



**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
Counseling Guidance for Children with Special Needs	8620202040	General	T=2	P=0	ECTS=3.18	2	April 27, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Endang Pudjiastuti Sartinah, M.Pd		Dr. Asri Wijastuti, M.Pd			Dr. H. Pamuji, M.Kes.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	Program Objectives (PO)	
	PO - 1	Mastering in depth the understanding, study, deepening of counseling guidance courses for children with special needs which includes: introduction, the nature of counseling guidance for children with special needs, problems of children with special needs and efforts to understand them, understanding children with special needs as individuals, approaches to counseling guidance for children with special needs, administering counseling for children with special needs
	PO - 2	Mastering in depth the basics of designing and managing the basic concepts of counseling for children with special needs which include: introduction, the essence of counseling for children with special needs, problems of children with special needs and efforts to understand them, understanding children with special needs as individuals, approaches to counseling for children with special needs , administering counseling for children with special needs
	PO - 3	Able to utilize ICT to obtain information/references related to counseling for children with special needs, communicate it and utilize this in the implementation of learning, services and research related to counseling for children with special needs
	PO - 4	Able to provide special services related to counseling guidance for children with special needs, able to plan, implement, evaluate counseling guidance for children with special needs to resolve problems with ABK, while also optimizing the potential of ABK based on principles and procedures in the context of learning, services and research related to counseling guidance for children with special needs
	PO - 5	Able to communicate, work together, be responsible for learning performance individually and in teams/groups, by showing active involvement in carrying out tasks and roles assigned both individually and in groups during the learning and research process related to counseling for children with special needs
	PO - 6	Utilizing assistive media and technology in special education services for children with special needs related to counseling guidance, being able to plan, implement, evaluate counseling guidance for children with special needs to resolve problems with ABK, while also optimizing the potential of ABK based on principles and procedures in the context of learning, services and research related to counseling for children with special needs
	PO - 7	Skilled in logical thinking to solve problems in the field of special education for children with special needs related to counseling guidance for children with special needs, able to plan, implement, evaluate learning for children with disabilities to solve ABK's problems, while also optimizing the potential of ABK based on principles and procedures in the learning context , services and research related to counseling for children with special needs
	PO - 8	Skilled in the world of education to solve problems in the field of special education for children with special needs related to counseling guidance, able to plan, implement, evaluate counseling guidance for children with special needs to resolve problems with ABK, while also optimizing the potential of ABK based on principles and procedures in the context of learning, services and research related to counseling for children with special needs
	PO - 9	Skilled at working independently, working together in collaborative teams, responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing related to counseling for children with special needs, able to plan, implement, evaluate counseling for children with special needs to resolve problems with ABK, while also optimizing the potential of ABK based on principles and procedures in the context of learning, services and research related to counseling for children with special needs.
PO - 10	Implementing an inclusive culture in carrying out duties as GDPK educators and entrepreneurs based on religion, morals and ethics	
PLO-PO Matrix		

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6
PO-7
PO-8
PO-9
PO-10

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																
PO-5																
PO-6																
PO-7																
PO-8																
PO-9																
PO-10																

Short Course Description Understanding, studying, deepening the counseling guidance course for children with special needs which includes: introduction, the essence of counseling guidance for children with special needs, problems of children with special needs and efforts to understand them, understanding children with special needs as individuals, approaches to counseling guidance for children with special needs, administration and organizing counseling for children with special needs. For the implementation of lectures, Project Based Learning is implemented in intervening in ABK cases.

