



**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>																																											
Learning for Deaf Children	8620203184		T=3 P=0 ECTS=4.77	6	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>	Project Based Learning																																															
<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-left: auto; margin-right: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="15"></td> </tr> </table>					P.O																																									
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<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 5%;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <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> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Barbara, Lucker Stahlman and John Luchner. 1991. Effectively Educating Student with Hearing</li> <li>2. London : Northen Illinois University. Bunawan, Lani. Yuwati, Cecilis Susila. 2000. Penguasaan Bahasa Anak Tunarungu . Jakarta : Yayasan Santi Rama.</li> <li>3. Depdikbud.1995. Pendidikan Anak Tunarungu Jakarta</li> <li>4. Donald F.Moores,2001. Educating the Deaf . Boston.New York: Houghton Mifflin Company.</li> </ol> <p><b>Supporters:</b></p>																																															
<b>Supporting lecturer</b>	Dr. Endang Purbaningrum, M.Kes.																																															
<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	Understand the theories, concepts, principles, processes and methods of teaching language (listening, speaking, reading and writing) for deaf children	<ul style="list-style-type: none"> <li>- Explain theories, concepts, principles, processes and methods of language teaching (listening, speaking, reading and writing) for deaf children</li> <li>- Identify theories, concepts, principles, processes and methods of language teaching (listening, speaking, reading and writing ) for deaf children</li> </ul>		<ul style="list-style-type: none"> <li>· Scientific</li> <li>· Collaborative</li> <li>· Humanistic</li> </ul> 2 X 50			0%
2	Understanding the Theory, Concepts, Principles, Processes and Methods of Teaching Language to Deaf Children using the MMR Method	<ul style="list-style-type: none"> <li>- Explain theories, concepts, principles, processes and methods of teaching language for deaf children using the MMR method</li> <li>- Identify theories, concepts, principles, processes and methods of teaching language for deaf children using the MMR method</li> </ul>		<ul style="list-style-type: none"> <li>· Scientific</li> <li>· Collaborative</li> <li>· Humanistic</li> </ul> 2 X 50			0%
3	Understanding the Theory, Concepts, Principles, Processes and Methods of Language Teaching for Deaf Children using Audiovisual Methods	<ul style="list-style-type: none"> <li>- Explain theories, concepts, principles, processes and methods of teaching language for deaf children using audiovisual methods</li> <li>- Identify theories, concepts, principles, processes and methods of teaching language for deaf children using audiovisual methods</li> </ul>		<ul style="list-style-type: none"> <li>· Scientific</li> <li>· Collaborative</li> <li>· Humanistic</li> </ul> 2 X 50			0%

4	Understanding the Theory, Concepts, Principles, Processes and Methods of Teaching Language to Deaf Children using the Heart to Heart Conversation Method (Perdati)	· Explain the theories, concepts, principles, processes and methods of teaching language for deaf children using the heart-to-heart conversation method (perdati) · Identify the theories, concepts, principles, processes and methods of language teaching for deaf children using the heart-to-heart conversation method heart (perdati)		· Scientific · Collaborative · Humanistic 2 X 50			0%
5	Understanding the Theory, Concepts, Principles, Processes and Methods of Teaching Language for Deaf Children by Reading Ideovisually	· Explain theories, concepts, principles, processes and methods of teaching language to deaf children by reading ideovisual · Identify theories, concepts, principles, processes and methods of teaching language to deaf children by reading ideovisual		· Scientific · Collaborative · Humanistic 2 X 50			0%
6	Understanding grammar teaching for deaf children	· Explain grammar teaching for deaf children. · Identify grammar learning for deaf children		· Scientific · Collaborative · Humanistic 4 X 50			0%
7	Understanding grammar teaching for deaf children	· Explain grammar teaching for deaf children. · Identify grammar learning for deaf children		· Scientific · Collaborative · Humanistic 4 X 50			0%
8		UTS/USS		2 X 50			0%
9	Understanding communication alternatives for deaf children	· Explain communication alternatives for deaf children. · Identify communication alternatives for deaf children		· Scientific · Collaborative · Humanistic 4 X 50			0%
10	Understanding communication alternatives for deaf children	· Explain communication alternatives for deaf children. · Identify communication alternatives for deaf children		· Scientific · Collaborative · Humanistic 4 X 50			0%
11	Able to implement learning planning for deaf children	Implementing learning planning for deaf children in special schools and inclusive schools		· Scientific · Collaborative · Humanistic 2 X 50			0%

12	Able to apply learning for deaf children	Implementing learning for deaf children in special schools and inclusive schools		· Scientific · Collaborative · Humanistic 6 X 50			0%
13	Able to apply learning for deaf children	Implementing learning for deaf children in special schools and inclusive schools		· Scientific · Collaborative · Humanistic 6 X 50			0%
14	Able to apply learning for deaf children	Implementing learning for deaf children in special schools and inclusive schools		· Scientific · Collaborative · Humanistic 6 X 50			0%
15	Able to decide on follow-up actions and alternative solutions to solve problems in the field of learning for deaf children	· Analyzing problems in learning for deaf children · Analyzing alternative solutions to solving problems for deaf children		· Scientific · Collaborative · Humanistic 2 X 50			0%
16		UAS/US		2 X 50			0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.