



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

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
DEVELOPMENT OF DAILY LIVING SKILLS	8620202348	Education and Social Affairs	T=1	P=1	ECTS=3.18	3	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Tim (Dr. Wiwik Widajati, M. Pd. dan Dr. Endang Pujiastuti S, M. Pd.)		Dr. Asri Wijastuti, M. Pd.			Dr. H. Pamuji, M.Kes.	

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>															
	<b>PLO-7</b>	Skilled in logical thinking to solve problems in the field of special education according to their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas and designs.														
	<b>PLO-11</b>	Skilled in providing academic services and special needs programs for PDBK														
	<b>Program Objectives (PO)</b>															
	<b>PO - 1</b>	Skilled in providing services related to daily life skills development programs for ABK and PDBK														
	<b>PO - 2</b>	Skilled in logical thinking to solve problems related to developing the daily life skills of crew members and GDPK in accordance with their expertise based on scientific rules, procedures and ethics in order to produce solutions, ideas and designs.														
	<b>PO - 3</b>	Skilled in working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing related to developing the daily life skills of crew members and GDPK														
	<b>PO - 4</b>	Mastering and communicating basic theoretical concepts that are relevant to the development of daily life skills for Children with Special Needs														
	<b>PLO-PO Matrix</b>															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-7</td> <td>PLO-11</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> </table>	P.O	PLO-7	PLO-11	PO-1			PO-2			PO-3			PO-4	
P.O	PLO-7	PLO-11														
PO-1																
PO-2																
PO-3																
PO-4																

**PO Matrix at the end of each learning stage (Sub-PO)**

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

<b>Short Course Description</b>	This course examines basic concepts, objectives, functions, benefits, principles of developing daily life skills, types of life skills (general life skills: personal skills, social skills) and specific life skills (academic skills, vocational skills), characteristics, the urgency of life skills in education and learning, life skills assessments, assessment instruments, daily life skills development programs that suit the type, characteristics and needs of each child with special needs and creating programs to develop daily life skills and overcome related problems with life skills for ABK and PDBK, strategies, online learning, methods, media (digital and non-digital) and assistive technology in developing daily life skills for ABK and PDBK, task analysis, modeling, online learning in developing skills daily life for ABK and PDBK, solving daily life skills problems for ABK and PDBK through products or scientific works in the form of articles or products or other works related to solving life skills problems for ABK and PDBK, making products in the form of programs and program practices relating to the development of daily life skills for ABK and GDPK in schools (SLB, Inclusion Schools) and institutions that handle ABK, entrepreneurial plans and practical reports on programs for developing daily life skills for ABK and PDBK in communities, schools (SLB, Inclusion Schools) and institutions that handle ABK and PDBK. Lectures are carried out using the project based learning method
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<b>References</b>	<b>Main :</b>
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- Loo, S. & Jameson, J. 2017. Vocationalism in Further and Higher Education: Policy, programmes and pedagogy. Abingdon, Oxfordshire: Routledge Ltd. ISBN 9781138947047. <https://www.routledge.com/Vocationalism-in-Further-and-Higher-Education-Policy-Programmes-and-Pedagogy/Loo-Jameson/p/book/9781138947047>.
- Karpin. 2017. Evaluasi Lingkup Penilaian Pada Keterampilan Vokasional Di SLB. Jurnal Media Pendidikan, Gizi dan Kuliner. Volume 6 Nomor 1.
- Prajapati, R., Sharma, B., & Sharma, D. (2017). Significance of life skills education. Contemporary Issues in Education Research, 10(1), 1–6.
- Wikasanti, E. 2014. Pengembangan Life Skill untuk Anak Berkebutuhan Khusus. Jogjakarta: Maxima.
- World Health Organization. 2020. Life Skills Education School Handbook. <http://apps.who.int/iris>

**Supporters:**

- Referensi/sumber belajar/media lain baik digital maupun non digital
- Global evaluation of life skills education programmes. unicef.org (Evaluation Report). New York: United Nations Children's Fund. 17 November 2016. pp. 8–9. Retrieved 29 December 2020.

