



**Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Elementary School Guidance and Counselling	8620102231	Study Program Elective Courses	T=1	P=1	ECTS=3.18	5	June 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Prof. Dr. Mochamad Nursalim, M.Si		Dr. Bakhrudin All Habsy, M.Pd			Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	PLO-6	Mastering the concepts of education, psychology and research to base guidance and counseling services																																																																
	PLO-10	Able to carry out guidance and counseling services by selecting relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																
	Program Objectives (PO)																																																																	
	PO - 1	Mastery of the concept of the nature and urgency of guidance and counseling in elementary schools																																																																
	PLO-PO Matrix																																																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-6</td> <td>PLO-10</td> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>		P.O	PLO-6	PLO-10	PO-1	✓	✓																																																									
	P.O	PLO-6	PLO-10																																																															
PO-1	✓	✓																																																																
PO Matrix at the end of each learning stage (Sub-PO)																																																																		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓		✓	✓								✓
P.O	Week																																																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																		
PO-1	✓	✓	✓	✓	✓		✓	✓								✓																																																		

Short Course Description	Understand the meaning and principles of guidance and counseling in elementary schools. Mastering the concept, function, nature and principles of implementing guidance and counseling in elementary schools. Mastering data collection techniques in understanding student development in elementary schools. Mastering the forms of guidance and counseling services in elementary schools. Students are able to describe guidance and counseling services in the personal field in elementary schools, students are able to describe guidance and counseling services in the social field in elementary schools, students are able to describe guidance and counseling services in the field of learning in elementary schools, students are able to describe guidance and counseling services in the field of careers in elementary schools, students are able to describe the management and support systems for guidance and counseling in elementary schools.
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References	Main :	
		<ol style="list-style-type: none"> 1. Gysbers, N. C., & Henderson, P. (2014). Developing and managing your school guidance and counseling program. John Wiley & Sons. 2. Sink, C. A., & Yillik-Downer, A. (2001). School counselors' perceptions of comprehensive guidance and counseling programs: A national survey. Professional School Counseling, 4(4), 278. 3. Brown, Duane dan D.J. Srebalus. 1988. An Introduction to the Counseling Profession. Boston: Allyn and Bacon. 4. Gysbers, N.C.& Hendersom, P. 2006. Developing & Managing Your School Guidance and Counseling Program. Alexandria, VA: ACA. 5. Muro, J.J. & Kottman, T. 1995. Guidance and Counseling in The Elementary and Middle Schools: A Practical Approach. Madison, Wisconsin: WCB Brown & Benchmark Publishers.
	Supporters:	

1. Gysbers, N. C. (2004). Comprehensive guidance and counseling programs: The evolution of accountability. Professional School Counseling, 1-14.
2. Lapan, R. T., Gysbers, N. C., & Petroski, G. F. (2001). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. Journal of Counseling & Development, 79(3), 320-330.
3. Wambu, G. W., & Fisher, T. A. (2015). School Guidance and Counseling in Kenya: Historical Development, Current Status, and Future Prospects. Journal of Education and practice, 6(11), 93-102.
4. AKREDITASI, D., & ABKIN, S. D. L. P. PENATAAN SERTIFIKASI DAN LISENSI BIMBINGAN DAN KONSELING DI INDONESIA.
5. Habsy, B. A., & Adrianti, N. K. Y. A. (2024). Bimbingan dan Konseling sebagai Penyedia Layanan Aktualisasi Diri bagi Peserta Didik. TSAQOFAH, 4(1), 420-439.
6. Habsy, B. A. (2022). Panorama Teori-Teori Konseling Modern Dan Post Modern: Refleksi Keindahan dalam Konseling. Media Nusa Creative (MNC Publishing).
7. Gysbers, N.C.& Hendersom, P. 2006. Developing & Managing Your School Guidance and Counseling Program. Alexandria, VA: ACA.
8. Muro, J.J. & Kottman, T. 1995. Guidance and Counseling in The Elementary and Middle Schools: A Practical Approach. Madison, Wisconsin: WCB Brown & Benchmark Publishers.
9. Patmonodewo, S. 2000. Pendidikan Anak Prasekolah. Jakarta: Depdikbud&Rineka Cipta.
10. Sandhu, D.S. 2001. Elementary School Counseling in The Millenium. Alexandria, VA: ACA

