



**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
SIGN LANGUAGE	8620202379	Deaf Specialization	T=1	P=1	ECTS=3.18	5	April 27, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	PLO-5	Skilled at working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing																																																																
	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	Can understand sign language																																																																
	PLO-PO Matrix																																																																	
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-11</td> <td>PLO-14</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-5	PLO-11	PLO-14				PO-1																																																			
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	PO-1																																																																	
PO Matrix at the end of each learning stage (Sub-PO)																																																																		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																																		

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 total communication system, total components, speaking, reading speech, finger alphabet signs, and Indonesian language sign system

References	Main :	
		<ol style="list-style-type: none"> Evans. 1982. Total Communication Structure and Strategy. Washington DC: Gallaudet College press. Lany Bunawan. 1996. Sistem Komunikasi Total. Jakarta: Depdikbud. Depdikbud. 2001. Kamus Sistem Isyarat Bahasa Indonesia. Jakarta: Depdikbud. Moore, Donald F. 2001. Educating The Deaf, Psychology, Principles, and Practices. Boston: Gallaudet University.
	Supporters:	<ol style="list-style-type: none"> https://pmpk.kemdikbud.go.id/sibil/

Supporting lecturer Dr. Endang Purbaningrum, M.Kes.
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	Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom	<ol style="list-style-type: none"> 1. Identifying the essence of the system 2. Formulate the concept of deaf children. 3. Describe the function of language 	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Participatory Activities</p>	scientific approach Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	3%
2	Development of communication systems in deaf education	Describe and give examples of the development of communication systems in deaf education	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Participatory Activities</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Moore, Donald F. 2001. Educating the Deaf, Psychology, Principles, and Practices. Boston: Gallaudet University.</i></p>	2%
3	Understand and differentiate the various foundations of oral methods.	<ol style="list-style-type: none"> 1. Formulate and give examples: 2. Oral Communication Methods: Philosophical foundations, Psychological foundations 3. Sociological foundations 	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Making a resume about Siskom</p> <p>Pustaka: <i>Lany Bunawan. 1996. Total Communication Systems. Jakarta: Department of Education and Culture.</i></p>	2%
4	Understanding the requirements for implementing the oral method: - From the student's perspective - From the program service - From the staff perspective In terms of staff and	Summarizing the requirements for implementing the oral method: - From a student perspective - From a program services - From a staff perspective - From a facilities and infrastructure perspective	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	BW 2 Video 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Making a resume about Siskom</p> <p>Pustaka: <i>Lany Bunawan. 1996. Total Communication Systems. Jakarta: Department of Education and Culture.</i></p>	2%

5	Analyze, identify factors that influence the success of oral methods.	Identifying factors that influence the success of oral methods.	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	2%
6	Understand Manual Communication methods	Describe the development of the Manual Communication method	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	scientific Presentation Discussion 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	2%
7	Explain the components that determine the meaning of a signal	Identifying components that determine the meaning of signals	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	2%
8	Explain the components that determine the meaning of a signal	Identifying components that determine the meaning of signals	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Test</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Moore, Donald F. 2001. Educating the Deaf, Psychology, Principles, and Practices. Boston: Gallaudet University.</i></p>	10%

9	Understanding types of signs (isyando, ASL and BISINDO)	Identify various signs (isyando, ASL and BISINDO)	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	5%
10	Able to communicate using the finger alphabet	Have a conversation via finger alphabet	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	scientific Presentation Discussion 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Making a resume about Siskom</p> <p>Pustaka: <i>Lany Bunawan. 1996. Total Communication Systems. Jakarta: Department of Education and Culture.</i></p>	5%
11	Able to communicate using the finger alphabet	Have a conversation via finger alphabet	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	scientific Presentation Discussion 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	10%
12	Able to communicate using the finger alphabet	Have a conversation via finger alphabet	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	scientific Presentation Discussion 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	10%

13	Understand the use of combination methods in deaf communication	Give examples of communication using communication methods	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	10%
14	Understanding Total Communication: concept, background of total communication	Find and prove various solutions to social problems in the family	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	10%
15	Understand the components in total communication	Explain the components in total communication	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p> <p>-----</p> <p>Material: Utilizing science and technology in developing a system for deaf children. Create a resume about Siskom</p> <p>Pustaka:</p>	10%
16	UAS	Explain the components in total communication	<p>Criteria: The more questions the better</p> <p>Form of Assessment : Test</p>	Discussion Presentation 2 X 50		<p>Material: Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom</p> <p>Pustaka: <i>Depdikbud. 2001. Dictionary of Indonesian Sign Systems. Jakarta: Department of Education and Culture.</i></p>	15%

Evaluation Percentage Recap: Project Based Learning

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