

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Education</b> <b>Undergraduate Guidance and Counseling Study Program</b>					<b>Document Code</b>																																																																												
		<b>SEMESTER LEARNING PLAN</b>																																																																																	
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																																											
Micro Guidance and Counseling (Micro Teaching)		8620102188	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 2024																																																																											
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																												
		Denok Setiawati, M.Pd., Kons		Dr. Retno Tri H, M.Pd.Kons			Dr. Evi Winingsih, S.Pd., M.Pd.																																																																												
<b>Learning model</b>	Project Based Learning																																																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																		
	<b>PLO-4</b>	Develop yourself continuously and collaborate.																																																																																	
	<b>PLO-10</b>	Able to carry out guidance and counseling services by selecting relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																																	
	<b>Program Objectives (PO)</b>																																																																																		
	<b>PO - 1</b>	Able to carry out guidance and counseling services by selecting relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																																	
	<b>PO - 2</b>	Students carry out assignments in teams with full responsibility																																																																																	
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		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-4</td> <td>PLO-10</td> <td colspan="5"></td> </tr> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td colspan="5"></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td>✓</td> <td colspan="5"></td> </tr> </table>							P.O	PLO-4	PLO-10						PO-1	✓	✓						PO-2	✓	✓																																																								
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <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> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓														✓	PO-2			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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<b>Short Course Description</b>	This course discusses providing knowledge and skills to students to gain various experiences through understanding the philosophical foundations and micro theoretical concepts of guidance and counseling. Lectures are carried out using experience-based learning by exploring students' experiences during practice and are assessed based on an assessment rubric regarding the accuracy of the steps in providing services. Another method is product-based learning by giving assignments to students to carry out basic and responsive service practices which are then recorded and uploaded on social media. Assessment uses an assessment rubric. The study materials for this course are: 1. Preparation of classical guidance service tools 2. Preparation of group guidance service tools 3. Preparation of individual counseling service tools 4. Preparation of group counseling service tools 5. Classical guidance service practices 6. Group guidance service practices 7. Individual counseling service practices 8. Group counseling service practices																																																																																		
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<b>Supporting lecturer</b>	Dr. Retno Tri Hariastuti, M.Pd., Kons. Dr. Elisabeth Christiana, S.Pd., M.Pd. Dr. Denok Setiawati, M.Pd., Kons.																																																																																		
<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	Students carry out needs assessments, analyze and choose types of guidance services in the areas of personal-social, study and career as well as individual and group counseling with a theoretical framework approach that suits students' needs	Students pay attention, discuss, ask and answer questions	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Asking questions gets an additional 1 point</li> <li>2. Answering gets an additional 2 points</li> <li>3. Answering correctly gets an additional 3 points</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Cooperative Learning, with steps: Conveying goals and motivating students. Presenting information. Organize students into study groups. Guiding group work and study. Evaluation. Gives 2 X 50 awards	Cooperative Learning, with steps: Conveying goals and motivating students. Presenting information. Organize students into study groups. Guiding group work and study. Evaluation. Gives 2 X 50 awards	<p><b>Material:</b> 1. Creative and innovative development of curriculum and guidance and counseling services 2. Planning of educational guidance and counseling services 3. Implementation of educational guidance and counseling services 4. Assessment of the process and results of guidance and counseling services <b>Reference:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <hr/> <p><b>Material:</b> signs for implementing BK through formal channels (ABKIN) <b>Reference:</b> <i>ABKIN. 2017. Signs for implementing BK through formal channels (ABKIN)</i></p>	2%
