	Universitas Negeri Surabaya **Faculty of Education,** **Special Education Undergraduate Study Program**					**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Braille		8620202356			**T=1**	**P=1**	**ECTS=3.18**	2	July 17, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Mastering the concept of braille reading and writing, history and application of braille reading and writing theory in the learning process at school
	PO - 2	make strategic decisions in applying braille reading and writing in the learning process at school
	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	This course examines and understands the concept of reading and writing braille through the history of the development of the braille writing system, mastery of the use of braille writing tools, basic braille reading and writing according to EYD, mathematics, MIPA Braille, Foreign Language Braille (Arabic and English), and tusing. Lectures are carried out using the learning methods of presentation, discussion, practice, project assignments and reflection.

References	Main :

1. Anderson,K.J, 2000. Learning by Touch : Handout on Pre-Braille and Beginners Braille. tidak diterbitkan
2. Alquran, 2001. Alquran Braille Indonesia . , Jakarta: Mitranetra
3. Depdiknas, 2000. Pedoman Tulisan Braille Bahasa Indonesia . Jakarta: Dikmenum
4. Depdiknas, 2000. Pedoman Tulisan Braille Singkat Indonesia . Jakarta: Dikmenum
5. Depdiknas, 2000. PedomanMIPA Braille Indonesia . Jakarta: DikmenumAlquran, 2001
6. Loomis, M. S., 1959. Standart English Braille in Twenty Lesson . New York and London :Harper & Brother Publisher
7. Perkins School for the Blind , 2007. Howe Press history. (Online). tersedia http://www.perkons.org.
8. Tarsidi, 2010. Belajar Braille . Bandung, Universitas Pendidikan Indonesia Sekolah Pasca-Sarjanad.

	Supporters:

Supporting lecturer	Prof. Dr. H. Murtadlo, M.Pd. Acep Ovel Novari Beny, 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 competencies, descriptions, sequences of braille reading and writing course material	Explaining competencies, descriptions, sequences of braille reading and writing course material	**Criteria:** 1.4: mention and explain the 4 CPs correctly 2.3: only mention and explain correctly the 3 CPs 3.2: name and explain correctly 2 CP 4.1: mention and explain 1 CP 5.0: did not answer **Form of Assessment** : Participatory Activities, Tests	ScientificCollaborative 2 X 50		**Material:** Introduction to basic Braille **Reference:** *Anderson, KJ, 2000. Learning by Touch: Handout on Pre-Braille and Beginners Braille. not published*	5%
2	Students can understand, explain and analyze the history of the development of writing systems for the blind	1. Explain the history of the development of writing systems for the blind 2. Explain the early history of the development of the braille writing system 3. Explain the history of the development of the braille writing system 4. Explain the development of braille in modern times 5. Development of braille writing instruments	**Criteria:** 1.4: mentions 4 figures 2.3: only mentions 3 characters 3.2: only mentions 2 figures 4.1: only mentions 1 character 5.0: did not answer. **Form of Assessment** : Participatory Activities	Collaborative Scientific 2 X 50		**Material:** History of the Development of Braille **Reference:** *Tarsidi, 2010. Learning Braille. Bandung, Indonesian University of Education, Postgraduate School.*	5%
3	Students are able to understand the use of braille writing tools	Explain the use of braille writing instruments using a reglet and stylus	**Criteria:** 1.4: mention and explain the 4 steps for installing paper on the reglet 2.3: just mention and explain exactly the 3 steps on how to install paper on the reglet 3.2: mention and explain exactly the 2 steps on how to install paper on the reglet 4.1: mention and explain 1 step how to install paper on the reglet 5.0: did not answer. **Form of Assessment** : Participatory Activities, Practice/Performance	Collaborative Scientific 3 X 50		**Material:** use of braille writing tools **Reference:** *Tarsidi, 2010. Learning Braille. Bandung, Indonesian University of Education, Postgraduate School.*	5%

4	Constructing braille alphabet writing into simple words and sentences using a reglet and stylus	Describe the braille alphabet into simple words and sentences using a reglet and stylus	**Criteria:** 1.4: explain the 3 tools used to read and write braille correctly. 2.3: explain the 2 tools used to read and write braille correctly. 3.2: explain 1 phenomena and problems of learning ATN correctly using the tools to read and write braille correctly. 4.1: explain wrong. **Form of Assessment** : Project Results Assessment / Product Assessment	1. Scientific2. Collaborative 3 X 50		**Material:** use of braille writing tools **Reference:** *Tarsidi, 2010. Learning Braille. Bandung, Indonesian University of Education, Postgraduate School.*	5%
5	Constructing mathematical braille writing in recognizing number symbols, decimals, fractions and arithmetic operations using A4 reglet and stylus, as well as translating braille writing into visual writing	· Composing mathematical braille writing to recognize number symbols · Composing mathematical braille writing in decimal numbers and fractions Transferring braille writing to visual writing and vice versa	**Criteria:** 4: the results of each individual's exposure to writing braille and translating braille into sighted writing **Form of Assessment** : Project Results Assessment / Product Assessment	1. Scientific2. Collaborative 3 X 50		**Material:** Braille Mathematics **Reference:** *Ministry of National Education, 2000. Indonesian Braille MIPA Guidelines. Jakarta: Dikmenum Al-Quran, 2001*	5%
6	Constructing mathematical braille writing in recognizing number symbols, decimals, fractions and arithmetic operations using A4 reglet and stylus, as well as translating braille writing into visual writing	· Composing mathematical braille writing to recognize number symbols · Composing mathematical braille writing in decimal numbers and fractions Transferring braille writing to visual writing and vice versa	**Criteria:** 4: the results of each individual's exposure to writing braille and translating braille into sighted writing **Form of Assessment** : Project Results Assessment / Product Assessment	1. Scientific2. Collaborative 3 X 50		**Material:** Braille Mathematics **Reference:** *Ministry of National Education, 2000. Indonesian Braille MIPA Guidelines. Jakarta: Dikmenum Al-Quran, 2001*	5%
7	Constructing mathematical braille writing in recognizing number symbols, decimals, fractions and arithmetic operations using A4 reglet and stylus, as well as translating braille writing into visual writing	· Composing mathematical braille writing to recognize number symbols · Composing mathematical braille writing in decimal numbers and fractions Transferring braille writing to visual writing and vice versa	**Criteria:** 4: the results of each individual's exposure to writing braille and translating braille into sighted writing **Form of Assessment** : Project Results Assessment / Product Assessment	1. Scientific2. Collaborative 3 X 50		**Material:** Braille Mathematics **Reference:** *Ministry of National Education, 2000. Indonesian Braille MIPA Guidelines. Jakarta: Dikmenum Al-Quran, 2001*	5%
8	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Project Results Assessment / Product Assessment	UTS 3 X 50		**Material:** UTS **Library:** *Tarsidi, 2010. Learning Braille. Bandung, Indonesian University of Education, Postgraduate School.*	10%

