SEMESTER LESSON PLAN (RPS)

DEVELOPMENT OF COMMUNICATION, SOUND PERCEPTION, AND RHYTHM

Lecture name:
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	LEARNING EVALUATION IN SPECIAL EDUCATION	
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SEMESTER LESSON PLAN

1. **Course Identity**

   Study Program Name: Bachelor Program in Special Education
   Course Name: Development of communication, sound perception, and rhythm
   Course Code: KH 416
   Course Group: Professional Skill Course (MKKP)
   Credit Hours: 3 Credits
   Level: Bachelor Program (S1)
   Semester: Even (6)
   Prerequisite: Education for Children with Hearing Impairments (CHI). and Assessment of CHI
   Status (mandatory/elective):

Name and code of lecturer: Dr. Tati Hernawati, M.Pd. Code: 0921

2. **Course Description**

The course "Development of Communication, Sound Perception, and Rhythm (DCSPR)" is a specialized course for children with hearing impairments. Therefore, this course aims to provide understanding and skills in the field of specialization as an effort to minimize the impact of hearing loss. Broadly speaking, this course covers theory and practice. On a theoretical level, the course discusses: basic concepts of DCSPR; development of communication for CHI; mechanisms of speech, speech organs, and phonetics; development of articulation skills; fundamentals of vocal and consonant pronunciation; approaches, methods, and media for articulation exercises; concepts of sound perception and rhythm development; approaches and methods for sound perception and rhythm development; procedures for sound perception and rhythm development; principles of DCSPR; and general procedures for DCSPR learning. On a practical level, students are guided to practice DCSPR learning through simulation activities and guided practices in special needs schools (SLB).

3. Referenced Study Program Learning Outcomes (CPL)

a. Understanding the basic concepts of DCSPR.
b. Understanding the development of communication for CHI.
c. Understanding the mechanisms of speech, speech organs, and phonetics.
d. Having the ability to develop articulation skills for CHI.
e. Mastering approaches and methods for articulation development.

4. Course Learning Outcomes (CPMK)

S8 Appreciating others' opinions in discussion/question-and-answer activities and completing tasks to the best of one's abilities.
M2.P1 Understanding the basic concepts of DCSPR.
M3.P1 Understanding the development of communication for CHI.
M4.P1 Understanding the mechanisms of speech, speech organs, and phonetics.
M5.P1 Having the ability to develop articulation skills for CHI.
M6.P3 Mastering approaches and methods for articulation development.
M7.P4 Being able to detail and understand the functions of articulation development media.

M8.P1 Understanding the concept of sound perception and rhythm development.
M9.P3 Mastering approaches and methods for sound perception and rhythm development.
M10.KK1 Having the ability to apply procedures for sound perception and rhythm development through simulation.
M11.P2 Understanding the principles of DCSPR.
M12.KU5 Being able to create DCSPR programs based on assessment results.
M13.KK5 Implementing DCSPR learning through simulation activities.
M14.KK5 Practicing DCSPR learning for students with hearing impairments in special needs schools (SLB).

3. **Lesson Plan Description**

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
1	Explaining the importance of DCSPR for CHI students, Explaining the definition of DCSPR, Explaining the objectives and benefits of DCSPR, Explaining the scope of DCSPR.	The importance of DCSPR for CHI students, The definition of DCSPR, The objectives and benefits of DCSPR, The scope of DCSPR.	Explaining academic values, norms, and ethics, especially in: Explaining the importance of DCSPR for CHI students, Asking and answering questions about the importance of DCSPR for CHI students, Asking and answering questions about the definition of	2 x 50 minutes		Depdiknas. (2007). Hernawati,Tati (2016)

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
			DCSPR, Asking and answering questions about the objectives and benefits of DCSPR, Discussing the scope of DCSPR.			
2	Describing the understanding of communication, Presenting similarities and differences in language acquisition between typically developing children and CHI children, Analyzing language acquisition in CHI students at the preparatory, inclusive	Definition of communication, Development of receptive communication: acquisition of language and speech reading skills, Development of expressive communication: Speech development (individual, classroom, and integrated approaches)	Acquisition of language skills in hearing and CHI children and stating their similarities and differences. Analyzing learning resources regarding language acquisition in CHI students at the preparatory, inclusive kindergarten, and special needs school levels. Listening to explanations about speech development individually, in a classroom setting,	2 x 50 minutes	Searching for the definition of communication and the acquisition of language skills from various literature sources. Assesment: Written tests (objective, essay), oral examinations, and observations.	Hernawati,Tati (2016) Hernawati,Tati, Dkk (2008)

