



**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
Group Approach in Guidance and Counseling	8620103223	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	2	July 31, 2022

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

<b>PLO-1</b>	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
<b>PLO-3</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
<b>PLO-7</b>	Mastering the concepts and practices of guidance and counseling in various contexts and problems
<b>PLO-10</b>	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)**

<b>PO - 1</b>	Mastering the basic concepts of group approach; Format for providing BK services, Group Guidance, Group Counseling
<b>PO - 2</b>	Students compare group guidance and group counseling

**PLO-PO Matrix**

	P.O	PLO-1	PLO-3	PLO-7	PLO-10
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 teaches students about the concepts of group approaches in guidance and counseling, basic elements in group processes/dynamics, types of group approaches, and theoretical models/orientations in group approaches, exercises/practice in implementing group approaches. Lectures are carried out using mixed methods, namely offline and online combined with various active learning methods such as problem-based learning or project-based learning. Assessment of student success is based on participation scores in taking part in lecture activities, structured assignment scores, and exam scores. The study materials are: 1. Format for providing guidance and counseling services 2. The nature of group guidance 3. The nature of group counseling 4. Comparison of group guidance and counseling 5. Approaches and techniques for group guidance 6. Approaches and techniques for group counseling

**References** **Main :**

- Corey, G. 2012. Theory and Practice of Group Counseling, Eighth Edition. Belmont, CA: Brooks/Cole, Cengage Learning. Shulman, L. 2011. Dynamics and Skills of Group Counseling. Belmont, CA: Brooks/Cole, Cengage Learning. Toseland, R.W. & Rivas, R.F. 2005. An Introduction To Group Work Practice, 5/E. Boston: Allyn & Bacon. Tersedia: [www.ablongman.com](http://www.ablongman.com). Garvin, C.D., Gutierrez, L.M., Galinsky, M.J. 2004. Handbook of Social Work with Groups, Chapter 1. Group Dynamics. Guilford Publications. tersedia: [https://www.researchgate.net/publication/277286672\\_Group\\_Dynamics/...](https://www.researchgate.net/publication/277286672_Group_Dynamics/...)
- Shulman, L. 2011. Dynamics and Skills of Group Counseling. Belmont, CA: Brooks/Cole, Cengage Learning.
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- Garvin, C.D., Gutierrez, L.M., Galinsky, M.J. 2004. Handbook of Social Work with Groups, Chapter 1. Group Dynamics. Guilford Publications. tersedia: [https://www.researchgate.net/publication/277286672\\_Group\\_Dynamics/...](https://www.researchgate.net/publication/277286672_Group_Dynamics/...)
- Setiawati, Denok; Wiyono, Bambang Budi; Hidayah, Nur; Atmoko, Adi; Setiyowati, Arbin Janu. 2021. Group Guidance Based on Javanese Character with Merchant Morals to Improve Student Resilience..Pegem Journal of Education and Instruction, v11 n4 p78-81 2021
- Handbook of Group Counseling and Psychotherapy. (2013). United States: SAGE Publications.
- Hoppock, R. (2012). Group Guidance: Principles, Techniques, and Evaluation. (n.p.): Literary Licensing, LLC.
- Berg, R. C., Landreth, G. L., Fall, K. A. (2013). Group Counseling: Concepts and Procedures. United Kingdom: Routledge.
- Corey, G. (2015). Theory and Practice of Group Counseling. United States: Cengage Learning.
- Carlisle, E. M., Shinkunas, L. A., Lieberman, M. T., Hoffman, R. M., & Reisinger, H. S. (2023). "Reading the room:" A qualitative analysis of pediatric surgeons' approach to clinical counseling. Journal of Pediatric Surgery, 58(3), 503–509. <https://doi.org/10.1016/j.jpedsurg.2022.08.003>
- Baroroh, N., & Daulay, N. (2023). The Ability of Group Counseling Guidance Services to Prevent Customary Behavior Using a Self-Counseling Approach. Journal for Lesson and Learning Studies, 6(1).
- Meldrum, S. (2021). Group career coaching—A critical pedagogical approach. The Journal for Specialists in Group Work, 46(2), 214-225.

