

		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																																									
Guidance and Counseling in Primary and Secondary Schools		8620102189			T=0	P=0	ECTS=0	6 July 17, 2024																																									
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator																																											
			Dr. Evi Winingsih, S.Pd., M.Pd.																																											
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>																																															
	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Examining guidance and counseling services in primary and secondary schools includes material on the legal and rational basis of guidance and counseling in primary and secondary schools, understanding the characteristics of students in primary and secondary schools, planning guidance and counseling services in primary and secondary schools, implementation of guidance and counseling programs in primary and secondary schools , as well as evaluation, reporting and follow-up of BK in primary and secondary schools. The learning procedures used are; cooperative learning, online learning, and problem-based learning.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Kemdikbud. 2016. Pedoman Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kemdikbud. 2. Kemdikbud. 2016. Panduan Penyelenggaraan Bimbingan dan Konseling Sekolah Dasar (SD). Jakarta: Kemdikbud. 3. Kemdikbud. 2016. Panduan Penyelenggaraan Bimbingan dan Konseling Sekolah Menengah Pertama (SMP). Jakarta: Kemdikbud. 4. Kemdikbud. 2016. Panduan Penyelenggaraan Bimbingan dan Konseling Sekolah Menengah Atas (SMA). Jakarta: Kemdikbud. 																																																
	Supporters:																																																
Supporting lecturer	Dra. Titin Indah Pratiwi, M.Pd. Prof. Dr. Mochamad Nursalim, M.Si. Dr. Denok Setiawati, M.Pd., Kons. Muhammad Farid Ilhamuddin, S.Pd., M.Pd.																																																
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																										
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																												

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the regulations and principles for implementing counseling guidance in secondary schools	Correctly describe the regulations and steps for implementing counseling guidance in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
2	Understanding the characteristics of students in secondary schools	Can analyze the characteristics of students in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
3	Understanding guidance and counseling planning in secondary schools	Can review the regulations for implementing guidance and counseling in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
4	Develop guidance and counseling plans in secondary schools	Can prepare guidance and counseling plans at school	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
5	Develop guidance and counseling plans in secondary schools	Can prepare guidance and counseling plans at school	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
6	Understand the implementation of Basic Guidance and Counseling Services in secondary schools	Can analyze the implementation of Basic Guidance and Counseling Services in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
7	Planning the implementation of Basic Services (RPLBK) Guidance and counseling in secondary schools	Can plan the implementation of Basic Services (RPLBK) Guidance and counseling in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
8		U.S.S	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	USS 2X50			0%
9	Understand the implementation of specialization and individual planning Guidance and counseling in secondary schools	Can analyze the implementation of specialization and individual planning for guidance and counseling in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
10	Planning specialization services and individual planning Guidance and counseling in secondary schools	Can plan the implementation of specialization and individual planning Guidance and counseling in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%

11	Understanding the implementation of responsive guidance and counseling services in secondary schools	Can analyze the implementation of responsive guidance and counseling services in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
12	Planning the implementation of responsive guidance and counseling services in secondary schools	Can plan the implementation of responsive guidance and counseling services in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
13	Planning the implementation of responsive guidance and counseling services in secondary schools	Can plan the implementation of responsive guidance and counseling services in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
14	Understand the guidance and counseling system support in secondary schools	Can analyze the guidance and counseling system support in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
15	Planning the implementation of guidance and counseling system support in secondary schools	Can plan guidance and counseling system support in secondary schools	Criteria: 4 if very good 3 if good 2 if quite good 1 if not good	Lectures and questions and answers 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

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.
- 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.

