

1	Know the orientation of life skills development courses for children with physical impairments Know the objectives, steps and tasks that must be carried out during field practice/internships	1.Explain the orientation of life skills development courses for children with physical impairments. 2.Explain the objectives, steps and tasks that must be carried out during field practice/internship	Criteria: (4) if you can explain the meaning, definition, objectives and benefits of developing life skills for ATD(3) if you can explain the meaning, definition and objectives of developing life skills for ATD(2) if you can explain the benefits and types of life skills development for ATD(1)) if you can't answer them all	Collaborative Scientific 3 X 50			0%
2	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
3	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
4	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
5	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
6	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
7	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Carrying out field practice/internships in special schools and inclusion schools in the field of developing life skills for ATD	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
8	Reporting the results of field activities to develop life skills for children with physical impairments at schools and related institutions	Discuss the results of field activities to develop life skills for children with physical impairments in special schools or inclusive schools.	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Lecture Discussion Questions and Answers 3 X 50			0%
9	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
10	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
11	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%

12	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
13	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
14	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
15	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Carrying out field practice/internships in the field of developing life skills for children with physical impairments	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Field Practice 3 X 50			0%
16	Reporting the results of field activities to develop life skills for children with physical impairments in special schools and inclusive schools	Discuss the results of implementing field activities to develop life skills for children with physical impairments in special schools and inclusive schools	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Lecture Discussion Questions and Answers 3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		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.**