



**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										
Music Therapy	8620203307		T=3	P=0	ECTS=4.77	7	July 18, 2024										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator											
				Dr. H. Pamuji, M.Kes.											
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program which 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	Study and discussion using science and technology regarding the basic concepts of sensomotor: understanding, definition, goals, objectives, benefits, material on sensomotor, characteristics of children with special needs, assessment of sensomotor development, determining appropriate strategies in learning, and practice in preparing sensomotor development programs for children with special needs . Lectures are carried out using a system of presentations, discussions, project assignments and reflection.																
References	Main :																
	<ol style="list-style-type: none"> 1. Berk, LE, 2013,Child Development 9th ed,Pearson Education Inc., USA. 2. Gargiulo, RM 2012,Special Education in Contemporary Society : an Introduction to Exceptionality, 4th ed, Sage Publications, Inc., USA. 3. Mangunsong, F, 2008,Psikologi dan Pendidikan Anak Berkebutuhan Khusus Jilid 1 dan 2, LPSP3 UI, Depok. 4. Santrock, JW 2008,Pekembangan Anak Jilid 1 dan 2, terjemahan edisi 11, Erlangga, Jakarta. 5. Squire, L, et al 2008,Fundamental Neuroscience, 3rd er, Elsevier Inc, USA. 6. Somantri, S 2007,Psikologi Anak Luar Biasa,PT. Refika Aditama, Bandung 																
	Supporters:																
Supporting lecturer	ZAINI SUDARTO																
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 and know the basic concepts of motor sensor development	<ol style="list-style-type: none"> 1.explain the meaning of sensoromotor development 2.explain the goals of sensoromotor development 3.explain the goals of sensoromotor development 4.explains the benefits of sensoromotor development 	Criteria: <ol style="list-style-type: none"> 1.Dimensions/Aspects assessed 2.1 3.Activeness (quantityparticipating) 4.2 5.Organization of ideas/arguments 6.3 7.Accuracy of argument 8.4 9.Usage Language: 10.- Precision 11.- Clarity 12.Rubric: 13.Score 4 if done very well, 14.Score 3 if done well, 15.Score 2 if done adequately, 16.Score 1 if not done 	lecture question and answer small group discussion 3 X 50			0%
2	Understand and know the basic concepts of motor sensor development	<ol style="list-style-type: none"> 1.explain the meaning of sensoromotor development 2.explain the goals of sensoromotor development 3.explain the goals of sensoromotor development 4.explains the benefits of sensoromotor development 	Criteria: <ol style="list-style-type: none"> 1.Dimensions/Aspects assessed 2.1 3.Activeness (quantityparticipating) 4.2 5.Organization of ideas/arguments 6.3 7.Accuracy of argument 8.4 9.Usage Language: 10.- Precision 11.- Clarity 12.Rubric: 13.Score 4 if done very well, 14.Score 3 if done well, 15.Score 2 if done adequately, 16.Score 1 if not done 	lecture question and answer small group discussion 3 X 50			0%
3	Understand the basic concepts of motor sensor development	<ol style="list-style-type: none"> 1.explain sensory 2.explain motor skills 3.explain sensorimotor processes 	Criteria: <ol style="list-style-type: none"> 1.Dimensions/Aspects assessed 2.Activeness (quantityparticipating) 3.Organization of ideas/arguments 4.Accuracy of argument 5.Usage Language: 6.- Precision 7.- Clarity 8.Rubric: 9.Score 4 if done very well, 10.Score 3 if done well, 11.Score 2 if done adequately, 12.Score 1 if not done 	small group discussion, plenary discussion results 3 X 50			0%