**Supporting lecturer**  
Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd.  
Dr. Wwik Widajati, 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	Students can communicate the results of discussions on topics/problem solving related to basic concepts, goals, functions, benefits, principles of developing daily life skills, types of life skills (general life skills: personal skills, social skills) and specific life skills (academic skills, vocational skills), characteristics, urgency of life skills in education and learning through project based learning	1. Analyze the basic concepts, goals, benefits, principles of developing daily life skills. 2. Analyzing the importance of developing daily life skills for ABK and GDPK	<b>Criteria:</b> Criteria: accuracy and suitability  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussions, assignments, responses 2 X 50		<b>Material:</b> Basic concepts, objectives, benefits, principles of developing daily life skills, the importance of developing daily life skills for ABK and GDPK <b>Library:</b> <i>Wikasanti, E. 2014. Life Skill Development for Children with Special Needs. Jogjakarta: Maxima.</i>	5%
2	Students can communicate the results of discussions on topics/problem solving related to types of life skills (general life skills: personal skills, social skills) and specific life skills (academic skills, vocational skills)	• Identify the types of life skills (general life skills: personal skills, social skills) and specific life skills (academic skills, vocational skills) for ABK that are urgent to be developed	<b>Criteria:</b> Criteria: accuracy and suitability  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, lectures, discussions, assignments, responses 2 X 50		<b>Material:</b> Types of life skills (general life skills: personal skills, social skills) and specific life skills (academic skills, vocational skills). <b>Library:</b> <i>References/learning resources/other media, both digital and non-digital</i>	5%
3	Students can communicate the results of discussions on topics/problem solving related to characteristics, urgency of life skills	Summarizing the characteristics, urgency of life skills in education and learning	<b>Criteria:</b> Criteria: accuracy and suitability  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning Presentations, lectures, discussions, assignments, responses 2 X 50		<b>Material:</b> • Characteristics, urgency of life skills in education and learning <b>Reference:</b> <i>World Health Organization. 2020. Life Skills Education School Handbook. <a href="http://apps.who.int/">http://apps.who.int/...</a></i>	5%
4	Students can communicate and prepare project schedules related to assessments and daily life skills programs for children with special needs	Clarify the assessment of daily living skills for children with special needs	<b>Criteria:</b> Criteria: accuracy and suitability  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Based Learning, 2 X 50 assignments		<b>Material:</b> Life skills assessment, making assessment instruments <b>References:</b> <i>Loo, S. &amp; Jameson, J. 2017. Vocationalism in Further and Higher Education: Policy, programs and pedagogy. Abingdon, Oxfordshire: Routledge Ltd. ISBN 9781138947047. <a href="https://www.routledge.com/">https://www.routledge.com/...</a></i>  <b>Material:</b> Life skills assessment, making assessment instruments <b>Library:</b> <i>References/learning resources/other media both digital and non-digital</i>	5%

5	Students can design assessment instruments for the daily living skills of ABK and PDBK	Designing assessment instruments for assessing daily living skills for children with special needs	<b>Criteria:</b> Criteria: accuracy and suitability  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Based Learning, 2 X 50 assignments		<b>Material:</b> ABK and PDBK life skills assessment instruments <b>Library:</b> <i>References/learning resources/other media both digital and non-digital</i>	5%
6	Students can create, design, develop daily life skills development programs that suit the type, characteristics and needs of each child with special needs and create general life skills (personal skills, social skills) and specific life skills (academic skills, vocational skills) programs. ) for ABK and PDBK	1. Clarify daily life skills development programs for children with special needs 2. Designing daily life skills development programs for children with special needs	<b>Criteria:</b> Criteria: accuracy and suitability  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, 2 X 50 assignments		<b>Material:</b> Program to develop daily life skills and overcome problems related to life skills for crew members and GDPK <b>Library:</b> <i>Global evaluation of life skills education programs. unicef.org (Evaluation Report). New York: United Nations Children's Fund. 17 November 2016. pp. 8–9. Retrieved 29 December 2020.</i>  <b>Material:</b> Program to develop daily life skills and overcome problems related to life skills for crew members and GDPK <b>Library:</b> <i>References/learning resources/other media, both digital and non-digital</i>	5%
7	Students can communicate life skill development strategies and strategies based on online learning, methods, media (digital and non-digital) and assistive technology in developing daily life skills for ABK and GDPK and communicate task analysis, modeling, online learning in development of daily life skills for ABK and PDBK through project based learning	1. Analyzing the importance of strategic methods, media and assistive technology in developing daily life skills for ABK and GDPK 2. Summarizing task analysis, modeling, online learning in developing daily life skills for ABK and GDPK	<b>Criteria:</b> Criteria: accuracy and suitability  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, 2 X 50 assignments		<b>Material:</b> Life skills development strategies, methods, media (digital and non-digital) and assistive technology in developing daily life skills for crew members. <b>Library:</b> <i>Global evaluation of life skills education programs. unicef.org (Evaluation Report). New York: United Nations Children's Fund. 17 November 2016. pp. 8–9. Retrieved 29 December 2020.</i>  <b>Material:</b> Life skills development strategies, methods, media (digital and non-digital) and assistive technology in developing daily life skills for crew members <b>Library:</b> <i>References/learning resources/other media both digital and non-digital</i>	5%
8	Students can do assignments related to UTS	Able to do tasks related to UTS	<b>Criteria:</b> rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Giving assignments 2 X 50		<b>Material:</b> Material 8 <b>Reference:</b> <i>Karpin. 2017. Evaluation of the Scope of Assessment on Vocational Skills in SLB. Journal of Education, Nutrition and Culinary Media. Volume 6 Number 1.</i>	10%
9	Students can prepare a project creation schedule and carry out project creation according to the schedule regarding the design of online learning-based strategies, methods, media (digital and non-digital) and assistive technology for developing ABK and GDPK life skills	Designing online learning-based strategies, methods, media (digital and non-digital) and assistive technology in developing daily life skills for ABK and GDPK according to the project schedule prepared	<b>Criteria:</b> Criteria: accuracy and suitability  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Based Learning, 2 X 50 assignments		<b>Material:</b> Online learning-based strategy design, methods, media and assistive technology in developing daily life skills for ABK and GDPK <b>Library:</b> <i>References/learning resources/other media both digital and non-digital</i>	5%
10	Students can create projects according to schedule regarding problem solving through products or scientific work in the form of articles or other works related to ABK and GDPK life skills	Designing products or scientific works in the form of articles or other products/works related to solving problems in the daily life skills of ABK and GDPK	<b>Criteria:</b> Criteria: accuracy and suitability  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Based Learning, 2X50 minute assignments		<b>Material:</b> Product design or scientific work in the form of articles or other products/works related to solving daily life skills problems for ABK and GDPK <b>Library:</b> <i>References/learning resources/other media, both digital and non-digital</i>	10%

