



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
Conflict Resolution	8620102218	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	August 3, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Prof. Dr. Budi Purwoko, M.Pd		Prof. Dr. Budi Purwoko, M.Pd			Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																									
	PLO-4	Develop yourself continuously and collaborate.																								
	PLO-7	Mastering the concepts and practices of guidance and counseling in various contexts and problems																								
	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	Students master the concept of conflict resolution																								
	PO - 2	Students master the concept of conflict management																								
	PO - 3	Students are able to design conflict resolution approaches/techniques																								
	PO - 4	Students are able to apply conflict resolution approaches/techniques																								
	PO - 5	Students are able to report the application of conflict resolution approaches/techniques																								
	PLO-PO Matrix																									
		<table border="1" style="margin-left: 40px;"> <thead> <tr> <th>P.O</th> <th>PLO-4</th> <th>PLO-7</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</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> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</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> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-5</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	PLO-4	PLO-7	PLO-10	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: 40px;"> <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 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><td></td><td></td> </tr> <tr> <td>PO-2</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></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></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> </tr> <tr> <td>PO-4</td> <td></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></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></td><td></td><td></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 equips students with the knowledge and skills to master the concepts and practices of conflict resolution including: basic concepts, conflict theories, conflict trigger factors, conflict consequences, managing conflict, conflict analysis, comparison of negative and positive conflict management, collaborative negotiation, mediation, consensus deliberation, as well as cultural values and good practices of traditional conflict resolution in Indonesia. Lectures are conducted using cooperative learning, experience-based learning, product-based learning. Assessment includes participation, midterm assignments, and final exams. 1. Definition and characteristics of conflict 2. Conflict theories 3. Factors causing conflict. 4. Conflict process based on Galtung's ABC Theory 5. Conflict management 6. Comparison of conflict consequences based on management 7. Conflict resolution 8. Collaborative negotiation 9. Mediation 10. Deliberation for consensus 11. Cultural values and good practices for conflict resolution in Indonesia
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References	Main :
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1. Deutsch, M., & Peter Coleman. (Eds). 2000. The Handbook of Conflict Resolution . San Fransisco: Josey Bass.
2. Furlong, Gary T. 2005. The Conflict Resolution Toolbox: Canada: Tri-Graphic Printing Ltd.
3. Galtung, Johan. 2004. Transcend and Transform an Introduction Working to Conflict : London: Pluto Press
4. Galtung, Johan & Charles. W. 2007. Handbook of Peace and Conflict Studies . New York. Reutedge.
5. Johnson, D.W., & Frank.P.Johnson. 1991. Joining Together:Group Theory and Group Skills . Allyn and Bacon.
6. Burton, J. W. (1990). „Conflict Resolution. Prevention. New York: St. Martin's Press.
7. Ramsbotham, O., Miall, H., & Woodhouse, T. (2011). Contemporary conflict resolution. Polity.
8. Wallensteen, P. (2018). Understanding conflict resolution. Sage.
9. Aureli, F., de Waal, F., & Waal, F. B. (Eds.). (2000). Natural conflict resolution. Univ of California Press.

Supporters:

1. Purwoko, Budi. (2009). Pengembangan Paket Bimbingan Resolusi Konflik Pada Siswa SMA: UM (Thesis) P
2. Purwoko, Budi. (2014). Keefektifan Konseling Resolusi Konflik untuk Menyelesaikan Konflik Interpersonal Pada Siswa: UM. Disertasi
3. Aminati, A. Y., & Purwoko, B. (2013). RESOLUSI KONFLIK INTERPERSONAL Arfiani Yulia Aminati Abstrak. Bk Unesa, 3(2009), 223-25.
4. Coleman, P. T., Deutsch, M., & Marcus, E. C. (2014). The Handbook of Conflict Resolution: Theory and Practice. John Wiley & Sons.
5. Julio, C. F., & Drumond, P. (2017). Human rights and conflict resolution: Bridging the Theoretical and Practical Divide. Routledge.
6. Rinaldi, J. A., & Mayes, C. (2022). Learning Compassion: Conflict Resolution Through Education and Therapy. Rowman & Littlefield.
7. Kundu, V., & Sharma, M. (2022). Conflict resolution ecosystem in schools: Strategies and Needs.
8. Kurbonalievna, I. G., & Adxamovna, B. G. (2021). Innovative solutions for effective conflict resolution in higher education institutions. South Asian Journal Of Marketing & Management

