



**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 in Elementary School	8620102033		T=2	P=0	ECTS=3.18	7	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																																															
		P.O																																														
	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: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">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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Short Course Description	Study of the basis for implementing guidance and counseling in elementary schools, the nature of guidance and counseling in elementary schools, techniques for understanding student development, personal social guidance in elementary schools, study guidance in elementary schools, career guidance in elementary schools, child counseling, guidance and counseling management in elementary schools. The learning procedures used to achieve learning outcomes are; group discussions, cooperative learning, problem-based learning and project-based learning.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Nursalim, M. & Darminto, E. 2011. Bimbingan dan Konseling di Sekolah Dasar. Surabaya: Unesa University Press. 2. Geldard K. & Geldard D. 2008. Konseling Anak-Anak: Sebuah Pengantar Praktis. Edisi 3. Jakarta: PT Indeks. 3. Suryana, A. & Suryadi. 2012. Modul Bimbingan dan Konseling. Jakarta: Dirjen Pendis Kemenag RI. 4. Worzbyt, J. C., O 19Rourke, K. & Dandeneau, C. J. 2003. Elementary School Counseling a Commitment to Caring and Community Building (2nd Ed). New York: Brunner-Routledge. 5. Departemen Pendidikan Nasional. 2007. Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal. Jakarta: Departemen Pendidikan Nasional. 6. Gibson, R. L. & Mitchell, M.H. 2008. Bimbingan dan Konseling. Ed.7. Terjemahan Yudi Santoso. Yogyakarta: Pustaka Pelajar. 7. Nurihsan, A. J. 2006. Bimbingan dan Konseling dalam Berbagai Latar Kehidupan. Bandung: Refika Aditama. 																																															
	Supporters:																																															
Supporting lecturer	Dra. Titin Indah Pratiwi, M.Pd. Prof. Dr. Mochamad Nursalim, M.Si.																																															
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 basics of guidance and counseling in elementary school	Explaining the need for elementary school counseling. Identifying the characteristics of elementary school students	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Group discussion Problem-based learning 2 X 50			0%
2	Understand the nature of guidance and counseling in elementary school	Explain the meaning of BK in elementary school. Identify models of BK in elementary school	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	Cooperative learning (jig saw) 2 X 50			0%
3	Have the ability to understand individuals (elementary school students)	Identifying individual understanding (elementary school students) using test techniques. Identifying individual understanding (elementary school students) using non-test techniques	Criteria: For the written test, full marks are obtained if you do all the questions correctly.	Cooperative learning (jig saw) 2 X 50			0%
4	Understanding social personal guidance in elementary school	Explaining the objectives of social personal guidance. Identifying various social personal problems. Explaining social personal guidance strategies	Criteria: For product assessment (written reports), consider the completeness aspect of the report - analysis results	Cooperative learning 2 X 50			0%
5	Understanding tutoring in elementary school	Explaining the purpose of tutoring. Identifying various learning problems. Explaining tutoring strategies	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results. For written tests, full marks are obtained if you do all the questions correctly.	Cooperative learning 2 X 50			0%
6	Understanding tutoring in elementary school	Explaining the purpose of tutoring. Identifying various learning problems. Explaining tutoring strategies	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results. For written tests, full marks are obtained if you do all the questions correctly.	Cooperative learning 2 X 50			0%
7	Understanding career guidance in elementary school	Explain the meaning of career guidance. Explain the purpose of career guidance. Explain career guidance strategies	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results. For written tests, full marks are obtained if you do all the questions correctly.	Cooperative learning 2 X 50			0%
8	UTS			2 X 50			0%

9	Understanding child counseling in elementary school	Explain the basic concepts of child counseling. Explain child counseling strategies	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results. For written tests, full marks are obtained if you do all the questions correctly.	Cooperative learning 2 X 50			0%
10	Understanding child counseling in elementary school	Explain the basic concepts of child counseling. Explain child counseling strategies	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results. For written tests, full marks are obtained if you do all the questions correctly.	Cooperative learning 2 X 50			0%
11	Understanding BK management in elementary school	Explain the basic concept of guidance and counseling management in elementary schools. Explain the development of the guidance and counseling program in elementary schools	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results. For written tests, full marks are obtained if you do all the questions correctly.	Cooperative learning 2 X 50			0%
12	Develop a BK program in elementary schools based on the results of the needs assessment	Carrying out needs analysis in elementary schools. Arranging guidance and counseling programs in elementary schools	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	2 X 50 Project Learning			0%
13	Develop a BK program in elementary schools based on the results of the needs assessment	Carrying out needs analysis in HR, preparing BK programs in elementary schools	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	2 X 50 Project Learning			0%
14	Has the ability to counsel elementary school students	Designing child counseling scenarios Conducting counseling to elementary school students	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	2 X 50 project based learning			0%
15	Has the ability to counsel elementary school students	Designing child counseling scenarios Conducting counseling to elementary school students	Criteria: For product assessment (written reports), consider aspects of the completeness of the report - analysis results - dynamic systems	2 X 50 project based learning			0%
16							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.