



**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
school curriculum	8620102205	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	August 20, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Muhammad Farid Ilhamuddin, S.Pd.,M.Pd.		Muhammad Farid Ilhamuddin, S.Pd.,M.Pd.			Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																				
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																																			
	PLO-6	Mastering the concepts of education, psychology and research to base guidance and counseling services																																																																			
	Program Objectives (PO)																																																																				
	PO - 1	Mastering educational concepts in underlying guidance and counseling services																																																																			
	PO - 2	Have the ability to carry out curriculum development																																																																			
	PLO-PO Matrix																																																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>P.O</th> <th>PLO-2</th> <th>PLO-6</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>	P.O	PLO-2	PLO-6	PO-1	✓	✓	PO-2	✓	✓																																																										
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	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 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> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></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 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 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								✓	✓	✓	✓	✓	✓	✓	✓	✓
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																					
PO-1	✓	✓	✓	✓	✓	✓	✓																																																														
PO-2								✓	✓	✓	✓	✓	✓	✓	✓	✓																																																					

Short Course Description	This course examines curriculum concepts and curriculum development, curriculum design, foundations of curriculum development, curriculum development models so that students are expected to be able to apply the principles of curriculum development in curriculum development in schools, especially in the field of guidance and counseling. Lectures are carried out using blended learning, namely face-to-face and online. The learning method is implemented through case studies. Training through written tests in the form of questions in the form of case studies. The assessment guidelines are based on the assessment rubric. Study materials in the case study course include: 1. The essence of the curriculum 2. The basis of the curriculum 3. Principles of school curriculum development 4. Curriculum development models 5. Guidance and guidance curriculum in schools from time to time
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References	Main :

1. Gysbers, N. C dan Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.
2. Hidayati, Wiji. 2012. Pengembangan Kurikulum.. Yogyakarta: PEDAGOGIA
3. Sudarman. 2019. Pengembangan Kurikulum, Kajian Teori & Praktik . Samarinda: Mulawarman University Press.
4. Myrick, R. D. (1987). Developmental guidance and counseling: A practical approach. Educational Media Corporation, PO Box 21311, Minneapolis, MN 55421.
5. Myrick, R. D. (1987). Developmental guidance and counseling: A practical approach. Educational Media Corporation, PO Box 21311, Minneapolis, MN 55421.
6. Baugh, A. (2018). The importance of guidance and counseling in present education system: Role of the teacher. International journal of advanced educational research, 3(2), 384-386.
7. Baugh, A. (2018). The importance of guidance and counseling in present education system: Role of the teacher. International journal of advanced educational research, 3(2), 384-386.
8. Gysbers, N. C., & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. Professional School Counseling, 4(4), 246.
9. Sabda, Syaifuddin. 2016. PENGEMBANGAN KURIKULUM (Tinjauan Teoritis): Aswaja Pressindo.
10. Baharudin, Hasan. 2017. PENGEMBANGAN KURIKULUM : TEORI DAN PRAKTIK: Pustaka nurja.
11. Masykur. 2019. Teori dan Telaah pengembangan Kurikulum. Aura Publishing.
12. Kemdikbud. 2021. Kurikulum Operasional di Satuan Pendidikan. Badan penelitian dan pengembangan dan Perbukuan.

Supporters:

1. Baugh, A. (2018). The importance of guidance and counseling in present education system: Role of the teacher. International journal of advanced educational research, 3(2), 384-386.
2. Bintani, K. (2020, August). Personal Development Plan as a Guidance and Counseling Strategy in Higher Education. In 2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019) (pp. 18-22). Atlantis Press.
3. Rowley, W. J., Stroh, H. R., & Sink, C. A. (2005). Comprehensive guidance and counseling programs' use of guidance curricula materials: A survey of national trends. Professional School Counseling, 296-304.
4. Prasetyawan, H., & Supriyanto, A. (2016). Guidance and counseling comprehensif program in early childhood education based on developmental task. Jurnal CARE (Children Advisory Research and Education), 3(3), 95-103.
5. Wiyono, B. D. (2015). Keefektifan Solution-Focused Brief Group Counseling untuk Meningkatkan Motivasi Berprestasi Siswa Sekolah Menengah Kejuruan. JKI (Jurnal Konseling Indonesia), 1(1), 29-37.
6. Wiyono, B. D., Nursalim, M., Pratiwi, T. I., & Ilhamuddin, M. F. (2023, March). Evaluation of the Quality of Counseling Services in Improving the Achievement Motivation of Senior High School Students. In International Joint Conference on Arts and Humanities 2022 (IJCAH 2022) (pp. 1027-1038). Atlantis Press.
7. A Guide to Curriculum Development: Purposes, Practices, Procedures
8. Turning points: Transforming Middle Schools

