



**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
Development of Guidance and Counseling Programs	8620102116	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	August 10, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Bambang Dibyo Wiyono, S.Pd., M.Pd		Dr. Wiryono Nuryono, S.Pd., M.Pd; Dr. Elisabeth Christiana, M.Pd			Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																				
	PLO-9	Able to design, implement and utilize the results of needs assessments for guidance and counseling services																																																																																																																			
	PLO-11	Able to manage guidance and counseling services in various contexts and report the results to related parties using information and communication technology																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	Have knowledge of the concepts and models of guidance and counseling programs																																																																																																																			
	PO - 2	Able to compare the stages of development of guidance and counseling programs																																																																																																																			
	PO - 3	Have the ability to develop guidance and counseling programs																																																																																																																			
	PO - 4	Have the ability to prepare service implementation plans																																																																																																																			
	PLO-PO Matrix																																																																																																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-9</td> <td>PLO-11</td> </tr> <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> </table>		P.O	PLO-9	PLO-11	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓																																																																																																			
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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;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></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></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 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> </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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓													PO-2					✓												PO-3						✓	✓	✓	✓								PO-4										✓	✓	✓	✓	✓	✓	✓
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Short Course Description	<p>This course teaches students about the process of developing a school guidance and counseling program based on a developmental framework or what is known as Comprehensive Guidance and Counselling. The programs developed are in the form of annual/semester programs and Service Implementation Plans (RPL). The RPL developed includes four types of services, namely: classical guidance services (Classical Guidance Service Implementation Plan), group guidance services (Group Guidance Service Implementation Plan), individual counseling services (Individual Counseling Service Implementation Plan), and group counseling services (Implementation Plan Group Counseling Services). The four types of services cover personal, social, learning and career areas. The learning procedures used to achieve learning outcomes are; problem-based learning and project-based learning. The success of this course is measured based on student activity, assessment of project/product results, portfolio assessment, practicum assessment, performance and tests. The study materials for guidance and counseling program development courses are as follows:</p> <ol style="list-style-type: none"> 1. The essence of guidance and counseling program development (understanding, objectives, benefits, types and developers of guidance and counseling programs 2. Procedures/stages for development of guidance and counseling programs 3. Guidance and counseling program models comprehensive 4. Concept of guidance and counseling program plan 5. Preparation of guidance and counseling program
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References		Main :					
				<ol style="list-style-type: none"> 1. Gysbers, N.C. & Henderson, P. 2012. Developing and Managing Your School Guidance Programs. Alexandria, Virginia; American Association for Counseling and Development. 2. Kemendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 Tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah. 3. Kemendikbud. 2016. Panduan Operasional Penyelenggaraan Bimbingan dan Konseling Sekolah Menengah Pertama. Jakarta: Kemendikbud. 4. Yusuf, S., & Nurihsan. 2019. Pengembangan Program Bimbingan dan Konseling di Sekolah. Bandung: Remaja Rosdakarya. 5. Yusuf, S. 2009. Program Bimbingan dan Konseling di Sekolah. Bandung: Rizqi Press. 6. Worsham, D., & Ward, M. A. (2018, February). Student Guidance & Development. 			
		Supporters:					
				<ol style="list-style-type: none"> 1. Wiyono, B. D., Purwoko, B., & Winingsih, E. (2021). Pengembangan Bahan Ajar Manajemen Bimbingan dan Konseling Berorientasi Higher Order Thinking Skills (HOTS). Jurnal Komunikasi Pendidikan, 5(1), 40–54. https://doi.org/10.32585/jkp.v5i1.1040 2. Khusumadewi, A., WS, H. W., & Wiyono, B. D. (2017). Pengembangan modul cultural awareness untuk konselor sebaya. Jurnal Bikotetik (Bimbingan dan Konseling: Teori dan Praktik), 1(1), 30-36. 3. Wiyono, B. D., Muis, T., & Khusumadewi, A. (2018). Pengembangan Blended Learning Mata Kuliah Dinamika Kelompok untuk Mahasiswa Jurusan Bimbingan Dan Konseling. Jurnal Bimbingan Dan Konseling Terapan, 2(2), 168-177. 4. Nursalim, M., Wiyono, B. D., Nuryono, W., Rahmasari, D., & Laksmiwati, H. (2021). Development of the Psychoeducation Model to Decrease Academic Stress When Learning from Home (LFH). Cypriot Journal of Educational Sciences, 16(4), 1492-1502. 			
Supporting lecturer		Dr. Eko Darminto, M.Si. Prof. Dr. Mochamad Nursalim, M.Si. Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Dr. Wiryo Nuryono, S.Pd., M.Pd. Bambang Dibyo Wiyono, 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 understand the essence of developing guidance and counseling programs (meaning, purpose, benefits, types and developers of guidance and counseling programs)	<ol style="list-style-type: none"> 1. Able to explain the meaning of guidance and counseling programs. 2. Able to explain the principles of developing guidance and counseling programs. 3. Able to explain the benefits of guidance and counseling programs. 4. Able to mention and explain the types of guidance and counseling program development. 5. Able to explain the characteristics of guidance and counseling programs 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Summarizing lecture material 2. Scoring Guidelines (Marking Scheme) <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Problem based learning (Problem based learning) 2 X 50		<p>Material: Developing and Managing Your School Guidance and Counseling Program</p> <p>Reference: <i>Gysbers, NC, & Henderson, P. 2012. Developing and Managing Your School Guidance Programs. Alexandria, Virginia; American Association for Counseling and Development.</i></p> <hr/> <p>Material: About BK in primary and secondary education</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of BK for Middle Schools</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p> <hr/> <p>Material: Development of Guidance and Guidance Programs in Schools</p> <p>Library: <i>Yusuf, S., & Nurihsan. 2019. Development of Guidance and Counseling Programs in Schools. Bandung: Rosdakarya Youth.</i></p>	2%
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2	Students understand the essence of developing guidance and counseling programs (meaning, purpose, benefits, types and developers of guidance and counseling programs)	<ol style="list-style-type: none"> 1. Able to explain the meaning of guidance and counseling programs. 2. Able to explain the principles of developing guidance and counseling programs. 3. Able to explain the benefits of guidance and counseling programs. 4. Able to mention and explain the types of guidance and counseling program development. 5. Able to explain the characteristics of guidance and counseling programs 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Scoring Guidelines (Marking Scheme) 2. Summarizing lecture material • Compiling a mind map <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Problem based learning (Problem based learning) 2 X 50		<p>Material: Developing and Managing Your School Guidance and Counseling Program</p> <p>Reference: <i>Gysbers, NC, & Henderson, P. 2012. Developing and Managing Your School Guidance Programs. Alexandria, Virginia; American Association for Counseling and Development.</i></p> <hr/> <p>Material: About BK in primary and secondary education</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of BK for Middle Schools</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p> <hr/> <p>Material: Development of Guidance and Guidance Programs in Schools</p> <p>Library: <i>Yusuf, S., & Nurihsan. 2019. Development of Guidance and Counseling Programs in Schools. Bandung: Rosdakarya Youth.</i></p>	3%
3	Students	1. Students are	Criteria:	Problem		Material:	3%