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
	kindergarten, and special needs school levels, Providing examples of implementing speech development individually, in a classroom setting, and through integrated approaches.		and through integrated approaches, then providing examples of their implementation in developing speech skills for CHI students.			
3	Explaining the mechanism of speech, Classifying speech organs, Describing articulatory, acoustic, and auditory phonetics.	Speech Mechanism & Speech Organs (Respiratory Organs, Voice, and Articulation), Phonetics (Articulatory, Acoustic, and Auditory)	Question and answer session about speech mechanisms, Discussion and question-and-answer session about articulatory, acoustic, and auditory phonetics.	2 x 50 minutes	Students identify speech organs based on the analysis of their own speech activities and then classify them.	Depdiknas. (2007). Hernawati,Tati (2016)

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
					Assesment: Written tests (objective, essay), oral examinations, and observations.	
4	Describing the concept of articulation, Detailing the stages of articulation exercises, Explaining the fundamentals of vocal pronunciation, Demonstrating vocal pronunciation training.	Definition of articulation. Stages of articulation exercises (Pre-speech training, phoneme formation, blending, and development). Fundamentals of vocal pronunciation, how it is formed, and how to correct pronunciation.	Observing presentations about the stages of articulation exercises, analyzing them, and then detailing the process. Question-and-answer sessions about articulation.	2 x 50 minutes	Studying the characteristics /fundamentals of vocal pronunciation. And how it is formed. Assesment: Written tests (objective, essay), oral examinations, and observations.	Hernawati, Tati (2016) Hernawati, Tati, Dkk (2008) Nugroho, B. (2004). Paul, Peter,V& Whiterlaw, Gail,M. (2011)

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
5	Describing the fundamentals of consonant pronunciation, Demonstrating consonant formation, Describing approaches that can be used in articulation exercises, Demonstrating sequential consonant pronunciation training.	Fundamentals of consonant pronunciation, how they are formed, and how to correct their pronunciation.	Studying the characteristics/fundamentals of consonant pronunciation and how they are formed.	2 x 50 mniutes		Hernawati,Tati, Dkk (2008). Maryati,Siti dkk (2014). Sadjaah, Edja. (2005)
6	M6 (Mastering Approaches and Methods for Articulation Development Indicators:	Approaches and methods for articulation exercises, Media for articulation training	Listening to explanations about approaches and methods for articulation exercises. Asking questions about approaches	2 x 50 minutes		Hernawati, Tati (2016) Hernawati, Tati, Dkk (2008) Maryati,Siti dkk (2014).

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
	1. Describing approaches that can be used in articulation exercises. 2. Describing methods that can be used in articulation exercises. M7 (Able to Detail and Understand the Functions of Articulation Development Media) Indicators: Detailing the media that can be used in articulation training.		and methods for articulation exercises. Asking questions about the various media that can be used in articulation training. Detailing the media that can be used in articulation training. Demonstrating the use of media in articulation training.			Sumardjo, Heribertus (Editor) (2013) Sadjaah, Edja. (2005)

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
	Demonstrating the use of media in articulation training.					
7	M8 (Understanding the Concept of Sound and Rhythm Perception Development) Indicators: - Explaining the definition of sound and rhythm perception development. - Describing the functions of sound and rhythm	Concept of Sound and Rhythm Perception Development. Definition of Sound and Rhythm Perception Development. Functions of Sound and Rhythm Perception Development. Objectives of Sound and Rhythm Perception Training. Stages of Material for Sound and Rhythm Perception Development. Approaches and	Question and answer session about the understanding, functions, and objectives of sound and rhythm perception development. Examining the stages of material for sound and rhythm perception development. Question and answer session about the approaches and methods for sound and rhythm perception development.	2 x 50 minutes		Depdiknas. (2007). Maryati,Siti dkk (2014). Nugroho, B. (2004). Sumardjo, Heribertus (Editor) (2013).