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Dr. Evi Winingsih, 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 are able to explain the meaning, characteristics and theories of conflict.	Students can explain the meaning of conflict	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Activeness (quantity of participating) Organization of ideas/arguments 2.Accuracy of Language Use arguments 3.Accuracy Clarity 4.Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative Learning and active learning through material presentations and class discussions 2 X 50		<p>Material: definition, characteristics, and theories of conflict.</p> <p>References: <i>Deutsch, M., & Peter Coleman. (Eds). 2000. The Handbook of Conflict Resolution. San Francisco: Josey Bass.</i></p>	3%

2	Students are able to explain the meaning, characteristics and theories of conflict.	1.Students can explain the characteristics of conflict 2.Students can explain conflict theories.	Criteria: 1.Activeness (quantity of participating) Organization of ideas/arguments 2.Accuracy of Language Use arguments 3.Accuracy Clarity 4.Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis Form of Assessment : Participatory Activities	Cooperative Learning and active learning through case analysis, material presentations and 2 X 50 class discussions		Material: definition, characteristics, and theories of conflict. References: <i>Deusch, M., & Peter Coleman. (Eds). 2000. The Handbook of Conflict Resolution. San Francisco: Josey Bass.</i>	3%
3	Students are able to explain the factors that cause conflict and conflict processes based on conflict theories	Students can explain the factors that cause conflict	Criteria: 1.Activeness (quantity of participating) Organization of ideas/arguments 2.Accuracy of Language Use arguments 3.Accuracy Clarity 4.Attitude and behavior in discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis Form of Assessment : Participatory Activities, Practical Assessment	Cooperative Learning and active learning through case analysis, material presentations and 2 X 50 class discussions		Material: factors causing conflict and conflict processes based on conflict theories References: <i>Furlong, Gary T. 2005. The Conflict Resolution Toolbox: Canada: Tri-Graphic Printing Ltd.</i>	3%
4	Students are able to explain the factors that cause conflict and conflict processes based on conflict theories	Students can explain the conflict process based on conflict theories	Criteria: 1.Activeness (quantity of participating) Organization of ideas/arguments 2.Accuracy of Language Use arguments 3.Accuracy Clarity 4.Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis Form of Assessment : Participatory Activities, Portfolio Assessment	Cooperative Learning and active learning through case analysis, material presentations and 2 X 50 class discussions		Material: factors causing conflict and conflict processes based on conflict theories References: <i>Furlong, Gary T. 2005. The Conflict Resolution Toolbox: Canada: Tri-Graphic Printing Ltd.</i>	3%

5	Students are able to recognize various models of conflict management, destructive and constructive conflict management techniques	Students are able to explain conflict management techniques.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Activeness (quantity of participating) Organization of ideas/arguments 2.Accuracy of Language Use arguments 3.Accuracy Clarity 4.Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative Learning and active learning through case analysis, material presentations and 2 X 50 class discussions		<p>Material: conflict management models, destructive and constructive conflict management techniques References: <i>Deutsch, M., & Peter Coleman. (Eds). 2000. The Handbook of Conflict Resolution. San Francisco: Josey Bass.</i></p>	3%
6	Students are able to recognize various models of conflict management, destructive and constructive conflict management techniques	Students are able to differentiate between destructive and constructive conflict management techniques	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Activeness (quantity of participating) Organization of ideas/arguments 2.Accuracy of Language Use arguments 3.Accuracy Clarity 4.Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning and active learning through material presentations and class discussions 2 X 50		<p>Material: conflict management models, destructive and constructive conflict management techniques References: <i>Deutsch, M., & Peter Coleman. (Eds). 2000. The Handbook of Conflict Resolution. San Francisco: Josey Bass.</i></p>	4%
7	Students master the concept of positive and constructive conflict management Students master the forms of positive and constructive conflict management Students master the characteristics and consequences of positive and constructive conflict management	<ol style="list-style-type: none"> 1.Students can identify the consequences of destructive conflict solution techniques. 2.Students can identify the consequences of constructive conflict solution techniques 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Activeness (quantity of participating) Organization of ideas/arguments 2.Accuracy of Language Use arguments 3.Accuracy Clarity 4.Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities</p>	Students read, study, discuss: Concept of positive and constructive conflict management Forms of positive and constructive conflict management Characteristics and consequences of positive and constructive conflict management 2 X 50		<p>Material: destructive and constructive conflict management References: <i>Deutsch, M., & Peter Coleman. (Eds). 2000. The Handbook of Conflict Resolution. San Francisco: Josey Bass.</i></p>	4%

