

1	Understand the basic concepts of developing life skills for ABK, understanding, goals, benefits, principles, reasons for developing life skills for ABK.	Explains the basic concept of developing life skills for ABK, understanding, objectives, benefits, principles, reasons for developing life skills for ABK. Identifying the benefits of developing life skills in learning and services for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Discussion Questions and answers Giving assignments 3 X 50			0%
2	Understand the basic concepts of developing life skills for ABK, understanding, goals, benefits, principles, reasons for developing life skills for ABK.	Explains the basic concept of developing life skills for ABK, understanding, objectives, benefits, principles, reasons for developing life skills for ABK. Identifying the benefits of developing life skills in learning and services for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Discussion Questions and answers Giving assignments 3 X 50			0%
3	Understand the types of life skills (general and specific life skills), the characteristics of life skills and life skills in the education system	Explain the types of life skills (general and specific life skills), the characteristics of life skills and living skills in the education system. Identify examples of general and specific life skills development for ABK. Analyze the relationship between life skills and the ABK education system.	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model with collaborative strategy 3 X 50			0%
4	Understand the types of life skills (general and specific life skills), the characteristics of life skills and life skills in the education system	Explain the types of life skills (general and specific life skills), the characteristics of life skills and living skills in the education system. Identify examples of general and specific life skills development for ABK. Analyze the relationship between life skills and the ABK education system.	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model with collaborative strategy 3 X 50			0%
5	Understand the implementation of life skills in learning and life skills development materials for ABK	explain the implementation of life skills in learning and life skills development materials for ABK. Identify examples of life skills development materials for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model with collaborative strategy 3 X 50			0%
6	Understand the implementation of life skills in learning and life skills development materials for ABK	explain the implementation of life skills in learning and life skills development materials for ABK. Identify examples of life skills development materials for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model with collaborative strategy 3 X 50			0%

7	Understand life skills development methods for ABK	Explains methods for developing life skills for ABK. Explains examples of applying methods for developing life skills for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model with collaborative strategy 3 X 50			0%
8	Understand exam questions related to the life skills development material that has been discussed	Work on exam questions related to the life skills development material that has been discussed	Criteria: 1.Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done (process/task assessment) 2.The score obtained is divided by the maximum score multiplied by 100 (assessment of learning outcomes)	Giving assignments 3 X 50			0%
9	Understand task analysis (task analysis, modeling, procedures for developing life skills for ABK	Explaining task analysis, modeling in developing life skills for ABK Explaining procedures for developing life skills for ABK Making examples of task analysis, modeling, procedures for developing life skills for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 3 X 50			0%
10	Understand task analysis (task analysis, modeling, procedures for developing life skills for ABK	Explaining task analysis, modeling in developing life skills for ABK Explaining procedures for developing life skills for ABK Making examples of task analysis, modeling, procedures for developing life skills for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 3 X 50			0%
11	Understand assessments, programs and evaluation of life skills development programs for ABK	Explaining assessments, programs and evaluation of life skills development programs for ABK Identifying examples of developing life skills assessment instruments for ABK Creating assessment instruments and life skills development programs for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 3 X 50			0%
12	Understand assessments, programs and evaluation of life skills development programs for ABK	Explaining assessments, programs and evaluation of life skills development programs for ABK Identifying examples of developing life skills assessment instruments for ABK Creating assessment instruments and life skills development programs for ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Giving assignments Cooperative learning model Collaborative strategy 3 X 50			0%

13	Understand the implementation of assessments and field studies regarding life skills development for SLBs, Inclusive Elementary Schools, other institutions that handle ABK	Explain the implementation of assessments and field studies regarding the development of life skills. Carry out assessments related to life skills to special schools, inclusive elementary schools, other institutions that handle ABK	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Giving assignments Cooperative learning model Collaborative strategy 3 X 50			0%
14	Understand, explain, implement life skills development programs for ABK based on the results of assessments at SLBs, Inclusive Elementary Schools and other institutions that handle ABK by conducting simulations or practice	Explaining the life skills development program for ABK based on the results of assessments that have been carried out at SLB, Inclusive Elementary Schools and other institutions that handle ABK Implementing or simulating/practicing life skills development programs for ABK based on the results of the assessment	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Assignment assignment Cooperative learning model Collaborative strategy Simulation 3 X 50			0%
15	Understand, explain, implement life skills development programs for ABK based on the results of assessments at SLBs, Inclusive Elementary Schools and other institutions that handle ABK by conducting simulations or practice	Explaining the life skills development program for ABK based on the results of assessments that have been carried out at SLB, Inclusive Elementary Schools and other institutions that handle ABK Implementing or simulating/practicing life skills development programs for ABK based on the results of the assessment	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Assignment assignment Cooperative learning model Collaborative strategy Simulation 3 X 50			0%
16	Understand, explain, implement life skills development programs for ABK based on the results of assessments at SLBs, Inclusive Elementary Schools and other institutions that handle ABK by conducting simulations or practice	Explaining the life skills development program for ABK based on the results of assessments that have been carried out at SLB, Inclusive Elementary Schools and other institutions that handle ABK Implementing or simulating/practicing life skills development programs for ABK based on the results of the assessment	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group presentation Group discussion Question and answer Assignment assignment Cooperative learning model Collaborative strategy Simulation 3 X 50			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** 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.

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.