References

Main :

- Hallahan dan Kauffman. 1986. Exceptional Children Introduction to Special Education. New York: Prentice-Hall International Inc.
- Suheri, HN., Purwanta, Edi. 1996. Bimbingan Konseling Anak Luar Biasa. Jakarta: Depdikbud, Dikti, Proyek Pendidikan Tenaga guru.
- Sukadi, Dewa Ketut. 1983. Seri Bimbingan: Administrasi Bimbingan Konseling di Sekolah. Surabaya: Usaha Nasional.
- Asmani, Jamal Makmur. 2010. Panduan Efektif Bimbingan dan Konseling Di Sekolah. Jogjakarta: Diva Press (Anggota IKAPI).
- Sukardi, Dewa Ketut dan Nila Kusumawati, Desak P.E. 2008. Proses Bimbingan dan Konseling Di Sekolah. Jakarta: PT. Reneka Cipta.
- Winkel, W.S. & Hastuti, Sri. 2007. Bimbingan dan Konseling Di Institusi Pendidikan. Yogyakarta: Media Abadi.
- Corey, Gerald. 1991. Theory and Practice of Counseling and Psychoterapy (Fourth Edition). California: Brooks/Cole Publishing Company.
- Corey, Gerald (Alih bahasa: Mulyarto). 1995. Teori dan Praktek dari Konseling dan Psikoterapi. Semarang: IKIP Semarang Press
- Sartinah Endang Pudjiastuti, Sujarwanto dkk. 2021 Bimbingan Konseling Anak Berkebutuhan Khusus. Jember: Cerdas Ulet Kreatif

Supporters:

- Internet, referensi/sumber belajar/media lain baik digital maupun non digital

Supporting lecturer Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd.
Diah Anggraeny, S.Pd., M.Pd.
Devina Rahmadiani Kamaruddin Nur, 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	Understand the nature of children with special needs and the background of children with special needs.	1.Explain the nature of children with special needs 2.Explain the background of children with special needs	Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance Form of Assessment : Participatory Activities, Practice/Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: nature and background of children with special needs References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs.</i> <i>Jember: Smart Tenacious Creative</i>	3%
2	Understand the nature of children with special needs and the background of children with special needs.	1.Explain the nature of children with special needs 2.Explain the background of children with special needs	Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance Form of Assessment : Participatory Activities, Practice/Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: nature and background of children with special needs References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs.</i> <i>Jember: Smart Tenacious Creative</i>	2%
3	Understand the nature of children with special needs and the background of children with special needs.	1.Explain the nature of children with special needs 2.Explain the background of children with special needs	Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance Form of Assessment : Participatory Activities	Project Based Learning, discussions, assignments, responses 2 X 50		Material: nature and background of children with special needs References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs.</i> <i>Jember: Smart Tenacious Creative</i>	2%
4	Understanding ABK counseling guidance as a sub system	1.Explain the meaning of ABK counseling guidance as a sub-system 2.Explain the objectives, functions, principles and principles of counseling for children with special needs.	Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance Form of Assessment : Participatory Activities, Portfolio Assessment	Project Based Learning, discussions, assignments, responses 2 X 50		Material: ABK counseling guidance as a sub system References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs.</i> <i>Jember: Smart Tenacious Creative</i>	2%

5	Knowing the problems of children with special needs and trying to understand them	<ol style="list-style-type: none"> 1.Explain about children with special needs and their problems 2.Explain the phases of development of children with special needs 	<p>Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance</p> <p>Form of Assessment : Participatory Activities</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Problems of children with special needs and efforts to understand them</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs. Jember: Smart Tenacious Creative</i></p>	2%
6	Understand the counseling services for children with special needs	<ol style="list-style-type: none"> 1.Explaining the problems involved in crew members 2.Explain the forms of ABK guidance and counseling services 3.Explains guidance for parents who have children with special needs 	<p>Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Counseling services for children with special needs</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs. Jember: Smart Tenacious Creative</i></p>	2%
7	Understand the counseling services for children with special needs	<ol style="list-style-type: none"> 1.Explaining the problems involved in crew members 2.Explain the forms of ABK guidance and counseling services 3.Explains guidance for parents who have children with special needs. 	<p>Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Counseling services for children with special needs</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs. Jember: Smart Tenacious Creative</i></p>	2%
8	UTS	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Test</p>	UTS 2 X 50		<p>Material: UTS</p> <p>Literature: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs. Jember: Smart Tenacious Creative</i></p>	10%