9	Knowledge of Indonesian Braille	Knowledge of Indonesian Braille	**Criteria:** 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: the content is partly correct, and partially correct systematically 4.1: partially correct and partially systematic OR partially correct and incorrect in content. **Form of Assessment** : Participatory Activities, Tests	1.Scientific2. Collaborative 3 X 50		**Material:** Knowledge of Indonesian **Reference:** *Ministry of National Education, 2000. Guidelines for Indonesian Braille Writing. Jakarta: Dikmenum*	5%
10	· Understand braille learning using the Mibee Braille Converter version 4 program on the computer Applying MBC 4 in mathematics	Demonstrating Indonesian Braille	**Criteria:** 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: the content is partly correct, and partially correct systematically 4.1: partially correct and partially systematic OR partially correct and incorrect in content. **Form of Assessment** : Project Results Assessment / Product Assessment	1.Scientific2. Collaborative 3 X 50		**Material:** Demonstrating Indonesian Braille **Reference:** *Ministry of National Education, 2000. Guidelines for Writing Indonesian Braille. Jakarta: Dikmenum*	5%
11	Applying MBC 4 in the field of Arts, Culture and Crafts (SBDP)	Braille Science Knowledge	**Criteria:** 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: the content is partly correct, and partially correct systematically 4.1: partially correct and partially systematic OR partially correct and incorrect in content. **Form of Assessment** : Participatory Activities, Practice/Performance	· Collaborative Scientific 3 X 50		**Material:** Braille Science Knowledge **Library:** *Ministry of National Education, 2000. Indonesian Braille MIPA Guidelines. Jakarta: Dikmenum Al-Quran, 2001*	5%

12	Demonstrating IPA Braille	Demonstrating IPA Braille	**Criteria:** 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: the content is partly correct, and partially correct systematically 4.1: partially correct and partially systematic OR partially correct and incorrect in content **Form of Assessment** : Project Results Assessment / Product Assessment	1. Scientific2. Collaborative 3 X 50		**Material:** Demonstrating Braille Science **Library:** *Ministry of National Education, 2000. Indonesian Braille MIPA Guidelines. Jakarta: Dikmenum Al-Quran, 2001*	5%
13	Knowledge of Arabic Braille	Knowledge of Arabic Braille	**Criteria:** 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: the content is partly correct, and partially correct systematically 4.1: partially correct and partially systematic OR partially correct and incorrect in content **Form of Assessment** : Participatory Activities, Tests	1. Scientific2. Collaborative 3 X 50		**Material:** Arabic Braille Knowledge **Library:** *Al-Quran, 2001. Indonesian Braille Al-Quran. , Jakarta: Mitranetra*	5%
14	Demonstrate Arabic braille	Demonstrating Arabic Braille	**Criteria:** 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: the content is partly correct, and partially correct systematically 4.1: partially correct and partially systematic OR partially correct and incorrect in content. **Form of Assessment** : Project Results Assessment / Product Assessment	ScientificCollaborative 3 X 50		**Material:** Demonstrating Arabic Braille **Reference:** *Al-Quran, 2001. Indonesian Braille Al-Quran. , Jakarta: Mitranetra*	5%

No	Sub-PO	Indicators	Criteria & Forms	Learning Methods / TM		Learning Materials	Weight
15	Knowledge and Demonstrate tusing braille	Knowledge and Demonstrate tusing braille	**Criteria:** 1.4: correct content and systematics 2.3: the content is correct, there are deficiencies in the systematics, OR the systematic content is correct 3.2: the content is partly correct, and partially correct systematically 4.1: partially correct and partially systematic OR partially correct and incorrect in content. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	ScientificCollaborative 3 X 50		**Material:** Knowledge and Demonstrating Tusing Braille **Reference:** *Ministry of National Education, 2000. Guidelines for Short Indonesian Braille Writing. Jakarta: Dikmenum*	5%
16	SUMATIVE EXAMINATION	SUMATIVE EXAMINATION	**Criteria:** SUMATIVE EXAMINATION **Form of Assessment** : Project Results Assessment / Product Assessment	SUMATIVE TEST 3 X 50		**Material:** UAS **Library:** *Tarsidi, 2010. Learning Braille. Bandung, Indonesian University of Education, Postgraduate School.*	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	18.75%
2.	Project Results Assessment / Product Assessment	66.25%
3.	Practice / Performance	6.25%
4.	Test	8.75%
		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.