

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

Document Code

communicating idéas, opinions and arguments orally/in writing in Development Guidance         PLO-PO Matrix         PLO-PO Matrix       PLO-7       PLO-8         PO-1            PO-2            PO-3            PO-4            PO-4            PO-4             PO-4              PO-4	SP Developer         Course Cluster Coordinator         Study Program Coordinator           Dr. Najlatun Naqiyah         Dr. Najlatun Naqiyah         Dr. Evi Winingsh, S.Pd, M.Pd.           earning nodel         Case Studies         Dr. Najlatun Naqiyah         Dr. Evi Winingsh, S.Pd, M.Pd.           PLO3         Mastering the concepts and practices of guidance and counseling in various contexts and problems         PD-7           PLO3         Mastering the concepts and practices of guidance and counseling in various contexts and problems         PD-1           PLO3         Mastering the concepts and practices of guidance and counseling in various contexts and problems         PD-1           PLO3         Master the knowledge of designing, implementing and assessing developmental BK management services         PO-1           PO-1         Skilled in solving rindpenently, volking together in a team, being reposible for both individual and team tasks, as we communicating ideas, opinonia and arguments orally/in writing in Development Guidance         PD-4           PO-1         x         x         x         x           PO-1         x         x         x         x         x           PO-1         x         x         x         x         x         x           PO-1         x         x         x         x         x         x         x         x         x </th <th>BP option         Study Program Coordinator         Study Program Coordinator           Or. Najlatun Naqiyah         Dr. Najlatun Naqiyah         Dr. Evi Winingsh, S.Pd., M.Pd.           earning codel         Case Studies         Dr. Najlatun Naqiyah         Dr. Evi Winingsh, S.Pd., M.Pd.           earning codel         Case Studies         PLO Study program which is charged to the course         PLO           PLO3         Mastering the concepts and practices of guidance and courseling in various contexts and problems         PLO3           PLO3         Able to apply the principles of individual growth and development in guidance and courseling services         PO-1           PO-1         Master the knowledge of designing, implementing and assessing developmental BK management services         PO-2           PO-2         Skilled in providing Developmental Guidance Services         PO-3           PO-4         Skilled in volving indigendentity, writing in Developmental BK management services         PO-4           PO-1         V         V         V           PO-2         Skilled in volving indigendentity, writing in Developmental Guidance         Master the knowledge of designing, implementing writing in Development Guidance           PO-1         V         V         V         V         V           PO-1         V         V         V         V         V         V</th> <th>•</th> <th>Guidance and C</th> <th>ounceling</th> <th>0000100</th> <th></th> <th></th> <th></th> <th></th> <th>-</th> <th></th> <th></th> <th>-</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>	BP option         Study Program Coordinator         Study Program Coordinator           Or. Najlatun Naqiyah         Dr. Najlatun Naqiyah         Dr. Evi Winingsh, S.Pd., M.Pd.           earning codel         Case Studies         Dr. Najlatun Naqiyah         Dr. Evi Winingsh, S.Pd., M.Pd.           earning codel         Case Studies         PLO Study program which is charged to the course         PLO           PLO3         Mastering the concepts and practices of guidance and courseling in various contexts and problems         PLO3           PLO3         Able to apply the principles of individual growth and development in guidance and courseling services         PO-1           PO-1         Master the knowledge of designing, implementing and assessing developmental BK management services         PO-2           PO-2         Skilled in providing Developmental Guidance Services         PO-3           PO-4         Skilled in volving indigendentity, writing in Developmental BK management services         PO-4           PO-1         V         V         V           PO-2         Skilled in volving indigendentity, writing in Developmental Guidance         Master the knowledge of designing, implementing writing in Development Guidance           PO-1         V         V         V         V         V           PO-1         V         V         V         V         V         V	•	Guidance and C	ounceling	0000100					-			-							
