



**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																																																	
BUILDING COMMUNICATION, SOUND PERCEPTION, AND RHYTHM	8620203391	Compulsory Study Program Subjects	T=2	P=1	ECTS=4.77	4	March 6, 2024																																																	
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																		
		Dr. Wagino, M.Pd.			Dr. H. Pamuji, M.Kes.																																																		
Learning model	Project Based Learning																																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																							
	PLO-6	Implementing an inclusive culture in carrying out duties as GDPK educators and entrepreneurs based on religion, morals and ethics																																																						
	Program Objectives (PO)																																																							
	PO - 1	Skilled at working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing																																																						
	PLO-PO Matrix																																																							
		<table border="1" style="margin-left: 20px;"> <tr> <td style="width: 50px;">P.O</td> <td colspan="6">PLO-6</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	PLO-6						PO-1																																									
P.O	PLO-6																																																							
PO-1																																																								
PO Matrix at the end of each learning stage (Sub-PO)																																																								
	<table border="1" style="margin-left: 20px;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</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> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																								
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 :																																																							
	<ol style="list-style-type: none"> 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 Mifflin Company. 3. Yuwati, Susilo. 2000. Pedoman Guru Pengajaran Bina Persepsi Bunyi Irama Untuk Anak Tunarungu. 																																																							
	Supporters:																																																							
Supporting lecturer	Dr. Wagino, M.Pd. Diah Ekasari, 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 basic concepts of BKPBI (theory, concepts, principles, functions, BKPBI program procedures)	· Explain the basic concepts of BKPBI (theory, concepts, principles, functions, BKPBI program procedures)	Criteria: The more questions the better Form of Assessment : Participatory Activities	Scientific Collaboration 2 X 50		Material: Understand the basic concepts of BKPBI (theory, concepts, principles, functions, BKPBI program procedures) References: Donald F, Moores. 2001. <i>Educating the Deaf in Boston.</i> New York : Houghton Mifflin Company.	3%
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	Criteria: The more questions the better Form of Assessment : Participatory Activities	Scientific, Humanistic 2 X 50		Material: Understanding the basic concepts of BKPBI (theory, concepts, principles, functions, BKPBI program procedures) References: Yuwati, Susilo. 2000. <i>Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children.</i>	2%
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	Criteria: The more questions the better Form of Assessment : Participatory Activities	Scientific Humanistic 2 X 50		Material: Understanding the Process of Sound and Rhythm Perception References: Donald F, Moores. 2001. <i>Educating the Deaf in Boston.</i> New York : Houghton Mifflin Company.	2%
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	Criteria: The more questions the better Form of Assessment : Participatory Activities	Scientificcollaborativehumanistic 2 X 50		Material: Understanding the Process of Sound and Rhythm Perception References: Yuwati, Susilo. 2000. <i>Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children.</i>	2%
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	Criteria: The more questions the better Form of Assessment : Participatory Activities	Scientificcollaborativehumanistic 2 X 50		Material: Understanding the Process of Sound and Rhythm Perception References: Donald F, Moores. 2001. <i>Educating the Deaf in Boston.</i> New York : Houghton Mifflin Company.	2%

