

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

Document Code

## SEMESTER LEARNING PLAN

Basics of Educational Management         8620102050         T=2         Peol         ECTS=3.18         3         July 1           AUTHORIZATION         SP Developer         Course Cluster Coordinator         Study Program Coordinator         Study Program Coordinator         Dr. Evi Winingsih, M.Pd.           Learning model         Case Studies         Program Outcomes         Dr. Evi Winingsih, M.Pd.           Program Outcomes         PLO study program which is charged to the course         Program Outcomes         Program Objectives (PO)           P0 - 1         Mastering the basic concepts of BK: Definition, history, foundation, principles, objectives and princ guidance and counseling, as well as the relationship between BK and other educational components         P0 - 2           P0 - 2         Students compare guidance and counseling         P0 - 3         Have the ability to formulate appropriate types of services in comprehensive guidance and counseling           P0 - 4         Have the ability to carry out basic services; responsive, individual planning and system support         P0 - 5           P0 - 5         Able to demonstrate independent, responsible and quality performance.         P0 - 6           P0 - 6         Students can explain the basic concepts of guidance and counseling, BK Pattern 17 Plus, Comprehensive           PLO-PO Matrix         P:0         P:0         P:0           P:0         P:0         P:0         P:0																					
AUTHORIZATION       SP Developer       Course Cluster Coordinator       Study Program Coordinator         Learning model       Case Studies       Dr. Evi Winingsh, MPB.         Program Outcomes       PLO study program which is charged to the course       Dr. Evi Winingsh, MPB.         Program Outcomes       PLO study program which is charged to the course       Dr. Evi Winingsh, MPB.         Porgram Outcomes       PLO study program which is charged to the course Program Objectives (PO)       PO -1         PO -2       Students compare guidance and counseling       Po -2         PO -3       Have the ability to formulate appropriate types of services in comprehensive guidance and counseling         PO -4       Have the ability to formulate appropriate program services in comprehensive guidance and counseling         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 PLO-PO Matrix         PO-6       PO-1       PO-2         PO-6       PO-3         PO-6       PO-1         PO-1       PO-2         PO-4       PO-4         PO-2       PO-3         PO-4       PO-4         PO-3       PO-4         PO-4       PO-4	Courses			CODE			Co	urse	Fami	ly		Crec	Credit Weight			SEM	ESTEF		npilati e	ion	
Learning model         Case Studies         Dr. Evi Winingsih, M.F.B.           Program Outcomes (PLO)         PLO study program which is charged to the course         Image: Control of the course           Program Outcomes (PLO)         PLO study program which is charged to the course         Image: Control of the course           Program Outcomes (PLO)         PO.1         Mastering the basic concepts of BK: Definition, history, foundation, principles, objectives and principles outcomes           PO.2         Students compare guidance and counseling         PO.3         Have the ability to formulate appropriate types of services in comprehensive guidance and counseling           PO.3         Have the ability to formulate appropriate types of services in comprehensive guidance and counseling         PO.4           PO.4         Have the ability to formulate appropriate types of services in comprehensive guidance and counseling. BK Pattern 17 Plus, Comprehensive PLO-PO Matrix         PO.4           PO.4         PO.3         Students can explain the basic concepts of guidance and counseling. BK Pattern 17 Plus, Comprehensive PLO-PO Matrix         PO.4           PO.4         PO.3         PO.4         PO.4           PO.3         PO.4         PO.4         PO.4           PO.2         PO.4         PO.4         PO.4           PO.3         PO.4         PO.4         PO.4           PO.4         PO.4         PO.	Basics of Educational Management			8620102050							T=2 P=0 ECTS=3.18			3.18		3	July	/ 17, 2	024		
Learning model         Case Studies           Program Cucarring Outcomes         PLO study program which is charged to the course           Program Outcomes         PO-1           Portigitant Objectives (PO)         PO-1           PO-1         Mastering the basic concepts of BK: Definition, history, foundation, principles, objectives and principles guidance and counseling, as well as the relationship between BK and other educational components           PO-2         Students compare guidance and counseling         PO-3           PO-3         Have the ability to formulate appropriate types of services in comprehensive guidance and counseling           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           PLO-PO Matrix         PO-1           PO-3         PO-4           PO-4         PO-3           PO-4         PO-3           PO-5         Students can explain the basic concepts of guidance and counseling, BK Pattern 17 Plus, Comprehensive           PLO-PO Matrix         PO-4           PO-5         PO-4           PO-6         Veek           PO-1         PO-4           PO-2         PO-4           PO-3         PO-4           PO-4	AUTHORIZATION			SP Developer				C	Course Cluster Coordinator				Study Program Coordinator								
model <sup>2</sup> Program (PLO)         PLO study program which is charged to the course Learning OCOMMER         Program Objectives (PO)         P0-1         Mastering the basic concepts of BK; Definition, history, foundation, principles, objectives and principles guidance and counseling, as well as the relationship between BK and other educational components         P0-2       Students compare guidance and counseling         P0-3       Have the ability to formulate appropriate types of services in comprehensive guidance and counseling         P0-4       Have the ability to carry out basic services; responsive, individual planning and system support         P0-5       Able to demonstrate independent, responsible and quality performance.         P0-6       Students can explain the basic concepts of guidance and counseling. BK Pattern 17 Plus, Comprehensive         PLO-PO Matrix       PO-1         PO-2       PO-3         PO-3       PO-4         PO-4       PO-5         PO-5       PO-6         PO-6       I         PO-1       PO-2         PO-3       PO-4         PO-4       PO-5         PO-5       PO-6         PO-1       I       I       I       I       I       I       I       I       I       I       I       I <td></td> <td>Dr.</td> <td></td> <td></td> <td>h, S.Po</td> <td>d.,</td>																	Dr.			h, S.Po	d.,
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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         PLO-PO Matrix       PO-1         PO-2       PO-3         PO-4       PO-3         PO-4       PO-3         PO-4       PO-3         PO-4       PO-4         PO-5       PO-6         PO-4       PO-2         PO-3       PO-4         PO-4       PO-5         PO-6       Students at the end of each learning stage (Sub-PO)         PO-1       PO-4         PO-2       PO-4         PO-3       PO-4         PO-1       Veek         PO-2       Veek         PO-3       PO-1       Veek         PO-1       Veek       Veek         PO-2       Veek       Veek         PO-3       PO-1       PO       Veek         PO-2       PO-3       PO       PO       PO	(PLO)	PO - 1											s of								
