



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and
Literature Education**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Indonesian for Children with Special Needs	8820102024	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		Mintowati			Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Discussion of the nature of ABK; types and characteristics of crew members: blind; deaf; speech impaired; speech impaired; physically disabled; tuna; mentally disabled; autism, speech delay; slow learner; etc.; ABK's receptive language skills; ABK's productive language skills; ABK language disorders; special education for ABK and its characteristics; inclusive education for ABK and its characteristics through face-to-face activities, training, structured assignments, independent learning, and simulations to produce articles/papers to be presented in class discussions and exhibitions/shows of study program work.						
	<p>References Main :</p> <ol style="list-style-type: none"> 1. Panduan Gerakan Literasi Sekolah di SLB . 2016. Jakarta: Direktorat Pendidikan Dasar dan Menengah. 2. Julka, A., Sudesh Mukhopuhys, dan Sidhi Viyas. 2014. Including Children with Special Needs . Departement of Education of Group with Special Needs. 3. Children with Special Educational Needs: Information Booklet for Parents . 2014. National Council for Special Education. 4. Supporting Students with Special Needs in School . 2013. National Council for Special Education. 5. Kurikulum 2013 Mata Pelajaran BI untuk ABK . 2013. Jakarta: Direktorat Pendidikan Dasar dan Menengah. 6. Soetjningsih. 1995. Tumbuh Kembang Anak . Jakarta: EGC. 7. Hurlock, E.B. 1998. Perkembangan Anak . Jilid 1 dan 2. Jakarta: Erlangga <p>Supporters:</p> <ol style="list-style-type: none"> 1. - 						
Supporting lecturer	Dr. Mintowati, M.Pd. Dr. Mulyono, M.Hum. Arie Yuanita, S.S., M.Si.						
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	Describe the nature of children with special needs	Explain the meaning of ABK. Explain the scope of ABK	<p>Criteria:</p> <p>1.3: complete and correct explanation</p> <p>2.2: the explanation is not complete and correct</p> <p>3.1: the explanation is incomplete and there are things that are not correct</p> <p>4.0: no correct explanation</p> <p>Form of Assessment : Participatory Activities</p>	Explanations, questions and answers, discussions and assignments 4 X 50		<p>Material: -</p> <p>Library: <i>Curriculum 2013 BI Subjects for ABK. 2013. Jakarta: Directorate of Primary and Secondary Education.</i></p>	5%
2	Describe the nature of children with special needs	Explain the meaning of ABK. Explain the scope of ABK	<p>Criteria:</p> <p>1.3: complete and correct explanation</p> <p>2.2: the explanation is not complete and correct</p> <p>3.1: the explanation is incomplete and there are things that are not correct</p> <p>4.0: no correct explanation</p> <p>Form of Assessment : Participatory Activities</p>	Explanations, questions and answers, discussions and assignments 4 X 50		<p>Material: -</p> <p>References: <i>Hurllock, EB 1998. Child Development. Volumes 1 and 2. Jakarta: Erlangga</i></p>	5%
3	describe the types and characteristics of crew members	Explain and identify types of crew members	<p>Criteria:</p> <p>1.2: complete and correct explanation and identification</p> <p>2.1: explanation and identification are not complete and correct</p> <p>3.0: no correct explanation or identification</p>	Explanations, assignments, presentations and group discussions 4 X 50		<p>Material: -</p> <p>Library: <i>Soetjningsih. 1995. Child Development. Jakarta: EGC.</i></p>	5%
4	describe the types and characteristics of crew members	Explain and identify types of crew members	<p>Criteria:</p> <p>1.2: complete and correct explanation and identification</p> <p>2.1: explanation and identification are not complete and correct</p> <p>3.0: no correct explanation or identification</p> <p>Form of Assessment : Participatory Activities</p>	Explanations, assignments, presentations and group discussions 4 X 50		<p>Material: -</p> <p>Library: <i>Curriculum 2013 BI Subjects for ABK. 2013. Jakarta: Directorate of Primary and Secondary Education.</i></p>	5%

5	Mastering the concept of language skills and language disorders for ABK. Presenting the concept of language ability and language disorders for ABK	Explaining and identifying language learning disorders for ABK	<p>Criteria:</p> <p>1.5: complete explanation, both answers are correct</p> <p>2.4: complete explanation, one answer is correct</p> <p>3.3: incomplete explanation, one answer is correct</p> <p>4.2: explanation incomplete, answer incorrect</p> <p>5.1: incomplete explanation and wrong answer</p> <p>6.0: no correct explanation</p> <p>Form of Assessment : Participatory Activities</p>	Explanations, assignments, presentations and group discussions 8 X 50		<p>Materials: -</p> <p>Library: <i>Children with Special Educational Needs: Information Booklet for Parents . 2014. National Council for Special Education.</i></p>	5%
6	describe the language learning disorders of ABK	Explaining and identifying language learning disorders for ABK preparing an Indonesian language syllabus for ABK explaining and identifying BI learning methods for ABK	<p>Criteria:</p> <p>1.5: complete explanation, both answers are correct</p> <p>2.4: complete explanation, one answer is correct</p> <p>3.3: incomplete explanation, one answer is correct</p> <p>4.2: explanation incomplete, answer incorrect</p> <p>5.1: incomplete explanation and wrong answer</p> <p>6.0: no correct explanation</p> <p>Form of Assessment : Participatory Activities</p>	Explanations, assignments, presentations and group discussions 8 X 50		<p>Materials: -</p> <p>Library: <i>Children with Special Educational Needs: Information Booklet for Parents . 2014. National Council for Special Education.</i></p>	5%
7	describing language learning disorders for ABK, compiling a Syllabus for BI learning methods for ABK	Explaining and identifying language learning disorders for ABK preparing an Indonesian language syllabus for ABK explaining and identifying BI learning methods for ABK	<p>Criteria:</p> <p>1.5: complete explanation, both answers are correct</p> <p>2.4: complete explanation, one answer is correct</p> <p>3.3: incomplete explanation, one answer is correct</p> <p>4.2: explanation incomplete, answer incorrect</p> <p>5.1: incomplete explanation and wrong answer</p> <p>6.0: no correct explanation</p> <p>Form of Assessment : Participatory Activities</p>	Explanations, assignments, presentations and group discussions 8 X 50		<p>Material: -</p> <p>Library: <i>Supporting Students with Special Needs in School. 2013. National Council for Special Education.</i></p>	5%

