



**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 dynamics	8620102053	Study Program Elective Courses	T=2 P=0 ECTS=3.18	5	May 28, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Wiryo Nuryono, S.Pd., M.Pd.		Evi Winingsih, S.Pd., M.Pd.	Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	<b>PLO study program which is charged to the course</b>																																																																																																																						
	PLO-4	Develop yourself continuously and collaborate.																																																																																																																					
	PLO-10	Able to carry out guidance and counseling services by choosing relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																																																																					
	<b>Program Objectives (PO)</b>																																																																																																																						
	PO - 1	Students master the basic concepts of group dynamics																																																																																																																					
	PO - 2	Students are able to analyze group dynamics																																																																																																																					
	PO - 3	Able to plan the concept of group dynamics																																																																																																																					
	PO - 4	Able to apply group dynamics techniques and procedures																																																																																																																					
	PO - 5	Able to prepare reports on the implementation of group dynamics procedures																																																																																																																					
	<b>PLO-PO Matrix</b>																																																																																																																						
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-4</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td>✓</td><td>✓</td></tr> <tr><td>PO-2</td><td>✓</td><td>✓</td></tr> <tr><td>PO-3</td><td>✓</td><td>✓</td></tr> <tr><td>PO-4</td><td>✓</td><td>✓</td></tr> <tr><td>PO-5</td><td>✓</td><td>✓</td></tr> </tbody> </table>	P.O	PLO-4	PLO-10	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓	PO-5	✓	✓																																																																																																			
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																							
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></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>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓														PO-2				✓	✓												PO-3						✓	✓	✓									PO-4									✓	✓	✓	✓					PO-5													✓	✓	✓	✓
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Short Course Description	This course is a course that discusses more about the concept of group dynamics. This course discusses the study of basic concepts of groups, the nature of group dynamics, forms of groups, elements of group dynamics, group growth processes, psychological aspects of groups, communication in groups, power/influence in groups, cohesion in groups, leadership in groups, conflict in groups, strategies for overcoming conflict in groups, decision making in groups, and group guidance and counseling. The learning procedures used to achieve learning outcomes are; group discussions, cooperative learning, and problem-based learning. The assessment of this course is measured through participatory activities, projects, portfolios, practicums and practicals as well as tests
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References	Main :
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<ol style="list-style-type: none"> <li>Arifin, B.S. 2015. <i>Dinamika Kelompok</i>. Bandung: Pustaka Setia.</li> <li>Hartinah, S. 2009. <i>Konsep Dasar Bimbingan Kelompok</i>. Bandung: Refika Aditama.</li> <li>Huraerah, A. &amp; Purwanto. 2006. <i>Dinamika Kelompok: Teori dan Aplikasi</i>. Bandung: Refika Aditama.</li> <li>Johnson, D.W. &amp; Johnson, F.P. 2006. <i>Dinamika Kelompok: Teori dan Keterampilan (Edisi Kesembilan) Terjemahan oleh Theresia 2012</i>. Jakarta: PT Indeks.</li> <li>Santosa, S. 1992. <i>Dinamika Kelompok</i>. Jakarta: Bumi Aksara.</li> <li>Corey, G. (2015). <i>Theory and practice of group counseling</i>. Cengage Learning</li> </ol>							
<b>Supporters:</b>							
<ol style="list-style-type: none"> <li>Nuryono, W. (2022). Achievement Motivation, Affiliation Motivation, and Student Learning Behavior During The Covid-19 Pandemic: A Structural Equation Model. <i>Jurnal Inspirasi Pendidikan</i>, 12(1), 40-47.</li> <li>Elisabeth Christiana, Budi Purwoko, Wiryo Nuryono, Cintanaviola Vesciavingky Lalanda Ilnadya Arafa, &amp; 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. <i>Child Education Journal</i>, 4(3), 211–223. <a href="https://doi.org/10.33086/cej.v4i3.3503">https://doi.org/10.33086/cej.v4i3.3503</a></li> <li>Jacobs, E. E., Schimmel, C. J., Masson, R. L., &amp; Harvill, R. L. (2015). <i>Group counseling:Strategies and skills</i>. Cengage learning.</li> <li>Tasca, G. A. (2021). Twenty-five years of Group Dynamics: Theory, research and practice:Introduction to the special issue. <i>Group Dynamics: Theory, Research, and Practice</i>, 25(3), 205–212. <a href="https://doi.org/10.1037/gdn0000167">https://doi.org/10.1037/gdn0000167</a></li> <li>Beasley, J. J., Ieva, K. P., &amp; Steen, S. (2023). Reclaiming the System: Group counseling landscape in schools. <i>Professional School Counseling</i>, 27(1a), 2156759X2311607. <a href="https://doi.org/10.1177/2156759x231160715">https://doi.org/10.1177/2156759x231160715</a></li> </ol>							
<b>Supporting lecturer</b>	Dr. Hadi Warsito Wiryosutomo, M.Si., Kons. Dr. Elisabeth Christiana, S.Pd., M.Pd. Dr. Denok Setiawati, M.Pd., Kons. Dr. Wiryo Nuryono, S.Pd., M.Pd. Dr. Evi Winingsih, 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	Understand the basic concepts of groups	<ol style="list-style-type: none"> <li>1.Explain the meaning of group</li> <li>2.Identify group characteristics</li> </ol>	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Group discussion Problem-based learning 2 X 50		<b>Material:</b> definition, history and identifying group characteristics. <b>Reference:</b> <i>Hartinah, S. 2009. Basic concepts of group guidance. Bandung: Refika Aditama.</i>	2%
2	Understand the nature of group dynamics	<ol style="list-style-type: none"> <li>1.Explain the meaning of group dynamics</li> <li>2.Explain the history of group dynamics</li> </ol>	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Cooperative learning 2 X 50		<b>Material:</b> definition, history and identifying group characteristics. <b>Reference:</b> <i>Hartinah, S. 2009. Basic concepts of group guidance. Bandung: Refika Aditama.</i>	2%
3	Understand group forms	<ol style="list-style-type: none"> <li>1.Compare group forms</li> <li>2.Identify the characteristics of effective groups</li> </ol>	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Cooperative learning 2 X 50		<b>Material:</b> Identifying group forms and characteristics of effective groups. <b>Reference:</b>	2%
4	Understand the elements of group dynamics	Explain the elements of group dynamics	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Online learning 2 X 50		<b>Material:</b> Identifying group forms and characteristics of effective groups. <b>Reference:</b>	3%
5	Understand the group growth process	Describes the group growth process	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Practical Assessment	Online learning 2 X 50		<b>Material:</b> Understanding the elements of group dynamics and group growth processes. <b>References:</b>	2%