11	Students can create projects according to schedule in the form of entrepreneurial designs related to developing the daily life skills of crew members and GDPK	Designing entrepreneurship related to developing the daily life skills of crew members and GDPK	<b>Criteria:</b> Accuracy and suitability  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Based Learning, 2 X 50 assignments		<b>Material:</b> Entrepreneurial plans related to developing daily life skills for ABK and GDPK <b>Library:</b> <i>References/learning resources/other media, both digital and non-digital</i>	5%
12	Students can carry out practices related to projects and programs for developing daily life skills for ABK and GDPK in schools (SLB, Inclusion Schools) and institutions that handle ABK	Implementing practical daily life skills development programs for ABK and GDPK in schools (SLB, Inclusion Schools) and institutions that handle ABK	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Project Based Learning, assignments, practice 2 X 50		<b>Material:</b> Material 12 <b>References:</b> <i>Wikasanti, E. 2014. Life Skills Development for Children with Special Needs. Jogjakarta: Maxima.</i>	10%
13	Students can present a product report/project results and conclude this	Present and conclude product/project results reports related to the development of ABK and GDPK life skills	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, assignments, practice 2 X 50		<b>Material:</b> Material 13 <b>Reference:</b> <i>World Health Organization. 2020. Life Skills Education School Handbook. <a href="http://apps.who.int/">http://apps.who.int/...</a></i>	5%
14	Students can communicate and discuss the feasibility of projects related to developing the daily life skills of crew members and GDPK that have been created	Discuss the feasibility of projects related to the development of life skills for crew members and GDPK that have been created	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, 2 X 50 assignments		<b>Material:</b> Material 14 <b>Reference:</b> <i>World Health Organization. 2020. Life Skills Education School Handbook. <a href="http://apps.who.int/">http://apps.who.int/...</a></i>	5%
15	Students can present practical reports on daily life skills development programs for ABK and PDBK	Presentation of practical reports on daily life skills development programs for ABK and PDBK	<b>Criteria:</b> Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Based Learning, 2 X 50 assignments		<b>Material:</b> Material 15 <b>References:</b> <i>Wikasanti, E. 2014. Life Skills Development for Children with Special Needs. Jogjakarta: Maxima.</i>	5%
16	UAS	Able to do UAS assignments	<b>Criteria:</b> Accuracy and suitability  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Assignment 2 X 50		<b>Material:</b> Material 16 <b>Reference:</b> <i>World Health Organization. 2020. Life Skills Education School Handbook. <a href="http://apps.who.int/">http://apps.who.int/...</a></i>	10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	77.5%
3.	Practice / Performance	5%
		100%

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.