2	Students carry out needs assessments, analyze and choose types of guidance services in the areas of personal-social, study and career as well as individual and group counseling with a theoretical framework approach that suits students' needs	Students pay attention, discuss, ask and answer questions	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Asking questions gets an additional 1 point</li> <li>2. Answering gets an additional 2 points</li> <li>3. Answering correctly gets an additional 3 points</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Cooperative Learning, with steps: Conveying goals and motivating students. Presenting information. Organize students into study groups. Guiding group work and study. Evaluation. Gives 2 X 50 awards	Cooperative Learning, with steps: Conveying goals and motivating students. Presenting information. Organize students into study groups. Guiding group work and study. Evaluation. Gives 2 X 50 awards	<p><b>Material:</b> 1. Creative and innovative development of curriculum and guidance and counseling services 2. Planning of educational guidance and counseling services 3. Implementation of educational guidance and counseling services 4. Assessment of the process and results of guidance and counseling services <b>Reference:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <hr/> <p><b>Material:</b> signs for implementing BK through formal channels (ABKIN) <b>Reference:</b> <i>ABKIN. 2017. Signs for implementing BK through formal channels (ABKIN)</i></p>	3%
3	Designing classical RPLBK and groups in personal, social, learning and career fields	Students create RPL BK with complete systematics and have appropriateness criteria (language)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 96-100 If according to the assessment rubric</li> <li>2. Score 91-95 If it has 1 deficiency in systematics</li> <li>3. Score 86-90 If it has 2 deficiencies in systematics</li> <li>4. Score 80-85 If it has deficiencies in systematics and lacks aesthetic elements</li> <li>5. Value 0 if not done</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning with stages 1. Determining the basic question (start with essential question) 2. Drawing up a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) 2 X 50	Project Based Learning with stages 1. Determining the basic question (start with essential question) 2. Drawing up a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) 2 X 50	<p><b>Material:</b> 1. Creative and innovative development of curriculum and guidance and counseling services 2. Planning of educational guidance and counseling services 3. Implementation of educational guidance and counseling services 4. Assessment of the process and results of guidance and counseling services <b>Reference:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <hr/> <p><b>Material:</b> Library Group Guidance : <i>Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis.</i></p> <hr/> <p><b>Material:</b> Classical Guidance <b>Literature:</b></p>	3%
4	Designing classical RPLBK and groups in personal, social, learning and career fields	Students create RPL BK with complete systematics and have appropriateness criteria (language)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 96-100 If according to the assessment rubric</li> <li>2. Score 91-95 If it has 1 deficiency in systematics</li> <li>3. Score 86-90 If it has 2 deficiencies in systematics</li> <li>4. Score 80-85 If it has deficiencies in systematics and lacks aesthetic elements</li> <li>5. Value 0 if not done</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning with stages 1. Determining the basic question (start with essential question) 2. Drawing up a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) 2 X 50	Project Based Learning with stages 1. Determining the basic question (start with essential question) 2. Drawing up a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) 2 X 50	<p><b>Material:</b> 1. Creative and innovative development of curriculum and guidance and counseling services 2. Planning of educational guidance and counseling services 3. Implementation of educational guidance and counseling services 4. Assessment of the process and results of guidance and counseling services <b>Reference:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <hr/> <p><b>Material:</b> Library Group Guidance : <i>Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis.</i></p> <hr/> <p><b>Material:</b> Classical Guidance <b>Literature:</b></p>	3%

