



**Universitas Negeri Surabaya**  
**Faculty of Education**  
**Undergraduate Guidance and Counseling Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>		
Personal-Social Guidance and Counselling	8620104031		T=4 P=0 ECTS=6.36	5	July 17, 2024		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>			
	.....		.....	Dr. Evi Winingsih, S.Pd., M.Pd.			
<b>Learning model</b>	Project Based Learning						
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	Students master the competency to design and organize guidance programs regarding personal and social issues						
<b>References</b>	<b>Main :</b>						
	1. Walgito, B. 2004. Bimbingan dan Konseling di Sekolah . Yogyakarta: Andi. 2. Winkel, W.S. 2005. BK di Institusi Pendidikan . Jakarta : Grasindo 3. Prayitno. 2015. Dasa-Dasar Bimbingan Konseling . Jakarta : Rineka Cipta. 4. Nursalim, Mochamad, 2017, Bimbingan Konseling Pribadi Sosial. Surabaya: Unipress 5. Najlatun naqiyah. 2016, Bimbingan dan Konseling Komunitas di berbagai setting. Surabaya: Unipress						
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Prof. Dr. Mochamad Nursalim, M.Si. Prof. Dr. Najlatun Naqiyah, M.Pd. Muhammad Farid Ilhamuddin, S.Pd., M.Pd.						
<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	1.Mastering the concept of Personal Social Guidance (BKPS) 2.identification of personal social problems in students	Can explain the concept of Social Personal BK (BKPS)	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	case method, direct learning, 2 X 50 discussion		<b>Material:</b> Identification of personal social problems <b>Reference:</b> <i>Nursalim, Mochamad, 2017, Personal Social Counseling Guidance. Surabaya: Unipress</i>	2%
2	1.Mastering the concept of Personal Social Guidance (BKPS) 2.designing the implementation of BK Prisos	1.Can explain the concept of Social Personal BK (BKPS) 2.Designing personal and social counseling guidance	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Direct learning, discussion, questions and answers 2 X 50		<b>Material:</b> designing personal social guidance <b>Reader:</b> <i>Prayitno. 2015. Basics of Guidance Counseling. Jakarta : Rineka Cipta.</i>	2%
3	Describe personal social problems	1.Can describe personal social problems that students often experience 2.carry out personal and social guidance and counseling	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Cooperative learning 2 X 50		<b>Material:</b> Implementing BK Prisos <b>Library:</b>	2%
4	Develop and implement social personal instruments	Can develop and apply social personal instruments	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	2 X 50 project learning			2%
5	Develop and implement social personal instruments	Can develop and apply social personal instruments	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	2 X 50 project learning			2%
6	Develop and implement social personal instruments	Can develop and apply social personal instruments	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	2 X 50 project learning			2%

7	Develop and implement social personal instruments	Can develop and apply social personal instruments	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	2 X 50 project learning			5%
8	UTS		<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	2 X 50			20%
9	Mastering the techniques used in BKPS services	Can identify and apply various techniques in BKPS	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project learning and cooperative learning 2 X 50			5%
10	Mastering the techniques used in BKPS services	Can identify and apply various techniques in BKPS	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project learning and cooperative learning 2 X 50			5%
11	Describe personal social problems and design ways to solve them	Can describe personal social problems and design solutions	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project learning and cooperative learning 2 X 50			5%
12	Describe personal social problems and design ways to solve them	Can describe personal social problems and design solutions	<p><b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project learning and cooperative learning 2 X 50			5%

13	Describe personal social problems and design ways to solve them	Can describe personal social problems and design solutions	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Practice / Performance	Project learning and cooperative learning 2 X 50		5%
14	Designing RPBK in the field of personal and social guidance	Can design RPBK in the field of personal and social guidance	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	2 X 50 Project Learning		5%
15	Designing RPBK in the field of personal and social guidance	Can design RPBK in the field of personal and social guidance	<b>Criteria:</b> Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  <b>Form of Assessment :</b> Practice / Performance	2 X 50 Project Learning		5%
16			<b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance			30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	2%
2.	Project Results Assessment / Product Assessment	56%
3.	Portfolio Assessment	11%
4.	Practice / Performance	31%
		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** 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.
- 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.

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.