



**Universitas Negeri Surabaya  
Faculty of Education,  
Master of Guidance and Counseling Study Program**

**Document  
Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
BK for Children with Special Needs	1234502008	Study Program Elective Courses	T=0	P=0	ECTS=0	2	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies	
Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	Program Objectives (PO)	
	PO - 1	Master in depth the basic concepts, principles, theories related to counseling for children with special needs and be able to solve problems related to counseling for children with special needs according to procedures
	PO - 2	Able to apply knowledge, skills and expertise in the field of guidance and counseling based on educational values to children with special needs and to parents who have children with special needs.
	PO - 3	Have sincerity, commitment, sincerity to develop the attitudes, values and abilities of students with special needs.
	PO - 4	Able to design and implement guidance and counseling programs in a comprehensive educational context, through reset with a multi- or transdisciplinary approach, which has received national and/or international recognition.
	PO - 5	Able to solve educational problems related to the field of guidance and counseling in a broader context so as to produce creative, original, tested work that is beneficial for the development of educational science and the benefit of humanity.
	PO - 6	Having a counselor's personality can be seen from attitudes and services towards counseling through direct practice in carrying out guidance and counseling services.
	PO - 7	Skilled in logical thinking to solve problems in the field of special education for children with special needs related to ABK counseling, able to plan, implement, evaluate ABK counseling to resolve ABK problems, as well as optimize ABK counseling based on principles and procedures in the context of learning, services and research related to ABK counseling
	PO - 8	Skilled in the world of education to solve problems in the field of special education for children with special needs related to ABK counseling, able to plan, implement, evaluate ABK counseling to resolve ABK counseling problems, while also optimizing the potential of ABK counseling based on principles and procedures in the learning context, services and research related to ABK counseling.
	PO - 9	Skilled in working independently, working together in collaborative teams, responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing related to ABK counseling, able to plan, implement, evaluate ABK counseling to resolve ABK counseling problems, while also optimizing the potential of ABK counseling based on principles and procedures in the context of learning, services and research related to ABK counseling
PO - 10	Implementing an inclusive culture in carrying out duties as GDPK educators and entrepreneurs based on religion, morals and ethics	
PLO-PO Matrix		



1	Understand the nature and concept of ABK counseling guidance	Explain the nature and concept of ABK counseling guidance	<p><b>Criteria:</b> Criteria: accuracy and suitability Form: non-test, presentation, performance (analysis results)</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> Understanding guidance and counseling for ABK. Main library, internet, references/learning resources/other media both digital and non-digital</p> <p><b>Library:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
2	Understand the problems and needs of crew members	-Identifying ABK problems -Identifying ABK needs	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (identification and analysis results)</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> •Identifying ABK problems •Identifying ABK needs</p> <p><b>Library:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
3	Understand ABK assessment techniques	Explain ABK assessment techniques	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> ABK assessment techniques</p> <p><b>Library:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
4	Understand crew guidance approaches and techniques	1.Explains the crew guidance approach 2.Explains crew guidance techniques	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> •Explains the ABK guidance approach •Explains ABK guidance techniques</p> <p><b>Library:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
5	Understand crew guidance approaches and techniques	1.Explains the crew guidance approach 2.Explains crew guidance techniques	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Practice/Performance, Test</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> •Explains the ABK guidance approach •Explains ABK guidance techniques</p> <p><b>Library:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%

6	Understand the development of crew guidance techniques	Understand the development of crew guidance techniques	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> Understanding the development of crew guidance techniques <b>Library:</b> Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing</p>	5%
7	Understand the development of crew guidance techniques	Explains the development of crew guidance techniques	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> Understanding the development of crew guidance techniques <b>Library:</b> Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing</p>	5%
8	UTS	UTS	<p><b>Criteria:</b> UTS</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	UTS 2 X 50		<p><b>Material:</b> UTS <b>Library:</b> Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing</p>	15%
9	Understand guidance techniques for blind children	Understand guidance techniques for blind children	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> definition, types, processes, abnormalities in the movements of children with physical impairments <b>Library:</b> Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing</p>	5%
10	Understand the techniques for guiding deaf and speech-impaired children	Explaining techniques for guiding deaf and speech-impaired children	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> Able to understand guidance techniques for deaf-speech-impaired children. <b>Reference:</b> Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing</p>	5%

11	Understand guidance techniques for mentally retarded children	Explaining techniques for guiding mentally retarded children	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> Able to understand guidance techniques for mentally retarded children.</p> <p><b>Reference:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
12	Understand gifted child guidance techniques	Mastering gifted child guidance techniques	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> Mastering techniques for guiding gifted children.</p> <p><b>Reference:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
13	Understand the techniques for guiding children with physical impairments	Understand the techniques for guiding children with physical impairments	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> Understanding guidance techniques for children with disabilities.</p> <p><b>Reference:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
14	Understand guidance techniques for autistic children	Understand guidance techniques for autistic children	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> Understanding child guidance techniques</p> <p><b>Literature:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%
15	Understand guidance techniques for children with specific learning needs	Understand guidance techniques for children with specific learning needs	<p><b>Criteria:</b> Criteria: accuracy and suitability Non-test form: presentation and performance (design results)</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p><b>Material:</b> Understanding guidance techniques for children with specific learning needs.</p> <p><b>Reference:</b> <i>Sartinah Endang Pudjiastuti &amp; Sujarwanto. 2021. Counseling Guidance for Children with Special Needs. Surabaya: CV. Jakad Media Publishing</i></p>	5%

16	UAS	UAS	Criteria: UAS  Form of Assessment : Portfolio Assessment	UAS 2 X 50		Material: UAS Library: Sartinah Endang Pudjiastuti & Sujarwanto. 2021. <i>Counseling Guidance for Children with Special Needs.</i> Surabaya: CV. Jakad Media Publishing	15%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	5.01%
2.	Project Results Assessment / Product Assessment	3.34%
3.	Portfolio Assessment	35%
4.	Practical Assessment	6.67%
5.	Practice / Performance	42.51%
6.	Test	2.5%
		95.03%

#### 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.