9	Understanding exceptional children as individuals	<ol style="list-style-type: none"> 1.Presents types of data 2.Presents data sources 3.Explain and present data collection tools: individual understanding through tests and non-tests, case studies and conferences, and referral sources (out-of-hand). 	<p>Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: extraordinary children as individuals</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs.</i> <i>Jember: Smart Tenacious Creative</i></p>	5%
10	Understanding exceptional children as individuals	<ol style="list-style-type: none"> 1.Presents types of data 2.Presents data sources 3.Explain and present data collection tools: individual understanding through tests and non-tests, case studies and conferences, and referral sources (out-of-hand). 	<p>Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: extraordinary children as individuals</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs.</i> <i>Jember: Smart Tenacious Creative</i></p>	5%
11	Understanding exceptional children as individuals	<ol style="list-style-type: none"> 1.Presents types of data 2.Presents data sources 3.Explain and present data collection tools: individual understanding through tests and non-tests, case studies and conferences, and referral sources (out-of-hand). 	<p>Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: extraordinary children as individuals</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs.</i> <i>Jember: Smart Tenacious Creative</i></p>	10%
12	Understanding counseling guidance for individuals	<ol style="list-style-type: none"> 1.Explain the flow of guidance and counseling for ABK 2.Explain individual and group approaches 3.Explaining ABK's behavioral approach 4.Explains ABK's Reality approach 5.Explains ABK guidance and counseling techniques 	<p>Criteria: Criteria: accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Counseling guidance for individuals</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs.</i> <i>Jember: Smart Tenacious Creative</i></p>	10%

13	Understanding counseling guidance for individuals	<ol style="list-style-type: none"> 1.Explain the flow of guidance and counseling for ABK 2.Explain individual and group approaches 3.Explaining ABK's behavioral approach 4.Explains ABK's Reality approach 5.Explains ABK guidance and counseling techniques 	<p>Criteria: Criteria: accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Counseling guidance for individuals</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs. Jember: Smart Tenacious Creative</i></p>	10%
14	Understand the administration and organization of counseling for children with special needs.	<ol style="list-style-type: none"> 1.Explain the administration of counseling guidance 2.Explaining the counseling guidance organization 3.Explain the counseling guidance program 4.Explain the facilities and infrastructure for counseling guidance 5.Explain the counseling guidance data storage tool. 	<p>Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: administering and organizing counseling for children with special needs</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs. Jember: Smart Tenacious Creative</i></p>	10%
15	Understand the administration and organization of counseling for children with special needs.	<ol style="list-style-type: none"> 1.Explain the administration of counseling guidance 2.Explaining the counseling guidance organization 3.Explain the counseling guidance program 4.Explain the facilities and infrastructure for counseling guidance 5.Explain the counseling guidance data storage tool. 	<p>Criteria: Criteria: accuracy and suitability Form: non-test, presentation and performance</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: administering and organizing counseling for children with special needs</p> <p>References: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs. Jember: Smart Tenacious Creative</i></p>	10%
16	UAS	UAS	<p>Criteria: For the written test, full marks are obtained if you do all the questions correctly.</p> <p>Form of Assessment : Portfolio Assessment, Test</p>	UAS 2 X 50		<p>Material: UAS</p> <p>Literature: <i>Sartinah Endang Pudjiastuti, Sujarwanto et al. 2021 Counseling Guidance for Children with Special Needs. Jember: Smart Tenacious Creative</i></p>	15%

No	Evaluation	Percentage
1.	Participatory Activities	9.5%
2.	Project Results Assessment / Product Assessment	45.83%
3.	Portfolio Assessment	16.33%
4.	Practical Assessment	3.33%
5.	Practice / Performance	7.5%
6.	Test	17.5%
		99.99%

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.