6	Understand the psychological aspects of groups	Explain the psychological aspects of groups	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Practical Assessment	Online learning 2 X 50		<b>Material:</b> Understanding the elements of group dynamics and group growth processes. <b>References:</b>	2%
7	Understand communication in groups	Explain communication in groups	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Online learning 2 X 50		<b>Material:</b> Understanding psychological aspects of groups and communication in groups <b>Reference:</b>	3%
8	Sub Summative Exam	UTS	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Tests	2 X 50		<b>Material:</b> GROUP DYNAMICS <b>References:</b>	20%
9	Understand power/influence within the group	Explain the power/influence in the group	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Online learning 2 X 50		<b>Material:</b> Understanding power/influence in groups and cohesion in groups <b>References:</b> <i>Johnson, DW &amp; Johnson, FP 2006. Group Dynamics: Theory and Skills (Ninth Edition)</i> <i>Translated by Theresia 2012. Jakarta: PT Index.</i>	4%
10	Understand cohesion in groups	Explains cohesion in groups	<b>Criteria:</b> Assessment rubric  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Online learning 2 X 50		<b>Material:</b> Understanding power/influence in groups and cohesion in groups <b>References:</b> <i>Johnson, DW &amp; Johnson, FP 2006. Group Dynamics: Theory and Skills (Ninth Edition)</i> <i>Translated by Theresia 2012. Jakarta: PT Index.</i>	4%
11	Understand leadership in groups	Explain leadership in groups	<b>Criteria:</b> Assessment rubric  <b>Forms of Assessment :</b> Participatory Activities, Practice/Performance, Tests	Online learning 2 X 50		<b>Material:</b> Understanding leadership in groups and conflict in groups <b>References:</b>	5%
12	Understanding conflict in groups	Explain conflict in groups	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Online learning 2 X 50		<b>Material:</b> Understanding leadership in groups and conflict in groups <b>References:</b>	5%
13	Understand strategies for dealing with conflict in groups	Explain strategies for dealing with conflict	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Cooperative learning 2 X 50		<b>Material:</b> Understanding strategies for resolving conflict and decision making in groups, understanding the concept of group guidance and counseling <b>References:</b>	5%

14	Understand decision making in groups	Explain decision making in groups	<b>Criteria:</b> Assessment rubric  <b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Cooperative learning 2 X 50		<b>Material:</b> Understanding strategies for resolving conflict and decision making in groups, understanding the concept of group guidance and counseling <b>. References:</b>	5%
15	Understand the concept of group guidance and counseling	Explain the concept of group guidance and counseling	<b>Criteria:</b> Assessment rubric  <b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Cooperative learning 2 X 50		<b>Material:</b> Understanding strategies for resolving conflict and decision making in groups, understanding the concept of group guidance and counseling <b>. References:</b>	5%
16	Summative Exam	UAS	<b>Criteria:</b> Assessment rubric  <b>Form of Assessment :</b> Participatory Activities, Tests	2 X 50		<b>Material:</b> GROUP DYNAMICS <b>References:</b>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50.84%
2.	Project Results Assessment / Product Assessment	4.67%
3.	Portfolio Assessment	11.5%
4.	Practical Assessment	2%
5.	Practice / Performance	3.34%
6.	Test	26.67%
		99.02%

#### 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** 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.
- 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.