## SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|
| **Daily Living Skills Development II (ATG)** | 8620203340 | | **T=3** | **P=0** | **ECTS=4.77** | 6 | July 18, 2024 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
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| | ...................................... | ...................................... | Dr. H. Pamuji, M.Kes. |

| Learning model | Project Based Learning |
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| Program Learning Outcomes (PLO) | PLO study program that is charged to the course |
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| | Program Objectives (PO) |
| | PLO-PO Matrix |

|  | P.O |
|---|---|

| PO Matrix at the end of each learning stage (Sub-PO) |
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| P.O | Week | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

| Short Course Description | This course discusses the meaning, objectives, types of daily life skills of mentally retarded children that are urgent to be developed (personal skills: self-development, social skills: communication and collaboration/cooperation, vocational skills and occupational skills), strategies/methods and media (digital and non-digital), task analysis, modeling, ABA methods, shaping, chaining, assessments and programs (including: life skills to be developed, objectives, media, materials, tools, time, place, steps, evaluation, follow-up), material for developing daily life skills for mentally retarded children is also linked to research and real contexts in society. Lecture activities are carried out using project based learning, problem based learning, cooperative, collaborative, contextual. |
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| References | Main : |
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| | 1. Anwar. 2004. Pendidikan Kecakapan Hidup (Life Skill Education), Konsep dan Aplikasi. Bandung: Alfabeta.<br>2. Astati. 2011. Bina Diri Untuk Anak Tunagrahita . Bandung: Amanah Offset.<br>3. Donald, W., I. 2004. Education for Life. Jakarta: PT: Gramedia Pustaka Utama.<br>4. Suderajat, H. 2002. Landasan Teoritis Life Skill . Bandung: Cipta Cekas Grafika.<br>5. Sudrajat, R. 2013. Pendidikan Bina Diri ABK . Jakarta: PT. Luxima Metro Media.<br>6. Switzky, H., N. 2008. Personality and Motivational Differences in Persons With Mental Retardation . Illinois: Lawrence Erlbaum Associates, Inc.<br>7. Widajati,W., Mahmudah, S. 2016. Bahan Ajar Pengembangan Kecakapan Hidup . Surabaya: PLB FIP UNESA. |
| | Supporters: |
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| Supporting lecturer | Dr. Wiwik Widajati, M.Pd. |
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| Week | Final abilities of each learning stage (Sub-PO) | Evaluation | | Help Learning, Learning methods, Student Assignments, [ Estimated time] | | Learning materials [ References ] | Assessment Weight (%) |
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| | | Indicator | Criteria & Form | Offline ( offline ) | Online ( online ) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Understand the nature of developing life skills for ATG and the goals of developing life skills for ATG. | Explains the essence of developing life skills for ATG and the goals of developing life skills for ATG. Identify important life skills related to learning, service, research on ATG | **Criteria:**<br>1. Criteria: accuracy and suitability<br>2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | · Presentation · Discussion · Question and answer · Assignment - Collaboration 6 X 50 | | | 0% |