8	UTS	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>	Written Test 2 X 50		<p>Material: Conflict Resolution Bibliography: <i>Deutsch, M., & Peter Coleman. (Eds). 2000. The Handbook of Conflict Resolution. San Francisco: Josey Bass.</i></p>	20%
9	Students are able to recognize the concepts, characteristics and approaches to conflict resolution	Students are able to recognize the concept of conflict resolution.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments 3. Accuracy Clarity 4. Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning and active learning through case analysis, material presentations and 2 X 50 class discussions		<p>Material: characteristics and approaches to conflict resolution References: <i>Deutsch, M., & Peter Coleman. (Eds). 2000. The Handbook of Conflict Resolution. San Francisco: Josey Bass.</i></p>	4%
10	Students are able to recognize the concepts, characteristics and approaches to conflict resolution	Students are able to recognize conflict resolution techniques	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments 3. Accuracy Clarity 4. Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Cooperative Learning and active learning through case analysis, material presentations and 2 X 50 class discussions		<p>Material: characteristics and approaches to conflict resolution References: <i>Deutsch, M., & Peter Coleman. (Eds). 2000. The Handbook of Conflict Resolution. San Francisco: Josey Bass.</i></p>	3%

11	Students are able to design and practice collaborative negotiations and mediation	Students can design collaborative negotiations and mediation	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness (quantity of participating) 2. Organization of ideas/arguments 3. Accuracy of Language Use arguments 4. Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning and active learning through case analysis, material presentations and 2 X 50 class discussions		<p>Material: designing and practicing collaborative negotiations and mediation</p> <p>References:</p>	3%
12	Students are able to design and practice collaborative negotiations and mediation	Students can practice collaborative negotiation and mediation	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness (quantity of participating) 2. Organization of ideas/arguments 3. Accuracy of Language Use arguments 4. Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning and active learning through material presentations and class discussions 2 X 50		<p>Material: designing and practicing collaborative negotiations and mediation</p> <p>References:</p>	4%
13	Students are able to practice consensus deliberation and good practices of conflict resolution culture in Indonesia	Students master the concept of Conflict Resolution using collaborative Negotiation. Students master the practice of Conflict Resolution using collaborative Negotiation with satisfactory procedures and results	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness (quantity of participating) 2. Organization of ideas/arguments 3. Accuracy of Language Use arguments 4. Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning and active learning through material presentations and class discussions 2 X 50		<p>Material: consensus deliberation and good practices of conflict resolution culture in Indonesia</p> <p>Reference:</p>	3%

14	Students master the concept of Conflict Resolution using deliberation and consensus as an indigenous practice Students master the practice of Conflict Resolution using deliberation and consensus as an indigenous practice	Students master the concept of Conflict Resolution using deliberation and consensus as an indigenous practice Students master the practice of Conflict Resolution using deliberation and consensus as an indigenous practice	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments 3. Accuracy Clarity 4. Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning and active learning through material presentations and class discussions 2 X 50		<p>Material: consensus deliberation and good practices of conflict resolution culture in Indonesia Reference:</p>	4%
15	Students are able to practice consensus deliberation and good practices of conflict resolution culture in Indonesia	Students master the concept of Conflict resolution counseling. Students master the practice of Conflict resolution counseling	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Activeness (quantity of participating) Organization of ideas/arguments 2. Accuracy of Language Use arguments 3. Accuracy Clarity 4. Attitude and behavior during discussion/question and answer (voice-expression, volume and intonation) 5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment</p>	Cooperative Learning and active learning through material presentations and class discussions 2 X 50		<p>Material: consensus deliberation and good practices of conflict resolution culture in Indonesia Reference:</p>	5%
16	UAS	Mastery of the concepts and practices of conflict resolution	<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>	Written Test and Assignment 2 X 50		<p>Material: Conflict resolution theory References: <i>Galtung, Johan. 2004. Transcend and Transform an Introduction Working to Conflict : London: Pluto Press</i></p>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54.84%
2.	Project Results Assessment / Product Assessment	16.67%
3.	Portfolio Assessment	7.67%
4.	Practical Assessment	3.17%
5.	Test	16.67%
		99.02%

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.