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Program Objectives (PO)       O       O       O         P0 - 1       Master the knowledge of designing, implementing and assessing developmental BK management services         P0 - 2       Skilled in providing Developmental Guidance Services         P0 - 3       Skilled in noving child development problems using various strategies/methods/models of developmental guidance and counseling         P0 - 4       Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as we communicating ideas, opinions and arguments orally/in writing in Development Guidance         PLO-PO Matrix       PO-1       ✓       ✓         P0-3       ✓       ✓       ✓         P0-4       ✓       ✓       ✓         P0-2       ✓       ✓       ✓         P0-3       ✓       ✓       ✓         P0-4       ✓       ✓       ✓         P0-3       ✓       ✓       ✓         P0-4       ✓       ✓       ✓       ✓         P0-1       ✓       ✓       ✓       ✓       ✓       ✓       ✓         P0-1       ✓       ✓       ✓       ✓       ✓       ✓       ✓       ✓       ✓       ✓       ✓       ✓       ✓       ✓       ✓       ✓       <	Program Objectives (PO)       0 <td>Program Objectives (PO)       O       O       O         P0 - 1       Master the knowledge of designing, implementing and assessing developmental BK management services         P0 - 2       Skilled in providing Developmental Guidance Services         P0 - 3       Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as well communicating ideas, opinions and arguments orally/in writing in Development Guidance         P0 - 4       Skilled in working independently, working i</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> <td></td> <td></td> <td></td>	Program Objectives (PO)       O       O       O         P0 - 1       Master the knowledge of designing, implementing and assessing developmental BK management services         P0 - 2       Skilled in providing Developmental Guidance Services         P0 - 3       Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as well communicating ideas, opinions and arguments orally/in writing in Development Guidance         P0 - 4       Skilled in working independently, working i			-		· ·	· ·		-								•			
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PO-2       Skilled in providing Developmental Guidance Services         PO-3       Skilled in solving child development problems using various strategies/methods/models of developmental guidance and counseling         PO-4       Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as we communicating ideas, opinions and arguments orally/in writing in Development Guidance         PLO-PO Matrix       PO-1       ·       ·         PO-2       ·       ·       ·         PO-4       ·       ·       ·         PO-3       ·       ·       ·         PO-1       ·       ·       ·         PO-2       ·       ·       ·         PO-3       ·       ·       ·         PO-4       ·       ·       ·         PO-1       ·       ·       ·         PO-2       ·       ·       ·       ·         PO-4       ·	PO-2       Skilled in providing Developmental Guidance Services         PO-3       Skilled in solving child development problems using various strategies/methods/models of developmental guidance and counseling         PO-4       Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as we communicating ideas, opinions and arguments orally/in writing in Development Guidance         PLO-PO Matrix       PLO-PO Matrix         PO-1       ·       ·         PO-2       ·       ·         PO-4       ·       ·         PO-4       ·       ·         PO-2       ·       ·         PO-3       ·       ·         PO-4       ·       ·         PO-4       ·       ·         PO-4       ·       ·         PO-1       ·       ·         PO-2       ·       ·         PO-4       ·       ·         PO-4       ·       ·       ·         PO-1       ·       ·       ·       ·         PO-3       ·       ·       ·       ·       ·       ·         PO-4       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·	PO.2       Skilled in providing Developmental Guidance Services         PO.3       Skilled in solving child development problems using various strategies/methods/models of developmental guidance and counseling         PO.4       Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as well communicating ideas, opinions and arguments orally/in writing in Development Guidance         PLO-PO Matrix       PLO-PO Matrix         PLO-PO Matrix       PO.1        ×         PO.3              PO.4       PLO-PO Matrix       PO.4            PO.4        ×              PO.4        ×			- · ·								· .								