	<p>understand the procedures/stages of developing guidance and counseling programs</p>	<p>able to identify the core activities in each stage of development of the guidance and counseling program</p> <p>2.Students can explain the guidance and counseling program model;</p> <p>3.Students can explain the components of the guidance and counseling program</p>	<p>1.Scoring Guidelines (Marking Scheme)</p> <p>2.Compile a mind map</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>based learning (Problem based learning) 2 X 50</p>		<p>Developing and Managing Your School Guidance and Counseling Program</p> <p>Reference: <i>Gysbers, NC, & Henderson, P. 2012. Developing and Managing Your School Guidance Programs. Alexandria, Virginia; American Association for Counseling and Development.</i></p> <p>Material: about BK in elementary and middle schools</p> <p>Library: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <p>Material: Guide to the Operational Implementation of Middle School Guidance and Counseling</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p> <p>Material: Bk Program Development</p> <p>Library: Yusuf, S., & Nurihsan. 2019. <i>Development of Guidance and Counseling Programs in Schools. Bandung: Rosdakarya Youth.</i></p> <p>Material: Guidance and Counseling Program in Schools</p>	
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						Reference: <i>Yusuf, S. 2009. Guidance and Counseling Program in Schools. Bandung: Rizqi Press.</i>	
4	Students gain insight into the comprehensive guidance and counseling program model	<ol style="list-style-type: none"> 1. Students are able to analyze models of comprehensive guidance and counseling programs 2. Students can differentiate the stages of development of the BK program 3. Students can explain aspects of each stage 	Criteria: <ol style="list-style-type: none"> 1. Rubric 2. Prepare a comparison matrix Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Problem based learning (Problem based learning) 2 X 50		Material: Developing and Managing Your School Guidance and Counseling Program Reference: <i>Gysbers, NC, & Henderson, P. 2012. Developing and Managing Your School Guidance Programs. Alexandria, Virginia; American Association for Counseling and Development.</i> <hr/> Material: About BK in Elementary and Middle Schools Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i> <hr/> Material: Operational Guide for Providing Guidance and Counseling in Middle Schools Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i> <hr/> Material: Development of Guidance and Guidance Programs in Schools Library: <i>Yusuf, S., & Nurihsan. 2019. Development of Guidance and</i>	3%

						<p><i>Counseling Programs in Schools. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Guidance and Counseling Program in Schools</p> <p>Reference: Yusuf, S. 2009. <i>Guidance and Counseling Program in Schools. Bandung: Rizqi Press.</i></p>	
5	Students understand the guidance and counseling program plan	<ol style="list-style-type: none"> 1. Students are able to plan guidance and counseling programs 2. Students can identify the data needed 3. Students can determine the assessment techniques used 4. Students can make analyzes and interpretations 	<p>Criteria: 3</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: About BK in Elementary and Middle Schools</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for Organizing BK</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p>	3%