Supporting lecturer

Dr. Eko Darminto, M.Si.
 Dr. Denok Setiawati, M.Pd., Kons.
 Dr. Bakhrudin All Habsy, M.Pd.
 Bambang Dibyo Wiyono, S.Pd., M.Pd.
 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 meaning of curriculum and curriculum dimensions and the relationship between curriculum and curriculum dimensions	1.Students can explain the meaning of curriculum and curriculum dimensions 2.Students are able to relate the curriculum to the dimensions of the curriculum	Criteria: 1.Discussion Process 2.Presentation Liveliness 3.Task Results 4.Scoring Guidelines (Marking Scheme) Form of Assessment : Participatory Activities	Problem based learning Task-1: Prepare a summary of the meaning, curriculum and dimensions of the 2 X 50 curriculum	Problem based online learning (eLearning: VINESA)	Material: Understanding curriculum and curriculum dimensions Reader: Sudarman. 2019. Curriculum Development, Theory & Practice Study. Samarinda: Mulawarman University Press.	2%
2	Understand the meaning of curriculum and curriculum dimensions and the relationship between curriculum and curriculum dimensions	1.Students can explain the meaning of curriculum and curriculum dimensions 2.Students are able to relate the curriculum to the dimensions of the curriculum	Criteria: 1.Discussion Process 2.Presentation Liveliness 3.Task Results 4.Scoring Guidelines (Marking Scheme) Form of Assessment : Participatory Activities	Problem based learning Task-2: Prepare a PPT about the meaning of curriculum and the dimensions of the 2 X 50 curriculum	Problem based online learning (eLearning: VINESA)	Material: Understanding curriculum and curriculum dimensions Reader: Sudarman. 2019. Curriculum Development, Theory & Practice Study. Samarinda: Mulawarman University Press.	3%

3	Understand the nature of curriculum development, the position of the curriculum in education/learning, the differences between curriculum and learning, patterns of the relationship between curriculum and learning	<p>1.1. Students can explain the nature of curriculum development, the position of the curriculum</p> <p>2.2. Students can differentiate between curriculum and learning</p> <p>3.3. Students can describe the relationship between curriculum and learning</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The more you can relate, the more perfect the value 2.Discussion Process 3.Rubric <p>Form of Assessment : Participatory Activities</p>	Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: Understanding the meaning of curriculum and curriculum dimensions and the relationship between curriculum and curriculum dimensions</p> <p>References: <i>Gysbers, NC, & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. Professional School Counseling, 4(4), 246.</i></p> <hr/> <p>Material: Definition of curriculum, dimensions of curriculum</p> <p>Library:</p> <hr/> <p>Material: Understanding curriculum, curriculum dimensions</p> <p>References: <i>Rowley, WJ, Stroh, HR, & Sink, CA (2005). Comprehensive guidance and counseling programs' use of guidance curriculum materials: A survey of national trends. Professional School Counseling, 296-304.</i></p>	3%
4	Understand the philosophical basis of curriculum development, the psychological basis of curriculum development, the sociological basis of curriculum development, the science and technology basis of curriculum development	Students can explain the philosophical basis for curriculum development, the psychological basis for curriculum development, the sociological basis for curriculum development, the science and technology basis for curriculum development	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: Philosophical foundations for curriculum development, psychological foundations for curriculum development, sociological foundations for curriculum development, science and technology foundations for curriculum development.</p> <p>References: <i>Gysbers, NC, & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. Professional School Counseling, 4(4), 246.</i></p>	4%

5	Understand curriculum components	<p>1.Students can explain the components of the curriculum</p> <p>2.Students are able to identify the strengths and weaknesses of curriculum components</p>	<p>Criteria: The more precise and complete, the more perfect the value, cooperative learning</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: curriculum components</p> <p>References: <i>Bintani, K. (2020, August). Personal Development Plan as a Guidance and Counseling Strategy in Higher Education. In 2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019) (pp. 18-22). Atlantis Press.</i></p>	4%
6	Understand curriculum principles	<p>1.Students can explain curriculum principles</p> <p>2.Students can analyze curriculum principles that are optimal and those that are not</p>	<p>Criteria: The more precise and complete, the more perfect the value, cooperative learning</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: Principles of an optimal curriculum</p> <p>Reference: <i>Baugh, A. (2018). The importance of guidance and counseling in present education system: Role of the teacher. International journal of advanced educational research, 3(2), 384-386.</i></p>	3%
7	Students understand curriculum models, types of curriculum models, differences in curriculum models	Students can explain curriculum models, types of curriculum models, differences between curriculum models	<p>Criteria: The more precise and complete, the more perfect the value, Cooperative learning</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: curriculum models, types of curriculum models</p> <p>References: <i>Baugh, A. (2018). The importance of guidance and counseling in present education system: Role of the teacher. International journal of advanced educational research, 3(2), 384-386.</i></p>	3%

