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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Building Sound and Rhythm Perception Communication (BKPBI)		8620202042			**T=2**	**P=0**	**ECTS=3.18**	6	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		....		....			Dr. H. Pamuji, M.Kes.		

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	The Language and Rhythm Perception Communication Development (BKPBI) course is a course that provides understanding and knowledge, as well as experience and skills to students through studying the process of sound and rhythm perception, the benefits of sound and scope perception training, hearing aids (hearing aids and cochlears). implant), planning, applying, evaluating and analyzing the implementation of the BKPBI program as well as equipping students to be able to make decisions in applying the BKPBI program to find alternative solutions in solving communication problems for deaf children. Lectures are carried out using a system of presentations, discussions, project assignments and reflection

References	**Main :**
	1. Cruicshank, William M. 1998. Psychology of Exceptional Children and Youth. New York : Prentice – Hall Inc. 2. Donald F, Moores. 2001. Educating The Deaf in Boston. New York : Houghton Mifllin Company. 3. Yuwati, Susilo. 2000. Pedoman Guru Pengajaran Bina Persepsi Bunyi Irama Untuk Anak Tunarungu.
	Supporters:

Supporting lecturer	Dr. Endang Purbaningrum, M.Kes.

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 basic concepts of BKPBI (theory, concepts, principles, functions, BKPBI program procedures)	· Explain the basic concepts of BKPBI (theory, concepts, principles, functions, BKPBI program procedures)		Scientific Collaboration 2 X 50			0%

2	Understanding the Process of Sound and Rhythm Perception	·Explain the process of sound and rhythm perception. Identify the process of sound and rhythm perception		Scientific, Humanistic 2 X 50			0%
3	Understanding the Process of Sound and Rhythm Perception	·Explain the process of sound and rhythm perception. Identify the process of sound and rhythm perception		Scientific Humanistic 2 X 50			0%
4	Understand the benefits and scope of sound perception training	Explain the benefits and scope of sound perception training. Identify the benefits and scope of sound perception training		Scientificcollaborativehumanistic 2 X 50			0%
5	Understand the benefits and scope of sound perception training	Explain the benefits and scope of sound perception training. Identify the benefits and scope of sound perception training		Scientificcollaborativehumanistic 2 X 50			0%
6	Understand and be able to use hearing aids	·Explain hearing aids and how to use them. ·Demonstrate the use of hearing aids		ScientificCollaborativeHumanistic 2 X 50			0%
7	Understand and be able to use hearing aids	·Explain hearing aids and how to use them. ·Demonstrate the use of hearing aids		ScientificCollaborativeHumanistic 2 X 50			0%
8	UTS			2 X 50			0%
9	Able to understand and implement BKPBI program planning	· Explain BKPBI program planning. Implement BKPBI program planning based on BKPBI program criteria		Cooperative Scientific 4 X 50			0%
10	Able to understand and implement BKPBI program planning	· Explain BKPBI program planning. Implement BKPBI program planning based on BKPBI program criteria		Cooperative Scientific 4 X 50			0%
11	Able to implement the BKPBI program	Implementing the implementation of the BKPBI program based on the BKPBI program criteria		Scientific Humanistic 6 X 50			0%
12	Able to implement the BKPBI program	Implementing the implementation of the BKPBI program based on the BKPBI program criteria		Scientific Humanistic 6 X 50			0%
13	Able to implement the BKPBI program	Implementing the implementation of the BKPBI program based on the BKPBI program criteria		Scientific Humanistic 6 X 50			0%

No							
14	Able to implement program evaluation and problems in BKPBI	· Implement program evaluation in BKPBI Analyze problems in implementing the BKPBI program		ScientificCooperativeHumanistic 4 X 50			0%
15	Able to implement program evaluation and problems in BKPBI	· Implement program evaluation in BKPBI Analyze problems in implementing the BKPBI program		ScientificCooperativeHumanistic 4 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.