6	Students understand the guidance and counseling program plan	<p>1.Students are able to plan guidance and counseling programs</p> <p>2.Students can arrange program components</p> <p>3.Students can make operational plans</p>	<p>Criteria:</p> <p>1.Scoring Guidelines</p> <p>2.non-test: Evaluation instrument</p> <p>Form of Assessment :</p> <p>Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: About BK SMP</p> <p>Library: Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</p> <hr/> <p>Material: Operational Guide for the Implementation of BK for Middle Schools</p> <p>Library: Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</p> <hr/> <p>Material: Developing and Managing Guidance Programs in Schools.</p> <p>References: Gysbers, NC, & Henderson, P. 2012. Developing and Managing Your School Guidance Programs. Alexandria, Virginia; American Association for Counseling and Development.</p>	5%
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7	Students understand the guidance and counseling program plan	<p>1.Students are able to plan guidance and counseling programs</p> <p>2.Students can arrange program components</p> <p>3.Students can make operational plans</p>	<p>Criteria:</p> <p>1.Scoring Guidelines</p> <p>2.non-test: Evaluation instrument</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 x 50	<p>Material: About BK SMP</p> <p>Library: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of BK for Middle Schools</p> <p>Libray: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p> <hr/> <p>Material: Developing and Managing Guidance Programs in Schools.</p> <p>References: <i>Gysbers, NC, & Henderson, P. 2012. Developing and Managing Your School Guidance Programs. Alexandria, Virginia; American Association for Counseling and Development.</i></p>	3%
8	Midterm Exam (UTS)	UTS	<p>Criteria: UTS</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	2 X 50		<p>Material: School Guidance and Counseling Program</p> <p>Reference: <i>Yusuf, S. 2009. Guidance and Counseling Program in Schools. Bandung: Rizqi Press.</i></p>	20%

9	Students develop guidance and counseling programs	<p>1.Students are able to design an annual guidance and counseling program</p> <p>2.Students are able to design a semester guidance and counseling program</p>	<p>Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: About BK in Elementary and Middle Schools</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of BK for Middle Schools</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p>	5%
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10	Students review the guidance and counseling program.	Students are able to assess guidance and counseling programs	<p>Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: About BK in Elementary and Middle Schools</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of BK for Middle Schools</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p>	3%
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11	Students review the guidance and counseling program.	Students are able to assess guidance and counseling programs	<p>Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: About BK in Elementary and Middle Schools</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of BK for Middle Schools</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p>	3%
12	Students develop a guidance and counseling service implementation plan (RPL).	<ol style="list-style-type: none"> 1. Students are able to make plans for implementing classical guidance services 2. Students are able to plan the implementation of group guidance services 3. Students can prepare individual counseling RPL 4. Students can prepare group counseling RPL 	<p>Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: About BK in Elementary and Middle Schools</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of SMP BK'</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p>	3%

13	Students develop a guidance and counseling service implementation plan (RPL).	<ol style="list-style-type: none"> 1. Students are able to make plans for implementing classical guidance services 2. Students are able to plan the implementation of group guidance services 3. Students can prepare individual counseling RPL 4. Students can prepare group counseling RPL 	<p>Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: About BK in Elementary and Middle Schools</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of SMP BK'</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p>	5%
14	Students develop a guidance and counseling service implementation plan (RPL).	<ol style="list-style-type: none"> 1. Students are able to make plans for implementing classical guidance services 2. Students are able to plan the implementation of group guidance services 3. Students can prepare individual counseling RPL 4. Students can prepare group counseling RPL 	<p>Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: About BK in Elementary and Middle Schools</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of SMP BK'</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p>	4%

15	Students develop a guidance and counseling service implementation plan (RPL).	<p>1. Students are able to make plans for implementing classical guidance services</p> <p>2. Students are able to plan the implementation of group guidance services</p> <p>3. Students can prepare individual counseling RPL</p> <p>4. Students can prepare group counseling RPL</p>	<p>Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	<p>Material: About BK in Elementary and Middle Schools</p> <p>Reference: <i>Ministry of Education and Culture. 2014. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education.</i></p> <hr/> <p>Material: Operational Guide for the Implementation of SMP BK'</p> <p>Library: <i>Ministry of Education and Culture. 2016. Operational Guide for Providing Junior High School Guidance and Counseling. Jakarta: Ministry of Education and Culture.</i></p>	4%
16	Final Semester Examination (UAS)	UAS	<p>Criteria: UAS</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	2 X 50		<p>Material: School Guidance and Counseling Program</p> <p>Reference: <i>Yusuf, S. 2009. Guidance and Counseling Program in Schools. Bandung: Rizqi Press.</i></p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	18.92%
2.	Project Results Assessment / Product Assessment	50.92%
3.	Portfolio Assessment	7.75%
4.	Practical Assessment	1.25%
5.	Practice / Performance	3.5%
6.	Test	16.67%
		99.01%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.

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.