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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Orientation, Mobility, Social, and Communication	8620204344		T=1	P=1	ECTS=3.18	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. H. Pamuji, M. Kes.; Acep Ovel Novari Beny, M.Pd	Prof. Dr. Hj. Sri Joeda Andajani, M. Kes	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)	
	PO - 1	Utilizing ICT to obtain information about Orientation, Mobility, Social and communication
	PO - 2	Able to understand the basic concepts of Orientation, Mobility, Social and communication
	PO - 3	Able to understand the principles and strategies of Orientation, Mobility, Social and communication services
	PO - 4	Able to develop Orientation, Mobility, Social and communication skills for the Blind
	PLO-PO Matrix	

P.O
PO-1
PO-2
PO-3
PO-4

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This Social Mobility and Communication Orientation (OMSK) course examines: 1) the basic concept of CSOM, which consists of understanding CSOM as a basic need, its role in education and rehabilitation, 2) Principles and Strategies for CSOM Services which consist of: a) objectives, programs and CSOM service approaches, b) CSOM service systems and procedures, c) Location, time and implementation of CSOM, 3) Basic development of CSOM skills, consisting of: a) CSOM aids, b) development of senses, c) development of orientation skills, d) development of body image, and development of motor coordination. 4) Developing ICT-based learning tools. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.
References	**Main :**

1. Purwaka Hadi. 2005. Kemandirian Tunanetra. Jakarta: Depdiknas.
2. Suwandi Munawar. 2013. Mengenal dan Memahami Orientasi dan Mobilitas. Jakarta: Luxima Metro media.
3. Irham Hosni. 1996. Buku Ajar Orientasi dan Mobilitas. Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pendidikan Tenaga Guru.
4. Mukhtar dan Iskandar. 2012. Desain Pembelajaran Berbasis TIK. Jakarta.
5. Thiagarajan Sivasailam; Dorothy S.Semmel; Melvyn I Semmel. 1974. Instructional Development For Training Teachers Of Exceptional Children, A Sourbook. Indiana Univ Bloongminton: Center for Inovation in Teaching the Handicapped.
6. Depdiknas. 2014. Program Pengembangan Kekhususan. Jakarta: Depdiknas.
7. Departemen Sosial Republik Indonesia. 2002. Panduan Orientasi dan Mobilitas Panti Sosial Penyandang Cacat Netra. Jakarta:Direktorat Jenderal Pelayanan dan Rehabilitasi Sosial.
8. Dede Idawati. 2020. DESAIN KURIKULUM FUNGSIONAL Orientasi Mobilitas Sosial dan Komunikasi Tunanetra Usia 7-8 Tahun. Jakarta : Penerbit Jakad Media Publishing.

Supporters:	

Supporting lecturer	Prof. Dr. H. Murtadlo, M.Pd. Dr. H. Pamuji, M.Kes. Acep Ovel Novari Beny, 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 concept of Social Mobility and Communication Orientation (OMSK)	a. Explain the meaning of Social Mobility and Communication Orientation (OMSK) b. Explain CSOM as a basic need for blind children	**Criteria:** 1.a. Score 4 if done very well, 2.b. Score 3 if done well, 3.c. Score 2 if done sufficiently, 4.d. Score 1 if not done **Form of Assessment** : Participatory Activities	Presentation, Discussion, Assignments and Reflections 2 X 50		**Material:** understanding of Social Mobility and Communication Orientation **Reader:** *Irham Hosni. 1996. Textbook of Orientation and Mobility. Jakarta: Department of Education and Culture, Directorate General of Higher Education, Teacher Education Project.*	2%
2	Understand the concept of Social Mobility and Communication Orientation (OMSK)	a. Explain the meaning of Social Mobility and Communication Orientation (OMSK) b. Explain CSOM as a basic need for blind children	**Criteria:** 1.a. Score 4 if done very well, 2.b. Score 3 if done well, 3.c. Score 2 if done sufficiently, 4.d. Score 1 if not done **Form of Assessment** : Participatory Activities	Presentation, Discussion, Assignments and Reflections 2 X 50		**Material:** understanding of Social Mobility and Communication Orientation **Reader:** *Irham Hosni. 1996. Textbook of Orientation and Mobility. Jakarta: Department of Education and Culture, Directorate General of Higher Education, Teacher Education Project.*	3%

3	Understand the Principles and Strategy of CSOM Services	1. Explain the purpose of CSOM 2. Explaining the CSOM program, 3. Explaining the CSOM service approach, 4. Explain the system and procedures for CSOM services	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Participatory Activities	Presentation, Discussion, Assignments and Reflections 2 X 50		**Material:** Principles and Strategies of CSOM Services **Reader:** *Irham Hosni. 1996. Textbook of Orientation and Mobility. Jakarta: Department of Education and Culture, Directorate General of Higher Education, Teacher Education Project.*	5%
4	Understand the Principles and Strategy of CSOM Services	1. Explain the purpose of CSOM 2. Explaining the CSOM program, 3. Explaining the CSOM service approach, 4. Explain the system and procedures for CSOM services	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Test	Presentation, Discussion, Assignments and Reflections 2 X 50		**Material:** Principles and Strategies of CSOM Services **Reader:** *Irham Hosni. 1996. Textbook of Orientation and Mobility. Jakarta: Department of Education and Culture, Directorate General of Higher Education, Teacher Education Project.*	5%
5	Understand the Principles and Strategy of CSOM Services	1. Explain the purpose of CSOM 2. Explaining the CSOM program, 3. Explaining the CSOM service approach, 4. Explain the system and procedures for CSOM services	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Practice / Performance	Presentation, Discussion, Assignments and Reflections 2 X 50		**Material:** Principles and Strategy of CSOM Services **Reader:** *Suwandi Munawar. 2013. Recognizing and Understanding Orientation and Mobility. Jakarta: Luxima Metro media.*	5%
6	Understand the Principles and Strategy of CSOM Services	1. Explain the purpose of CSOM 2. Explaining the CSOM program, 3. Explaining the CSOM service approach, 4. Explain the system and procedures for CSOM services	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Practice / Performance	Presentation, Discussion, Assignments and Reflections 2 X 50		**Material:** Principles and Strategy of CSOM Services **Reader:** *Suwandi Munawar. 2013. Recognizing and Understanding Orientation and Mobility. Jakarta: Luxima Metro media.*	5%