**Supporters:**

	<p>1. Setiawati, Denok; Wiyono, Bambang Budi; Hidayah, Nur; Atmoko, Adi; Setiyowati, Arbin Janu. 2021. Group Guidance Based on Javanese Character with Merchant Morals to Improve Student Resilience..Pegem Journal of Education and Instruction, v11 n4 p78-81 2021</p> <p>2. Habsy, B.A., Salsabila, S., Chueyra, S.P., Zuhriyah, S.A., &amp; Sholihah, Z. (2024). Optimalisasi Layanan Teknik Metafora dalam Bimbingan dan Konseling melalui Pendekatan Kelompok. Al-DYAS.</p>						
<b>Supporting lecturer</b>	<p>Dr. Retno Tri Hariastuti, M.Pd., Kons.  Dr. Denok Setiawati, M.Pd., Kons.  Dr. Bakhrudin All Habsy, M.Pd.  Muhammad Farid Ilhamuddin, S.Pd., M.Pd.</p>						
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 can explain the basic concepts of the group approach	<p>1.Students can explain the format for providing guidance and counseling services</p> <p>2.Students can explain the meaning, benefits, functions, principles, types of group guidance</p> <p>3.Students can explain the meaning, benefits, functions and principles of group counseling</p>	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project based learning (project based learning) 3 X 50	Problem based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> Definition, principles, functions, principles, historical basis of guidance and counseling</p> <p><b>Reference:</b> Corey, G. 2012. <i>Theory and Practice of Group Counseling, Eighth Edition.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Shulman, L. 2011. <i>Dynamics and Skills of Group Counseling.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Toseland, RW &amp; Rivas, RF 2005. <i>An Introduction To Group Work Practice, 5/E.</i> Boston: Allyn &amp; Bacon. Available: <a href="http://www.ablongman.com">www.ablongman.com</a>. Garvin, CD, Gutierrez, LM, Galinsky, MJ 2004. <i>Handbook of Social Work with Groups, Chapter 1. Group Dynamics.</i> Guilford Publications. available: <a href="https://www.researchgate.net/publication/277286672_Group_Dynamics/...">https://www.researchgate.net/publication/277286672_Group_Dynamics/...</a></p>	3%
2	Students can explain the basic concepts of the group approach	<p>1.Students can explain the format for providing guidance and counseling services</p> <p>2.Students can explain the meaning, benefits, functions, principles, types of group guidance</p> <p>3.Students can explain the meaning, benefits, functions and principles of group counseling</p>	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project based learning (project based learning) 3 X 50	Problem based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> Definition, principles, functions, principles, historical basis of guidance and counseling</p> <p><b>Reference:</b> Corey, G. 2012. <i>Theory and Practice of Group Counseling, Eighth Edition.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Shulman, L. 2011. <i>Dynamics and Skills of Group Counseling.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Toseland, RW &amp; Rivas, RF 2005. <i>An Introduction To Group Work Practice, 5/E.</i> Boston: Allyn &amp; Bacon. Available: <a href="http://www.ablongman.com">www.ablongman.com</a>. Garvin, CD, Gutierrez, LM, Galinsky, MJ 2004. <i>Handbook of Social Work with Groups, Chapter 1. Group Dynamics.</i> Guilford Publications. available: <a href="https://www.researchgate.net/publication/277286672_Group_Dynamics/...">https://www.researchgate.net/publication/277286672_Group_Dynamics/...</a></p>	3%
3	Students can explain the basic concepts of the group approach	<p>1.Students can explain the format for providing guidance and counseling services</p> <p>2.Students can explain the meaning, benefits, functions, principles, types of group guidance</p> <p>3.Students can explain the meaning, benefits, functions and principles of group counseling</p>	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Performance project based learning, cooperative learning, problem based learning 3 X 50	Problem based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> Definition, principles, functions, principles, historical basis of guidance and counseling</p> <p><b>Reference:</b> Corey, G. 2012. <i>Theory and Practice of Group Counseling, Eighth Edition.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Shulman, L. 2011. <i>Dynamics and Skills of Group Counseling.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Toseland, RW &amp; Rivas, RF 2005. <i>An Introduction To Group Work Practice, 5/E.</i> Boston: Allyn &amp; Bacon. Available: <a href="http://www.ablongman.com">www.ablongman.com</a>. Garvin, CD, Gutierrez, LM, Galinsky, MJ 2004. <i>Handbook of Social Work with Groups, Chapter 1. Group Dynamics.</i> Guilford Publications. available: <a href="https://www.researchgate.net/publication/277286672_Group_Dynamics/...">https://www.researchgate.net/publication/277286672_Group_Dynamics/...</a></p>	3%

