



**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
Guidance and Counseling Basics	8620102198		T=2 P=0 ECTS=3.18	1	July 31, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Denok Setiawati, M.Pd., Kons.		Dr. Retno Tri Hariastuti, M.Pd., Kons.	Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																						
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																																					
	PLO-6	Mastering the concepts of education, psychology and research to base guidance and counseling services																																																																																																																					
	Program Objectives (PO)																																																																																																																						
	PO - 1	Students clarify the position of BK among three other areas, namely administration and supervision, learning and assistance/guidance																																																																																																																					
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	PO - 3	Students can compare guidance and counseling																																																																																																																					
	PO - 4	Students decide on the type of guidance and counseling services that are appropriate to the results of the needs assessment																																																																																																																					
	PO - 5	Students formulate steps for providing basic services, responsive services, individual planning and system support based on needs in the field																																																																																																																					
	PLO-PO Matrix																																																																																																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-6</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-2</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-3</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-4</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-5</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> </tbody> </table>	P.O	PLO-3	PLO-6	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓	PO-5	✓	✓																																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <tr><td>PO-1</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></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></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</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></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></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></tr> </tbody> </table>	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												✓	✓	✓	✓	✓
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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 with a problem based learning strategy. Assessment is carried out by means of a written test. Assessment is carried out well through participatory assessment, products and portfolios based on case studies related to the material using an assessment rubric. This course discusses: 1. Basic concepts of guidance and counseling 2. Definition of guidance and counseling 3. History of guidance and counseling 4. Foundations of guidance and counseling 5. Principles of guidance and counseling 6. Objectives of guidance and counseling 7. Principles of guidance and counseling 8. Pattern/Type of BK services 9. Relationship between BK and other educational components
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References	<p>Main :</p> <ol style="list-style-type: none"> Gibson R.L. & Mitchel M.H. 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. Prayitno. Dasar-Dasar BK. 2022. Bandung: Refika ADITAMA. Kemdikbud. 2016. Pedoman Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kemdikbud. Kemdikbud. 2016. Panduan Operasional Penyelenggaraan Bimbingan dan Konseling di Sekolah. Jakarta: Kemdikbud. <p>Supporters:</p> <ol style="list-style-type: none"> Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, T.I. 2019. September 2019. Pelatihan Konseling Karier Cognitive Information Processing (CIP) Bagi Guru BK SMP Kota Mojokerto. Jurnal Bikotetik (Bimbingan dan Konseling Teori dan Praktik) 3(1):35.DOI:10.26740/bikotetik.v3n1.p35-39 Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis. Setiawati, D., Wiyono, B.B., Hidayah, N. Atmoko, A., and Setiyowati, A. 2021. Group guidance based on Javanese character with merchant morals to improve student resilience. PEGEM Journal Of Education and Instrution. Setiawati, D. 2021. Guidance and Counseling Services to Improve Student Resilience. Atlantis. Setiawati, D dan Winingsih, E. 2020. Bimbingan dan Konseling Karier. Surabaya: CV. Bayu Mandiri
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Supporting lecturer		Dr. Denok Setiawati, M.Pd., Kons. Dr. Ari Khusumadewi, S.Pd., M.Pd. Muhamad Afifuddin Ghozali, S.Pd., M.Couns., Gr.					
