



**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																																																																		
Psychological Assessment: Non-Test Techniques	8620103197	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	1	July 17, 2024																																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																			
		Dra. Titin Indah Pratiwi, M.Pd			Dr. Evi Winingsih, S.Pd., M.Pd.																																																																			
Learning model	Project Based Learning																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																								
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																																							
	PLO-7	Mastering the concepts and practices of guidance and counseling in various contexts and problems																																																																							
	PLO-10	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																																																																							
	Program Objectives (PO)																																																																								
	PO - 1	Mastering the concepts and practices of Non-Test assessment in various contexts and problems in Guidance and Counselling																																																																							
	PO - 2	Able to explain, design, implement, analyze and utilize non-test assessment results for guidance and counseling services																																																																							
	PLO-PO Matrix																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-7</td> <td>PLO-10</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-1	PLO-7	PLO-10				PO-1	✓	✓	✓				PO-2	✓	✓	✓																																																
	P.O	PLO-1	PLO-7	PLO-10																																																																					
PO-1	✓	✓	✓																																																																						
PO-2	✓	✓	✓																																																																						
PO Matrix at the end of each learning stage (Sub-PO)																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</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					✓	✓	✓		✓	✓	✓	✓	✓			✓
P.O	Week																																																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																									
PO-1	✓	✓	✓	✓																																																																					
PO-2					✓	✓	✓		✓	✓	✓	✓	✓			✓																																																									
Short Course Description	<p>This course examines the practice of developing non-test instruments including: Observation, Interview, Questionnaire, Autobiography, Sociometry, DCM, AKPD, General AUM, AUM PTSDL. Then, to further increase skills regarding the use of non-test instruments, skills in administering these instruments will be trained. Non-test assessment courses are carried out using a project-based learning method, so that it is not just teaching lectures but also creating projects. The assessment of this lecture is seen from participatory activities, assessing the results of practicum and practical projects. Materials for non-test technical psychological assessment studies are as follows: 1. Basic concepts of Non-Test Assessment in guidance and counseling 2. Explain the concept of Non-Test instruments including Questionnaires, observation, sociometry, interviews, autobiography, AUM and DCM in guidance and counseling 3. Design Non-Test instruments include Questionnaires, observation, sociometry, interviews, autobiography, AUM and DCM in Guidance and Counseling services 4. Practicing Non-Test instruments including Questionnaires, observation, sociometry, interviews, autobiography, AUM and DCM in Guidance and Counseling services 5. Process Non-Test instrument data includes Questionnaires, observations, sociometry, interviews, autobiography, AUM and DCM in Guidance and Counseling services 6. Analyzing Non-Test instruments including Questionnaires, observations, sociometry, interviews, autobiography, AUM and DCM in Guidance and Counseling services</p>																																																																								
References	Main :																																																																								

		<ol style="list-style-type: none"> 1. POP BK. 2015. 2. Purwoko, Budi dan Titin Indah Pratiwi. 2015. Asesmen non tes . Surabaya: Unesa Press 3. Prayitno, dkkk. 2009. AUM Umum . Padang: UNP Padang Press 4. Prayitno, dkkk. 2009. AUM PTSDL SD . Padang: UNP Padang Press 5. Prayitno, dkkk. 2009. AUM PTSDL SMP . Padang: UNP Padang Press 6. Prayitno, dkkk. 2009. AUM PTSDL SMA . Padang: UNP Padang Press 7. Prayitno, dkkk. 2009. AUM PTSDL PT . Paadang: UNP Padang Press 8. Utomo, D.P., Prayitno., Effendi, Z.M. 2017. Pemanfaatan Hasil AUM PTSDL untuk Pelayanan Bimbingan dan Konseling . Konselor, 6 (3): pp 9. http://www.konselingindonesia.com 					
		Supporters:					
Supporting lecturer		Dra. Titin Indah Pratiwi, M.Pd. Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Dr. Denok Setiawati, M.Pd., Kons. 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	Students understand various aspects related to the lecture process, including explanations of the syllabus, lecture approach and evaluation system. A learning social contract is also implemented by accommodating suggestions and input as well as students' learning needs. In addition, students are given the opportunity to convey their impressions and perceptions about counselor competence as entry behavior in the lecture process. the importance of non-test technical psychological assessments in BK services, types of non-test observation assessments	-Students understand the study contract - Students understand the competency of counselors - Students understand the nature of the services provided by counselors - Students understand the importance of non-test technical psychological assessments - Students understand the importance of planning, designing non-test observational assessments that suit their needs	Criteria: The more complete the assessment components, the more perfect the score Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Direct learning, experience-based learning 3 X 50		Material: POP BK Library: POP BK. 2015.	2%

