



**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>												
Guidance and Counseling Services	8620102086		T=2 P=0 ECTS=3.18	2	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>	Case Studies																
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	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
<b>Short Course Description</b>	The study of school guidance and counseling service patterns includes: orientation services, information services, placement and distribution services, classical guidance services, group guidance services, individual counseling services, group counseling services, advocacy services, and consultation services. The learning procedures used to achieve learning outcomes are group discussions, cooperative learning, problem-based learning, and project-based learning.																
<b>References</b>	<b>Main :</b>																
	<ol style="list-style-type: none"> <li>1. Nursalim, M. &amp; Suradi. 2002. Layanan Bimbingan dan Konseling. Surabaya: Unesa University Press.</li> <li>2. Prayitno &amp; Amti, E. 2013. Dasar-dasar Bimbingan dan Konseling. Jakarta: Rineka Cipta.</li> <li>3. Winkel, W.S. &amp; Hastuti, M.M.S. 2005. Bimbingan dan Konseling di Institusi Pendidikan (Edisi Revisi). Yogyakarta: Media Abadi.</li> <li>4. Departemen Pendidikan Nasional. 2007. Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal. Jakarta: Departemen Pendidikan Nasional.</li> <li>5. Gibson, R. L. &amp; Mitchell, M.H. 2008. Bimbingan dan Konseling. Ed.7. Terjemahan Yudi Santoso. Yogyakarta: Pustaka Pelajar.</li> <li>6. Nurihsan, A. J. 2006. Bimbingan dan Konseling dalam Berbagai Latar Kehidupan. Bandung: Refika Aditama.</li> </ol>																
	<b>Supporters:</b>																
<b>Supporting lecturer</b>	Dr. Hadi Warsito Wiryosutomo, M.Si., Kons. Dr. Denok Setiawati, M.Pd., Kons. Dr. Ari Khusumadewi, 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	Understand the concept of guidance and counseling services	- Lecture contract - Explains the meaning of BK services - Explains the variety of BK services	<b>Criteria:</b> For the written test, full marks are obtained if you do all the questions correctly. For product assessment (written reports), consider the completeness aspect of the report - analysis results	- Problem based learning - 1 X 1 group discussion			0%
2	Understand BK services in pattern 17 and comprehensive patterns	Identifying differences in BK services in pattern 17 and comprehensive pattern	<b>Criteria:</b> Rubric	- Problem-based learning group discussion 2 X 50			0%
3	Understand the concept of data collection services	- Explain the meaning of data collection services - Explain the purpose of data collection services Explain the implementation of data collection services	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
4	Understand the concept of onboarding services	- Explain the meaning of orientation services - Explain the objectives of orientation services - Explain the implementation of orientation services	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
5	Understand the concept of information services	- Explain the meaning of information services - Explain the objectives of information services Explain the implementation of information services	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
6	Understand the concept of placement and distribution services	- Explain the meaning of placement and distribution services - Explain the objectives of placement and distribution services Explain the implementation of placement and distribution services	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
7	Understand the concept of individual counseling services	- Explain the meaning of individual counseling services - Explain the objectives of individual counseling services Explain the implementation of individual counseling services	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
8	uts		<b>Criteria:</b> rubric	2 X 50			0%

9	Understand the concept of group guidance services	- Explain the meaning of group guidance services - Explain the purpose of group guidance services Explain the implementation of group guidance services	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
10	Understand the concept of group counseling services	- Explain the meaning of group counseling services - Explain the objectives of group counseling services Explain the implementation of the service	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
11	Understand the concept of advocacy and consulting services	- Explain the meaning of advocacy and consultation services - Explain the objectives of advocacy and consultation services. Explain the implementation of advocacy and consultation services	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
12	Understand the concept of case conference activities	- Explain the meaning of case conference activities - Explain the purpose of case conference activities. Explain the implementation of case conference activities	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
13	Understand the concept of home visits and case transfer activities (referrals)	- Explain the meaning of home visits and case transfer activities (referrals) - Explain the purpose of home visits and case transfer activities (referrals) Explain the implementation of home visits and case transfer activities (referrals)	<b>Criteria:</b> Rubric	Cooperative learning (jig saw) 2 X 50			0%
14	Have the ability to design BK service programs	Able to design BK service programs	<b>Criteria:</b> Rubric	2 X 50 project based learning			0%
15	Have the ability to design BK service programs	Able to design BK service programs	<b>Criteria:</b> Rubric	2 X 50 project based learning			0%
16	UAS		<b>Criteria:</b> Rubric	2 X 50			0%

### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.
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.