	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 service materials	8620102206	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning

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	Able to design, implement and utilize the results of needs assessments for guidance and counseling services
	PO - 2	Able to manage guidance and counseling services in various contexts and report the results to related parties using information and communication technology
	PLO-PO Matrix	

P.O	PLO-9	PLO-11
PO-1	✔	✔
PO-2	✔	✔

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✔	✔	✔	✔	✔	✔	✔									
PO-2								✔	✔	✔	✔	✔	✔	✔	✔	✔

Short Course Description	This course examines the development of guidance and counseling service materials and facilitates students to develop guidance and counseling service materials from the personal, social, career and learning fields.

References	Main :

1. Arifin, B.S. 2015. Dinamika Kelompok. Bandung: Pustaka Setia.
2. Hartinah, S. 2009. Konsep Dasar Bimbingan Kelompok. Bandung: Refika Aditama.
3. Huraerah, A. & Purwanto. 2006. Dinamika Kelompok: Teori dan Aplikasi. Bandung: Refika Aditama
4. Johnson, D.W. & Johnson, F.P. 2006. Dinamika Kelompok: Teori dan Keterampilan (Edisi Kesembilan) Terjemahan oleh Theresia 2012.Jakarta: PT Indeks.
5. Santosa, S. 1992. Dinamika Kelompok. Jakarta: Bumi Aksara
6. Norton, J., & Buchanan, H. (Eds.). (2022). The Routledge handbook of materials development for language teaching. Routledge.
7. Ashby, M. F. (2015). Materials and sustainable development. Butterworth-Heinemann. 8. Tomlinson, B. (Ed.). (2023). Developing materials for language teaching. Bloomsbury Publishing.
8. Yu, E., & Sangiorgi, D. (2018). Service design as an approach to implement the value cocreation perspective in new service development. Journal of Service Research, 21(1), 40-58.
9. Can, S. (2010). Attitudes of Pre-Service Teachers from the Department of Elementary Education towards the Effects of Materials Use on Learning. Turkish Online Journal of Educational Technology TOJET, 9(2), 46-54.
10. Depdiknas. 2008. Penataan Layanan BK Pada Jalur Pendidikan Formal. Jakarta: Depdiknas

Supporters:	

1. Christiana, E. (2019). Identifikasi bentuk kekerasan dan penangannya di lingkungan sekolah dasar. Child Education Journal, 1 (2), 58–64.
2. Nuryono, W., Christiana, E. ., & Purwoko, B. . (2023). Teknik Motivational Interviewing Untuk Mengurangi Adiksi Game Online. Jurnal Consulenza : Jurnal Bimbingan Konseling Dan Psikologi, 6(1), 109–119. https://doi.org/10.56013/jcbkp.v6i1.1868
3. Elisabeth Christiana, Budi Purwoko, Wiryo Nuryono, Cintanaviola Vesciavingky Lalanda Ifnadya Arafa, & Maryana Kamilah Octarine. (2022). The Effectiveness of Classical Tutoring Services Using Cinematherapy Techniques In An Effort To Provide Information Regarding Early Marriage To Students of SDN Duren Probolinggo. Child Education Journal, 4(3), 211–223.
4. Christiana, E. 2017. Efectivity of Expressive Writing Technique to Increase The Emotional Anger Management to 10th Grade Electrical Engineering Student In State Vocational High School 1 Driyorejo, Gresik, East Java. Published by Atlantis Press. 2352-5398

Supporting lecturer	Dr. Hadi Warsito Wiryosutomo, M.Si., Kons. Dr. Elisabeth Christiana, S.Pd., M.Pd. Dr. Denok Setiawati, M.Pd., Kons. Dr. Ari Khusumadewi, S.Pd., M.Pd. Sherrin Nurlita Widya, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the procedures for developing guidance and counseling service materials. Students are able to create guidance and counseling service materials that suit their needs	1.Students are able to explain the procedures for developing guidance and counseling service materials 2.Students are able to create guidance and counseling service materials that suit their needs	**Criteria:** The more complete the report and the more precise the approach chosen, the more perfect the value **Form of Assessment** : Participatory Activities	PBL Prepare a summary of the meaning, objectives and principles of material and service development Prepare a mind map for material and service development 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** understand the procedures for developing material for BK services **Library:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	2%

2	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Problem based learning Develop a mind map regarding the development of materials and services 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** Guidance and Counseling services **Literature:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	3%
3	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Problem based learning Develop a mind map regarding the development of materials and services 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** Guidance and Counseling services **Literature:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	3%
4	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Problem based learning Develop a mind map regarding the development of materials and services 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** Guidance and Counseling services **Literature:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	3%

5	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Problem based learning Develop a mind map regarding the development of materials and services 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** Guidance and Counseling services **Literature:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	3%
6	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Problem based learning Develop a mind map regarding the development of materials and services 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** Guidance and Counseling services **Literature:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	4%
7	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Problem based learning Develop a mind map regarding the development of materials and services 2 X 50	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** Guidance and Counseling services **Literature:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	4%

8	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment, Test	UTS 2 X 50	UTS 2 X 50	**Material:** procedures for developing material for BK services **Library:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	20%
9	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment	Problem based learning Compile a 2 X 50 summary	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** procedures for developing material for BK services **Library:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	4%
10	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment	Problem based learning Compile a 2 X 50 summary	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** procedures for developing material for BK services **Library:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	4%

11	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment	Problem based learning Compile a 2 X 50 summary	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** procedures for developing material for BK services **Library:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	4%
12	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment	Problem based learning Compile a 2 X 50 summary	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** procedures for developing material for BK services **Library:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	4%
13	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment	Problem based learning Compile a 2 X 50 summary	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** procedures for developing material for BK services **Library:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	4%

14	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment	Problem based learning Compile a 2 X 50 summary	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** procedures for developing material for BK services **Library:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	4%
15	Students develop material in the personal, social, career and learning fields according to their needs	Students create guidance and counseling service materials according to personal, social, career and study needs	**Criteria:** The more precise the procedure and the more complete the report, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment	Problem based learning Compile a 2 X 50 summary	Problem based online learning (eLearning: VINESA) 2 X 50	**Material:** procedures for developing material for BK services **Library:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	4%
16	UAS	Students do questions and assignments well and correctly	**Criteria:** The more precise and complete it is, the more perfect the value **Form of Assessment** : Project Results Assessment / Product Assessment, Test	UAS 2 X 50	UAS 2 X 50	**Material:** personal, social, career and learning in guidance and counseling. **Reference:** *Ministry of National Education. 2008. Structuring Guidance and Guidance Services in Formal Education Pathways. Jakarta: Ministry of National Education*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	2%
2.	Project Results Assessment / Product Assessment	63%
3.	Portfolio Assessment	10%
4.	Test	25%
		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 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.