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6	Designing classical RPLBK and groups in personal, social, learning and career fields	Students create RPL BK with complete systematics and have appropriateness criteria (language)	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>Score 96-100 If according to the assessment rubric</li> <li>Score 91-95 If it has 1 deficiency in systematics</li> <li>Score 86-90 If it has 2 deficiencies in systematics</li> <li>Score 80-85 If it has deficiencies in systematics and lacks aesthetic elements</li> <li>Value 0 if not done</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning with stages 1. Determining the basic question (start with essential question) 2. Drawing up a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) 2 X 50	Project Based Learning with stages 1. Determining the basic question (start with essential question) 2. Drawing up a project plan (design project) 3. Evaluation of the experience (evaluation of the experience) 2 X 50	<p><b>Material:</b> 1. Creative and innovative development of curriculum and guidance and counseling services 2. Planning of educational guidance and counseling services 3. Implementation of educational guidance and counseling services 4. Assessment of the process and results of guidance and counseling services <b>Reference:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <hr/> <p><b>Material:</b> Library Group Guidance : <i>Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis.</i></p> <hr/> <p><b>Material:</b> Classical Guidance <b>Literature:</b></p>	3%
7	Students practice classical guidance and group guidance according to the RPL prepared	<ol style="list-style-type: none"> <li>Students practice the initial, core and final stages of classical guidance</li> <li>Students practice the formation, transition, activity and ending stages in group guidance</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>Practicing all stages correctly 96-100</li> <li>Practicing all stages but missing 1-3 steps 91-95</li> <li>Practicing all steps but missing 4-6 steps 86-90</li> <li>There are more than missed steps worth 81-85</li> <li>There is 1 stage missed 76-80</li> <li>Not Practice 0</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Stages of experience-based learning 1. Concrete experience (felling): Learning from specific experiences. Sensitive to the situation. 2. Reflective observation (watching): Observing before making a decision by observing the environment from different perspectives. 3. Abstract conceptualization (thinking): Logical analysis of ideas and acting according to understanding in a situation. 4. Active experimentation (doing): The ability to carry out various things with people and take action based on events. Including risk taking. The implications he draws from these concepts serve as his guidance in facing new experiences. 2 X 50	Stages of experience-based learning 1. Concrete experience (felling): Learning from specific experiences. Sensitive to the situation. 2. Reflective observation (watching): Observing before making a decision by observing the environment from different perspectives. 3. Abstract conceptualization (thinking): Logical analysis of ideas and acting according to understanding in a situation. 4. Active experimentation (doing): The ability to carry out various things with people and take action based on events. Including risk taking. The implications he draws from these concepts serve as his guidance in facing new experiences. 2 X 50	<p><b>Material:</b> Classical guidance and group guidance according to RPL prepared by <b>Library:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <hr/> <p><b>Material:</b> Career Counseling <b>Reference:</b> <i>Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City. Bikotetic Journal (Guidance and Counseling Theory and Practice) 3(1):35.DOI:10.26740/bikotetic.v3n1.p35-39</i></p> <hr/> <p><b>Material:</b> Career Counseling <b>Reference:</b> <i>Setiawati, D and Winingsih, E. 2020. Career Guidance and Counseling. Surabaya: CV. Bayu Mandiri.</i></p> <hr/> <p><b>Material:</b> Group Counseling <b>Reader:</b> <i>Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis.</i></p> <hr/> <p><b>Material:</b> Group Counseling <b>References:</b> <i>Setiawati, D., Wiyono, BB, Hidayah, N. Atmoko, A., and Setiyowati, A. 2021. Group guidance based on Javanese character with merchant morals to improve student resilience. PEGEM Journal Of Education and Instruction.</i></p>	3%

8	Students practice classical guidance and group guidance according to the RPL prepared	<p>1. Students practice the initial, core and final stages of classical guidance</p> <p>2. Students practice the formation, transition, activity and ending stages in group guidance</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Practicing all stages correctly 96-100</li> <li>2. Practicing all stages but missing 1-3 steps 91-95</li> <li>3. Practicing all steps but missing 4-6 steps 86-90</li> <li>4. There are more than missed steps worth 81-85</li> <li>5. There is 1 stage missed 76-80</li> <li>6. Not Practice 0</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test</p>	UTS 2 X 50	UTS 2 X 50	<p><b>Material:</b> Classical guidance and group guidance according to RPL prepared by <b>Library:</b> Belmawa. 2017. <i>Guide to Introduction to Schooling. PPP Guide.</i> Surabaya: Unesa Pres</p> <hr/> <p><b>Material:</b> Career Counseling <b>Reference:</b> Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. <i>Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City. Bikotetic Journal (Guidance and Counseling Theory and Practice)</i> 3(1):35. DOI:10.26740/bikotetic.v3n1.p35-39</p> <hr/> <p><b>Material:</b> Career Counseling <b>Reference:</b> Setiawati, D and Winingsih, E. 2020. <i>Career Guidance and Counseling.</i> Surabaya: CV. Bayu Mandiri.</p> <hr/> <p><b>Material:</b> Group Counseling <b>Reader:</b> Setiawati, Denok. 2023. <i>Group Guidance Guide with Surabaya Cultural Values for Students.</i> Atlantis.</p> <hr/> <p><b>Material:</b> Group Counseling <b>References:</b> Setiawati, D., Wiyono, BB, Hidayah, N. Atmoko, A., and Setiyowati, A. 2021. <i>Group guidance based on Javanese character with merchant morals to improve student resilience. PEGEM Journal Of Education and Instruction.</i></p>	20%