2	<p>Students understand various aspects related to the lecture process, including explanations of the syllabus, lecture approach and evaluation system. A learning social contract is also implemented by accommodating suggestions and input as well as students' learning needs. In addition, students are given the opportunity to convey their impressions and perceptions about counselor competence as entry behavior in the lecture process. the importance of non-test technical psychological assessments in BK services, types of non-test observation assessments</p>	<p>-Students understand the study contract - Students understand the competency of counselors - Students understand the nature of the services provided by counselors - Students understand the importance of non-test technical psychological assessments - Students understand the importance of planning, designing non-test observational assessments that suit their needs</p>	<p>Criteria: The more complete the assessment components, the more perfect the score</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Direct learning, experience-based learning 3 X 50</p>		<p>Material: POP BK Library: POP BK. 2015.</p>	2%
3	<p>Students understand various aspects related to the lecture process, including explanations of the syllabus, lecture approach and evaluation system. A learning social contract is also implemented by accommodating suggestions and input as well as students' learning needs. In addition, students are given the opportunity to convey their impressions and perceptions about counselor competence as entry behavior in the lecture process. the importance of non-test technical psychological assessments in BK services, types of non-test observation assessments</p>	<p>-Students understand the study contract - Students understand the competency of counselors - Students understand the nature of the services provided by counselors - Students understand the importance of non-test technical psychological assessments - Students understand the importance of planning, designing non-test observational assessments that suit their needs</p>	<p>Criteria: The more complete the assessment components, the more perfect the score</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Direct learning, experience-based learning 3 X 50</p>		<p>Material: Non-Test Assessment Literature: <i>Purwoko, Budi and Titin Indah Pratiwi. 2015. Non-test assessment. Surabaya: Unesa Press</i></p>	2%

4	Students understand various aspects related to the lecture process, including explanations of the syllabus, lecture approach and evaluation system. A learning social contract is also implemented by accommodating suggestions and input as well as students' learning needs. In addition, students are given the opportunity to convey their impressions and perceptions about counselor competence as entry behavior in the lecture process. the importance of non-test technical psychological assessments in BK services, types of non-test observation assessments	- Students understand the importance of planning, designing non-test observation assessments, types of assessment scales that suit their needs	<p>Criteria: The more complete the assessment components, the more perfect the score</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct learning, experience-based learning 3 X 50		<p>Material: General AUM</p> <p>Reference: <i>Prayitno, et al. 2009.</i> General AUM. Padang: UNP Padang Press</p>	2%
5	Students are able to prepare interview guidelines	Students understand the nature of interview techniques. Students understand the importance of planning and designing interview techniques	<p>Criteria: The more complete the assessment components, the more perfect the score</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct learning, experience-based learning 3 X 50		<p>Material: AUM PTSDL</p> <p>Reference: <i>Prayitno, et al. 2009.</i> AUM PTSDL SD. Padang: UNP Padang Press</p>	2%
6	Students design, design open questionnaires	Students understand the nature of open questionnaire techniques. Students understand the importance of designing and designing open questionnaire techniques	<p>Criteria: The more complete the assessment components, the more perfect the score</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct learning, experience-based learning 6 X 50		<p>Material: AUM PTSDL</p> <p>Reference: <i>Prayitno, et al. 2009.</i> AUM PTSDL SD. Padang: UNP Padang Press</p>	2%
7	Students understand the importance of designing and designing closed questionnaire techniques	-- Students understand the nature of closed questionnaires - - Students understand the importance of designing, designing closed questionnaires	<p>Criteria: The more complete the assessment components, the more perfect the score</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Direct learning, experience-based learning 3 X 50		<p>Material: AUM PTSDL SMP</p> <p>Reader: <i>Prayitno, et al. 2009.</i> AUM PTSDL SMP. Padang: UNP Padang Press</p>	2%