4	understand the characteristics of children with special needs	<ol style="list-style-type: none"> 1.explain the sensoromotor characteristics of blind children 2.explain the sensoromotor characteristics of deaf children 3.explain the sensoromotor characteristics of mentally retarded children 4.explain the sensoromotor characteristics of children with physical impairments 5.explain the sensoromotor characteristics of autistic children 6.explain the sensoromotor characteristics of children with emotional and behavioral disorders 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Observed Aspects 2.A. Contents 3.1. Mastery of material 4.2. Match between the content presented and the content of the paper 5.3. Slide displays (images, diagrams, photos, videos, flow of material) support presentations 6.4. Ability to defend arguments 7.B. Presentation 8.5. Voice quality (volume, voice articulation, intonation) 9.6. Demeanor (gaze, effective body movements, calm) 10.7. Dress politely and neatly 11.8. Use correct language 12.9. Responsive and ready to accept input 13.Rubric: 14.Score 4 if done very well, 15.Score 3 if done well, 16.Score 2 if done adequately, 17.Score 1 if not done 	group presentation discussion 3 X 50			0%
5	understand the characteristics of children with special needs	<ol style="list-style-type: none"> 1.explain the sensoromotor characteristics of blind children 2.explain the sensoromotor characteristics of deaf children 3.explain the sensoromotor characteristics of mentally retarded children 4.explain the sensoromotor characteristics of children with physical impairments 5.explain the sensoromotor characteristics of autistic children 6.explain the sensoromotor characteristics of children with emotional and behavioral disorders 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Observed Aspects 2.A. Contents 3.1. Mastery of material 4.2. Match between the content presented and the content of the paper 5.3. Slide displays (images, diagrams, photos, videos, flow of material) support presentations 6.4. Ability to defend arguments 7.B. Presentation 8.5. Voice quality (volume, voice articulation, intonation) 9.6. Demeanor (gaze, effective body movements, calm) 10.7. Dress politely and neatly 11.8. Use correct language 12.9. Responsive and ready to accept input 13.Rubric: 14.Score 4 if done very well, 15.Score 3 if done well, 16.Score 2 if done adequately, 17.Score 1 if not done 	group presentation discussion 3 X 50			0%

6	understand the basic concepts of sensoromotor development	<ol style="list-style-type: none"> 1. carry out sensoromotor assessments of blind children 2. carry out sensory motor assessments of deaf children 3. carry out sensoromotor assessments of mentally retarded children 4. carry out sensoromotor assessments of children with physical impairments 5. carry out sensory motor assessments of autistic children 6. carry out sensoromotor assessments of children with emotional and behavioral disorders 	Criteria: <ol style="list-style-type: none"> 1. Observed Aspects 2.A. Contents 3.1. Mastery of material 4.2. Match between the content presented and the content of the paper 5.3. Slide displays (images, diagrams, photos, videos, flow of material) support presentations 6.4. Ability to defend arguments 7.B. Presentation 8.5. Voice quality (volume, voice articulation, intonation) 9.6. Demeanor (gaze, effective body movements, calm) 10.7. Dress politely and neatly 11.8. Use correct language 12.9. Responsive and ready to accept input 13. Rubric: 14. Score 4 if done very well, 15. Score 3 if done well, 16. Score 2 if done adequately, 17. Score 1 if not done 	group presentation whole class discussion 3 X 50			0%
7	understand the basic concepts of sensoromotor development	<ol style="list-style-type: none"> 1. carry out sensoromotor assessments of blind children 2. carry out sensory motor assessments of deaf children 3. carry out sensoromotor assessments of mentally retarded children 4. carry out sensoromotor assessments of children with physical impairments 5. carry out sensory motor assessments of autistic children 6. carry out sensoromotor assessments of children with emotional and behavioral disorders 	Criteria: <ol style="list-style-type: none"> 1. Observed Aspects 2.A. Contents 3.1. Mastery of material 4.2. Match between the content presented and the content of the paper 5.3. Slide displays (images, diagrams, photos, videos, flow of material) support presentations 6.4. Ability to defend arguments 7.B. Presentation 8.5. Voice quality (volume, voice articulation, intonation) 9.6. Demeanor (gaze, effective body movements, calm) 10.7. Dress politely and neatly 11.8. Use correct language 12.9. Responsive and ready to accept input 13. Rubric: 14. Score 4 if done very well, 15. Score 3 if done well, 16. Score 2 if done adequately, 17. Score 1 if not done 	group presentation whole class discussion 3 X 50			0%
8	UTS	UTS	Criteria: SCALE 1-100	UTS 3 X 50			0%

