



**Universitas Negeri Surabaya  
Faculty of Education  
Undergraduate Guidance and Counseling Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																
Group conseling	8620102036		T=2 P=0 ECTS=3.18	5	July 17, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																
	.....		.....		Dr. Evi Winingsih, S.Pd., M.Pd.																																
<b>Learning model</b>	Project Based Learning																																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
<b>Short Course Description</b>	Students master the basic concepts of group guidance including; definition, objectives, principles, advantages and disadvantages of group guidance, types, group guidance techniques, can design a group guidance program according to the needs of participants or group members and practice/can apply various group guidance techniques.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b>																																				
	<ol style="list-style-type: none"> <li>1. Corey, G. 1985. Theory and Practice of Group Counseling (second ed.). California: Brooks/Cole Publishing Company.</li> <li>2. Corey, G. 2010. Theory and Practice of Counseling and Psychotherapy(tenthed). California: Brooks/Cole Publishing Company.</li> <li>3. Nursalim, Moch, dan Suradi. 2002. Layanan BK. Surabaya: Unesa University Press</li> <li>4. Nursalim, Moch dan Retno Hariastuti. 2007. KonselingKelompok . Surabaya: Unesa University Press.</li> <li>5. Prayitno. 2004. LayananBimbinganKelompokdanLayananKonselingKelompok. Padang : UNP.</li> <li>6. Jacobs, E.E., Harvill, R.L., &amp; Masson, R.L. 1994. Group Counseling . Strategies &amp; Skills (second ed.). California: Brooks/Cole Publishing Company.</li> <li>7. Gladding, S.T. 1995. Groups Work: A Counseling Specialty (second ed.) . New Jersey: Merrill, An Imprint of Prentice-Hall.</li> </ol>																																				
	<b>Supporters:</b>																																				
<b>Supporting lecturer</b>	Dr. Retno Tri Hariastuti, M.Pd., Kons. Dr. Denok Setiawati, M.Pd., Kons. Muhammad Farid Ilhamuddin, S.Pd., M.Pd.																																				
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																														
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	Students understand various aspects related to the lecture process, including explanations of RPS, lecture approaches and evaluation systems. A learning social contract is also implemented by accommodating suggestions and input as well as students' learning needs. In addition, students are given the opportunity to convey their impressions and perceptions about counselor competence as entry behavior in the lecture process.	1. Students understand the learning contract 2. Convey their impressions and perceptions about counselor competence as entry behavior in the lecture process.	<b>Criteria:</b> For the written test, full marks are obtained if you do all the questions correctly.	direct learning 2 X 50			0%
2	Students understand the nature of group guidance and counseling	Students are able to explain the nature of group guidance and counseling	<b>Criteria:</b> Students will get a perfect score if they are able to answer all the questions	Definition, Components of group guidance, Principles of group guidance, advantages and disadvantages 4 X 50			0%
3	Students understand the nature of group guidance and counseling	Students are able to explain the nature of group guidance and counseling	<b>Criteria:</b> Students will get a perfect score if they are able to answer all the questions	Definition, Components of group guidance, Principles of group guidance, advantages and disadvantages 4 X 50			0%
4	Students understand the comparison of group guidance and counseling as well as the types of group guidance	Students can compare types of group guidance	<b>Criteria:</b> Students will get a perfect score if they are able to answer all questions well	cooperative learning 2 X 50			0%
5	Students understand the comparison of types of group guidance	Students can compare group guidance on free topics and assignment topics	<b>Criteria:</b> Students will get a perfect score if they are able to do their assignments well	problem-based learning, experience-based learning 2 X 50			0%
6	Students understand the techniques in group guidance. Students understand group discussion techniques	Students are able to analyze the advantages and disadvantages of group discussion techniques	<b>Criteria:</b> The more complete the components explained and in accordance with the scenario created, the better the score	problem-based learning and experience-based learning 2 X 50			0%
7	Students analyze the advantages and disadvantages of homeroom engineering group guidance	Students understand the nature of homeroom engineering. Students analyze the advantages and disadvantages of homeroom engineering group guidance	<b>Criteria:</b> The more complete the components explained and in accordance with the scenario created, the better the score	cooperative learning, problem-based learning 2 X 50			0%
8	SUB SUMATIVE EXAMINATION	able to answer all questions well		2 X 50			0%

9	Students understand and are skilled at sociodrama and psychodrama techniques	Students can analyze the suitability of the steps in the video according to theory	<b>Criteria:</b> A perfect score if students are able to practice group discussions according to the scenario and are able to make good written reports	problem based learning, 2 X 50 experiences			0%
10	Students understand and are skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	Students can explain and be skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	<b>Criteria:</b> The more appropriate the scenario created, the more perfect the value	10 X 50 experience-based learning			0%
11	Students understand and are skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	Students can explain and be skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	<b>Criteria:</b> The more appropriate the scenario created, the more perfect the value	10 X 50 experience-based learning			0%
12	Students understand and are skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	Students can explain and be skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	<b>Criteria:</b> The more appropriate the scenario created, the more perfect the value	10 X 50 experience-based learning			0%
13	Students understand and are skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	Students can explain and be skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	<b>Criteria:</b> The more appropriate the scenario created, the more perfect the value	10 X 50 experience-based learning			0%
14	Students understand and are skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	Students can explain and be skilled in the techniques of sociodrama, psychodrama, field trips, games and in group guidance	<b>Criteria:</b> The more appropriate the scenario created, the more perfect the value	10 X 50 experience-based learning			0%
15	Students understand and are skilled at techniques in group guidance group work	Students are able to explain and practice techniques in group guidance group work	<b>Criteria:</b> perfect score if students can practice according to the scenario created	experience-based learning 2 X 50			0%
16	summative exam			2 X 50			0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### 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.

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.