



**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																																																																																																																																						
Basics of Educational Management	8620102050		T=2	P=0	ECTS=3.18	3	July 17, 2024																																																																																																																																						
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																																																							
			Dr. Evi Winingsih, S.Pd., M.Pd.																																																																																																																																							
Learning model	Case Studies																																																																																																																																												
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																																												
	Program Objectives (PO)																																																																																																																																												
	PO - 1	Mastering the basic concepts of BK; Definition, history, foundation, principles, objectives and principles of guidance and counseling, as well as the relationship between BK and other educational components																																																																																																																																											
	PO - 2	Students compare guidance and counseling																																																																																																																																											
	PO - 3	Have the ability to formulate appropriate types of services in comprehensive guidance and counseling																																																																																																																																											
	PO - 4	Have the ability to carry out basic services; responsive, individual planning and system support																																																																																																																																											
	PO - 5	Able to demonstrate independent, responsible and quality performance.																																																																																																																																											
	PO - 6	Students can explain the basic concepts of guidance and counseling, BK Pattern 17 Plus, Comprehensive BK																																																																																																																																											
	PLO-PO Matrix																																																																																																																																												
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Short Course Description	This course discusses basic concepts, understanding, history, foundations, principles, objectives and principles of guidance and counseling, as well as various BK services, the relationship between BK and other educational components. Lectures are carried out using blended learning. Assessment is carried out by means of a written test. This course discusses basic concepts, understanding, history, foundations, principles, objectives and principles of guidance and counseling, as well as various guidance and counseling services, the relationship between guidance and counseling with other educational components. Lectures are carried out using blended learning with a problem based learning strategy.																																																																																																																																												
References	Main :																																																																																																																																												

1. Laksmiwati, Hermin, dkk. 2002. Pengantar BK . Surabaya: Unesa University Press.
2. Departemen Pendidikan Nasional. 2007. Rambu-rambu Pelaksanaan BK dalam Jalur Pendidikan Formal . Jakarta: Kemendikbud.
3. Gibson R.L. & Mitchel M.H. 1986. Introduction to Counseling and Guidance . New York: Macmillan Publishing Company.
4. Prayitno. 2004. Dasar-Dasar Bimbingan dan Konseling . Bandung: Refika ADITAMA.
5. Myrick Robert.D. 1993. Developmental Guidance and Counseling: A Practical Approach . USA: Educational Media Corporation.
6. Yusuf, Syamsu, L.N. 2005. Landasan Bimbingan dan Konseling . Bandung: PT Remaja

Supporters:

1. Setiawati, D. 2021. Guidance and Counseling Services to Improve Student Resilience. Atlantis.

Supporting lecturer Dra. Titin Indah Pratiwi, M.Pd.
Syunu Trihantoyo, S.Pd., 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 are able to examine the basic concepts of educational management as well as the role of educational management in solving educational problems	1.Explains the basic concepts of Educational Management 2.Identify the role of educational management in solving problems	Criteria: Students will get maximum marks if they are able to answer correctly and dare to take the initiative to ask or answer Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions 2 X 50			2%
2	Students are able to examine the basic concepts of educational management as well as the role of educational management in solving educational problems	1.Explains the basic concepts of Educational Management 2.Identify the role of educational management in solving problems	Criteria: Students will get maximum marks if they are able to answer correctly and dare to take the initiative to ask or answer Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions 2 X 50			2%
3	Students are able to understand the science of educational management and identify the functions of educational management	1.Explaining the science of educational management 2.Identify the functions of educational management	Criteria: 1.Active student participation in lectures, in the form of asking and answering 2.Ability to complete the questions and quizzes given Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures and group discussions 2 X 50			2%
4	Students are able to understand the function of planning	Explain the function of educational planning	Criteria: Participation in learning activities and accuracy in answering questions Form of Assessment : Participatory Activities	Discussion and questions and answers 2 X 50			2%
5	Students are able to understand the function of organizing	Explain the function of organizing education	Criteria: Participation in discussion activities and accuracy in answering questions Form of Assessment : Participatory Activities, Portfolio Assessment	Discussion and questions and answers 2 X 50			2%

6	Students are able to understand the implementation function	1.Explain the implementation function 2.Categorize implementation functions	Criteria: 1.Activeness and participation in learning weight 40% 2.Group assignment weight 60% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, group discussions and case studies 2 X 50			2%
7	Students are able to understand the function of supervision	Explain the functions of supervision. Describe the types and functions of supervision	Criteria: 1.Activeness in learning weight 40% 2.Group discussion report weight 60% Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures and group discussions 2 X 50			3%
8	Students are able to understand the material from the 1st to 7th meetings	Explain the material for the 1st to 7th meetings	Criteria: The accuracy of the weight answer is 100% Form of Assessment : Participatory Activities, Portfolio Assessment	Test 2 X 50			20%
9	Students are able to study the substance of curriculum and learning management	Able to describe the substance of curriculum and learning management	Criteria: 1.Activeness in learning weight 40% 2.Case analysis document product weight 60% Form of Assessment : Participatory Activities, Portfolio Assessment	Discussion and analysis of 2 X 50 cases			5%
10	Students are able to study the substance of student management and special service management	Explain the substance of student management. Explain the substance of special service management	Criteria: 1.Activeness in discussion activities weighs 80% 2.Participation in lectures (exposition of lecturer material) weighs 20% Form of Assessment : Participatory Activities	Lectures and group discussions 2 X 50			5%
11	Students are able to study the substance of human resource management	Able to explain the substance of human resource management	Criteria: 1.Activeness in group discussion activities weighing 80% 2.Accuracy in answering quizzes and questions from lecturers or friends weighs 20% Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures and Group Discussions 2 X 50			5%

12	Students are able to study the substance of facilities and infrastructure management	Describe the substance of facilities and infrastructure management	Criteria: 1.Accuracy in answering questions weighs 60% 2.Activeness in learning weight 40% Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures and group discussions 2 X 50			5%
13	Students are able to study the substance of financial management	Explain the substance of financial management	Criteria: 1.Accuracy in taking the written test with a weight of 80% 2.Activeness in learning activities weight 20% Form of Assessment : Participatory Activities, Portfolio Assessment	Discussion and analysis of 2 X 50 cases			5%
14	Students are able to study the substance of management of school and community relations	Describe the management of school and community relations	Criteria: 1.Activeness in learning weight 80% 2.Accuracy in answering questions and ability to ask 20% Form of Assessment : Participatory Activities, Portfolio Assessment	Group discussion 2 X 50			5%
15	Students are able to describe educational leadership	Describe educational leadership	Criteria: 1.Participation in discussion activities weighs 75% 2.Accuracy and courage in answering questions 25% weight Form of Assessment : Participatory Activities	Group Discussion 2 X 50			5%
16	Students are able to review the entire material from the 1st to 15th meetings	Describe the entire material of the 1st to 15th meetings	Form of Assessment : Participatory Activities, Portfolio Assessment	2 X 50			30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	58%
2.	Project Results Assessment / Product Assessment	1%
3.	Portfolio Assessment	41%
		100%

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.

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.