9	carrying out sensoromotor development for children with special needs	<ol style="list-style-type: none"> 1. carry out sensory motor assessments for crew members 2. carry out analysis of the results of the ABK sensory motor assessment 	Criteria: <ol style="list-style-type: none"> 1. Observed Aspects 2.A. Contents 3.1. Accuracy of concept/material 4.2. Accuracy of examples supporting the concept/material 5.3. Completeness of material coverage 6.4. Confusion in the discussion of the material 7.5. Depth in elaborating the material 8.B. 9.6. Use correct language 10.7. Conformity with the specified systematics 11.8. Neatness of layout 12. Rubric: 13. Score 4 if done very well, 14. Score 3 if done well, 15. Score 2 if done adequately, 16. Score 1 if not done 	3 X 50 field observations			0%
10	carrying out sensoromotor development for children with special needs	<ol style="list-style-type: none"> 1. carry out sensory motor assessments for crew members 2. carry out analysis of the results of the ABK sensory motor assessment 	Criteria: <ol style="list-style-type: none"> 1. Observed Aspects 2.A. Contents 3.1. Accuracy of concept/material 4.2. Accuracy of examples supporting the concept/material 5.3. Completeness of material coverage 6.4. Confusion in the discussion of the material 7.5. Depth in elaborating the material 8.B. 9.6. Use correct language 10.7. Conformity with the specified systematics 11.8. Neatness of layout 12. Rubric: 13. Score 4 if done very well, 14. Score 3 if done well, 15. Score 2 if done adequately, 16. Score 1 if not done 	3 X 50 field observations			0%
11	implement sensoromotor development	<ol style="list-style-type: none"> 1. explains sensoromotor development strategies for ABK 2. create a sensoromotor development program for ABK 	Criteria: <ol style="list-style-type: none"> 1. Dimensions/Aspects assessed 2. Activeness (quantity participating) 3. Organization of ideas/arguments 4. Accuracy of argument 5. Usage Language: 6.- Precision 7.- Clarity 8. Rubric: 9. Score 4 if done very well, 10. Score 3 if done well, 11. Score 2 if done adequately, 12. Score 1 if not done 	lecture group discussion simulation 3 X 50			0%

12	implement sensoromotor development	<ol style="list-style-type: none"> 1.explains sensoromotor development strategies for ABK 2.create a sensoromotor development program for ABK 	Criteria: <ol style="list-style-type: none"> 1.Dimensions/Aspects assessed 2.Activeness (quantityparticipating) 3.Organization of ideas/arguments 4.Accuracy of argument 5.Usage Language: 6.- Precision 7.- Clarity 8.Rubric: 9.Score 4 if done very well, 10.Score 3 if done well, 11.Score 2 if done adequately, 12.Score 1 if not done 	lecture group discussion simulation 3 X 50			0%
13	carry out sensoromotor development of children with special needs	<ol style="list-style-type: none"> 1.create a sensory motor development program for ABK 2.implementing the ABK sensoromotor development program 	Criteria: <ol style="list-style-type: none"> 1.Rated aspect 2.1. understanding the characteristics of crew members 3.2. strategy selection 4.3. implementation of the sensoromotor development program 5.Rubric: 6.Score 4 if done very well, 7.Score 3 if done well, 8.Score 2 if done adequately, 9.Score 1 if not done 	3 X 50 simulation			0%
14	carry out sensoromotor development of children with special needs	<ol style="list-style-type: none"> 1.create a sensory motor development program for ABK 2.implementing the ABK sensoromotor development program 	Criteria: <ol style="list-style-type: none"> 1.Rated aspect 2.1. understanding the characteristics of crew members 3.2. strategy selection 4.3. implementation of the sensoromotor development program 5.Rubric: 6.Score 4 if done very well, 7.Score 3 if done well, 8.Score 2 if done adequately, 9.Score 1 if not done 	3 X 50 simulation			0%
15	carry out sensoromotor development of children with special needs	<ol style="list-style-type: none"> 1.create a sensory motor development program for ABK 2.implementing the ABK sensoromotor development program 	Criteria: <ol style="list-style-type: none"> 1.Rated aspect 2.1. understanding the characteristics of crew members 3.2. strategy selection 4.3. implementation of the sensoromotor development program 5.Rubric: 6.Score 4 if done very well, 7.Score 3 if done well, 8.Score 2 if done adequately, 9.Score 1 if not done 	3 X 50 simulation			0%
16	UAS	UAS	Criteria: <ol style="list-style-type: none"> rating scale 1-100 	UAS 3 X 50			0%

Evaluation Percentage Recap: Case Study

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.