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P0-4       Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as we communicating ideas, opinions and arguments orally/in writing in Development Guidance         PLO-PO Matrix       PO-1       /       /         P0-1       /       /       /         P0-2       /       /       /         P0-3       /       /       /         P0-4       /       /       /         P0-4       /       /       /         P0-4       /       /       /         P0-1       /       /       /         P0-2       /       /       /         P0-4       /       /       /         P0-4       /       /       /         P0-1       /       /       /         P0-2       /       /       /         P0-4       /       /       /       /         P0-1       /       /       /       /       /       /       /         P0-1       /       /       /       /       /       /       /       /       /         P0-2       /       /       /       /       /       /	P0-4       Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as we communicating ideas, opinions and arguments orally/in writing in Development Guidance         PLO-PO Matrix       PO-1       ·       ·         P0-1       ·       ·       ·         P0-2       ·       ·       ·         P0-3       ·       ·       ·         P0-4       ·       ·       ·         P0-1       ·       ·       ·         P0-4       ·       ·       ·         P0-4       ·       ·       ·         P0-1       ·       ·       ·       ·         P0-1       ·       ·       ·       ·       ·       ·       ·         P0-1       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       ·       <	P0-4       Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as well communicating ideas, opinions and arguments orally/in writing in Development Guidance         PLO-PO Matrix       PO-1       V       V         P0-1       V       <				-		·													
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PLO-PO Matrix           P-0         PLO-7         PLO-8           PO.1             PO.2             PO.3             PO.4             PO.1              PO.1               PO.2                PO.3                   PO.4                   <	PLO-PO Matrix         P.O       PLO-7       PLO-8         PO-1       ·       ·         PO-2       ·       ·         PO-3       ·       ·         PO-4       ·       ·         PO-4       ·       ·         PO-4       ·       ·         PO-1       ·       ·         PO-4       ·       ·         PO-1       ·       ·       ·         PO-1       ·       ·       ·       ·         PO-1       · <t< td=""><td>PLO-PO Matrix         PO       PLO-7         PO.1       ·         PO.2       ·         PO.3       ·         PO.4       ·         PO.1       ·         PO.1       ·         PO.2       ·         PO.4       ·         PO.4       ·         PO.1       ·         PO.2       ·         PO.2       ·         PO.2       ·         PO.2       ·         PO.3       ·         PO.4       ·         PO.4&lt;</td><td></td><td>PO - 4</td><td colspan="8">Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing in Development Guidance</td></t<>	PLO-PO Matrix         PO       PLO-7         PO.1       ·         PO.2       ·         PO.3       ·         PO.4       ·         PO.1       ·         PO.1       ·         PO.2       ·         PO.4       ·         PO.4       ·         PO.1       ·         PO.2       ·         PO.2       ·         PO.2       ·         PO.2       ·         PO.3       ·         PO.4       ·         PO.4<		PO - 4	Skilled in working independently, working together in a team, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing in Development Guidance																
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PO-1         ·         ·           PO-2         ·         ·           PO-3         ·         ·           PO-4         ·         ·           PO-1         ·         ·         ·           PO-1         ·         ·         ·         ·           PO-1         ·         ·         ·         ·         ·           PO-2         I	PO-1       ·       ·         PO-2       ·       ·         PO-3       ·       ·         PO-4       ·       ·         PO-1       ·       ·       ·       ·         PO-1       ·       ·       ·       ·       ·       ·         PO-1       ·	PO-1         Image: Construction of the concept of child development, the concept of developmental guidance and counseling, PO-4         Image: Construction of the concept of child development, the concept of developmental guidance and counseling, applying problems related to competency standards for developmental tasks, student. This course provides knowledge to students through the concept of child development, the concept of developmental guidance and counseling, applying problems related to competency standards for developmental tasks, student. This course are carried out with student centered learning through small group discussions, case studies, and problem based learning.		PLO-PO Wath	IA .		_														
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PO-3       PO-4	PO-3       PO-4	intercent course       PO-3       Intercent course         ishort Course       PO-4       Intercent course         ishort Course       PO-4       Intercent course         ishort Course       This course provides knowledge to students through the concept of child development, the concept of developmental guidance and counseling, evaluating resolving problems related to competency standards for developmental tasks. student. This course also equips students to be able to make decision applying/applying special strategies/methods/models to find alternative solutions in solving problems in the field of developmental guidance and course Lectures are carried out with student centered learning through small group discussions, case studies, and problem based learning.			PO-1		~	~	1	1	1	1	1	~	1	1.	· ·	1	1	1	1
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Short Course Description This course provides knowledge to students through the concept of child development, the concept of developmental guidance and counseling, evaluating, developmental guidance and counseling strategies/methods/models, as well as skills for planning, preparing programs, implementing, evaluating applying/applying special strategies/methods/models to find alternative solutions in solving problems in the field of developmental guidance and counsel to competency standards for developmental tasks. student. This course also equips students to be able to make decisio applying/applying special strategies/methods/models to find alternative solutions in solving problems in the field of developmental guidance and counse Lectures are carried out with student centered learning through small group discussions, case studies, and problem based learning.	Short Course Description This course provides knowledge to students through the concept of child development, the concept of developmental guidance and counseling, developmental guidance and counseling strategies/methods/models, as well as skills for planning, preparing programs, implementing, evaluating resolving problems related to competency standards for developmental tasks. student. This course also equips students to be able to make decision applying/applying special strategies/methods/models to find alternative solutions in solving problems in the field of developmental guidance and counse Lectures are carried out with student centered learning through small group discussions, case studies, and problem based learning.	Short Course developmental guidance and counseling strategies/methods/models, as well as skills for planning, preparing programs, implementing, evaluating resolving problems related to competency standards for developmental tasks. Student. This course also equips students to be able to make decision applying/applying special strategies/methods/models to find alternative solutions in solving problems in the field of developmental guidance and counse and counse ing through small group discussions, case studies, and problem based learning.																			
