



**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
Communication System for Deaf Children	8620202280	Deaf Specialization	T=2	P=0	ECTS=3.18	3	April 27, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Wagino, M.Pd.; Diah Ekasari, M.Pd.		Dr. Wagino, M.Pd.			Dr. H. Pamuji, M.Kes.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which 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																																																																																																																			
	PLO-11	Skilled in providing academic services and special needs programs for PDBK																																																																																																																			
	PLO-14	Mastering the basics of designing, implementing, assessing services for GDPK																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	CPMK1 Mastering the theoretical concepts of Communication Systems for Deaf Children																																																																																																																			
	PO - 2	CPMK2 Conceptualizes a communication system program for deaf GDPK																																																																																																																			
	PO - 3	CPMK3 Demonstrate communication system theory in special needs academic programs for deaf GDPK																																																																																																																			
	PO - 4	CPMK4 Produces special needs academic programs for deaf children through poster media																																																																																																																			
	PLO-PO Matrix																																																																																																																				
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Short Course Description	The communication system course for deaf children is a course that provides understanding and knowledge, as well as experience to students through the study and discussion of the impact of deafness on communication skills, the role and function of language in human life, communication methods (manual, oral and combination methods) development a total communication system with total components, speaking, reading speech, finger alphabet signs, and the Indonesian language sign system. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.
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References	Main :
	<ol style="list-style-type: none"> 1. Evans. 1982. Total Communication Structure and Strategy. Washington DC: Gallaudet College press. 2. Lany Bunawan. 1996. Sistem Komunikasi Total . Jakarta: Depdikbud. 3. Depdikbud. 2001. Kamus Sistem Isyarat Bahasa Indonesia . Jakarta: Depdikbud. 4. Moores, Donald F. 2001. Educating The Deaf, Psychology, Principles, and Practices. Boston: Gallaudet University.
	Supporters:

Supporting lecturer		Dr. Endang Purbaningrum, M.Kes. 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	1. Students are able to explain the concept of Communication Systems theory to GDPK with the deaf through a concept map.	1. Identifying the essence of the system 2. Formulate the concept of deaf children. 3. Describe the function of language	Criteria: QUANTITATIVE Form of Assessment : Participatory Activities		Small Group Discussion 2 X 50	Material: theoretical concepts of communication systems, elements of communication and functions of communication, classification of language, speech and communication, types of communication, communication ethics, bibliography: Evans. 1982. <i>Total Communication Structure and Strategy.</i> Washington DC: Gallaudet Colleg press.	3%
2	Development of communication systems in deaf education	Describe and give examples of the development of communication systems in deaf education	Criteria: quantitative Form of Assessment : Participatory Activities		Small group discussion 2 X 50	Material: theoretical concepts of communication systems, elements of communication and functions of communication, classification of language, speech and communication, types of communication, communication ethics, bibliography: Evans. 1982. <i>Total Communication Structure and Strategy.</i> Washington DC: Gallaudet Colleg press.	2%
3	1. Understand and distinguish the various foundations of oral methods. 2. Students are able to explain the concept of Communication Systems theory to the deaf PDBK through concept maps	1. Formulate and give examples 2. Oral Communication Methods: Philosophical foundations, Psychological foundations 3. Sociological foundations	Criteria: quantitative Form of Assessment : Participatory Activities, Portfolio Assessment		Small group discussion 2 X 50	Material: concept of verbal communication, types of verbal communication, characteristics of verbal communication. Reference: Evans. 1982. <i>Total Communication Structure and Strategy.</i> Washington DC: Gallaudet Colleg press.	2%