8	Students are able to do USS questions well	Doing USS Answering USS well	<p>Criteria: The more complete the assessment components, the more perfect the score</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Problem-based learning, experience-based learning 9 X 50		<p>Material: POP BK Library: POP BK. 2015.</p> <hr/> <p>Material: Non-Test Assessment Literature: Purwoko, Budi and Titin Indah Pratiwi. 2015. Non-test assessment. Surabaya: Unesa Press</p> <hr/> <p>Material: General AUM Reference: Prayitno, et al. 2009. General AUM. Padang: UNP Padang Press</p> <hr/> <p>Material: AUM PTSDL Reference: Prayitno, et al. 2009. AUM PTSDL SD. Padang: UNP Padang Press</p>	20%
9	Students make sociometry	- Students understand the nature of sociometry - - Students design, design sociometry	<p>Criteria: The more complete the assessment components, the more perfect the score</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, experience-based learning 3 X 50		<p>Material: AUM PTSDL SMA Library: Prayitno, et al. 2009. AUM PTSDL SMA. Padang: UNP Padang Press</p>	5%
10	Students are skilled at making who am i, autobiography, DCM, general aum	Able to design, develop and implement BK programs starting from the conceptual, operational and reporting levels based on the results of needs analysis obtained based on autobiographical results to produce comprehensive guidance and counseling program designs that are relevant to participants' needs and communicate them to stakeholders	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities</p>	Problem based learning, experience based learning 3 X 50		<p>Material: AUM PTSDL SMA Library: Prayitno, et al. 2009. AUM PTSDL SMA. Padang: UNP Padang Press</p>	5%

11	Students are skilled at making who am i, autobiography, DCM, general aum	Able to design, develop and implement BK programs starting from the conceptual, operational and reporting levels based on the results of needs analysis obtained based on autobiographical results to produce comprehensive guidance and counseling program designs that are relevant to participants' needs and communicate them to stakeholders	Criteria: The more complete and correct the more perfect the value Form of Assessment : Project Results Assessment / Product Assessment	Problem based learning, experience based learning 3 X 50		Material: AUM PTSDL PT Library: Prayitno, et al. 2009. AUM PTSDL PT. Paadang: UNP Padang Press	5%
12	Students are skilled at making who am i, autobiography, DCM, general aum	Able to design, develop and implement BK programs starting from the conceptual, operational and reporting levels based on the results of needs analysis obtained based on autobiographical results to produce comprehensive guidance and counseling program designs that are relevant to participants' needs and communicate them to stakeholders	Criteria: The more complete and correct the more perfect the value Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Problem based learning, experience based learning 3 X 50		Material: AUM PTSDL PT Library: Prayitno, et al. 2009. AUM PTSDL PT. Paadang: UNP Padang Press	5%
13	Students are skilled at making who am i, autobiography, DCM, general aum	Able to design, develop and implement BK programs starting from the conceptual, operational and reporting levels based on the results of needs analysis obtained based on autobiographical results to produce comprehensive guidance and counseling program designs that are relevant to participants' needs and communicate them to stakeholders	Criteria: The more complete and correct the more perfect the value Form of Assessment : Project Results Assessment / Product Assessment	Problem based learning, experience based learning 3 X 50		Material: Utilization of AUM PTSDL PT Pustaka: Utomo, DP, Prayitno., Effendi, ZM 2017. Utilization of AUM PTSDL Results for Guidance and Counseling Services. Counselor, 6(3): pp	5%

14	Students are skilled at making who am i, autobiography, DCM, general aum	Able to design, develop and implement BK programs starting from the conceptual, operational and reporting levels based on the results of needs analysis obtained based on autobiographical results to produce comprehensive guidance and counseling program designs that are relevant to participants' needs and communicate them to stakeholders	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Problem based learning, experience based learning 3 X 50		<p>Material: Utilization of AUM PTSDL PT</p> <p>Pustaka: <i>Utomo, DP, Prayitno., Effendi, ZM 2017. Utilization of AUM PTSDL Results for Guidance and Counseling Services. Counselor, 6(3): pp</i></p>	5%
15	Students administer middle and high school AUM PTSDL	Able to design, develop and implement BK programs starting from the conceptual, operational and reporting levels based on the results of needs analysis obtained based on the results of non-test assessments	<p>Criteria: The more complete and clearer the value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Problem-based learning, experience-based learning 3 X 50		<p>Material: - Library:</p>	6%
16	Students administer middle and high school AUM PTSDL	Able to design, develop and implement BK programs starting from the conceptual, operational and reporting levels based on the results of needs analysis obtained based on the results of non-test assessments	<p>Criteria: The more complete and clearer the value</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance</p>	Problem-based learning, experience-based learning 3 X 50		<p>Material: - Library:</p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	21%
2.	Project Results Assessment / Product Assessment	51.5%
3.	Practical Assessment	7.5%
4.	Practice / Performance	20%
		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.

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.