Supporting lecturer
 Prof. Dr. Mochamad Nursalim, M.Si.
 Dr. Ari Khusumadewi, S.Pd., M.Pd.
 Dr. Bakhrudin All Habsy, 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	Thoroughly understand the objectives, content, system and methods of lecture assessment	Presentations, discussions and questions and answers	Criteria: accuracy and suitability Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Presentations, discussions and assignments 2x50		Material: Understanding Guidance and Counseling in Elementary Schools References: <i>Gysbers, NC, & Henderson, P. (2014). Developing and managing your school guidance and counseling program. John Wiley & Sons.</i>	4%
2	Students master the concept of the essence and urgency of guidance and counseling at school	Students master the concept of the essence and urgency of guidance and counseling at school	Criteria: accuracy and suitability Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Offline 2x50		Material: Students master the concept of the essence and urgency of guidance and counseling in schools References: <i>Gysbers, NC, & Henderson, P. (2014). Developing and managing your school guidance and counseling program. John Wiley & Sons.</i>	3%

3	Students master the concept of the essence and urgency of guidance and counseling at school	Education System in Elementary School	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Offline 2x50		<p>Material: Education System in Elementary School Library: <i>Habsy, BA, & Adrianti, NKYA (2024). Guidance and Counseling as a Provider of Self-Actualization Services for Students. TSAQOFAH, 4(1), 420-439.</i></p> <p>Material: Students master the concept of the essence and urgency of guidance and counseling in schools References: <i>Gysbers, NC & Hendersom, P. 2006. Developing & Managing Your School Guidance and Counseling Program. Alexandria, VA: ACA.</i></p>	3%
4	Students have mastery of the concept of goals, principles and principles, the function of guidance and counseling at school	Students are divided into small discussion groups to discuss topics regarding the objectives of BK, the principles and principles of BK and the function of BK (each group discusses the concept of their understanding of the implementation of the goals, principles, principles and functions of BK in school) then present	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline 2x50		<p>Material: Students have mastery of the concept of goals, principles and principles, the function of guidance and counseling in schools. Reference: <i>Muro, JJ & Kottman, T. 1995. Guidance and Counseling in The Elementary and Middle Schools: A Practical Approach. Madison, Wisconsin: WCB Brown & Benchmark Publishers.</i></p>	3%
5	Students have mastery of the concept of goals, principles and principles, the function of guidance and counseling at school	Students are divided into small discussion groups to discuss topics regarding the objectives of BK, the principles and principles of BK and the function of BK (each group discusses the concept of their understanding of the implementation of the goals, principles, principles and functions of BK in school) then present	<p>Criteria: Accuracy and appropriateness in presentation</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline		<p>Material: Able to explain the basic concepts of guidance and counseling in elementary schools. Library: <i>Muro, JJ & Kottman, T. 1995. Guidance and Counseling in The Elementary and Middle Schools: A Practical Approach. Madison, Wisconsin: WCB Brown & Benchmark Publishers.</i></p>	3%

6	Students have mastery of the concept of goals, principles and principles, the function of guidance and counseling at school	Presentations, discussions and questions and answers	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Offline 2x50		<p>Material: Able to explain the basic concepts of guidance and counseling in elementary school.</p> <p>Library: <i>Gysbers, NC & Hendersom, P. 2006. Developing & Managing Your School Guidance and Counseling Program. Alexandria, VA: ACA.</i></p>	3%
7	Students have an understanding of the position of children and adolescents in the range of human development and the tasks of child and adolescent development	Presentations, discussions and questions and answers	<p>Criteria: accuracy and suitability</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	Offline 2x50		<p>Material: Able to explain the basic concepts of guidance and counseling in elementary school.</p> <p>Library: <i>Gysbers, NC & Hendersom, P. 2006. Developing & Managing Your School Guidance and Counseling Program. Alexandria, VA: ACA.</i></p>	3%
8	Midterm exam	UTS	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	UTS 2X50	UTS	<p>Material: Students have mastery of the concept of goals, principles and principles, the function of guidance and counseling in schools.</p> <p>Reference: <i>Gysbers, NC & Hendersom, P. 2006. Developing & Managing Your School Guidance and Counseling Program. Alexandria, VA: ACA.</i></p>	20%
9	Students have an understanding of the needs, challenges and problems of students	Students understand needs assessment techniques in elementary school	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline 2x50		<p>Material: Students have an understanding of the needs, challenges and problems of students.</p> <p>Reference: <i>Muro, JJ & Kottman, T. 1995. Guidance and Counseling in The Elementary and Middle Schools: A Practical Approach. Madison, Wisconsin: WCB Brown & Benchmark Publishers.</i></p>	3%

