



**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
Evaluation & Supervision of Guidance and Counseling	8620102057	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	February 5, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Bambang Dibyo Wiyono, S.Pd., M.Pd	Prof. Dr. Budi Purwoko, 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-5	Able to design and carry out research based on scientific principles and ethics using qualitative and quantitative methods																																																																																		
PLO-11	Able to manage guidance and counseling services in various contexts and report the results to related parties using information and communication technology																																																																																		
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PO - 1	Able to manage guidance and counseling services in various contexts and report the results to related parties																																																																																		
PO - 2	Able to design evaluation research based on scientific principles and ethics using qualitative and quantitative methods																																																																																		
PLO-PO Matrix																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																			
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PO-1	✓	✓	✓	✓	✓	✓	✓																																																																												
PO-2								✓	✓	✓	✓	✓	✓	✓	✓	✓																																																																			

Short Course Description	This course teaches students to study the concept of evaluation which includes the meaning, objectives, benefits, evaluation procedures, various approaches or types of evaluation, the scope of evaluation in guidance and counseling, as well as practicing the development of evaluation instruments including evaluation of the BK program, the process of implementing the BK program, and the results. BK services. The learning procedures used to achieve learning outcomes are; problem-based learning and project-based learning. Assessment of the success of this course is seen from participation activities, assessment of project results, portfolios and tests. The study materials for this course are as follows: 1. definition, objectives, principles, factors that influence evaluation 2. evaluation approach models 3. basic concepts of evaluation and types of evaluation 4. procedures for implementing evaluation planning guidance and counseling programs 5. definition, objectives, principles, and BK supervision model 6. Guidance and counseling evaluation instrument & present it responsibly and ethically
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References	Main :
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1. Badrujaman, Aip. 2011. Teori dan Aplikasi Evaluasi Program Bimbingan Konseling. Jakarta: PT Indeks
2. Fitzpatrick, Jody L, et.al. 2004. Program Evaluation (Alternative Approaches and Practical Guidelines. Boston: Pearson Education.
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4. Gysbers, N. C. & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program (4th Ed.). Alexandria, VA: ACA.
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11. Munir, A., Lubis, M. R., & Ginting, R. L. (2019). Design and development of interactive learning media based on contextual teaching learning (CTL) in the subject of Evaluation and Supervision of Guidance and Counseling. Journal of Community Research and Service, 3(1), 1-4.

Supporters:

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3. Pratiwi, T. I., Hariastuti, R. T., Wiyono, B. D., Farid, M., Dewanata, A. P., & Agustien, D. M. (2023). The implementation of guidance and counselling supervision on teachers in middle school. In Reimagining Innovation in Education and Social Sciences (pp. 40-47). Routledge.
4. Purwoko, Budi. Sartinah, Endang Pudjiastuti. Nurismawan, Ach Sudrajad (2022). Pengembangan Buku Manajemen dan Supervisi Bimbingan dan Konseling di Sekolah. Counsellia: Jurnal Bimbingan dan Konseling, 12(1), 48-63. [Doi.org/10.25273/counsellia.v12i111197](https://doi.org/10.25273/counsellia.v12i111197)

Supporting lecturer

Dr. Hadi Warsito Wiryosutomo, M.Si., Kons.
 Dra. Titin Indah Pratiwi, M.Pd.
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 Prof. Dr. Najlatun Naqiyah, M.Pd.
 Muhammad Farid Ilhamuddin, 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	able to explain the meaning, objectives, principles, factors that influence evaluation	<ol style="list-style-type: none"> 1.Accuracy in explaining the meaning of BK evaluation 2.Accuracy in explaining the purpose of the BK evaluation 3.Accuracy in explaining the principles of BK evaluation 4.The provisions explain the factors that influence BK evaluations 	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Problem-based learning (case method) Prepare a summary of the meaning, objectives and principles of BK 2 X 50 evaluation	eLearning: VINESA 2 X 50	<p>Material: Basic concepts of evaluation</p> <p>References: Arikunto, S. & Jabar, CSA 2014. <i>Educational Program Evaluation.</i> Jakarta: Bumi Literacy.</p>	2%
2	able to explain the meaning, objectives, principles, factors that influence evaluation	<ol style="list-style-type: none"> 1.Accuracy in explaining the meaning of BK evaluation 2.Accuracy in explaining the purpose of the BK evaluation 3.Accuracy in explaining the principles of BK evaluation 4.The provisions explain the factors that influence BK evaluations 	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Problem-based learning (case method) Develop a mind map of factors that influence BK 2 X 50 evaluation	eLearning: VINESA 2 X 50	<p>Material: Basic concepts of evaluation</p> <p>References: Arikunto, S. & Jabar, CSA 2014. <i>Educational Program Evaluation.</i> Jakarta: Bumi Literacy.</p>	3%