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Week	Final abil learning s (Sub-PO)		Evaluation		Lea Stude [ E	lelp Learning, rning methods, ent Assignments, estimated time]	Learning materials [References]	Assessment Weight (%)
			Indicator	Criteria & Form	Offline( offline)	Online ( <i>online</i> )		
(1)	students explain th classifica character developm	(2) case studies, are able to tion, ristics and nent problems of and adolescents	<ul> <li>(3)</li> <li>1.Explain the meaning of child and adolescent development</li> <li>2.Classifying children's problems</li> <li>3.Identifying children's developmental characteristics</li> <li>4.Analyze development problems</li> <li>5.Communicate identification and analysis results in active participation</li> </ul>	(4) Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	(5)	(6) The lecture begins with an explanation from the lecturer via ppt followed by a case study in identifying children's characteristics and problems	(7) Material: What is the history of BK Development? References: Gysbers, NC & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA. Material: Understanding child development, classification of cognitive, emotional and behavioral development, developmental problems. Reference: Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model.": 1–169.	(8)
2	Through case studies, students are able to analyze the concept of Developmental Guidance and Counseling		<ol> <li>Describe the concept of developmental BK</li> <li>Describe the philosophical basis of comprehensive BK</li> <li>Understand the BK components of basic service development, individual planning, developing responsive services</li> <li>System support</li> <li>Analyze the philosophical basis of BK development in the form of a written report</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 3 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities		The lecture begins with an introduction by the lecturer via ppt, followed by a case study in small groups and the results of the case study are reported in writing	Material: comprehensive guidance and counseling components, developmental guidance and counseling concepts and philosophical foundations <b>References:</b> Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.	2%

3	Through case studies, students are able to determine comprehensive guidance and counseling strategies/methods/models by paying attention to student development	<ol> <li>Describe comprehensive BK strategies/methods/models based on student development</li> <li>Analyzing strategies/methods/. Comprehensive BK model</li> <li>Communicate the results of the analysis in the form of a written report</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	The lecture begins with a case study in small groups and the results of the case study are reported in writing, then the lecturer provides reflections and simulations about strategies/methods/. developmental guidance and counseling model	Material: What is the definition and objectives of BK Development? Bibliography: Silvivil Ted. et. al. 2001. Iowa Comprehensive Counseling and Guidance Program Development Guide. Iowa: Grimes State Office Building. Material: strategies/methods/models Comprehensive guidance and counseling References: Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1–169.	3%
4	Through case studies, students are able to determine comprehensive guidance and counseling strategies/methods/models by paying attention to student development	<ol> <li>Describe comprehensive BK strategies/methods/models based on student development</li> <li>Analyzing strategies/methods/. Comprehensive BK model</li> <li>Communicate the results of the analysis in the form of a written report</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 3 if done well, Score 1 if not done Form of Assessment : Participatory Activities	The lecture begins with a case study in small groups and the results of the case study are reported in writing, then the lecturer provides reflections and simulations about strategies/methods/. developmental guidance and counseling model	Material: What are the roles of counselors and school personnel? Reference: South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina. Material: strategies/methods/models Comprehensive guidance and counseling References: Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1–169.	3%
5	Through problem-based learning, students are able to organize basic services	<ol> <li>Carrying out a comprehensive BK needs assessment</li> <li>Determine the goals of student development guidance and counseling</li> <li>Create RPLBK for elementary, middle school, high school/vocational school children</li> <li>Present the results of the development of comprehensive BK materials in the field of basic services orally and in writing</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	The lecture begins with an introduction by the lecturer via ppt, followed by problem based learning through small groups and the results are reported in writing and presented	Material: What are the basic services and forms of services provided to students? References: Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.	3%
