| | | | | | Document Code |
|---|---|---|---|---|---|
| | **Universitas Negeri Surabaya**<br>**Faculty of Education,**<br>**Bachelor of Primary School Teacher Education Study Program** | | | | |

## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|
| **Guidance in Elementary School** | | 8620602013 | | **T=2** | **P=0** | **ECTS=3.18** | 3 | July 17, 2024 |
| **AUTHORIZATION** | | **SP Developer** | | **Course Cluster Coordinator** | | | **Study Program Coordinator** | |
| | | ...................................... | | ...................................... | | | Putri Rachmadyanti, S.Pd., M.Pd. | |

| Learning model | **Project Based Learning** |
|---|---|
| **Program Learning Outcomes (PLO)** | **PLO study program that 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 |
| | **Program Objectives (PO)** |
| | **PLO-PO Matrix** |

| P.O | PLO-1 |
|---|---|

**PO Matrix at the end of each learning stage (Sub-PO)**

| P.O | Week | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

| Short Course Description | Examining and understanding the basic concepts, needs and basic requirements of counseling guidance in elementary schools, techniques for understanding individual students, fields, types and supporting activities of counseling guidance in elementary schools, study guidance, guidance for gifted students, slow learners, lacking learning motives, students problems, career guidance in elementary school, organizational management and administration of counseling guidance in elementary school |
|---|---|
| **References** | **Main :** |
| | 1. Erman, Amti., dkk. 1992. Bimbingan Konseling. Jakarta: Depdikbud.<br>2. Nursalim, Moch dan Suradi. 2002. Layanan Bimbingan dan Konseling. Surabaya: University Press UNESA<br>3. Prayitno, dkk. 1994. Dasar-dasar Bimbingan Konseling. Jakarta: Depdi<br>4. Sunaryo, Kartadinata dkk. 1990. Bimbingan di Sekolah Dasar. Jakarta: Depdikbud Ditjen Dikti PGSD |
| | **Supporters:** |
| | |
| **Supporting lecturer** | Dra. Mulyani, M.Pd.<br>Dr. Hitta Alfi Muhimmah, M.Pd.<br>Dr. Nurul Istiq'faroh, 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 | jjjjjk | | | 2 X 50 | | | 0% |

| No | | | | | | | % |
|---|---|---|---|---|---|---|---|
| 2 | Factors causing psychological problems in elementary/MI children | Examining various factors that cause psychological problems in elementary/MI age children who experience psychological problems | **Criteria:** Score 100 | Cooperative learning 2 X 50 | | | 0% |
| 3 | Counseling communication skills Training provides guidance and counseling assistance for children | Practice providing assistance/guidance to elementary/MI age children who experience psychological problems | **Criteria:** SCORE 100 | Cooperative learning 2 X 50 | | | 0% |
| 4 | Get to know students in depth | Examining the phenomenon of learning difficulties experienced by elementary/MI age children in terms of various psychological studies | **Criteria:** Score 100 | Cooperative learning 2 X 50 | | | 0% |
| 5 | Get to know students in depth | Practice identifying symptoms of learning difficulties using a variety of relevant techniques | **Criteria:** If the question is done perfectly, the score is 100 | Direct learning 2 X 50 | | | 0% |
| 6 | Ability to know students in depth | Practice diagnosing learning difficulties experienced by students | **Criteria:** Score 100 | Direct learning 2 X 50 | | | 0% |
| 7 | Ability to know students in depth | Practice designing guidance programs based on the results of a diagnosis of learning difficulties | **Criteria:** Score 100 | Direct learning 2 X 50 | | | 0% |
| 8 | Ability to know students in depth | Practice providing guidance services to students who experience learning difficulties | **Criteria:** Score 100 | Learning 2 X 50 | | | 0% |
| 9 | | | | 1 X 1 | | | 0% |
| 10 | | | | 1 X 1 | | | 0% |
| 11 | | | | 1 X 1 | | | 0% |
| 12 | | | | 1 X 1 | | | 0% |
| 13 | | | | 1 X 1 | | | 0% |
| 14 | | | | 1 X 1 | | | 0% |
| 15 | | | | 1 X 1 | | | 0% |
| 16 | | | | | | | 0% |

**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** 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.
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.