9	Students practice classical guidance and group guidance according to the RPL prepared	<p>1. Students practice the initial, core and final stages of classical guidance</p> <p>2. Students practice the formation, transition, activity and ending stages in group guidance</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Practicing all stages correctly 96-100</li> <li>2. Practicing all stages but missing 1-3 steps 91-95</li> <li>3. Practicing all steps but missing 4-6 steps 86-90</li> <li>4. There are more than missed steps worth 81-85</li> <li>5. There is 1 stage missed 76-80</li> <li>6. Not Practice 0</li> </ol> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Stages of experience-based learning 1. Concrete experience (felling): Learning from specific experiences. Sensitive to the situation. 2. Reflective observation (watching): Observing before making a decision by observing the environment from different perspectives. 3. Abstract conceptualization (thinking): Logical analysis of ideas and acting according to understanding in a situation. 4. Active experimentation (doing): The ability to carry out various things with people and take action based on events. Including risk taking. The implications he draws from these concepts serve as his guidance in facing new experiences. 2 X 50	Stages of experience-based learning 1. Concrete experience (felling): Learning from specific experiences. Sensitive to the situation. 2. Reflective observation (watching): Observing before making a decision by observing the environment from different perspectives. 3. Abstract conceptualization (thinking): Logical analysis of ideas and acting according to understanding in a situation. 4. Active experimentation (doing): The ability to carry out various things with people and take action based on events. Including risk taking. The implications he draws from these concepts serve as his guidance in facing new experiences. 2 X 50	<p><b>Material:</b> Classical guidance and group guidance according to RPL prepared by <b>Library:</b> Belmawa. 2017. <i>Guide to Introduction to Schooling. PPP Guide.</i> Surabaya: Unesa Pres</p> <hr/> <p><b>Material:</b> Career Counseling <b>Reference:</b> Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. <i>Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City. Bikotetic Journal (Guidance and Counseling Theory and Practice)</i> 3(1):35. DOI:10.26740/bikotetic.v3n1.p35-39</p> <hr/> <p><b>Material:</b> Career Counseling <b>Reference:</b> Setiawati, D and Winingsih, E. 2020. <i>Career Guidance and Counseling.</i> Surabaya: CV. Bayu Mandiri.</p> <hr/> <p><b>Material:</b> Group Counseling <b>Reader:</b> Setiawati, Denok. 2023. <i>Group Guidance Guide with Surabaya Cultural Values for Students.</i> Atlantis.</p> <hr/> <p><b>Material:</b> Group Counseling <b>References:</b> Setiawati, D., Wiyono, BB, Hidayah, N. Atmoko, A., and Setiyowati, A. 2021. <i>Group guidance based on Javanese character with merchant morals to improve student resilience. PEGEM Journal Of Education and Instruction.</i></p>	4%

10	Students practice classical guidance and group guidance according to the RPL prepared	1.Students practice the initial, core and final stages of classical guidance 2.Students practice the formation, transition, activity and ending stages in group guidance	<b>Criteria:</b> 1.Practicing all stages correctly 96-100 2.Practicing all stages but missing 1-3 steps 91-95 3.Practicing all steps but missing 4-6 steps 86-90 4.There are more than missed steps worth 81-85 5.There is 1 stage missed 76-80 6.Not Practice 0  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Stages of experience-based learning 1. Concrete experience (felling): Learning from specific experiences. Sensitive to the situation. 2. Reflective observation (watching): Observing before making a decision by observing the environment from different perspectives. 3. Abstract conceptualization (thinking): Logical analysis of ideas and acting according to understanding in a situation. 4. Active experimentation (doing): The ability to carry out various things with people and take action based on events. Including risk taking. The implications he draws from these concepts serve as his guidance in facing new experiences. 2 X 50	Stages of experience-based learning 1. Concrete experience (felling): Learning from specific experiences. Sensitive to the situation. 2. Reflective observation (watching): Observing before making a decision by observing the environment from different perspectives. 3. Abstract conceptualization (thinking): Logical analysis of ideas and acting according to understanding in a situation. 4. Active experimentation (doing): The ability to carry out various things with people and take action based on events. Including risk taking. The implications he draws from these concepts serve as his guidance in facing new experiences. 2 X 50	<b>Material:</b> Classical guidance and group guidance according to RPL prepared by <b>Library:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i>  <b>Material:</b> Career Counseling <b>Reference:</b> <i>Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City. Bikotetic Journal (Guidance and Counseling Theory and Practice) 3(1):35.DOI:10.26740/bikotetic.v3n1.p35-39</i>  <b>Material:</b> Career Counseling <b>Reference:</b> <i>Setiawati, D and Winingsih, E. 2020. Career Guidance and Counseling. Surabaya: CV. Bayu Mandiri.</i>  <b>Material:</b> Group Counseling <b>Reader:</b> <i>Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis.</i>  <b>Material:</b> Group Counseling <b>References:</b> <i>Setiawati, D., , Wiyono, BB, Hidayah, N. Atmoko, A., and Setiyowati, A. 2021. Group guidance based on Javanese character with merchant morals to improve student resilience. PEGEM Journal Of Education and Instruction.</i>	4%