4	Understand the requirements for implementing the oral method: - From a student perspective - From program services - From a personnel perspective - From a facilities and infrastructure perspective	Summarizing the requirements for implementing the oral method: - From a student perspective - From program services - From a staff perspective - From a facilities and infrastructure perspective	Criteria: quantitative Form of Assessment : Participatory Activities, Portfolio Assessment		small group discussion 2 X 50	Material: concept of non-verbal communication, types of non-verbal communication, characteristics of non-verbal communication Reader: <i>Evans. 1982. Total Communication Structure and Strategy. Washington DC: Gallaudet Colleg press.</i>	2%
5	1. Analyze, identify factors that influence the success of oral methods. 2. Students are able to explain the concept of Communication Systems theory to the deaf PDBK through concept maps	Identifying factors that influence the success of oral methods.	Criteria: quantitative Form of Assessment : Participatory Activities, Portfolio Assessment		Discussion Presentation 2 X 50	Material: communication for deaf children Reader: <i>Lany Bunawan. 1996. Total Communication Systems. Jakarta: Department of Education and Culture.</i> Material: sign language communication for deaf children visual communication for deaf children Reference: <i>Department of Education and Culture. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i>	2%
6	Students are able to explain the concept of Communication Systems theory to the deaf PDBK through concept maps	Identifying the concept of communication system theory in deaf children	Criteria: quantitative Form of Assessment : Participatory Activities, Portfolio Assessment		small group discussion 2 X 50	Material: Hearing aid technology Bibliography: <i>Moore, Donald F. 2001. Educating the Deaf, Psychology, Principles, and Practices. Boston: Gallaudet University.</i>	2%
7	Students are able to explain the concept of Communication Systems theory to the deaf PDBK through concept maps	Identifying the concept of communication system theory in deaf children	Criteria: quantitative Form of Assessment : Participatory Activities, Portfolio Assessment		small group discussion 2 X 50	Material: Students are able to explain the concept of Communication Systems theory for deaf GDPK through concept maps Reference: <i>Moore, Donald F. 2001. Educating the Deaf, Psychology, Principles, and Practices. Boston: Gallaudet University.</i>	2%

8		Students are able to explain the concept of Communication Systems theory to the deaf PDBK through concept maps	Criteria: quantitative Form of Assessment : Test		2 X 50 sub-summative exam	Material: theoretical concepts of communication systems, elements of communication and functions of communication, classification of language, speech and communication, types of communication, communication ethics, bibliography: Evans. 1982. <i>Total Communication Structure and Strategy.</i> Washington DC: Gallaudet Colleg press.	10%
9	Students are able to produce lesson plans for PDBK through poster media	Identify various signs (isyando, ASL and BISINDO)	Criteria: quantitative Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	project based learning 2 X 50		Material: Auditory Verbal Therapy (AVT) in relation to hearing aid technology References: Moore, Donald F. 2001. <i>Educating the Deaf, Psychology, Principles, and Practices.</i> Boston: Gallaudet University.	5%
10	Students are able to produce lesson plans for PDBK through poster media	Students identify the communication system using the Auditory Verbal Therapy (AVT) method for deaf children	Criteria: quantitative Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	project based learning 2 X 50		Material: Treatment of children who use hearing technology. Supporting system for children who use hearing technology. Reference: Moore, Donald F. 2001. <i>Educating the Deaf, Psychology, Principles, and Practices.</i> Boston: Gallaudet University.	5%
11	Students are able to conceptualize a communication system program for deaf GDPK	Students design a communication system evaluation program for deaf students	Criteria: quantitative Form of Assessment : Project Results Assessment / Product Assessment	focused presentation, 2 X 50 discussion		Material: comprehensive understanding of support for deaf students who have difficulty communicating. Reference: Moore, Donald F. 2001. <i>Educating the Deaf, Psychology, Principles, and Practices.</i> Boston: Gallaudet University.	10%

12	Students are able to conceptualize a communication system program for deaf GDPK	Students design a communication system evaluation program for deaf students	Criteria: quantitative Form of Assessment : Project Results Assessment / Product Assessment	focused presentation, 2 X 50 discussion		Material: comprehensive understanding of support for deaf students who have difficulty communicating. Reference: <i>Moore, Donald F. 2001. Educating the Deaf, Psychology, Principles, and Practices. Boston: Gallaudet University.</i>	10%
13	Students are able to demonstrate Communication Systems theory to deaf GDPK	Students produce video demonstrations of implementing lesson plans for deaf students	Criteria: quantitative Form of Assessment : Project Results Assessment / Product Assessment	Discussion Presentation, project based learning 2 X 50		Material: lesson plan poster Library:	10%
14	Students are able to demonstrate Communication Systems theory to deaf GDPK	Students produce video demonstrations of implementing lesson plans for deaf students	Criteria: quantitative Form of Assessment : Project Results Assessment / Product Assessment	Discussion Presentation, project based learning 2 X 50		Material: lesson plan poster Library:	10%
15	Students are able to produce lesson plans for PDBK through poster media	Students produce lesson plans using poster media	Criteria: quantitative Form of Assessment : Project Results Assessment / Product Assessment	Discussion Presentation, project based learning 2 X 50		Material: lesson plan poster Library:	10%
16	Students are able to explain the concept of Communication Systems theory to the deaf PDBK through concept maps	Students are able to explain the concept of Communication Systems theory to the deaf PDBK through concept maps	Criteria: quantitative Form of Assessment : Test	summative exam 2 X 50		Material: final assessment References:	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	10%
4.	Test	25%
		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.

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.