4	Students can explain the basic concepts of the group approach	<ol style="list-style-type: none"> <li>Students can explain the format for providing guidance and counseling services</li> <li>Students can explain the meaning, benefits, functions, principles, types of group guidance</li> <li>Students can explain the meaning, benefits, functions and principles of group counseling</li> </ol>	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Performance project based learning, cooperative learning, problem based learning 3 X 50	Problem based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> Definition, principles, functions, principles, historical basis of guidance and counseling</p> <p><b>Reference:</b> Corey, G. 2012. <i>Theory and Practice of Group Counseling, Eighth Edition.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Shulman, L. 2011. <i>Dynamics and Skills of Group Counseling.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Toseland, RW &amp; Rivas, RF 2005. <i>An Introduction To Group Work Practice, 5/E.</i> Boston: Allyn &amp; Bacon. Available: <a href="http://www.ablongman.com">www.ablongman.com</a>. Garvin, CD, Gutierrez, LM, Galinsky, MJ 2004. <i>Handbook of Social Work with Groups, Chapter 1. Group Dynamics.</i> Guilford Publications. available: <a href="https://www.researchgate.net/publication/277286672_Group_Dynamics/">https://www.researchgate.net/publication/277286672_Group_Dynamics/...</a></p>	3%
5	Students can explain the basic concepts of the group approach	<ol style="list-style-type: none"> <li>Students can explain the format for providing guidance and counseling services</li> <li>Students can explain the meaning, benefits, functions, principles, types of group guidance</li> <li>Students can explain the meaning, benefits, functions and principles of group counseling</li> </ol>	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Performance project based learning, cooperative learning, problem based learning 3 X 50	Problem based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> Definition, principles, functions, principles, historical basis of guidance and counseling</p> <p><b>Reference:</b> Corey, G. 2012. <i>Theory and Practice of Group Counseling, Eighth Edition.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Shulman, L. 2011. <i>Dynamics and Skills of Group Counseling.</i> Belmont, CA: Brooks/Cole, Cengage Learning. Toseland, RW &amp; Rivas, RF 2005. <i>An Introduction To Group Work Practice, 5/E.</i> Boston: Allyn &amp; Bacon. Available: <a href="http://www.ablongman.com">www.ablongman.com</a>. Garvin, CD, Gutierrez, LM, Galinsky, MJ 2004. <i>Handbook of Social Work with Groups, Chapter 1. Group Dynamics.</i> Guilford Publications. available: <a href="https://www.researchgate.net/publication/277286672_Group_Dynamics/">https://www.researchgate.net/publication/277286672_Group_Dynamics/...</a></p>	4%
6	Students are able to compare group guidance and group counseling	<ol style="list-style-type: none"> <li>Students can differentiate between guidance and counseling</li> <li>Students can explain the differentiating aspects</li> </ol>	<p><b>Criteria:</b> Non-test &amp; test form rubric: Develop a comparison matrix</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Performance project based learning, cooperative learning, problem based learning 3 X 50	Problem based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> Comparison of group guidance and group counseling</p> <p><b>Reference:</b> Shulman, L. 2011. <i>Dynamics and Skills of Group Counseling.</i> Belmont, CA: Brooks/Cole, Cengage Learning.</p>	4%
7	Students are able to choose one of the group guidance techniques that suits their needs	<ol style="list-style-type: none"> <li>Students choose one of the techniques with service steps that suit their needs</li> <li>Students formulate steps for group guidance techniques</li> <li>Students make videos of group guidance using one of the techniques that suits their needs</li> </ol>	<p><b>Criteria:</b> Criteria: Scoring Guidelines Non-test form: Evaluation instrument</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	Performance project based learning, cooperative learning, problem based learning 3 X 50	Project based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> RPL Guidance and Counseling</p> <p><b>Literature:</b></p>	3%