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 clarify the position of BK among three other areas, namely administration and supervision, learning and assistance/guidance	1. Students explain the nature of education 2. Students explain the position of BK in education	Criteria: 1. Scoring Guidelines (Marking Scheme) 2. Non-test form: Summarizing lecture material, Making PPT Form of Assessment : Participatory Activities	Problem based learning Task-1: Compile a summary of BK's position among existing fields in 2 X 50 education	2 X 50	Material: BK Basics Reader: Prayitno. <i>BK Basics</i> . 2022. Bandung: Refika ADITAMA. Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i> . Jakarta: Ministry of Education and Culture. Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i> . Jakarta: Ministry of Education and Culture.	2%
2	Students clarify the position of BK among three other areas, namely administration and supervision, learning and assistance/guidance	1. Students explain the nature of education 2. Students explain the position of BK in education	Criteria: 1. Scoring Guidelines (Marking Scheme) 2. Non-test form: Summarizing lecture material, Making PPT Form of Assessment : Participatory Activities	Problem based learning Task-1: Compile a summary of BK's position among existing fields in 2 X 50 education	2 X 50	Material: BK Basics Reader: Prayitno. <i>BK Basics</i> . 2022. Bandung: Refika ADITAMA. Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i> . Jakarta: Ministry of Education and Culture. Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i> . Jakarta: Ministry of Education and Culture.	2%
3	Students can explain the basic concepts of guidance and counseling and the history of BK	1. Students can explain the meaning of guidance and counseling 2. Students can explain the main functions and principles of guidance and counseling 3. Students can explain the principles of BK 4. Students can explain the basis of BK 5. Students can explain the history of BK	Criteria: 1. Scoring Guidelines (Marking Scheme) 2. Non-test form: Summarizing lecture material, Making PPT Form of Assessment : Participatory Activities	Problem based learning Task-2: Prepare a summary of the meaning, function, principles, foundations, history of guidance and counseling 2 X 50	Problem based online learning (eLearning: SIDIA) 2 X 50	Material: BK Basics Reader: Prayitno. <i>BK Basics</i> . 2022. Bandung: Refika ADITAMA. Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i> . Jakarta: Ministry of Education and Culture. Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i> . Jakarta: Ministry of Education and Culture. Material: Introduction to the Basics of BK Library: Setiawati, D. 2021. <i>Guidance and Counseling Services to Improve Student Resilience</i> . Atlantis.	2%
4	Students can explain the basic concepts of guidance and counseling and the history of BK	1. Students can explain the meaning of guidance and counseling 2. Students can explain the main functions and principles of guidance and counseling 3. Students can explain the principles of BK 4. Students can explain the basis of BK 5. Students can explain the history of BK	Criteria: 1. Scoring Guidelines (Marking Scheme) 2. Non-test form: Summarizing lecture material, Making PPT Form of Assessment : Participatory Activities	Problem based learning Task-2: Prepare a summary of the meaning, function, principles, foundations, history of guidance and counseling 2 X 50	Problem based online learning (eLearning: SIDIA) 2 X 50	Material: BK Basics Reader: Prayitno. <i>BK Basics</i> . 2022. Bandung: Refika ADITAMA. Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i> . Jakarta: Ministry of Education and Culture. Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i> . Jakarta: Ministry of Education and Culture. Material: Introduction to the Basics of BK Library: Setiawati, D. 2021. <i>Guidance and Counseling Services to Improve Student Resilience</i> . Atlantis.	2%

5	Students can explain the basic concepts of guidance and counseling and the history of BK	<ol style="list-style-type: none"> 1. Students can explain the meaning of guidance and counseling 2. Students can explain the main functions and principles of guidance and counseling 3. Students can explain the principles of BK 4. Students can explain the basis of BK 5. Students can explain the history of BK 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Scoring Guidelines (Marking Scheme) 2. Non-test form: Summarizing lecture material, Making PPT <p>Form of Assessment : Participatory Activities</p>	Problem based learning Task-3: Prepare a PPT about the benefits and characteristics of the 2 X 50 guidance and counseling program	Problem based online learning (eLearning: SIDIA) 2 X 50	<p>Material: BK Basics Reader: Prayitno. <i>BK Basics</i>. 2022. Bandung: Refika ADITAMA.</p> <p>Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: Introduction to the Basics of BK Library: Setiawati, D. 2021. <i>Guidance and Counseling Services to Improve Student Resilience</i>. Atlantis.</p>	2%