| | | | Criteria | | | | | |
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| 2 | Understand the nature of developing life skills for ATG and the goals of developing life skills for ATG. | Explains the essence of developing life skills for ATG and the goals of developing life skills for ATG. Identify important life skills related to learning, service, research on ATG | **Criteria:**<br>1. Criteria: accuracy and suitability<br>2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | · Presentation · Discussion · Question and answer · Assignment - Collaboration 6 X 50 | | | | 0% |
| 3 | Understanding the types of daily life skills of mentally retarded children that are urgent to be developed (personal skills: self-development, social skills, vocational skills and occupational skills) in relation to learning, services, research on ATG | Explain the types of daily life skills for mentally retarded children that are urgent to develop (personal skills: self-development, social skills, vocational skills and occupational skills) Identify examples of daily life skills for mentally retarded children that are urgent for developed Analyzing the relationship between life skills and learning, services, research on ATG | **Criteria:**<br>1. Criteria: accuracy and suitability<br>2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | · Presentation · Group discussion · Question and answer · Assignment · Collaborative strategy 3 X 50 | | | | 0% |
| 4 | Understand strategies/methods and media (digital and non-digital), task analysis, modeling, ABA methods, shaping, chaining, assessment and daily life skills development programs for mentally retarded children in relation to learning, services, research on ATG | · Explain strategies/methods and media (digital and non-digital), task analysis, modeling, ABA methods, shaping, chaining, assessment and daily life skills development programs for mentally retarded children in relation to learning, services, research about ATG · Designing strategies/methods (digital and non-digital), daily life skills development programs for mentally retarded children · Designing media (digital and non-digital) for developing daily life skills for mentally retarded children | **Criteria:**<br>1. Criteria: accuracy and suitability<br>2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | · Presentation · Discussion · Question and answer · Assignment · Collaborative strategy 6 X 50 | | | | 0% |
| 5 | Understand strategies/methods and media (digital and non-digital), task analysis, modeling, ABA methods, shaping, chaining, assessment and daily life skills development programs for mentally retarded children in relation to learning, services, research on ATG | · Explain strategies/methods and media (digital and non-digital), task analysis, modeling, ABA methods, shaping, chaining, assessment and daily life skills development programs for mentally retarded children in relation to learning, services, research about ATG · Designing strategies/methods (digital and non-digital), daily life skills development programs for mentally retarded children · Designing media (digital and non-digital) for developing daily life skills for mentally retarded children | **Criteria:**<br>1. Criteria: accuracy and suitability<br>2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | · Presentation · Discussion · Question and answer · Assignment · Collaborative strategy 6 X 50 | | | | 0% |
| 6 | Understand the application and practice of life skills development programs for ATG in the context of learning and research with strategies/methods (digital and non-digital), | · Carry out the practice of developing life skills for ATG in the context of learning and research with strategies/methods (digital and non-digital), appropriate programs · Discuss the results of the practice of developing life skills for ATG in the context of learning and research with strategies/methods (digital and non-digital ), appropriate programs | **Criteria:**<br>1. Criteria: accuracy of implementation steps and suitability of strategies/methods applied and practical results<br>2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Practice Discussion Questions and answers Assignment Collaborative strategy 6 X 50 | | | | 0% |

| No | Learning Outcome | Learning Experience | Assessment Criteria | Method/Time | | | % |
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| 7 | Understand the application and practice of life skills development programs for ATG in the context of learning and research with strategies/methods (digital and non-digital), | · Carry out the practice of developing life skills for ATG in the context of learning and research with strategies/methods (digital and non-digital), appropriate programs · Discuss the results of the practice of developing life skills for ATG in the context of learning and research with strategies/methods (digital and non-digital), appropriate programs | **Criteria:** 1. Criteria: accuracy of implementation steps and suitability of strategies/methods applied and practical results 2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Practice Discussion Questions and answers Assignment Collaborative strategy 6 X 50 | | | 0% |
| 8 | Able to understand assignments related to midterm exams | Do assignments related to midterm exams | **Criteria:** 1. Criteria: accuracy and suitability of strategies/methods, media applied and assessment instruments as well as ATG's daily life skills development program 2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Assignment 3 X 50 | | | 0% |
| 9 | Understand the application and practice of developing life skills for ATG in the context of learning and research with media (digital and non-digital), appropriate programs | · Carry out life skills development practices for ATG in the context of learning and research with media (digital and non-digital), appropriate programs. Discuss the results of life skills development practices for ATG in the context of learning and research with media (digital and non-digital), appropriate programs | **Criteria:** 1. Criteria: accuracy of implementation steps and suitability of the media used and practical results 2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Practice Discussion Questions and answers Assignment Collaborative strategy 6 X 50 | | | 0% |
| 10 | Understand the application and practice of developing life skills for ATG in the context of learning and research with media (digital and non-digital), appropriate programs | · Carry out life skills development practices for ATG in the context of learning and research with media (digital and non-digital), appropriate programs. Discuss the results of life skills development practices for ATG in the context of learning and research with media (digital and non-digital), appropriate programs | **Criteria:** 1. Criteria: accuracy of implementation steps and suitability of the media used and practical results 2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Practice Discussion Questions and answers Assignment Collaborative strategy 6 X 50 | | | 0% |
| 11 | Understand the application and practice of developing life skills for ATG in the context of community service with strategies/methods (digital and non-digital), appropriate programs and analysis of articles related to developing life skills for ATG | Carry out life skills development practices for ATG in the context of community service with appropriate strategies/methods (digital and non-digital), programs. Discuss the results of life skills development practices for ATG in the context of learning and research with strategies/methods (digital and non-digital), programs appropriate as well as analysis of articles related to the development of life skills for ATG | **Criteria:** 1. Criteria: accuracy of implementation steps and suitability of strategies/methods applied and practical results and article analysis 2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Practice Discussion Questions and answers Assignment Collaborative strategy 6 X 50 | | | 0% |
| 12 | Understand the application and practice of developing life skills for ATG in the context of community service with appropriate strategies/methods (digital and non-digital), programs | Carry out life skills development practices for ATG in the context of community service with appropriate strategies/methods (digital and non-digital), programs. Discuss the results of life skills development practices for ATG in the context of learning and research with strategies/methods (digital and non-digital), programs appropriate | **Criteria:** 1. Criteria: accuracy of implementation steps and suitability of strategies/methods applied and practical results 2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Practice Discussion Questions and answers Assignment Collaborative strategy 6 X 50 | | | 0% |