6	Through problem-based learning, students are able to organize basic services	<ol> <li>Carrying out a comprehensive BK needs assessment</li> <li>Determine the goals of student development guidance and counseling</li> <li>Create RPLBK for elementary, middle school, high school/vocational school children</li> <li>Present the results of the development of comprehensive BK materials in the field of basic services orally and in writing</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	The lecture begins with an introduction by the lecturer via ppt, followed by problem based learning through small groups and the results are reported in writing and presented	Material: What is responsive service? References: Gysbers, NC & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA. Material: What are the basic services and forms of services provided to students? References: Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.	3%
7	Through problem-based learning, students are able to organize basic services	<ol> <li>Carrying out a comprehensive BK needs assessment</li> <li>Determine the goals of student development guidance and counseling</li> <li>Create RPLBK for elementary, middle school, high school/vocational school children</li> <li>Present the results of the development of comprehensive BK materials in the field of basic services orally and in writing</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	The lecture begins with an introduction by the lecturer via ppt, followed by problem based learning through small groups and the results are reported in writing and presented	Material: Definition, goals, focus and individual planning strategies <b>References:</b> Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama. <b>Material:</b> What are the basic services and forms of services provided to students? <b>References:</b> Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.	3%

8	Sub Summative Exam	Final ability indicators 1 to 7	Criteria: Give a score of 4 if the answer is correct. Give a score of 3 if the answer is quite correct. Give a score of 2 if the answer has many mistakes. Give a score of 1 if the answer is wrong. Give a score of 0 if you don't do it. Score : (Total score: 20) x 100 Form of Assessment : Test	Midterm Exam 2 X 50	Material: Implementation of developmental guidance and counseling to increase student competence and achievement. References: Urbina, Ivett, Elizabeth Villares, and Melissa Mariani. 2017. "Examining the Efficacy of the Spanish Cultural Translation of the Student Success Skills Program to Improve Academic Achievement." Journal of Humanistic Counseling 56(2): 127–43.	20%
9	Through project based learning, students are able to plan individual planning services and produce individual child planning documents	<ol> <li>Orienting to long-term goals</li> <li>Determine short-term goals</li> <li>Discover individual planning priorities</li> <li>A.nalyze how to achieve short-term goals</li> <li>Find solutions to individual planning problems</li> <li>Produce individual planning documents according to developmental tasks</li> <li>Present the results of individual planning</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Students receive introductory material from the lecturer regarding individual planning, followed by project based learning in groups and the results are reported in writing and presented	Material: System support References: Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama. Material: individual development References: Angraeni, D., & Naqiyah, N. (2018). The Relationship between the School Environment and the Development of Emotional Intelligence of Class VIII Students at SMP Negeri 20 Surabaya. BK UNESA, 8 (3), 22, 25.	3%
10	Through project based learning, students are able to plan individual planning services and produce individual child planning documents	<ol> <li>Orienting to long-term goals</li> <li>Determine short-term goals</li> <li>Discover individual planning priorities</li> <li>Analyze how to achieve short-term goals</li> <li>Find solutions to individual planning problems</li> <li>Produce individual planning documents according to developmental tasks</li> <li>Present the results of individual planning</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	Students receive introductory material from the lecturer regarding individual planning, followed by project based learning in groups and the results are reported in writing and presented	Material: System support References: Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama. Material: individual development References: Angraeni, D., & Naqiyah, N. (2018). The Relationship between the School Environment and the Development of Emotional Intelligence of Class VIII Students at SMP Negeri 20 Surabaya. BK UNESA, 8 (3), 22, 25.	4%
11	Through project based learning, students are able to plan individual planning services and produce individual child planning documents	<ol> <li>Orienting to long-term goals</li> <li>Determine short-term goals</li> <li>Discover individual planning priorities</li> <li>Analyze how to achieve short-term goals</li> <li>Find solutions to individual planning problems</li> <li>Produce individual planning documents according to developmental tasks</li> <li>Present the results of individual planning</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 2 if done well, Score 1 if not done Form of Assessment : Participatory Activities	Students receive introductory material from the lecturer regarding individual planning, followed by project based learning in groups and the results are reported in writing and presented	Material: System support References: Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama. Material: individual development References: Anggraeni, D., & Naqiyah, N. (2018). The Relationship between the School Environment and the Development of Emotional Intelligence of Class VIII Students at SMP Negeri 20 Surabaya. BK UNESA, 8 (3), 22, 25.	4%