10	Students identify the characteristics of students based on findings in the field	<p>1. Students make observations (group assignment of 3-4 people) to schools about the needs, challenges and problems of students (teenagers) – (group assignment 2)</p> <p>2. Students present/report findings in the field</p> <p>3. Students are in small groups discuss each topic, identifying the characteristics of adolescent development from a physical, emotional, cognitive and psychological perspective</p>	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline 2x50		<p>Material: characteristics of students based on findings in the field</p> <p>Reference: <i>Habsy, BA, & Adrianti, NKYA (2024). Guidance and Counseling as a Provider of Self-Actualization Services for Students. TSAQOFAH, 4(1), 420-439.</i></p> <hr/> <p>Material: Students understand need assessment techniques in elementary school.</p> <p>Reference: <i>Muro, JJ & Kottman, T. 1995. Guidance and Counseling in The Elementary and Middle Schools: A Practical Approach. Madison, Wisconsin: WCB Brown & Benchmark Publishers.</i></p>	3%
11	Able to organize guidance and counseling programs in kindergarten and elementary school	Preparation of guidance and counseling programs in elementary schools	<p>Criteria: accuracy and suitability</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Offline 2x50		<p>Material: Preparation of the BK program at SD</p> <p>Pustaka: <i>Brown, Duane and DJ Srebalus. 1988. An Introduction to the Counseling Profession. Boston: Allyn and Bacon.</i></p>	3%

12	Able to explain the implementation of guidance and counseling in elementary schools	BK program in elementary school	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline 2x50		<p>Material: BK Program in Elementary Schools Reader: <i>Gysbers, NC (2004). Comprehensive guidance and counseling programs: The evolution of accountability. Professional School Counseling, 1-14.</i></p> <hr/> <p>Material: Able to explain the implementation of guidance and counseling in elementary schools. Library: <i>Gysbers, NC & Hendersom, P. 2006. Developing & Managing Your School Guidance and Counseling Program. Alexandria, VA: ACA.</i></p>	3%
13	Able to explain the implementation of guidance and counseling in elementary schools	Presentations, discussions and questions and answers	<p>Criteria: accuracy and suitability</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Offline 2x50		<p>Material: implementation of guidance and counseling in elementary schools Library: <i>Gysbers, NC & Hendersom, P. 2006. Developing & Managing Your School Guidance and Counseling Program. Alexandria, VA: ACA.</i></p>	5%
14	Able to explain the implementation of guidance and counseling in elementary schools	Presentations, discussions and questions and answers	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline 2x50		<p>Material: Implementation of guidance and counseling in SD Library: <i>Gysbers, NC, & Henderson, P. (2014). Developing and managing your school guidance and counseling program. John Wiley & Sons.</i></p>	5%
15	Able to explain the implementation of guidance and counseling in elementary schools	Presentations, discussions and questions and answers	<p>Criteria: accuracy and suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline 2x50		<p>Material: BK SD Reference: <i>Wambu, GW, & Fisher, TA (2015). School Guidance and Counseling in Kenya: Historical Development, Current Status, and Future Prospects. Journal of Education and practice, 6(11), 93-102.</i></p>	5%

16	Final exams	UAS	Criteria: UAS Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	UAS 2X50	UAS	Material: Be able to explain the implementation of guidance and counseling in elementary schools. Library: Muro, JJ & Kottman, T. 1995. <i>Guidance and Counseling in The Elementary and Middle Schools: A Practical Approach.</i> Madison, Wisconsin: WCB Brown & Benchmark Publishers.	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25.17%
2.	Project Results Assessment / Product Assessment	51.67%
3.	Portfolio Assessment	1.67%
4.	Practical Assessment	2.83%
5.	Practice / Performance	1%
6.	Test	16.67%
		99.01%

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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.