



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Special Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Orthopedagogy of Deaf Children	8620202160		T=2 P=0 ECTS=3.18	5	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																		
	.....		.....	Dr. H. Pamuji, M.Kes.																																		
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	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: 30px; height: 30px;">P.O</td></tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; 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
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	This course discusses understanding and abilities regarding concepts, communication, education of deaf and speech impaired students, reflective maternal method (MMR), heart to heart conversation (perdati), linguistic conversation (percali), ideovisual reading conversation (percami), speech organs , and hearing organs.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Bunawan, Lani dan Yunawati, C.S. 2000. Penguasaan Bahasa Anak Tunarungu. Jakarta : Yayasan Santi Rama</li> <li>2. Bunawan, Lani. 1997. Komunikasi Total. Jakarta : Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pendidikan Tenaga Akademik.</li> <li>3. Donald F. Moores. 2001. EducatingThe Deaf. Botson, NewYork : Houghton Mifflin Company</li> <li>4. Soemantri, S. 2007. Psikologi Anak Luar Biasa. Bandung : PT. Reflika Aditama</li> <li>5. Somad, P. 1995. Ortopedagogik Anak Tunarungu. Bandung : Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pendidikan Tenaga Guru.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Wagino, M.Pd.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Understanding the concept of Deaf children and the impact of deafness on the development of Deaf children's abilities and how to overcome them.	understand the concept of deaf children and the impact of deafness on the development of deaf children's abilities and how to overcome them.	<b>Criteria:</b> Explain the definition, causal factors, characteristics and classification of deaf children. Explain the impact felt by children, the environment, society and education providers on deafness. Discuss appropriate ways to overcome the impact of deafness.	lectures, discussions and questions and answers. 2 X 50			0%
2	Understanding the concept of Deaf children and the impact of deafness on the development of Deaf children's abilities and how to overcome them.	understand the concept of deaf children and the impact of deafness on the development of deaf children's abilities and how to overcome them.	<b>Criteria:</b> Explain the definition, causal factors, characteristics and classification of deaf children. Explain the impact felt by children, the environment, society and education providers on deafness. Discuss appropriate ways to overcome the impact of deafness.	lectures, discussions and questions and answers. 2 X 50			0%
3	Understanding Communication and Education as applied to deaf children	c	<b>Criteria:</b> explain the types of communication used by Deaf children in everyday life explain the types of education applied to Deaf Children in Indonesia	Lectures, discussions and questions and answers 2 X 50			0%
4	Understanding Communication and Education as applied to deaf children	c	<b>Criteria:</b> explain the types of communication used by Deaf children in everyday life explain the types of education applied to Deaf Children in Indonesia	Lectures, discussions and questions and answers 2 X 50			0%
5	Understanding the Maternal Reflective Method (MMR) for language learning for Deaf Children and Heart to Heart Conversations (Perdati)	1.Explain one of the methods used for teaching language to deaf children, namely the maternal reflective method (MMR) 2.Explain one type of conversation used in schools that applies MMR in the process of heart-to-heart conversation (perdati)	<b>Criteria:</b> Explaining one of the methods used to teach language for deaf children, namely the reflective maternal method (MMR). Explaining one type of conversation used in schools that applies MMR in the process of heart-to-heart conversation (perdati)	lectures, discussions and questions and answers 2 X 50			0%

6	Understanding the Maternal Reflective Method (MMR) for language learning for Deaf Children and Heart to Heart Conversations (Perdati)	<ol style="list-style-type: none"> <li>1.Explain one of the methods used for teaching language to deaf children, namely the maternal reflective method (MMR)</li> <li>2.Explain one type of conversation used in schools that applies MMR in the process of heart-to-heart conversation (perdati)</li> </ol>	<b>Criteria:</b> Explaining one of the methods used to teach language for deaf children, namely the reflective maternal method (MMR). Explaining one type of conversation used in schools that applies MMR in the process of heart-to-heart conversation (perdati)	lectures, discussions and questions and answers 2 X 50		0%
7	Comprehension of Linguistic Conversation (percali) and Ideovisual Reading Conversation (Percami)	<ol style="list-style-type: none"> <li>1.explains the type of conversation used in schools that applies MMR and the learning process other than perdati, namely linguistic conversation (percali)</li> <li>2.explains the types of conversations used in schools that apply MMR in the learning process apart from percali and perdati, namely ideovisual reading conversations (percami)</li> </ol>	<b>Criteria:</b> explains the type of conversation used in schools that applies MMR in the learning process other than perdati, namely linguistic conversation (percali) explains the type of conversation used in schools that applies MMR in the learning process other than percali and perdati, namely ideovisual reading conversation (percami)	lecture, discussion, question and answer 2 X 50		0%
8	UTS	UTS		2 X 50		0%
9	Application or giving examples of perdati, percali and percami	<ol style="list-style-type: none"> <li>1.Discuss examples of perdati, percali, and percami in teaching language to deaf children</li> <li>2.Demonstrate the application of perdati, percali, and percami in language learning for tuahearu children</li> </ol>	<b>Criteria:</b> Discuss examples of perdati, percali, and percami in language teaching for deaf children. Demonstrate the application of perdati, percali, and percami in language learning for deaf children	Lectures, discussions and questions and answers 2 X 50		0%

10	Application or giving examples of perdati, percali and percami	<ol style="list-style-type: none"> <li>1. Discuss examples of perdati, percali, and percami in teaching language to deaf children</li> <li>2. Demonstrate the application of perdati, percali, and percami in language learning for tuahearu children</li> </ol>	<b>Criteria:</b> Discuss examples of perdati, percali, and percami in language teaching for deaf children. Demonstrate the application of perdati, percali, and percami in language learning for deaf children	Lectures, discussions and questions and answers 2 X 50			0%
11	understanding of Speech Organs, Speech Process, Hearing Organs and Hearing Process.	<ol style="list-style-type: none"> <li>1. Explain the various organs used for speech and their functions</li> <li>2. explain the speaking process</li> <li>3. Explain the various organs used for hearing and their functions</li> <li>4. explain the listening process</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Explain the various organs used for speech and their functions</li> <li>2. explain the speaking process</li> <li>3. Explain the various organs used for hearing and their functions</li> <li>4. explain the listening process</li> </ol>	lectures, discussions and questions and answers 2 X 50			0%
12	understanding of Speech Organs, Speech Process, Hearing Organs and Hearing Process.	<ol style="list-style-type: none"> <li>1. Explain the various organs used for speech and their functions</li> <li>2. explain the speaking process</li> <li>3. Explain the various organs used for hearing and their functions</li> <li>4. explain the listening process</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Explain the various organs used for speech and their functions</li> <li>2. explain the speaking process</li> <li>3. Explain the various organs used for hearing and their functions</li> <li>4. explain the listening process</li> </ol>	lectures, discussions and questions and answers 2 X 50			0%
13	understanding of Speech Organs, Speech Process, Hearing Organs and Hearing Process.	<ol style="list-style-type: none"> <li>1. Explain the various organs used for speech and their functions</li> <li>2. explain the speaking process</li> <li>3. Explain the various organs used for hearing and their functions</li> <li>4. explain the listening process</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Explain the various organs used for speech and their functions</li> <li>2. explain the speaking process</li> <li>3. Explain the various organs used for hearing and their functions</li> <li>4. explain the listening process</li> </ol>	lectures, discussions and questions and answers 2 X 50			0%
14							0%
15							0%
16	UAS	UAS		UAS 2 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.