3	able to compare various evaluation approach models	1.The accuracy of differentiating various evaluation approach models 2.Accuracy in describing aspects of each evaluation approach model	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Group discussion, PBL Prepare 2 X 50 group papers	eLearning: VINESA 2 X 50	Material: Evaluation approach model References: <i>Badrujaman, Aip. 2011. Theory and Application of Counseling Guidance Program Evaluation. Jakarta: PT Index</i>	3%
4	able to compare various evaluation approach models	1.The accuracy of differentiating various evaluation approach models 2.Accuracy in describing aspects of each evaluation approach model	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Group discussions, PBL Making presentations. 2 X 50	eLearning: VINESA 2 X 50	Material: Evaluation approach model References: <i>Badrujaman, Aip. 2011. Theory and Application of Counseling Guidance Program Evaluation. Jakarta: PT Index</i>	3%
5	able to compare various evaluation approach models	1.The accuracy of differentiating various evaluation approach models 2.Accuracy in describing aspects of each evaluation approach model	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Group discussions, PBL Making presentations. 2 X 50	eLearning: VINESA 2 X 50	Material: Evaluation approach model References: <i>Badrujaman, Aip. 2011. Theory and Application of Counseling Guidance Program Evaluation. Jakarta: PT Index</i>	3%
6	able to compare various evaluation approach models	1.The accuracy of differentiating various evaluation approach models 2.Accuracy in describing aspects of each evaluation approach model	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment	Group discussions, PBL Making presentations. 2 X 50	eLearning: VINESA 2 X 50	Material: Evaluation approach model References: <i>Badrujaman, Aip. 2011. Theory and Application of Counseling Guidance Program Evaluation. Jakarta: PT Index</i>	3%
7	able to compare various evaluation approach models	1.The accuracy of differentiating various evaluation approach models 2.Accuracy in describing aspects of each evaluation approach model	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment	Group discussions, PBL Making presentations. 2 X 50	eLearning: VINESA 2 X 50	Material: Evaluation approach model References: <i>Badrujaman, Aip. 2011. Theory and Application of Counseling Guidance Program Evaluation. Jakarta: PT Index</i>	3%

