



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																																	
Orientation and Mobility II	8620202124		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 which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	The Mobility Orientation II course is a course that provides understanding and knowledge, as well as experience and skills to students through the concepts, principles, practices of orientation and mobility including: recognition/orientation of the surrounding environment, recognition of directions, use of sticks, giving directions to the blind to move, walking, walking through stairs, directing sitting and mobility orientation teaching strategies for blind children as well as the ability to plan, program, implement, evaluate and resolve problems related to advanced mobility orientation for blind children based on principles and procedures in methods or theories mobility orientation for blind children and equipping students to be able to make decisions in applying/applying special methods to find alternative solutions in solving problems in the field of mobility orientation for blind children in the form of case study exercises/handling/solving educational problems for blind children. Lectures are carried out using a system of presentations, discussions, project assignments and reflection																																					
References	Main :																																					
	1. 1. Irham Hosni, (1996). <i>Buku Ajar Orientasi dan Mobilitas</i> , Departemen Pendidikan dan Kebudayaan, Direktorat jenderal Pendidikan Tinggi, Proyek Pendidikan Tenaga Guru, Jakarta. 2. Mukhtar dan Iskandar, 2012. <i>Desain Pembelajaran Berbasis TIK</i> , Referensi, Jakarta. 3. Purwaka Hasi (2005), <i>Kemandirian Tunanetra</i> , Jakarta. Depdiknas. 4. Suwandi Munawar (2013), <i>Mengenal dan Memahami Orientasi dan Mobilitas</i> , jakarta; Luxima Metro media. 5. Sivasailam Thiagarajan; Dorothy S.semmler; Melvyn I Semmel. 1980. <i>Instructional development for training teachers of exceptional Children, A Sourbook</i> . Indiana Univ., Bloongminton, Center for Inovation in teaching the Handicapped. 6. Internet																																					
	Supporters:																																					
Supporting lecturer	Prof. Dr. H. Murtadlo, M.Pd. Dr. H. Pamuji, 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 concepts, principles and practices of orientation	a. Explain how to get to know the surrounding environment. b. Know the cardinal directions c. Explain the use of a cane	Criteria: 1. Students are able to explain: 2.1. Orientation and mobility 3.2. 4 goals Uncle 4.3. how to walk independently 5.4. how to walk with a stick. 6.5. How to walk with a sighted companion. 7.6. walking with electric devices	· Assignment · Group presentation · 2 X 50 simulation discussion			0%
2	Understand the concepts, principles and practices of mobility for blind children	a. Differentiating the meaning of mobility for regular children and blind children		presentation of 2 X 50 discussion assignments			0%
3	Understand techniques for exploring closed and open spaces	a. Explain the technique of walking in an enclosed space. b. Explain the technique of walking in an open space	Criteria: 1.a. Grade 4 if done well (composing papers, presentations, and participating in class discussions) 2.b. Score 2 if done if 1 is missing.	Assignment to prepare a paper Presentation Class discussion Reflection 2 X 50			0%
4	Understand how to walk with a cane.	a. Explain walking techniques with a sighted companion, b. Explaining with long sticks and folding sticks. c. Explains how to use an artificial wand	Criteria: 1.4 marks if you have prepared a paper, presentation, participated in discussions. 2.Score 2 if less than one of the 3 activities above.	a. Stimulation b. Presentation c. Assignment of tasks d. Group discussion 2 X 50			0%
5	Understand the technique of walking through stairs, elevators, walking floors and elevators in supermarkets	a. Explains techniques for walking through stationary stairs, walking stairs, and walking floors. b. Explain the technique of walking through an elevator	Criteria: 1.a. 4 marks if you have prepared a paper, class presentation, and participated in class discussion. 2.b. Score 2 if one of the 3 activities above is missing.	a. Stimulation b. Presentation c. Assignment of tasks d. Group discussion 2 X 50			0%
6	Understand independent walking techniques for the blind from home to school or vice versa	a. Technique for walking independently in public spaces b. Technique for traveling by public transport	Criteria: 1.a. Paper 2.b. Presentation. 3.c. attend class discussions.	presentation. division of tasks 2 X 50			0%
7	Identifying barriers to independent walking for the blind	a. Explain the types of obstacles in walking for the blind b. Explain solutions to obstacles in walking for the blind	Criteria: 1.a. Essay about obstacles in the road and their solutions 2.b. Presentation in class 3.c. Participation	Reflection class discussion presentation 2 X 50			0%
8	UTS from meetings 1-7	Meetings 1 - 7	Criteria: 1.a. background of the problem 2.b. discussion 3.c. conclusion	Written test 2 X 50			0%

9	Have the skills to compile OM learning tools	a. Explain how to organize a semester OM program b. Explain how to prepare a RPP c. Explains how to develop OM therapeutic assessment instruments	Criteria: 1.a. Syllabus 2.b. lesson plan 3.c. Assessment instrument	assignment presentation, class discussion 2 X 50			0%
10	Developing OM learning planning	a. Explaining how to prepare learning objectives, b. Explain how to choose learning media c. Explain how to choose a learning method d. Explain how to prepare assessment instruments	Criteria: a. Syllabus	Presentation of 2 X 50 reflection assignments			0%
11	Understand how to develop motor coordination	a. Explaining the lying position, b. Explaining sitting position, c. Explain standing, walking and running positions	Criteria: 1.a. Safe lying description. 2.b. running description, 3.c. description runs independently.	Presentation Discussion Assignment Reflection 2 X 50			0%
12	Develop OM learning tools	a. Explain the semester program b. Explain how to prepare a RPP	Criteria: 1.a. Syllabus 2.b. lesson plan	Presentations, assignments, and class discussions. 2 X 50			0%
13							0%
14	Implement learning practices to improve orientation skills	a. Carrying out simulations in class. b. Carrying out OM practices in the field	Criteria: 1.a. lesson plan 2.b. Simulation	Presentations, assignments, and class discussions. 2 X 50			0%
15	Carrying out learning evaluations improves Orientation and Mobility skills	Explaining orientation and mobility performance assessment (Mobility)	Criteria: Mobility performance criteria in multi-storey buildings.	Presentations, giving, assignments and group discussions. 2 X 50			0%
16	UAS meeting 1-15	US meetings 1-15	Criteria: 1.a. Score 4, if you are able to correctly describe the 6 themes above. 2.b. Score 3, if you are able to correctly describe the 4 themes above. 3.c. Score 2, if you are able to correctly describe the 2 themes above. 4.d. Score 1, if you are able to correctly describe 1 of the themes above.	participation was present at UAS 2 X 50			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.