6	Students can explain the basic concepts of guidance and counseling and the history of BK	<ol style="list-style-type: none"> 1. Students can explain the meaning of guidance and counseling 2. Students can explain the main functions and principles of guidance and counseling 3. Students can explain the principles of BK 4. Students can explain the basis of BK 5. Students can explain the history of BK 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Scoring Guidelines (Marking Scheme) 2. Non-test form: Summarizing lecture material, Making PPT <p>Form of Assessment : Participatory Activities</p>	Problem based learning Task-3: Prepare a PPT about the benefits and characteristics of the 2 X 50 guidance and counseling program	Problem based online learning (eLearning: SIDIA) 2 X 50	<p>Material: BK Basics Reader: Prayitno. <i>BK Basics</i>. 2022. Bandung: Refika ADITAMA.</p> <p>Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: Introduction to the Basics of BK Library: Setiawati, D. 2021. <i>Guidance and Counseling Services to Improve Student Resilience</i>. Atlantis.</p>	3%
7	Students choose the type of service according to the results of the needs assessment	<ol style="list-style-type: none"> 1. Students can differentiate between guidance and counseling 2. Students can explain the differentiating aspects 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Rubric 2. Non-test & test form: Developing a comparison matrix <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Problem based learning Task-4: Prepare a 2 X 50 summary	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: BK Careers Library: Setiawati, D and Winingsih, E. 2020. <i>Career Guidance and Counselling</i>. Surabaya: CV. Bayu Mandiri</p> <p>Material: Career Counseling Training Reference: Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. <i>Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City</i>. <i>Bikotetic Journal (Guidance and Counseling Theory and Practice)</i> 3(1):35. DOI:10.26740/bikotetic.v3n1.p35-39</p>	3%
8	UTS	Students do the questions well	<p>Criteria: Assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	UTS 2 X 50		<p>Material: BK Basics Reader: Prayitno. <i>BK Basics</i>. 2022. Bandung: Refika ADITAMA.</p> <p>Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i>. Jakarta: Ministry of Education and Culture.</p>	20%

9	Students differentiate between Comprehensive BK and 17 Plus Pattern BK	Students analyze the results of the needs assessment. Students choose the appropriate type of service	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students can explain the main services and supporting activities in BK Pattern 17 Plus 2.Students can explain Comprehensive BK; Components, service strategy <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Problem based learning Task-1: Prepare a summary of the meaning, function, principles, foundations, history of guidance and counseling 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: Basic Introduction to BK Library: Gibson RL & Mitchel MH 1986. <i>Introduction to Counseling and Guidance</i>. New York: Macmillan Publishing Company.</p> <p>Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i>. Jakarta: Ministry of Education and Culture.</p>	4%
10	Students differentiate between Comprehensive BK and 17 Plus Pattern BK	Students analyze the results of the needs assessment. Students choose the appropriate type of service	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students can explain the main services and supporting activities in BK Pattern 17 Plus 2.Students can explain Comprehensive BK; Components, service strategy <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Problem based learning Task-1: Prepare a summary of the meaning, function, principles, foundations, history of guidance and counseling 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: Basic Introduction to BK Library: Gibson RL & Mitchel MH 1986. <i>Introduction to Counseling and Guidance</i>. New York: Macmillan Publishing Company.</p> <p>Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i>. Jakarta: Ministry of Education and Culture.</p>	4%
11	Students differentiate between Comprehensive BK and 17 Plus Pattern BK	Students analyze the results of the needs assessment. Students choose the appropriate type of service	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students can explain the main services and supporting activities in BK Pattern 17 Plus 2.Students can explain Comprehensive BK; Components, service strategy <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Problem based learning Task-2: Prepare a PPT about the benefits and characteristics of the 2 X 50 guidance and counseling program	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: Basic Introduction to BK Library: Gibson RL & Mitchel MH 1986. <i>Introduction to Counseling and Guidance</i>. New York: Macmillan Publishing Company.</p> <p>Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i>. Jakarta: Ministry of Education and Culture.</p>	4%