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| 13 | Understand the application and practice of developing life skills for ATG in the context of community service with media (digital and non-digital), appropriate programs | Carry out life skills development practices for ATG in the context of community service with media (digital and non-digital), appropriate programs. Discuss the results of life skills development practices for ATG in the context of learning and research with media (digital and non-digital), appropriate programs | **Criteria:**<br>1. Criteria: accuracy of implementation steps and suitability of the media used and practical results<br>2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Practice Discussion Questions and answers Assignment Collaborative strategy 3 X 50 | | | | 0% |
| 14 | Understand the analysis and evaluation of the results of implementation/practice of life skills development programs for ATG in the context of learning, research and community service, in schools and institutions that handle mentally retarded children with strategies/methods, media (digital and non-digital) | Analyze and report the results of analysis of the implementation/practice of life skills development programs for ATG in the context of learning, research and community service, in schools and institutions that deal with mentally retarded children using strategies/methods, media (digital and non-digital) Evaluate and report implementation evaluation results /practice of life skills development programs for ATG in the context of learning, research and community service, in schools and institutions that deal with mentally retarded children using strategies/methods, media (digital and non-digital) | **Criteria:**<br>1. Criteria: accuracy and suitability and reporting of the results of analysis and evaluation of life skills development practices for ATG<br>2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Presentation Discussion Questions and answers Assignment Collaborative strategy 6 X 50 | | | | 0% |
| 15 | Understand the analysis and evaluation of the results of implementation/practice of life skills development programs for ATG in the context of learning, research and community service, in schools and institutions that handle mentally retarded children with strategies/methods, media (digital and non-digital) | Analyze and report the results of analysis of the implementation/practice of life skills development programs for ATG in the context of learning, research and community service, in schools and institutions that deal with mentally retarded children using strategies/methods, media (digital and non-digital) Evaluate and report implementation evaluation results /practice of life skills development programs for ATG in the context of learning, research and community service, in schools and institutions that deal with mentally retarded children using strategies/methods, media (digital and non-digital) | **Criteria:**<br>1. Criteria: accuracy and suitability and reporting of the results of analysis and evaluation of life skills development practices for ATG<br>2. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor | Presentation Discussion Questions and answers Assignment Collaborative strategy 6 X 50 | | | | 0% |
| 16 | Understand assignments related to final semester exams | Doing final semester exam assignments | **Criteria:**<br>Criteria: accuracy and suitability of the results of the life skills development analysis for ATG as well as the life skills development video for ATG | Assignment 3 X 50 | | | | 0% |

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation | Percentage |
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| | | 0% |

**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.