



**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
Bimb. & Cons. Development	8620102045		T=2	P=0	ECTS=3.18	5	May 27, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies																																																																																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	Program Objectives (PO)																																																																																																					
	PO - 1	Master the knowledge of designing, implementing and assessing developmental BK management services																																																																																																				
	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 as communicating ideas, opinions and arguments orally/in writing in Development Guidance																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: 20px;"> <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> </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																
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Short Course Description Study of the history of developmental guidance and counseling, the theoretical basis of developmental guidance and counseling, basic concepts of developmental guidance and counseling, the role of counselors and other school personnel, basic services, responsive services, individual planning, system support, personal-social competence at the elementary school level, Middle school, high school, academic/learning competencies at elementary, middle school, high school levels, and career field competencies at elementary, middle school and high school levels as well as implementation of developmental guidance and counseling. The learning procedures used to achieve learning outcomes are; group discussions, cooperative learning, and problem-based learning.

References	Main :

1. Departemen Pendidikan Nasional. 2007. Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal. Jakarta: Departemen Pendidikan Nasional.
2. Gysbers, N. C. & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA.
3. South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.
4. Stilwil Ted. et. al. 2001. Iowa Comprehensive Counseling and Guidance Program Development Guide. Iowa: Grimes State Office Building.
5. Yusuf, Syamsu L.N. 2017. Bimbingan dan Konseling Perkembangan: Suatu Pendekatan Komprehensif. Bandung: Refika Aditama.
6. (Rex 2008)(Fathoni et al. 2021)(Hastuti and Tyas 2021)(Demirtas-Zorbaz and Ulas 2015)(Yuksel-Sahina 2012)(Porter 2020) (Cantor et al. 2019)(Demirtaş 2020)
7. Cantor, Pamela et al. 2019. "Malleability, Plasticity, and Individuality: How Children Learn and Develop in Context1." Applied Developmental Science 23(4): 307–37. <https://doi.org/10.1080/10888691.2017.1398649>.
8. Demirtas-Zorbaz, Selen, and Ozlem Ulas. 2015. "Views of Psychological Counselor Candidates About Psychological Counseling and Guidance Education." Procedia - Social and Behavioral Sciences 186: 1298–1301.
9. Demirtaş, Ayşe Sibel. 2020. "Cognitive Flexibility and Mental Well-Being in Turkish Adolescents: The Mediating Role of Academic, Social and Emotional Self-Efficacy." Anales de Psicologia 36(1): 111–21.
10. Fathoni, Achmad et al. 2021. "Implementation of Guidance and Counselling Services to Muhammadiyah Elementary Schools, Surakarta, Provincial Central Java, Indonesia." Kasetsart Journal of Social Sciences 42(1): 177–84.
11. Hastuti, Maria Margaretha Sri, and Prias Hayu Purbaning Tyas. 2021. "Online Media Usage in Guidance and Counseling Services during Covid-19 Pandemic." Jurnal Kajian Bimbingan dan Konseling 6(2): 60–70.
12. Porter, Jim Wynter. 2020. "Guidance Counseling in the Mid-Twentieth Century United States: Measurement, Grouping, and the Making of the Intelligent Self." History of Science 58(2): 191–215.
13. Rex, Jim. 2008. "The South Carolina Comprehensive Developmental Guidance and Counseling Program Model Guidance and Counseling." : 1–169.

Supporters:

1. (Urbina, Villares, and Mariani 2017)
2. 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.
3. 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. Yuksel-Sahina, Fulya. 2012. "School Counselors' Assessment of the Psychological Counseling and Guidance Services They Offer at Their Schools." Procedia - Social and Behavioral Sciences 47: 327–39.

Supporting lecturer
 Dr. Hadi Warsito Wiryosutomo, M.Si., Kons.
 Prof. Dr. Najlatun Naqiyah, M.Pd.
 Dr. Denok Setiawati, M.Pd., Kons.
 Dr. Ari Khusumadewi, 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 history of BK development	Explain the history of the birth of BK development	Criteria: Rubric Form of Assessment : Participatory Activities	Problem-based learning (case method) 2 X 50		Material: What is the history of BK Development? References: <i>Gysbers, NC & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA.</i>	2%
2	Understand the theoretical basis of developmental guidance and counseling	Explain the theoretical basis of developmental BK	Criteria: Rubric Form of Assessment : Participatory Activities	Problem-based learning (case method) 2 X 50		Material: Developmental guidance and counseling concepts, philosophical foundations and components of comprehensive counseling. Literature:	3%

3	Understand the basic concepts of developmental guidance and counseling	<ol style="list-style-type: none"> 1.Explain the meaning of developmental BK 2.Identifying the characteristics of developmental BK 3.Identify developmental guidance and counseling objectives 4.Identify the principles of developmental guidance and counseling 	Criteria: Rubric Form of Assessment : Participatory Activities	Problem-based learning (case method) 2 X 50	Material: What is the definition and objectives of BK Development? Bibliography: <i>Stilwil Ted. et. al. 2001. Iowa Comprehensive Counseling and Guidance Program Development Guide. Iowa: Grimes State Office Building.</i>	3%
4	Understand the role of counselors and other school personnel	Identify the role of counselors and other school personnel	Criteria: Rubric Form of Assessment : Participatory Activities	Problem-based learning (case method) 2 X 50	Material: What are the roles of counselors and school personnel? Reference: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i>	3%
5	Understand basic service components	<ol style="list-style-type: none"> 1.Explain the meaning of basic services 2.Explain basic service objectives 3.Identify basic service focus 4.Identify basic service strategies 	Criteria: Rubric Form of Assessment : Participatory Activities, Tests	Problem-based learning (case method) 2 X 50	Material: What are the basic services and forms of services provided to students? References: <i>Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i>	3%
6	Understand the components of responsive service	<ol style="list-style-type: none"> 1.Explain the meaning of responsive service 2.Explain the purpose of responsive service 3.Identify responsive service focus 4.Identify responsive service strategies 	Criteria: Rubric Form of Assessment : Participatory Activities, Practice/Performance	Problem-based learning (case method) 2 X 50	Material: What is responsive service? References: <i>Gysbers, NC & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA.</i>	3%
7	Understand individual planning components	<ol style="list-style-type: none"> 1.Explain the meaning of individual planning 2.Explain the purpose of individual planning 3.Identify individual planning focus 4.Identify individual planning strategies 	Criteria: Rubric Form of Assessment : Participatory Activities	Problem-based learning (case method) 2 X 40	Material: Definition, goals, focus and individual planning strategies References: <i>Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i>	3%

