



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																									
BUILDING COMMUNICATION PERCEPTION OF SOUND AND RHYTHM	8611702037		T=2	P=0	ECTS=4.48	2	July 17, 2024																																									
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																										
			Prof. Dr. Siti Masitoh, M.Pd.																																										
Learning model	Case Studies																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">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> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Cruicshank, William M. 1998. Psychology of Exceptional Children and Youth. New York : Prentice – Hall Inc. 2. Donald F, Moores. 2001. Educating The Deaf in Boston. New York : Houghton Mifflin Company. 3. Yuwati, Susilo. 2000. Pedoman Guru Pengajaran Bina Persepsi Bunyi Irama Untuk Anak Tunarungu. <p>Supporters:</p>																																															
Supporting lecturer	Dr. Wagino, 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 basic concepts of BKPBI (theory, concepts, principles, functions, BKPBI program procedures	Explains the basic concepts of BKPBI (theory, concepts, principles, functions, BKPBI program procedures	Criteria: 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions	Discussion Presentation 2 X 50		0%
2	Understanding the Process of Sound and Rhythm Perception	1.Explain the process of sound and rhythm perception 2.Identify the process of sound and rhythm perception	Criteria: 1.4: The written results are in accordance with theory and empirical 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions	Presentation & Discussion 2 X 50		0%
3	Understanding the Process of Sound and Rhythm Perception	Explain the process of sound and rhythm perception. Identify the process of sound and rhythm perception	Criteria: 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions	Presentation and Discussion 2 X 50		0%

4	Understand the benefits and scope of sound perception training	Explain the benefits and scope of sound perception training. Identify the benefits and scope of sound perception training	Criteria: 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions	2 X 50			0%
5	Understand the benefits and scope of sound perception training	Explain the benefits and scope of sound perception training. Identify the benefits and scope of sound perception training	Criteria: 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions	Discussion 2 X 50			0%
6	Understand and be able to use hearing aids	Explain hearing aids and how to use them Demonstrate the use of hearing aids	Criteria: 1.4: The assessment results are correct, supported by correct analysis based on theory 2.3: The assessment results are correct, supported by correct analysis but not based on theory 3. based on theory 4.2: The assessment results are correct, but not supported by analysis and theory 5.1: The assessment results are not precise, and are not supported by analysis and theory	Presentation and Discussion 2 X 50			0%

7	Understand and be able to use hearing aids	Explain hearing aids and how to use them Demonstrate the use of hearing aids	Criteria: 1.4: The assessment results are correct, supported by correct analysis based on theory 2.3: The assessment results are correct, supported by correct analysis but not based on theory 3.based on theory 4.2: The assessment results are correct, but not supported by analysis and theory 5.1: The assessment results are not precise, and are not supported by analysis and theory	Discussion and simulation 2 X 50		0%
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8	Understand and be able to use hearing aids	Explain hearing aids and how to use them · Demonstrate the use of hearing aids	Criteria: 1.4: The assessment results are correct, supported by correct analysis based on theory 2.3: The assessment results are correct, supported by correct analysis but not 3.based on theory 4.2: The assessment results are correct, but not supported by analysis and theory 5.1: The assessment results are not precise, and are not supported by analysis and theory	Discussion 2 X 50			0%
9	Able to understand and implement BKPBI program planning	· Explain BKPBI program planning, Implement BKPBI program planning based on BKPBI program criteria	Criteria: 1.4: The assessment results are correct, supported by correct analysis based on theory 2.3: The assessment results are correct, supported by correct analysis but not 3.based on theory 4.2: The assessment results are correct, but not supported by analysis and theory 5.1: The assessment results are not precise, and are not supported by analysis and theory	Discussion and presentation 2 X 50			0%

10	Able to understand and implement BKPBI program planning	<ol style="list-style-type: none"> 1.Explain the planning of the BKPBI program 2.Implement BKPBI program planning based on BKPBI program criteria 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4: The written results are in accordance with theory and empirical conditions 2.3: The results of the writing are in accordance with theory only or in accordance with empirical conditions only 3.2: The written results are slightly supported by theory or empirical conditions 4.1: The written results are not supported by theory and empirical conditions 	Discussion 2 X 50		0%
11	: Able to implement the BKPBI program	Implementing the implementation of the BKPBI program based on the BKPBI program criteria	<p>Criteria:</p> <ol style="list-style-type: none"> 1.4: Simulation practice is in accordance with the program and is made according to a logical format and is based on theory 2.3: Simulation practice is in accordance with the program but is not made according to the format, logically and based on theory 3.2: Simulation practice is in accordance with the program but is not made according to the format, and is not based on theory 4.1: Simulation practice is in accordance with the program and is not made according to a format, not logically and not based on theory 	Presentation and Discussion 2 X 50		0%

12	Able to implement the BKPBI program	Implementing the implementation of the BKPBI program based on the BKPBI program criteria	Criteria: 1.4: Simulation practice is in accordance with the program and is made according to a logical format and is based on theory 2.3: Simulation practice is in accordance with the program but is not made according to the format, logically and based on theory 3.2: Simulation practice is in accordance with the program but is not made according to the format, and is not based on theory 4.1: Simulation practice is in accordance with the program and is not made according to a format, not logically and not based on theory	Presentation and Discussion 2 X 50			0%
13	Able to implement the BKPBI program	Implementing the implementation of the BKPBI program based on the BKPBI program criteria	Criteria: 1.4: Simulation practice is in accordance with the program and is made according to a logical format and is based on theory 2.3: Simulation practice is in accordance with the program but is not made according to the format, logically and based on theory 3.2: Simulation practice is in accordance with the program but is not made according to the format, and is not based on theory 4.1: Simulation practice is in accordance with the program and is not made according to a format, not logically and not based on theory	Presentation and Discussion 2 X 50			0%

14	: Able to implement program evaluation and problems in BKPBI	1. Implementing program evaluation in BKPBI 2. Analyzing problems in implementing the BKPBI program	Criteria: 1.4; able to prepare assessment sheets and implement them according to the program created3; Able to prepare assessment sheets according to the program created 2.2; able to prepare assessment sheets but not fully according to the program created1; able to prepare assessment sheets but not according to the program created	Presentation and Discussion 2 X 50			0%
15	: Able to implement program evaluation and problems in BKPBI	1. Implementing program evaluation in BKPBI 2. Analyzing problems in implementing the BKPBI program	Criteria: 1.4; able to prepare assessment sheets and implement them according to the program created3; Able to prepare assessment sheets according to the program created 2.2; able to prepare assessment sheets but not fully according to the program created1; able to prepare assessment sheets but not according to the program created	Presentation and Discussion 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

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** 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.
- 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.