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PO - 6         Students can explain the basic concepts of guidance and counseling, BK Pattern 17 Plus, Comprehensive           PLO-PO Matrix         PLO-PO Matrix           PO -1         PO -2           PO -3         PO -4           PO -5         PO -6           PO -6         PO -4           PO -5         PO -6           PO -6         PO -4           PO -5         PO -6           PO -6         PO -4           PO -1         PO -5           PO -6         PO -4           PO -1         PO -5           PO -6         PO -4           PO -1         PO -4           PO -1         PO -4           PO -2         PO -4           PO -1         PO -4           PO -2         PO -4           PO -2         PO -4           PO -2         PO -4           PO -3         PO -4           PO -4         PO -4           PO -5         PO -4           PO -6         PO		PO - 4	- 4 Have the ability to carry out basic services; responsive, individual planning and system support																		
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P.0         P0-1           P0-2         P0-3           P0-4         P0-5           P0-6         P0-6             PO Matrix at the end of each learning stage (Sub-PO)           P.0         Week           1         2         3         4         5         6         7         8         9         10         11         12         13         14         15           P0-1         I <td></td> <td>PO - 6</td> <td>Stude</td> <td colspan="9">ents can explain the basic concepts of guidance and counseling, BK Pattern 17 Plus, Comprehensive BK</td>		PO - 6	Stude	ents can explain the basic concepts of guidance and counseling, BK Pattern 17 Plus, Comprehensive BK																	
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PO-1         PO-2           PO-3         PO-4           PO-5         PO-6           PO-6         PO-1           PO-6         PO-1           PO-1         PO-1           PO-2         PO-1           PO-1         PO-1           PO-2         PO-1           PO-2         PO-1           PO-2         PO-1           PO-2         PO-1           PO-2         PO-1           PO-3         PO-1           PO-2         PO-1           PO-3         PO-1           PO-1         PO-1           PO-2         PO-1           PO-3         PO-1           PO-4         PO-1           PO-5         PO-1           PO-6         PO-1           PO-1         PO-1           PO-2         PO-1           PO-3         PO-1           PO-4         PO-1           PO-5         PO-1           PO-6         PO-1           PO-1         PO-1           PO-2         PO-1           PO-3         PO-1           PO-4         PO-1           PO-5 <td></td> <td></td> <td> </td> <td></td>																					
PO-2         PO-3           PO-4         PO-5           PO-6         PO-6             PO Matrix at the end of each learning stage (Sub-PO)           PO-6         Week           1         2         3         4         5         6         7         8         9         10         11         12         13         14         15         1           PO-1         I			<u> </u>	P.0																	
PO-3 PO-4 PO-5 PO-6         PO-4 PO-5 PO-6           PO Matrix at the end of each learning stage (Sub-PO)           PO Matrix at the end of each learning stage (Sub-PO)           PO-1           PO-1           PO-2           PO-3           PO-3           PO-4           PO-2           PO-3           PO-4           PO-4           PO-5           PO-6			<u> </u>	PO-1																	
PO-4         PO-5         PO-6           PO Matrix at the end of each learning stage (Sub-PO)         Week           PO-1         1         2         3         4         5         6         7         8         9         10         11         12         13         14         15         14           PO-1         P				PO-2																	
PO-5         PO-6           PO Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)           PO-0         Week           1         2         3         4         5         6         7         8         9         10         11         12         13         14         15         14           PO-1         PO-2         PO-1         PO-2         PO-1         PO-2         PO-3         PO-4				PO-3																	
PO-6         PO-6           PO Matrix at the end of each learning stage (Sub-PO)         Week           P.O         Week           1         2         3         4         5         6         7         8         9         10         11         12         13         14         15         1           PO-1         I				PO-4																	
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PO-1       PO-1       PO-1         PO-2       PO-3       PO-1         PO-3       PO-4       PO-1         PO-4       PO-5       PO-1         PO-6       PO-6       PO-1         Short       Course course discusses basic concepts, understanding, history, foundations, principles, objectives and principles of guidar courseling, as well as various BK services, the relationship between BK and other educational components. Lectures are out using blended learning. Assessment is carried out by means of a written test. This course discusses basic concepts were as of a written				1.0	1	2	3	1	5	6	7	8	-		11	12	13	14	15	16	
PO-2       PO-3       PO-3       PO-3         PO-3       PO-4       PO-4       PO-4         PO-5       PO-6       PO-6         PO-6       PO-6       PO-6         Short Course Description 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 guidar			PC	)-1	-	-	0		Ŭ	Ŭ		Ŭ	0	10		12	10	1.	10	10	
PO-4       PO-4         PO-5       PO-5         PO-6       PO-6         Short       Course         courseling, as well as various BK services, the relationship between BK and other educational components. Lectures are out using blended learning. Assessment is carried out by means of a written test. This course discusses basic consection to the section of the																					
PO-5       PO-6         PO-6       PO-6         Short       Course         Course       Description         Description       Difference         This course discusses basic concepts, understanding, history, foundations, principles, objectives and principles of guidar         Description       Out using blended learning. Assessment is carried out by means of a written test. This course discusses basic concepts are course of the section o			PC	0-3																	
Boot Course Description         This course discusses basic concepts, understanding, history, foundations, principles, objectives and principles of guidar counseling, as well as various BK services, the relationship between BK and other educational components. Lectures are out using blended learning. Assessment is carried out by means of a written test. This course discusses basic concepts are the relationship between BK and other educational components. Lectures are out using blended learning. Assessment is carried out by means of a written test. This course discusses basic concepts are the relationship between BK and other educational components. Lectures are are the second			PC	)-4																	
Short Course Description Out using blended learning. Assessment is carried out by means of a written test. This course discusses basic co			PC	)-5																	
Course counseling, as well as various BK services, the relationship between BK and other educational components. Lectures are out using blended learning. Assessment is carried out by means of a written test. This course discusses basic co			PC	D-6																	
Course counseling, as well as various BK services, the relationship between BK and other educational components. Lectures are out using blended learning. Assessment is carried out by means of a written test. This course discusses basic co					1		1	1			ı	I	-	1	1 1			ı			1
and counseling services, the relationship between guidance and counseling with other educational components. Lectu carried out using blended learning with a problem based learning strategy.	Course	counseling, as w out using blende understanding, h and counseling	ell as v ed lear istory, f services	various BK s ming. Asses foundations, s, the relations	ervice smen princ onship	es, the t is o iples, p bet	e rela carrie objec ween	tions d out ctives guid	hip b t by and ance	etwee mean princi and	en Bk ns of iples coun	and av of g selir	d othe vritter uidan	er edu 1 test ce an	cational . This c d counse	comp ourse eling,	onents discu as we	s. Lect Isses   ell as v	ures a basic arious	re car conce guida	ried pts, nce
References Main :	References	Main :																			

