



**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>																																	
Study Guidance and Counseling	8620104026		T=4 P=0 ECTS=6.36	4	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>	<b>Project Based Learning</b>																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																					
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="15"></td> </tr> </table>					P.O																															
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Study of learning concepts, learning theories, learning competencies, learning styles, learning skills, types of learning difficulties, and diagnosis of learning difficulties. Plan and implement student needs assessments in the learning field, prepare and practice RPL for classical guidance and group guidance in the learning field, and diagnose learning difficulties. The learning procedures used are; cooperative learning, problem-based learning, and project-based learning.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Pritchard, Alan. 2009. Ways of Learning: Learning Theories and Learning Styles in the Classroom . New York: Routledge.</li> <li>2. Syah, Muhibbin. 2010. Psikologi Pendidikan dengan Pendekatan Baru . Bandung: PT Remaja Rosdakarya.</li> <li>3. Syah, Muhibbin. 2009. Psikologi Belajar . Jakarta: Rajawali Press.</li> <li>4. Slameto. 2015. Belajar dan Faktor-faktor yang Mempengaruhinya . Jakarta: Rineka Cipta.</li> <li>5. Novitasari, Yuni. 2016. Bimbingan dan Konseling Belajar (Akademik) . Bandung: Alfabeta.</li> <li>6. Abdurrahman, Mulyono. 2012. Anak Berkesulitan Belajar: Teori, Diagnosis, dan Remediasinya . Jakarta: Rineka Cipta.</li> <li>7. Orr, Fred. 1992. Study Skills for Successful Students . Australia: Allen &amp; Unwin.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Retno Tri Hariastuti, M.Pd., Kons. Dr. Wiryono Nuryono, S.Pd., M.Pd. Bambang Dibyo Wiyono, S.Pd., M.Pd. Dr. Evi Winingsih, 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	Students are able to understand learning concepts	Students can explain the meaning of learning, types of learning, processes and stages of learning, factors that influence learning	<b>Criteria:</b> According to the rubric	Cooperative learning 4 X 50			0%
2	Understand learning theories from various perspectives	Students can compare behavioristic, cognitive and constructivist learning theories	<b>Criteria:</b> According to the rubric	Problem Based learning 4 X 50			0%
3	Understand learning field competencies	Students can classify learning field competencies	<b>Criteria:</b> According to the rubric	Cooperative learning 4 X 50			0%
4	Understand the types of learning styles and their assessments	Students can explain the types of learning styles and assessments	<b>Criteria:</b> According to the rubric	Cooperative learning 4 X 50			0%
5	Understand the types of learning styles and their assessments. Skilled in carrying out the diagnosis of learning difficulties	Students can explain the types of learning styles and assessments	<b>Criteria:</b> According to the rubric	Cooperative learning 4 X 50			0%
6	Understand the concept of learning difficulties	Students can explain the meaning and types of learning difficulties	<b>Criteria:</b> According to the rubric	Problem Based learning 4 X 50			0%
7	Understand the procedures for diagnosing learning difficulties	Students can explain the procedure for diagnosing learning difficulties	<b>Criteria:</b> According to the rubric	Problem Based learning 4 X 50			0%
8	U.S.S	U.S.S	<b>Criteria:</b> U.S.S	USS 4X50			0%
9	Skilled in analyzing the results of needs assessments and learning problems	Students can analyze the results of needs assessments and learning problems and prepare recommendations for handling them	<b>Criteria:</b> According to the rubric	4 X 50 Project Based Learning			0%
10	Skilled in analyzing the results of needs assessments and learning problems	Students can analyze the results of needs assessments and learning problems and prepare recommendations for handling them	<b>Criteria:</b> According to the rubric	4 X 50 project based learning			0%
11	Understand study skills	Students can explain study skills	<b>Criteria:</b> According to the rubric	Problem Based learning 4 X 50			0%
12	Understand study skills	Students can explain study skills	<b>Criteria:</b> According to the rubric	Problem Based learning 4 X 50			0%
13	Skilled in preparing RPL for classical guidance in the field of learning	Students can develop RPL with classical guidance in the field of learning	<b>Criteria:</b> According to the rubric	4 X 50 project based learning			0%
14	Skilled in practicing classical guidance services in the field of learning	Students can practice classical guidance services in the field of study	<b>Criteria:</b> According to the rubric	4 X 50 project based learning			0%
15	Skilled in practicing classical guidance services in the field of learning	Students can practice classical guidance services in the field of study	<b>Criteria:</b> According to the rubric	4 X 50 project based learning			0%

16	US	US	Criteria: US	US 4 X 50			0%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**