11	Students practice classical guidance and group guidance according to the RPL prepared	1.Students practice the initial, core and final stages of classical guidance 2.Students practice the formation, transition, activity and ending stages in group guidance	<b>Criteria:</b> 1.Practicing all stages correctly 96-100 2.Practicing all stages but missing 1-3 steps 91-95 3.Practicing all steps but missing 4-6 steps 86-90 4.There are more than missed steps worth 81-85 5.There is 1 stage missed 76-80 6.Not Practice 0  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Stages of experience-based learning 1. Concrete experience (felling): Learning from specific experiences. Sensitive to the situation. 2. Reflective observation (watching): Observing before making a decision by observing the environment from different perspectives. 3. Abstract conceptualization (thinking): Logical analysis of ideas and acting according to understanding in a situation. 4. Active experimentation (doing): The ability to carry out various things with people and take action based on events. Including risk taking. The implications he draws from these concepts serve as his guidance in facing new experiences. 2 X 50	Stages of experience-based learning 1. Concrete experience (felling): Learning from specific experiences. Sensitive to the situation. 2. Reflective observation (watching): Observing before making a decision by observing the environment from different perspectives. 3. Abstract conceptualization (thinking): Logical analysis of ideas and acting according to understanding in a situation. 4. Active experimentation (doing): The ability to carry out various things with people and take action based on events. Including risk taking. The implications he draws from these concepts serve as his guidance in facing new experiences. 2 X 50	<b>Material:</b> Classical guidance and group guidance according to RPL prepared by <b>Library:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i>  <b>Material:</b> Career Counseling <b>Reference:</b> <i>Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City. Bikotetic Journal (Guidance and Counseling Theory and Practice) 3(1):35.DOI:10.26740/bikotetic.v3n1.p35-39</i>  <b>Material:</b> Career Counseling <b>Reference:</b> <i>Setiawati, D and Winingsih, E. 2020. Career Guidance and Counseling. Surabaya: CV. Bayu Mandiri.</i>  <b>Material:</b> Group Counseling <b>Reader:</b> <i>Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis.</i>  <b>Material:</b> Group Counseling <b>References:</b> <i>Setiawati, D., , Wiyono, BB, Hidayah, N. Atmoko, A., and Setiyowati, A. 2021. Group guidance based on Javanese character with merchant morals to improve student resilience. PEGEM Journal Of Education and Instruction.</i>	4%

12	Students record individual and group counseling with an approach that suits the characteristics of the problem as a team, upload and send the recording link with full responsibility	<ol style="list-style-type: none"> <li>1. Students are oriented to career planning issues</li> <li>2. Organizing Students to Study</li> <li>3. Develop and Present the Results of the investigation</li> <li>4. Students Analyze and Evaluate the Problem Solving Process</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 96-100 If according to the assessment rubric</li> <li>2. Score 96-100 If according to the assessment rubric</li> <li>3. Score 86-90 If it has 2 deficiencies in systematics</li> <li>4. Score 80-85 If it has deficiencies in systematics and lacks aesthetic elements</li> <li>5. Value 0 if not done</li> </ol> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	Problem Based Learning 2 X 50	Problem Based Learning 2 X 50	<p><b>Material:</b> Career planning based on career theory, factors that influence career planning based on theory and how to plan <b>Library:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <hr/> <p><b>Material:</b> Psychotherapy <b>Reference:</b> <i>Corey, G. 2017. Theory and practice of counseling and psychotherapy. Cengage Learning, Boston, MA. PPP Guide. 2019. Surabaya: Unesa Pres Micro BK Guide. 2023.</i></p> <hr/> <p><b>Material:</b> Signs for implementing BK in formal channels. <b>Reference:</b> <i>ABKIN. 2017. Signs for implementing BK through formal channels (ABKIN)</i></p>	4%