8	UTS	Students do questions and assignments well and correctly	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	3 X 50		<p><b>Material:</b> Group Approach in Guidance and Counseling <b>Literature:</b></p>	20%
9	Students are able to choose one of the group guidance techniques that suits their needs	<ol style="list-style-type: none"> <li>1.Students choose one of the techniques with service steps that suit their needs</li> <li>2.Students formulate steps for group guidance techniques</li> <li>3.Students make videos of group guidance using one of the techniques that suits their needs</li> </ol>	<p><b>Criteria:</b> Criteria: Scoring Guidelines Non-test form; Evaluation instrument</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<ol style="list-style-type: none"> <li>1. Cooperative learning</li> <li>2. Problem-based learning</li> <li>3. Assignment project</li> </ol> 3 X 50	Project based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> RPL Guidance and Counseling <b>Literature:</b></p>	3%
10	Students are able to choose one of the group guidance techniques that suits their needs	<ol style="list-style-type: none"> <li>1.Students choose one of the techniques with service steps that suit their needs</li> <li>2.Students formulate steps for group guidance techniques</li> <li>3.Students make videos of group guidance using one of the techniques that suits their needs</li> </ol>	<p><b>Criteria:</b> The more complete and correct the more perfect it is</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<ol style="list-style-type: none"> <li>1. Cooperative learning</li> <li>2. Problem-based learning</li> <li>3. Assignment project</li> </ol> 3 X 50	Project based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> RPL Guidance and Counseling <b>Literature:</b></p>	3%
11	Students are able to choose one of the group guidance techniques that suits their needs	<ol style="list-style-type: none"> <li>1.Students choose one of the techniques with service steps that suit their needs</li> <li>2.Students formulate steps for group guidance techniques</li> <li>3.Students make videos of group guidance using one of the techniques that suits their needs</li> </ol>	<p><b>Criteria:</b> Criteria: Scoring Guidelines Non-test form; Evaluation instrument</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<ol style="list-style-type: none"> <li>1. Cooperative learning</li> <li>2. Problem-based learning</li> <li>3. Assignment project</li> </ol> 3 X 50	Project based online learning (eLearning: VINESA) 3 X 50	<p><b>Material:</b> RPL Guidance and Counseling <b>Literature:</b></p>	3%

12	Students are able to formulate approach steps in group counseling	<ol style="list-style-type: none"> <li>1. Students choose one of the service step group counseling approaches that suits their needs</li> <li>2. Students formulate steps for one approach in group counseling</li> <li>3. Students make videos of group counseling using one of the techniques that suits their needs</li> </ol>	<p><b>Criteria:</b> Criteria: Scoring Guidelines Non-test form: Evaluation instrument</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<ol style="list-style-type: none"> <li>1. Cooperative learning</li> <li>2. Problem-based learning</li> <li>3. Assignment project</li> </ol>	Project based online learning (eLearning: VINESA) 3 X 50	<b>Material:</b> RPL Guidance and Counseling <b>Literature:</b>	4%
13	Students are able to formulate approach steps in group counseling	<ol style="list-style-type: none"> <li>1. Students choose one of the service step group counseling approaches that suits their needs</li> <li>2. Students formulate steps for one approach in group counseling</li> <li>3. Students make videos of group counseling using one of the techniques that suits their needs</li> </ol>	<p><b>Criteria:</b> Criteria: Scoring Guidelines Non-test form: Evaluation instrument</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<ol style="list-style-type: none"> <li>1. Cooperative learning</li> <li>2. Problem-based learning</li> <li>3. Assignment project</li> </ol>	Project based online learning (eLearning: VINESA) 3 X 50	<b>Material:</b> RPL Guidance and Counseling <b>Literature:</b>	4%
14	Students are able to formulate approach steps in group counseling	<ol style="list-style-type: none"> <li>1. Students choose one of the service step group counseling approaches that suits their needs</li> <li>2. Students formulate steps for one approach in group counseling</li> <li>3. Students make videos of group counseling using one of the techniques that suits their needs</li> </ol>	<p><b>Criteria:</b> Criteria: Scoring Guidelines Non-test form: Evaluation instrument</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<ol style="list-style-type: none"> <li>1. Cooperative learning</li> <li>2. Problem-based learning</li> <li>3. Assignment project</li> </ol>	Project based online learning (eLearning: VINESA) 3 X 50	<b>Material:</b> RPL Guidance and Counseling <b>Literature:</b>	5%
15	Students are able to formulate approach steps in group counseling	<ol style="list-style-type: none"> <li>1. Students choose one of the service step group counseling approaches that suits their needs</li> <li>2. Students formulate steps for one approach in group counseling</li> <li>3. Students make videos of group counseling using one of the techniques that suits their needs</li> </ol>	<p><b>Criteria:</b> The more complete and correct the more perfect it is</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance</p>	<ol style="list-style-type: none"> <li>1. Cooperative learning</li> <li>2. Problem-based learning</li> <li>3. Assignment project</li> </ol>	Project based online learning (eLearning: VINESA) 3 X 50	<b>Material:</b> RPL Guidance and Counseling <b>Literature:</b>	5%

16	UAS	Students do questions and assignments well and correctly	<b>Criteria:</b> The more complete and correct the more perfect it is  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	3 X 50		<b>Material:</b> Group approach in Guidance and Counseling <b>Literature:</b>	30%
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**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	4.33%
2.	Project Results Assessment / Product Assessment	50.58%
3.	Portfolio Assessment	8.75%
4.	Practical Assessment	7.75%
5.	Practice / Performance	8.58%
6.	Test	20%
		99.99%

**Notes**

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.