7	Understand the basic development of CSOM skills	1. Explain CSOM tools 2. Explain electrical aids, 3. Explain manual tools 4. Explain the tools of living creatures	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Test	Presentation, Discussion, Assignments and Reflections 2 X 50		**Material:** basic development of CSOM skills **Reader:** *Irham Hosni. 1996. Textbook of Orientation and Mobility. Jakarta: Department of Education and Culture, Directorate General of Higher Education, Teacher Education Project.*	5%
8	UTS	UTS	**Criteria:** Score 0 - 100 **Form of Assessment** : Project Results Assessment / Product Assessment	UTS 2 X 50		**Material:** UTS **Reader:** *Suwandi Munawar. 2013. Recognizing and Understanding Orientation and Mobility. Jakarta: Luxima Metro media.*	10%
9	Understand how to introduce social interaction for the blind.	• Explain using residual vision abilities. • Explain how to improve hearing abilities	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done **Form of Assessment** : Participatory Activities	Presentation, Discussion, Assignment, Reflection 2 X 50		**Material:** introducing social interactions for the blind. **Library:** *Department of Social Affairs of the Republic of Indonesia. 2002. Orientation and Mobility Guide for Social Care for the Blind. Jakarta: Directorate General of Social Services and Rehabilitation.*	5%
10	Understand how to introduce social communication to blind children.	• Explain body image • Ability to recognize up, down, right - left, • Get to know the right-left tilt	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done **Form of Assessment** : Practice / Performance	Presentation, Discussion, Assignment, Reflection 2 X 50		**Material:** introducing social communication to blind children. **Library:** *Department of Social Affairs of the Republic of Indonesia. 2002. Orientation and Mobility Guide for Social Care for the Blind. Jakarta: Directorate General of Social Services and Rehabilitation.*	5%

11	Understand how to introduce social behavior for blind children.	1. Explain visual perception 2. Explain audio perception 3. Explain olfactory perception 4. Explain the information that is touched 5. Explain the perceived information	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Practice/Performance, Test	Presentation, Discussion, Assignment, Reflection 2 X 50		**Material:** introducing social behavior for blind children **Reader:** *Irham Hosni. 1996. Textbook of Orientation and Mobility. Jakarta: Department of Education and Culture, Directorate General of Higher Education, Teacher Education Project.*	5%
12	Understand how to introduce social skills to blind children	1. Describe the lying position 2. Explain sitting position 3. Explain standing, walking and running positions	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Test	Presentation, Discussion, Assignment, Reflection 2 X 50		**Material:** introducing social skills for blind children Reader : *Irham Hosni. 1996. Textbook of Orientation and Mobility. Jakarta: Department of Education and Culture, Directorate General of Higher Education, Teacher Education Project.*	5%
13	Understand how to introduce social conflict to blind children.	• Explain the semester program • Explain how to prepare a RPP • Explains methods and media for learning • Explaining learning material	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, Assignment, Reflection 2 X 50		**Material:** social conflict of blind children **Reader:** *Dede Idawati. 2020. FUNCTIONAL CURRICULUM DESIGN Social Mobility and Communication Orientation for the Blind Ages 7-8 Years. Jakarta: Publisher Jakad Media Publishing.*	5%
14	Understand how to introduce social mobility to blind children.	1. Carrying out simulations in class. 2. Implement CSOM practices in the field	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion, Assignment, Reflection 2 X 50		**Material:** social mobility of blind children **Reader:** *Irham Hosni. 1996. Textbook of Orientation and Mobility. Jakarta: Department of Education and Culture, Directorate General of Higher Education, Teacher Education Project.*	5%

No							
15	Understand how to introduce social disasters to blind children.	Explains CSOM performance assessment	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion, Assignment, Reflection 2 X 50		**Material:** introducing the social disaster of blind children Reader : *Suwandi Munawar. 2013. Recognizing and Understanding Orientation and Mobility. Jakarta: Luxima Metro media.*	5%
16	UAS	UAS	**Criteria:** Score 0 - 100 **Form of Assessment** : Project Results Assessment / Product Assessment	UAS 2 X 50		**Material:** UAS Reader: *Irham Hosni. 1996. Textbook of Orientation and Mobility. Jakarta: Department of Education and Culture, Directorate General of Higher Education, Teacher Education Project.*	25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	17.5%
4.	Test	17.5%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.