13	Students record individual and group counseling with an approach that suits the characteristics of the problem as a team, upload and send the recording link with full responsibility	<ol style="list-style-type: none"> <li>1. Students are oriented to career planning issues</li> <li>2. Organizing Students to Study</li> <li>3. Develop and Present the Results of the investigation</li> <li>4. Students Analyze and Evaluate the Problem Solving Process</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 96-100 If according to the assessment rubric</li> <li>2. Score 96-100 If according to the assessment rubric</li> <li>3. Score 86-90 If it has 2 deficiencies in systematics</li> <li>4. Score 80-85 If it has deficiencies in systematics and lacks aesthetic elements</li> <li>5. Value 0 if not done</li> </ol> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	Problem Based Learning 2 X 50	Problem Based Learning 2 X 50	<p><b>Material:</b> Career planning based on career theory, factors that influence career planning based on theory and how to plan <b>Library:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <hr/> <p><b>Material:</b> Psychotherapy <b>Reference:</b> <i>Corey, G. 2017. Theory and practice of counseling and psychotherapy. Cengage Learning, Boston, MA. PPP Guide. 2019. Surabaya: Unesa Pres Micro BK Guide. 2023.</i></p> <hr/> <p><b>Material:</b> Signs for implementing BK in formal channels. <b>Reference:</b> <i>ABKIN. 2017. Signs for implementing BK through formal channels (ABKIN)</i></p>	4%
14	Students record individual and group counseling with an approach that suits the characteristics of the problem as a team, upload and send the recording link with full responsibility	<ol style="list-style-type: none"> <li>1. Students are oriented to career planning issues</li> <li>2. Organizing Students to Study</li> <li>3. Develop and Present the Results of the investigation</li> <li>4. Students Analyze and Evaluate the Problem Solving Process</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 96-100 If according to the assessment rubric</li> <li>2. Score 96-100 If according to the assessment rubric</li> <li>3. Score 86-90 If it has 2 deficiencies in systematics</li> <li>4. Score 80-85 If it has deficiencies in systematics and lacks aesthetic elements</li> <li>5. Value 0 if not done</li> </ol> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	Problem Based Learning 2 X 50	Problem Based Learning 2 X 50	<p><b>Material:</b> Career planning based on career theory, factors that influence career planning based on theory and how to plan <b>Library:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <hr/> <p><b>Material:</b> Psychotherapy <b>Reference:</b> <i>Corey, G. 2017. Theory and practice of counseling and psychotherapy. Cengage Learning, Boston, MA. PPP Guide. 2019. Surabaya: Unesa Pres Micro BK Guide. 2023.</i></p> <hr/> <p><b>Material:</b> Signs for implementing BK in formal channels. <b>Reference:</b> <i>ABKIN. 2017. Signs for implementing BK through formal channels (ABKIN)</i></p>	5%

15	Students record individual and group counseling with an approach that suits the characteristics of the problem as a team, upload and send the recording link with full responsibility	<ol style="list-style-type: none"> <li>Students are oriented to career planning issues</li> <li>Organizing Students to Study</li> <li>Develop and Present the Results of the investigation</li> <li>Students Analyze and Evaluate the Problem Solving Process</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>Score 96-100 If according to the assessment rubric</li> <li>Score 96-100 If according to the assessment rubric</li> <li>Score 86-90 If it has 2 deficiencies in systematics</li> <li>Score 80-85 If it has deficiencies in systematics and lacks aesthetic elements</li> <li>Value 0 if not done</li> </ol> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Practical Assessment</p>	Problem Based Learning 2 X 50	Problem Based Learning 2 X 50	<p><b>Material:</b> Career planning based on career theory, factors that influence career planning based on theory and how to plan <b>Library:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p> <p><b>Material:</b> Psychotherapy <b>Reference:</b> <i>Corey, G. 2017. Theory and practice of counseling and psychotherapy. Cengage Learning, Boston, MA. PPP Guide. 2019. Surabaya: Unesa Pres Micro BK Guide. 2023.</i></p> <p><b>Material:</b> Signs for implementing BK in formal channels. <b>Reference:</b> <i>ABKIN. 2017. Signs for implementing BK through formal channels (ABKIN)</i></p>	5%
16	Final Semester Examination (UAS)	Students are able to: <ol style="list-style-type: none"> <li>Develop curriculum and guidance and counseling services creatively and innovatively</li> <li>Planning educational guidance and counseling services</li> <li>Implementing educational guidance and counseling services</li> <li>Assessing the process and results of guidance and counseling services</li> </ol>	<p><b>Criteria:</b> Fulfilled meetings 1-15</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test</p>	Perform 2 X 50 Job Tests	UAS 2 X 50	<p><b>Material:</b> Meetings 1-15 <b>Reader:</b> <i>Belmawa. 2017. Guide to Introduction to Schooling. PPP Guide. Surabaya: Unesa Pres</i></p>	30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	2.5%
2.	Project Results Assessment / Product Assessment	53.5%
3.	Portfolio Assessment	2.5%
4.	Practical Assessment	9%
5.	Practice / Performance	7.5%
6.	Test	25%
		100%

#### Notes

- 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.
- 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.
- 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.
- 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.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.