12	Students understand the nature of developmental BK/Comprehensive BK	Students create service flows, service steps that suit student needs in the form of flyers/Interactive PPT/Videos	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Scoring Guidelines 2.Non-test form: Evaluation instrument <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Project based learning Task-8: Prepare RPL for guidance and counseling 2 X 50	Project based online learning (eLearning: VINESA) 2 X 50	<p>Material: BK Basics Reader: Prayitno. <i>BK Basics</i>. 2022. Bandung: Refika ADITAMA.</p> <p>Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: Basics of BK Library: Setiawati, D. 2021. <i>Guidance and Counseling Services to Improve Student Resilience</i>. Atlantis.</p>	4%
13	Students understand the nature of developmental BK/Comprehensive BK	Students create service flows, service steps that suit student needs in the form of flyers/Interactive PPT/Videos	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Scoring Guidelines 2.Non-test form: Evaluation instrument <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Project based learning Task-8: Prepare RPL for guidance and counseling 2 X 50	Project based online learning (eLearning: VINESA) 2 X 50	<p>Material: BK Basics Reader: Prayitno. <i>BK Basics</i>. 2022. Bandung: Refika ADITAMA.</p> <p>Material: BK Guidelines Library: Ministry of Education and Culture. 2016. <i>Guidance and Counseling Guidelines in Primary Education and Secondary Education</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: POP BK Library: Ministry of Education and Culture. 2016. <i>Operational Guide for Providing Guidance and Counseling in Schools</i>. Jakarta: Ministry of Education and Culture.</p> <p>Material: Basics of BK Library: Setiawati, D. 2021. <i>Guidance and Counseling Services to Improve Student Resilience</i>. Atlantis.</p>	5%

14	Students understand the nature of developmental BK/Comprehensive BK	Students create service flows, service steps that suit student needs in the form of flyers/Interactive PPT/Videos	Criteria: 1. Scoring Guidelines 2. Non-test form: Evaluation instrument Form of Assessment : Participatory Activities, Portfolio Assessment	Project based learning Task-8: Prepare RPL for guidance and counseling 2 X 50	Project based online learning (eLearning: VINESA) 2 X 50	Material: BK Basics Reader: Prayitno. BK Basics. 2022. Bandung: Refika ADITAMA. Material: BK Guidelines Library: Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. Material: POP BK Library: Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture. Material: Basics of BK Library: Setiawati, D. 2021. Guidance and Counseling Services to Improve Student Resilience. Atlantis.	6%
15	Students understand the nature of developmental BK/Comprehensive BK	Students create service flows, service steps that suit student needs in the form of flyers/Interactive PPT/Videos	Criteria: 1. Scoring Guidelines 2. Non-test form: Evaluation instrument Form of Assessment : Participatory Activities, Portfolio Assessment	Project based learning Task-8: Prepare RPL for guidance and counseling 2 X 50	Project based online learning (eLearning: VINESA) 2 X 50	Material: BK Basics Reader: Prayitno. BK Basics. 2022. Bandung: Refika ADITAMA. Material: BK Guidelines Library: Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. Material: POP BK Library: Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture. Material: Basics of BK Library: Setiawati, D. 2021. Guidance and Counseling Services to Improve Student Resilience. Atlantis.	6%
16	Students master all the topics that have been studied by answering all US questions	Students answered all questions well	Criteria: If students answer all questions correctly, their score will be perfect Form of Assessment : Participatory Activities, Tests	2 X 50		Material: BK Basics Reader: Prayitno. BK Basics. 2022. Bandung: Refika ADITAMA. Material: BK Guidelines Library: Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. Material: POP BK Library: Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture. Material: Basic Introduction to BK Library: Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company.	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	52.67%
2.	Portfolio Assessment	24.67%
3.	Test	21.67%
		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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.