		<ol> <li>Departen Kemendi</li> <li>Gibson F</li> <li>Prayitno.</li> <li>Myrick F</li> <li>Corporat</li> </ol>	men Pendidikan Nas ikbud. R.L. & Mitchel M.H. 198 . 2004. Dasar-Dasar B Robert.D. 1993. Deve tion.	86. Introduction to Couns imbingan dan Konseling	nbu Pelaksar seling and Gui . Bandung: Re nd Counseling	naan BK dalam Jalur F dance . New York: Macm efika ADITAMA. g: A Practical Approach	illan Publishing	I Company.
		Supporters:						
		1. Setiawat	i, D. 2021. Guidance a	nd Counseling Services	to Improve St	udent Resilience. Atlantis	S.	
Support		Dra. Titin Indah P Syunu Trihantoyo						
Week-	Final abilities of		Eval	luation	Lea Stude	elp Learning, rning methods, ent Assignments, stimated time]	Learning materials	Assessment Weight (%)
		Ď-РО)	Indicator	Criteria & Form	Offline ( offline )	Online ( online )	References	
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	to ba ec ma we ec ma sc	udents are able examine the usic concepts of lucational anagement as ell as the role of lucational anagement in olving educational oblems	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	to ba ec ma we ec ma so	udents are able examine the sic concepts of lucational anagement as ell as the role of lucational anagement in lving educational oblems	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	to sc ec mi ide fui ec	udents are able understand the ience of lucational anagement and entify the nctions of lucational anagement	<ol> <li>Explaining the science of educational management</li> <li>Identify the functions of educational management</li> </ol>	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	to	udents are able understand the nction 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	to fu	udents are able understand the nction of ganizing	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	<ol> <li>Explain the implementation function</li> <li>Categorize implementation functions</li> </ol>	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 :	Lectures and Group Discussions 2 X 50		5%
			Participatory Activities, Portfolio Assessment			

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

- 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 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.
- 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.
- 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.