8	Understand the basic concepts of evaluation and types of evaluation	<ol style="list-style-type: none"> 1.Explain the meaning, objectives, principles, factors that influence evaluation 2.Comparing evaluation approaches 3.Explain the procedures for implementing the BK program planning evaluation 4.Explain the procedures for implementing the evaluation of the BK program process 	Criteria: Accuracy of answers using the assessment rubric Form of Assessment : Test	Sub Summative Exam (Mid Semester Exam) 2 X 50	UTS 2 X 50	Material: Evaluation and Supervision of Guidance and Counseling Literature:	20%
9	able to explain procedures for implementing evaluation planning for guidance and counseling programs	<ol style="list-style-type: none"> 1.Accuracy in explaining planning evaluation procedures 2.Accuracy in explaining the implementation of planning evaluation 	Criteria: Accuracy of answers Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Group discussions, PBL Develop mind mapping for evaluation of BK program planning. 2 X 50	eLearning: VINESA 2 X 50	Material: Evaluation of the results of the BK program Library: <i>Badrujaman, Aip. 2011. Theory and Application of Counseling Guidance Program Evaluation. Jakarta: PT Index</i>	3%
10	able to explain the procedures for implementing the evaluation process of the guidance and counseling program.	<ol style="list-style-type: none"> 1.Accuracy of explaining process evaluation procedures 2.Accuracy in explaining the implementation of process evaluation 	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Group discussion, PBL Develop mind mapping for evaluation of the BK program process. 2 X 50	eLearning: VINESA 2 X 50	Material: General procedures for evaluating the BK program Library: <i>Badrujaman, Aip. 2011. Theory and Application of Counseling Guidance Program Evaluation. Jakarta: PT Index</i>	3%
11	able to explain procedures for implementing evaluation of guidance and counseling program results	<ol style="list-style-type: none"> 1.Accuracy in explaining results evaluation procedures 2.Accuracy in explaining the implementation of results evaluation 	Criteria: Rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Group discussions, PBL Develop mind mapping for evaluating the results of the BK program. 2 X 50	eLearning: VINESA 2 X 50	Material: Concept of BK Supervision Library: <i>Winkel WS & Sri Hastuti. 2005. Guidance and Counseling in Educational Institutions. Yogyakarta: Eternal Media.</i>	3%
12	able to explain the meaning, objectives, principles and models of BK supervision	<ol style="list-style-type: none"> 1.Accuracy in explaining the meaning, objectives and principles of supervision 2.Accuracy in explaining the BK supervision model 	Criteria: completeness of the report - analysis results - recommendations Form of Assessment : Project Results Assessment / Product Assessment	Group discussion, PBL Compile a 2 X 50 supervision mind map	eLearning: VINESA 2 X 50	Material: Definition, objectives, principles and models of BK Library supervision:	5%

13	able to explain the meaning, objectives, principles and models of BK supervision	1.Accuracy in explaining the meaning, objectives and principles of supervision 2.Accuracy in explaining the BK supervision model	Criteria: completeness of the report - analysis results - recommendations Form of Assessment : Project Results Assessment / Product Assessment	Group discussion, PBL Compile a 2 X 50 supervision mind map	eLearning: VINESA 2 X 50	Material: Definition, objectives, principles and models of BK Library Supervision:	5%
14	able to design guidance and counseling evaluation instruments & present them responsibly and ethically	1.Accuracy determines the evaluation technique used 2.Accuracy of making evaluation instrument grids	Criteria: Scoring Guidelines Form of Assessment : Project Results Assessment / Product Assessment	Group discussion, PBL Develop a 2 X 50 evaluation instrument	eLearning: VINESA 2 X 50	Material: Designing an evaluation instrument Literature:	5%
15	able to design guidance and counseling evaluation instruments & present them responsibly and ethically	1.Accuracy determines the evaluation technique used 2.Accuracy of making evaluation instrument grids	Criteria: Scoring Guidelines Form of Assessment : Project Results Assessment / Product Assessment	Group discussion, PBL Develop a 2 X 50 evaluation instrument	eLearning: VINESA 2 X 50	Material: Designing an evaluation instrument Literature:	6%
16	Understand the concept, model and application of evaluation and supervision in guidance and counseling	1.Explain the meaning, objectives, principles, factors that influence evaluation 2.Comparing evaluation approaches 3.Explain the procedures for implementing the BK program planning evaluation 4.Explain the procedures for implementing the evaluation of the BK program process 5.Explain the procedures for implementing evaluation of BK program results 6.Explain the general procedures for evaluating the BK program (Pattern 17 and Comprehensive) 7.Explain the meaning, objectives, principles of BK supervision	Criteria: Accuracy of answers using the assessment rubric Form of Assessment : Project Results Assessment / Product Assessment, Test	UAS 2 X 50	UAS 2 X 50	Material: Evaluation and Supervision of Guidance and Counseling Literature:	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4.5%
2.	Project Results Assessment / Product Assessment	56%
3.	Portfolio Assessment	4.5%
4.	Test	35%
		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** 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.