	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 Higher Education		8620102032		T=2	P=0	ECTS=3.18	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Evi Winingsih, S.Pd., M.Pd.

Learning model	Project Based Learning
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)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Examining the organizational structure & operationalization of Guidance and Counseling services in Higher Education including: basic services, standards of daily student behavior (academic – non-academic), student problem mapping, academic mentoring/mentoring, and student career coaching/planning.

References	**Main :**
	1. Unesa. 2014. Buku Pedoman Studi . Unipress, Unesa. 2. Surya, Muhamad. 2003. Bimbingan dan Konseling di Perguruan Tinggi . UPI: Bandung. 3. Winkel, W.S. 1991. Bimbingan dan Konseling di Institusi Pendidikan . Jakarta: PT. Gramedia Widiasarana.
	Supporters:

Supporting lecturer	Dr. Retno Tri Hariastuti, M.Pd., Kons. Prof. Dr. Mochamad Nursalim, M.Si. 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 implementation of BK PT lectures. Understand the essence of college guidance and counseling	1. Able to understand the implementation of guidance and counseling courses in higher education 2. understand the nature of guidance and counseling in higher education	**Criteria:** The more you can answer correctly the better you get a high score	Direct learning/lectures and questions and answers 2 X 50			0%

2	Able to formulate the reasons for the need for guidance and counseling in higher education. Able to identify the basis for implementing guidance and counseling in higher education. Able to compare the implementation of guidance and counseling in higher education institutions with the implementation of guidance and counseling in primary and secondary education	Formulate reasons, identify various bases and compare BK PT with BK SM	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Cooperative Learning, Jigsaw 2 X 50			0%
3	Able to identify the Goals, Functions, Principles and Principles of Guidance and Counseling Pt	Identifying the Goals, Functions, Principles and Principles of Guidance and Counseling Pt	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Cooperative Learning, Jigsaw 2 X 50			0%
4	Able to carry out assessments of personal, social, learning and career problems experienced by students and able to analyze and prepare guidance and counseling programs in higher education	1. carry out assessments of personal, social, learning and career problems experienced by students 2. analyzing and compiling guidance and counseling programs in higher education	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	2 X 50 Project			0%
5	Able to carry out assessments of personal, social, learning and career problems experienced by students and able to analyze and prepare guidance and counseling programs in higher education	1. carry out assessments of personal, social, learning and career problems experienced by students 2. analyzing and compiling guidance and counseling programs in higher education	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	2 X 50 project			0%
6	Able to carry out assessments of personal, social, learning and career problems experienced by students and able to analyze and prepare guidance and counseling programs in higher education	1. carry out assessments of personal, social, learning and career problems experienced by students 2. analyzing and compiling guidance and counseling programs in higher education	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	2 X 50 project			0%

#	Able to	Indicator	Criteria	Method			%
7	Able to carry out assessments of personal, social, learning and career problems experienced by students and able to analyze and prepare guidance and counseling programs in higher education	1.carry out assessments of personal, social, learning and career problems experienced by students 2.analyzing and compiling guidance and counseling programs in higher education	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	2 X 50 project			0%
8	Able to carry out assessments of personal, social, learning and career problems experienced by students and able to analyze and prepare guidance and counseling programs in higher education	1.carry out assessments of personal, social, learning and career problems experienced by students 2.analyzing and compiling guidance and counseling programs in higher education	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	2 X 50 Project			0%
9				open book/ take home 2 X 50			0%
10	able to identify and formulate the duties of counselors in higher education	identify and formulate the duties of counselors in higher education	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Cooperative; Jigsaw 2 X 50			0%
11	able to identify student and alumni career development and planning. able to prepare student and alumni career development and planning programs	identifying and compiling career development and planning programs for students and alumni	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Cooperative Learning, Jigsaw 2 X 50			0%
12	able to identify student problems that need to be provided with counseling services. able to provide counseling services to problematic students	identify problems and provide counseling services	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	2 X 50 Project			0%
13	able to identify student problems that need to be provided with counseling services. able to provide counseling services to problematic students	identify problems and provide counseling services	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	2 X 50 Project			0%
14	able to identify students' self-potential, able to identify their own weaknesses and strengths, able to design self-development, able to design efforts to optimize their own potential	identifying one's potential, strengths and weaknesses, designing self-development and self-optimization	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Cooperative Learning; Jigsaw 2 X 50			0%

15	able to identify students' self-potential, able to identify their own weaknesses and strengths, able to design self-development, able to design efforts to optimize their own potential	identifying one's potential, strengths and weaknesses, designing self-development and self-optimization	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Cooperative Learning; Jigsaw 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.