning facilities and infrastructure in inclusive classes.	1. Identify the learning tools for each subject in the inclusive class. 2. Get to know the characteristics of learning infrastructure in inclusive classes.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully prepared a paper on IS facilities and infrastructure, attended the class presentation. 2.2. Successfully prepared a paper on IS facilities and infrastructure, was not present at the class presentation. 3.3. Have not succeeded in preparing a paper on IS facilities and infrastructure, present at the class presentation. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment and Discussion 2 X 50		<p>Material: Preparation of learning tools Reader: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta:</i></p>	4%

11	Understanding workforce in inclusive schools.	1. Explain the teaching staff at SI 2. Explain the educational staff at SI 3. Explain the professional staff at SI	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Have not succeeded in preparing the Education Personnel paper at SI, and attend class presentations. 2.2. Successfully compiled a paper for Educational Personnel at SI, and did not attend the class presentation. 3.3. Have not succeeded in preparing the Education Personnel paper at SI, and attend class presentations. 4.4. Successfully compiled a paper for Educational Personnel at SI, and did not attend the class presentation. <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Discussion, questions and answers and giving individual assignments 2 X 50		<p>Material: Implementation of learning</p> <p>References: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation.</i></p>	4%
12	Understand scientific approaches to learning in inclusive classrooms.	1. Explain observing activities in the learning context. 2. Explain questioning activities in the learning context. 3. Explain reasoning activities in the learning context. 4. Explain trying activities in the learning context. 5. Explain communication activities in the learning context.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully prepared a paper about class science and attended the class presentation. 2.2. Successfully prepared a paper about class science and was not present at the class presentation. 3.3. Have not succeeded in preparing a paper about class science and attending the class presentation. 4.4. Have not succeeded in compiling a paper about class science and have not attended the class presentation. <p>Form of Assessment : Participatory Activities</p>	Assignment and Discussion 2 X 50		<p>Material: Community support and empowerment system in providing inclusive education.</p> <p>Reference: <i>Budiyanto. 2018. Inclusive Education Based on Local Culture. Jakarta.</i></p>	4%

13	Understand assessment, reporting, and SBK class promotions in Inclusive classes.	1. Explain the assessment of learning outcomes in inclusive classes. 2. Explain report writing for crew members. 3. Explain the promotion of ABK classes in inclusive schools.	<p>Criteria:</p> <p>1.1. Successfully compose learning outcomes assessment papers, write report cards, grade promotions, and attend class presentations.</p> <p>2.2. Successfully compiled a paper assessing learning outcomes, writing report cards, class promotion, and not attending class presentations.</p> <p>3.3. Have not succeeded in preparing papers assessing learning outcomes, writing report cards, class promotions, and attending class presentations.</p> <p>4.4. Have not succeeded in preparing papers assessing learning outcomes, writing report cards, class promotions, and not attending class presentations.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, questions and answers and giving individual assignments 2 X 50		<p>Material: management of inclusive education</p> <p>Reference: <i>General Guidelines for Implementing Inclusive Education.</i> Department of Education and Culture.</p>	4%
14	Understand the history of the implementation of inclusive education in Indonesia	1. Explain the implementation of inclusive education from the beginning of Indonesian independence until 1975. 2. Explain the implementation of inclusive education from 1976 to 2009. 3. Explain the implementation of inclusive education from 2009 until now.	<p>Criteria:</p> <p>1.1. Successfully wrote a paper on the history of inclusive education in Indonesia, and attended the class presentation.</p> <p>2.2. Successfully compiled a paper on the history of inclusive education in Indonesia, and was not present at the class presentation.</p> <p>3.3. Have not succeeded in writing a paper on the history of inclusive education in Indonesia, and attending class presentations.</p> <p>4.4. Has not succeeded in writing a paper on the history of inclusive education in Indonesia, and did not attend the class presentation.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Assignment and Discussion 2 X 50		<p>Material: Support system</p> <p>Reader: Budiyanto. 2018. <i>Inclusive Education Based on Local Culture.</i> Jakarta:</p>	4%

15	Understand the history of the implementation of inclusive education in neighboring countries.	explains about accessibility in public spaces	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Successfully compose a paper and attend a class presentation. 2.2. Successfully prepared a paper and did not attend the class presentation. 3.3. Have not succeeded in preparing the paper and attending the class presentation. 4.4. Have not succeeded in preparing the paper and did not attend the class presentation. <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Discussion, questions and answers and giving individual assignments 2 X 50		<p>Material: Accessibility in public spaces - Assistive Technology for people with disabilities Reference: <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation.</i></p>	4%
16	Doing UAS	doing UAS	<p>Criteria: points 1-100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Practice / Performance, Test</p>	PjBL		<p>Material: UAS material Reader: <i>Budlyanto. 2018. Inclusive Education Based on Local Culture. Jakarta:</i></p> <p>Material: UAS material Library: <i>General Guidelines for Implementing Inclusive Education. Department of Education and Culture.</i></p> <p>Material: Literature Review material : <i>Ministry of National Education. Inclusive Education Training Module. Australia-Indonesia Ministerial Cooperation.</i></p>	23%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14.33%
2.	Project Results Assessment / Product Assessment	51.17%
3.	Portfolio Assessment	3.33%
4.	Practice / Performance	11%
5.	Test	20.17%
		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.