8	UTS	UTS	<p>Criteria: The more precise and complete it is, the more perfect its value</p> <p>Form of Assessment : Test</p>	Problem based learning 2 X 50		<p>Material: UTS Bibliography: Gysbers, N. C and Patricia Henderson. 1976. <i>Developing and Managing: Your School Guidance and Counseling Program.</i> American Counseling Association: Alexandria.</p> <p>Material: UTS Bibliography: Gysbers, NC, & Henderson, P. (2001). <i>Comprehensive guidance and counseling programs: A rich history and a bright future.</i> Professional School Counseling, 4(4), 246.</p> <p>Material: UTS Reader: Sudarman. 2019. <i>Curriculum Development, Theory & Practice Study.</i> Samarinda: Mulawarman University Press.</p>	20%
9	Understand curriculum development approaches and identify various approaches in curriculum development	<p>1.Students can explain approaches to curriculum development</p> <p>2.Students identify the strengths and weaknesses of the curriculum approach used</p>	<p>Criteria: The more precise and complete, the more perfect the value, Cooperative learning</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, pProblem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: Approaches to curriculum development References: Gysbers, NC, & Henderson, P. (2001). <i>Comprehensive guidance and counseling programs: A rich history and a bright future.</i> Professional School Counseling, 4(4), 246.</p>	3%
10	Understand the meaning of evaluation and several curriculum evaluation models	<p>1.Students can explain the meaning of evaluation and several curriculum evaluation models</p> <p>2.Students choose the appropriate curriculum evaluation model</p>	<p>Criteria: The more precise and complete, the more perfect the value, Cooperative learning</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: Curriculum evaluation Reader: Sudarman. 2019. <i>Curriculum Development, Theory & Practice Study.</i> Samarinda: Mulawarman University Press.</p>	3%
11	Understand the function and role of the curriculum in education/learning	Students can explain the function and role of the curriculum in education/learning	<p>Criteria: The more precise and complete, the more perfect the value, Cooperative learning</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: Function and role of curriculum in education/learning References: Baugh, A. (2018). <i>The importance of guidance and counseling in present education system: Role of the teacher.</i> International journal of advanced educational research, 3(2), 384-386.</p>	4%

12	Understand the 2013 curriculum development process, the independent learning curriculum	Students can explain the 2013 curriculum and the independent learning curriculum (current curriculum)	<p>Criteria: The more precise and complete, the more perfect the value, Cooperative learning</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: 2013 curriculum development, independent learning curriculum</p> <p>Reference: <i>Bintani, K. (2020, August). Personal Development Plan as a Guidance and Counseling Strategy in Higher Education. In 2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019) (pp. 18-22). Atlantis Press.</i></p>	4%
13	Understand the meaning of innovation in the curriculum, identify elements and characteristics of innovation in the curriculum, adopt and implement educational innovation in the curriculum	Students can explain the meaning of innovation in the curriculum, identify the elements and characteristics of innovation in the curriculum, adopt and implement educational innovation in the curriculum	<p>Criteria: The more precise and complete, the more perfect the value, Cooperative learning</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: Innovation in the curriculum, identifying elements and characteristics of innovation in the curriculum, adopting and implementing educational innovation in the curriculum</p> <p>References: <i>Gysbers, N. C and Patricia Henderson. 1976. Developing and Managing: Your School Guidance and Counseling Program. American Counseling Association: Alexandria.</i></p>	4%
14	Understand the meaning of the 2013 curriculum syllabus and learning planning, the independent learning curriculum	<p>1.Students can explain the 2013 curriculum learning planning,</p> <p>2.Students can explain the learning planning for the independent learning curriculum</p>	<p>Criteria: The more precise and complete, the more perfect the value, Cooperative learning</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning, Problem based learning 2 X 50	Problem based online learning (eLearning: VINESA)	<p>Material: 2013 curriculum learning planning, independent learning curriculum</p> <p>Library: <i>Prasetiawan, H., & Supriyanto, A. (2016). Guidance and counseling comprehensive program in early childhood education based on developmental tasks. CARE (Children Advisory Research and Education) Journal, 3(3), 95-103.</i></p>	5%

15	Understand the meaning of teacher books and student books in implementing the 2013 curriculum and the independent learning curriculum	1.Students explain the meaning of teacher books and student books in implementing the 2013 curriculum and the independent learning curriculum 2.understand how to choose teacher books and student books that are in accordance with the implementation of the 2013 curriculum and the independent learning curriculum	Criteria: The more precise and complete, the more perfect the value, Cooperative learning Form of Assessment : Participatory Activities	Cooperative learning, problem-based learning 2 X 50	Problem based online learning (eLearning: VINESA)	Material: the meaning of teacher books and student books in implementing the 2013 curriculum and the independent learning curriculum. Reader: Gysbers, NC, & Henderson, P. (2001). <i>Comprehensive guidance and counseling programs: A rich history and a bright future. Professional School Counseling, 4(4), 246.</i>	5%
16	UAS	UAS	Criteria: UAS Form of Assessment : Test	2 X 50		Material: UAS Bibliography: Gysbers, NC, & Henderson, P. (2001). <i>Comprehensive guidance and counseling programs: A rich history and a bright future. Professional School Counseling, 4(4), 246.</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		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.
- 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.

