	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 Secondary Schools		8620102034		T=2	P=0	ECTS=3.18	8	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)

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

Short Course Description	Reviewing regulations for implementing guidance and counseling in secondary schools, organizational structure & operationalization of guidance and counseling services in secondary schools, mapping student problems using several data collection methods, planning assistance programs for problems in secondary schools.

References	**Main :**
	1. Gibson, R. L. & Mitchell, M.H. 2008. *Bimbingan dan Konseling* . Ed.7. Terjemahan Yudi Santoso. Yogyakarta: Pustaka Pelajar Gysbers, N. C. & Henderson, P. 2006. *Developing and Managing Your School Guidance and Counseling Program* (4th Ed.). Alexandria, VA: ACA. Kemdikbud.2016. *Pedoman Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah.* Jakarta: Kemdikbud, Djiwandono,SEW. 2002.Psikologi Pendidikan . Jakarta: GramediaSyah M. 2003. Psikologi Pendidikan. Jakarta: Raja Grafindo Persada. Suryabrata, S. 2002. *Psikologi Pendidikan.* Jakarta: Rajawali. Santrok JW. 2003. *Adolescence (Perkembangan Remaja).* Terjemahan. Jakarta: Penerbit Erlangga. Woolfolk, A. 2004. *Educational Psychology. 9th.Ed.Active Learning Edition.* Boston: Allyn & Bacon.
	Supporters:

Supporting lecturer	TAMSIL MUIS Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Bambang Dibyo Wiyono, 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 guidance and counseling 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%

No	Sub-PO	Indicator	Criteria & Form of Assessment	Learning Forms, Methods, Student Assignments, [Estimated Time]		Learning materials [References]	Assessment Weight (%)
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

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.