6	Understand and be able to use hearing aids	· Explain hearing aids and how to use them. · Demonstrate the use of hearing aids	Criteria: The more questions you ask, the better Form of Assessment : Participatory Activities, Portfolio Assessment	Scientific Collaborative Humanistic 2 X 50		Material: Able to understand and apply BKPBI program planning Reader: <i>Donald F, Moores. 2001. Educating the Deaf in Boston. New York : Houghton Mifflin Company.</i>	2%
7	Understand and be able to use hearing aids	· Explain hearing aids and how to use them. · Demonstrate the use of hearing aids	Criteria: The more questions the better Form of Assessment : Participatory Activities	Scientific Collaborative Humanistic 2 X 50		Material: Understanding the Process of Sound and Rhythm Perception References: <i>Cruicshank, William M. 1998. Psychology of Exceptional Children and Youth. New York : Prentice-Hall Inc.</i>	2%
8	UTS	· Explain hearing aids and how to use them. · Demonstrate the use of hearing aids	Criteria: The better the answer Form of Assessment : Test	2 X 50		Material: material 1-7 References: <i>Yuwati, Susilo. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children.</i>	10%
9	Able to understand and implement BKPBI program planning	· Explain BKPBI program planning. Implement BKPBI program planning based on BKPBI program criteria	Criteria: The more questions the better Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Cooperative Scientific 4 X 50		Material: Able to understand and apply BKPBI program planning Reader: <i>Donald F, Moores. 2001. Educating the Deaf in Boston. New York : Houghton Mifflin Company.</i>	5%
10	Able to understand and implement BKPBI program planning	· Explain BKPBI program planning. Implement BKPBI program planning based on BKPBI program criteria	Criteria: The more questions the better Form of Assessment : Project Results Assessment / Product Assessment	Cooperative Scientific 4 X 50		Material: Able to understand and implement BKPBI program planning Reader: <i>Yuwati, Susilo. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children.</i>	5%
11	Able to implement the BKPBI program	Implementing the implementation of the BKPBI program based on the BKPBI program criteria	Criteria: The better the product Form of Assessment : Project Results Assessment / Product Assessment	Scientific Humanistic 6 X 50		Material: Able to understand and implement BKPBI program planning Reader: <i>Yuwati, Susilo. 2000. Teacher's Guide to Teaching Developing Rhythmic Sound Perception for Deaf Children.</i>	10%

12	Able to implement the BKPBI program	Implementing the implementation of the BKPBI program based on the BKPBI program criteria	Criteria: The better the product, the better the value Form of Assessment : Project Results Assessment / Product Assessment	Scientific Humanistic 6 X 50		Material: Able to understand and apply BKPBI program planning Reader: Donald F, Moores. 2001. <i>Educating the Deaf in Boston.</i> New York : Houghton Mifflin Company.	10%
13	Able to implement the BKPBI program	Implementing the implementation of the BKPBI program based on the BKPBI program criteria	Criteria: The better the product, the better the value Form of Assessment : Project Results Assessment / Product Assessment	Scientific Humanistic 6 X 50		Material: Able to understand and apply BKPBI program planning Reader: Donald F, Moores. 2001. <i>Educating the Deaf in Boston.</i> New York : Houghton Mifflin Company.	10%
14	Able to implement program evaluation and problems in BKPBI	· Implement program evaluation in BKPBI Analyze problems in implementing the BKPBI program	Criteria: The better the product, the better the value Form of Assessment : Project Results Assessment / Product Assessment	ScientificCooperativeHumanistic 4 X 50		Material: Able to understand and apply BKPBI program planning Reader: Donald F, Moores. 2001. <i>Educating the Deaf in Boston.</i> New York : Houghton Mifflin Company.	10%
15	Able to implement program evaluation and problems in BKPBI	· Implement program evaluation in BKPBI Analyze problems in implementing the BKPBI program	Criteria: The better the product, the better the value Form of Assessment : Project Results Assessment / Product Assessment	ScientificCooperativeHumanistic 4 X 50		Material: Able to understand and apply BKPBI program planning Reader: Donald F, Moores. 2001. <i>Educating the Deaf in Boston.</i> New York : Houghton Mifflin Company.	10%
16	Understand material 1 to the end	rubric	Criteria: The better the answer, the better the grade Form of Assessment : Test	Test		Material: meeting 1 to end Reader: Donald F, Moores. 2001. <i>Educating the Deaf in Boston.</i> New York : Houghton Mifflin Company.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14%
2.	Project Results Assessment / Product Assessment	57.5%
3.	Portfolio Assessment	3.5%
4.	Test	25%
		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.