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
	perception development. - Explaining the objectives of sound and rhythm perception development. - Detailing the stages of material for sound and rhythm perception development. M9 (Mastering Approaches and Methods for Sound and Rhythm Perception Development) Indicators:	Methods for Sound and Rhythm Perception Development.	Discussion on the application of approaches and methods for sound and rhythm perception development.			

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
	- Explaining the approaches and methods for sound and rhythm perception development. - Providing examples of the application of approaches and methods for sound and rhythm perception development.					
8	MID-SEMESTER EXAMINATION					
9	M10 (Having the ability to apply procedures for sound and rhythm perception development	Procedures for Sound and Rhythm Perception Development: Training Procedure for Sound Detection at Inclusive	Evaluating the procedures for sound and rhythm perception development in the stages of sound detection, sound discrimination, sound	2 x 50 minutes		

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
	through simulation) Indicators: 1. Implementing sound detection training procedures at Inclusive Kindergarten Units (TKLB) through simulation activities. 2. Implementing sound detection training procedures at Special Needs School Units (SDLB) through simulation activities. 3. Implementing sound discrimination training procedures at	Kindergarten Units (TKLB) & Special Needs School Units (SDLB). Training Procedure for Sound Discrimination (long-short; high-low; fast-slow; loud-soft; and types of music) at Inclusive Kindergarten Units (TKLB) & Special Needs School Units (SDLB).	identification, sound comprehension, and rhythmic movement at the level of Inclusive Kindergarten Units (TKLB) and Special Needs School Units (SDLB). Preparing for the implementation of simulations. Conducting simulations for sound and rhythm perception development in the stages of sound detection, sound discrimination, sound identification, sound comprehension, and rhythmic movement at the level of Inclusive Kindergarten Units (TKLB) and Special			

4. **Reading/Reference List**

1. Depdiknas. (2007). *Standar Kompetensi dan Kompetensi Dasar Program Khusus Bina Komunikasi Persepsi Bunyi dan Irama.* Jakarta: Depdiknas.
2. Hernawati Tati (2016) *Modul Guru Pembelajar Sekolah Luar Biasa Tunarungu.* Bandung: Kementrian Pendidikan dan Kebudayaab, Direktorat Jendral Guru dan Tenaga Kependidikan, Pusat Pengembangan dan Pemberdayaan Pendiik dan Tenaga Kependidikan Taman Kanak-Kanak dan Pendidikan Luar Biasa.
3. Hernawati Tati, Dkk (2008). *Modul, Artikulasi dan Optimalisasi Fungsi Pendengaran*. Bandung, Jurusan PLB FIP -UPI
4. Maryati Siti dkk (2014). *Program Pengembangan Kekhususan PengembanganKomunikasi,Persepsi Bunyi dan Irama untuk Peserta Didik Tunarungu,* Direktorat Pembinaan Pendidikan Khusus &Layanan Khusus, Jakarta: Pendidikan Dasar,Dirjen pendidikan Dasar, Kementrian Pendidikan &Kebudayaan.

5. Nugroho,B. (2004) *Bina Persepsi Bunyi dan Irama.* Makalah pada Pelatihan Dosen Pendidikan Luar Biasa, Jakarta.
6. Nugroho, B. (2004). *Bina Wicara Anak Tunarungu Fonetik Khusus*. Makalah pada Pelatihan Dosen Pendidikan Luar B
7. Sumardjo, Heribertus (Editor) (2013). *Didaktik Metodik Pelatihan Wicara Anak Tunarungu*, Jakarta: SLB-B Pangudi Luhur.
8. Sumardjo, Heribertus (Editor) (2013). *Didaktik Metodik Pelatihan Irama Anak Tunarungu*, Jakarta: SLB-B Pangudi Luhur.
9. Sadjaah, Edja. (2005). *Layanan dan latihan Artikulsi Anak Tunarungu*. Bandung : San Grafika.
10. Santi Rama, (1996). *Diklat Audiometri, Bina Bicara, Bina Persepsi Bunyi dan Irama*. Jakarta.
11. Paul, Peter,V& Whiterlaw,Gail,M. (2011)