8	1.Sub Summative Exam 2.yangg	Final ability indicators 1 to 7	<p>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</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Midterm Exam 2 X 50		<p>Material: Implementation of developmental guidance and counseling to increase student competence and achievement.</p> <p>References: <i>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.</i></p>	20%
9	Understand system support components	<ol style="list-style-type: none"> 1.Explain the meaning of system support 2.Explain the purpose of system support 3.Identify system support focus 4.Identify system support strategies 	<p>Criteria: Rubric</p> <p>Form of Assessment : Participatory Activities</p>	Problem-based learning (case method) 2 X 50		<p>Material: System support</p> <p>References: <i>Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i></p>	3%
10	Understand personal-social field competencies	<ol style="list-style-type: none"> 1.Identifying personal-social competencies at elementary school level 2.Identifying personal-social competencies at junior high school level 3.Identifying personal-social competencies at high school level 	<p>Criteria: Rubric</p> <p>Form of Assessment : Participatory Activities</p>	Problem-based learning (case method) 2 X 50		<p>Material: What are the standards for student competency in the social personal field?</p> <p>Reference: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i></p> <p>Material: What are the standards for student competency in the social personal field?</p> <p>Reference: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i></p> <p>Material: personal field competencies</p> <p>References:</p>	3%

11	Understand academic/learning competencies	<ol style="list-style-type: none"> 1. Identifying academic/learning competencies at elementary school level 2. Identify competencies in academic/learning areas at junior high school level 3. Identifying competencies in academic/learning areas at high school level 	Criteria: Rubric Form of Assessment : Participatory Activities	Problem-based learning (case method) 2 X 50		Material: What are the student competency standards in the academic field? References: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i>	3%
12	Understand career field competencies	<ol style="list-style-type: none"> 1. Identifying career field competencies at elementary school level 2. Identify competencies in junior high school career fields 3. Identifying competencies in career fields at high school level 	Criteria: Rubric Form of Assessment : Participatory Activities	Problem-based learning (case method) 2 X 50		Material: What are the career field competency standards? References: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i>	5%
13	Understand the implementation of developmental BK	<ol style="list-style-type: none"> 1. Explains the implementation of developmental BK in the US 2. Explains the implementation of BK developments in Indonesia 	Criteria: Rubric Form of Assessment : Participatory Activities	Problem-based learning (case method) 2 X 50		Material: Implementation of BK in America Reference: <i>Stilwil Ted. et. al. 2001. Iowa Comprehensive Counseling and Guidance Program Development Guide. Iowa: Grimes State Office Building.</i>	5%
14	Understand the implementation of developmental BK	<ol style="list-style-type: none"> 1. Explains the implementation of developmental BK in the US 2. Explains the implementation of BK developments in Indonesia 	Criteria: Rubric Form of Assessment : Participatory Activities	Problem-based learning (case method) 2 X 50		Material: implementation of Developmental Guidance and Counseling Library: <i>Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i>	6%

15	Understand the implementation of developmental BK	<p>1.Explains the implementation of developmental BK in the US</p> <p>2.Explains the implementation of BK developments in Indonesia</p>	<p>Criteria: Rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Problem-based learning (case method) 2 X 50</p>		<p>Material: Problems of Indonesian adolescent development and implementation of BK in Indonesia</p> <p>Reference: <i>Department of National Education. 2007. Structuring Professional Education for Counselors and Guidance and Counseling Services in Formal Education Pathways. Jakarta: Department of National Education.</i></p>	5%
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16	Summative Exam	Final ability indicators 1 to 15	<p>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</p> <p>Form of Assessment : Test</p>	Final exam semester 2 X 50		<p>Material: Problems of Indonesian adolescent development and implementation of BK in Indonesia</p> <p>Reference: <i>Department of National Education. 2007. Structuring Professional Education for Counselors and Guidance and Counseling Services in Formal Education Pathways. Jakarta: Department of National Education.</i></p> <p>Material: What are the roles of counselors and school personnel?</p> <p>References: <i>Gysbers, NC & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program 4th Ed. Alexandria, VA: ACA.</i></p> <p>Material: Personal, social, academic and career competency standards</p> <p>Reference: <i>South Carolina Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Models. Columbia: South Carolina.</i></p> <p>Material: Indonesian adolescent development problems</p> <p>Reference: <i>Yusuf, Syamsu LN 2017. Developmental Guidance and Counseling: A Comprehensive Approach. Bandung: Refika Aditama.</i></p>	30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	57%
2.	Practice / Performance	1.5%
3.	Test	41.5%

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.