12	Through project based learning, students are able to apply responsive services	<ol> <li>Implement a developmental crisis intervention services program</li> <li>Evaluating crisis counseling services addressing developmental problems</li> <li>Generate crisis counseling services documents</li> <li>Present the results of crisis counseling services</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	through project based learning, students in groups apply the behavioral intervention service program that has been prepared and evaluate the success of crisis counseling then the resorted in writing and presented.	Material: What are the career field competency standards? Reference: South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina. Material: Implementation of responsive services with crisis counseling to overcome student development problems. Reference: Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model.": 1–169.	5%

13	Through project based learning, students are able to apply responsive services	<ol> <li>Implement a developmental crisis intervention services program</li> <li>Evaluating crisis counseling services addressing developmental problems</li> <li>Generate crisis counseling services documents</li> <li>Present the results of crisis counseling services</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	through project based learning, students in groups apply the behavioral intervention service program that has been prepared and evaluate the success of crisis counseling then the results are reported in writing and presented.	Material: What are the career field competency standards? Reference: South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina. Material: Implementation of responsive services with crisis counseling to overcome student development problems. Reference: Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1–169.	5%
14	Through project based learning, students are able to apply responsive services	<ol> <li>Implement a developmental crisis intervention services program</li> <li>Evaluating crisis counseling services addressing developmental problems</li> <li>Generate crisis counseling services documents</li> <li>Present the results of crisis counseling services</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	through project based learning, students in groups apply the behavioral intervention service program that has been prepared and evaluate the success of crisis counseling then the results are reported in writing and presented.	Material: What are the career field competency standards? Reference: South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina. Material: Implementation of responsive services with crisis counseling to overcome student development problems. Reference: Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model." : 1–169.	5%
15	Through project based learning, students are able to apply responsive services	<ol> <li>Implement a developmental crisis intervention services program</li> <li>Evaluating crisis counseling services addressing developmental problems</li> <li>Generate crisis counseling services documents</li> <li>Present the results of crisis counseling services</li> </ol>	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Participatory Activities	through project based learning, students in groups apply the behavioral intervention service program that has been prepared and evaluate the success of crisis counseling then the results are reported in writing and presented.	Material: What are the career field competency standards? Reference: South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina. Material: Implementation of responsive services with crisis counseling to overcome student development problems. Reference: Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Guidance and Counseling Model.": 1–169.	5%

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16	Summative Exam	Final ability indicators 1 to 15	Criteria: Give a score of 4 if the answer is correct. Give a score of 3 if the answer is quite correct. Give a score of 2 if the answer has many mistakes. Give a score of 1 if the answer is wrong. Give a score of 0 if you don't do it. Score = (Total score: 20) x 100 Form of Assessment : Test	Final exam semester 2 X 50		Material: Problems of Indonesian adolescent development and implementation of BK in Indonesia Reference: Department of National Education. 2007. Structuring Professional Education for Counselors and Guidance and Counseling Services in Formal Education Pathways. Jakarta: Department of National Education. Material: What are the roles of counselors and school personnel? References: Gysbers, NC & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA. Material: Personal, social, academic and career competency standards Reference: South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina. Material: Indonesian adolescent development problems Reference: Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.	30%

Evaluation Percentage Recap: Case Study

	idation i oroontago ita	outpi enco e	
No	Evaluation	Percentage	
1.	Participatory Activities	50%	
2.	Test	50%	
		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.
- Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, 8. 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.