8	describe the language learning disorders of ABK	Explaining and identifying language learning disorders for ABK	<p>Criteria:</p> <p>1.5: complete explanation, both answers are correct</p> <p>2.4: complete explanation, one answer is correct</p> <p>3.3: incomplete explanation, one answer is correct</p> <p>4.2: explanation incomplete, answer incorrect</p> <p>5.1: incomplete explanation and wrong answer</p> <p>6.0: no correct explanation</p> <p>Form of Assessment : Participatory Activities</p>	Explanations, assignments, presentations and group discussions 8 X 50		<p>Material: - References: <i>Julka, A., Sudesh Mukhopuhysy, and Sidhi Viyas. 2014. Including Children with Special Needs. Department of Education of Groups with Special Needs.</i></p>	5%
9	Mastering the material from the 1st to 8th meetings	Answer UTS questions correctly	<p>Criteria: Full marks 40 60) are obtained if you do the questions correctly</p> <p>Form of Assessment : Test</p>	Test 2 X 50		<p>Material: - References: <i>Julka, A., Sudesh Mukhopuhysy, and Sidhi Viyas. 2014. Including Children with Special Needs. Department of Education of Groups with Special Needs.</i></p>	10%
10	Mastering BI learning concepts for ABK. Planning BI learning for ABK	Understand the concept of BI learning for ABK. Plan BI learning for ABK	<p>Criteria: 1. Write a paper according to the topic and be able to present it well.</p> <p>Form of Assessment : Participatory Activities</p>	Presentations, discussions and assignments 2 X 50		<p>Material: - Library: <i>Curriculum 2013 BI Subjects for ABK. 2013. Jakarta: Directorate of Primary and Secondary Education.</i></p>	5%
11	Mastering BI learning concepts for ABK. Planning BI learning for ABK	Understand the concept of BI learning for ABK. Plan BI learning for ABK	<p>Criteria: 1. Write a paper according to the topic and be able to present it well.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 2 X 50		<p>Material: - References: <i>Hurlock, EB 1998. Child Development. Volumes 1 and 2. Jakarta: Erlangga</i></p>	5%
12	Mastering BI learning concepts for ABK. Planning BI learning for ABK	Understand the concept of BI learning for ABK. Plan BI learning for ABK	<p>Criteria: 1. Write a paper according to the topic and be able to present it well.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 2 X 50		<p>Materials: - Library: <i>Children with Special Educational Needs: Information Booklet for Parents . 2014. National Council for Special Education.</i></p>	5%
13	Mastering BI learning concepts for ABK. Planning BI learning for ABK	Understand the concept of BI learning for ABK. Plan BI learning for ABK	<p>Criteria: 1. Write a paper according to the topic and be able to present it well.</p> <p>Form of Assessment : Participatory Activities</p>	Presentations, discussions and assignments 2 X 50		<p>Material: - Library: <i>Supporting Students with Special Needs in School. 2013. National Council for Special Education.</i></p>	5%

14	Mastering the essence of literacy for ABK	Understanding the nature of literacy for ABK	Criteria: answer the quiz correctly Form of Assessment : Participatory Activities	Presentations, discussions and assignments 2 X 50		Material: - Reference: <i>Guide to the School Literacy Movement in SLB. 2016. Jakarta: Directorate of Primary and Secondary Education.</i>	5%
15	Mastering the essence of research on BI learning for ABK. Identifying research topics on BI learning for ABK	Understanding the essence of research on BI learning for ABK. Finding research topics on BI learning for ABK	Criteria: Reports are written systematically and correctly Form of Assessment : Participatory Activities	Presentations, discussions and assignments 2 X 50		Material: - Library: <i>Soetjiningsih. 1995. Child Development. Jakarta: EGC.</i> Materials: - Library: <i>Children with Special Educational Needs: Information Booklet for Parents . 2014. National Council for Special Education.</i>	10%
16	UAS	UAS	Criteria: UAS Form of Assessment : Test			Material: - References: <i>Hurlock, EB 1998. Child Development. Volumes 1 and 2. Jakarta: Erlangga</i>	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Project Results Assessment / Product Assessment	10%
3.	Test	30%
		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** 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

