



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

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																															
Family Guidance and Counseling	86101 03038	Study Program Elective Courses	T=3 P=0 ECTS=6.72	2	April 28, 2023																																																																																															
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																
	Dr. Endang Pudjiastuti Sartinah, M.Pd		Dr. Najlatun Naqiyah, M.Pd.	Prof. Dr. Najlatun Naqiyah, M.Pd.																																																																																																
Learning model	Project Based Learning																																																																																																			
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																			
	Program Objectives (PO)																																																																																																			
	PO - 1	Work together and have social sensitivity and concern for society and the environment																																																																																																		
	PO - 2	Able to understand the concept of family guidance and counseling.																																																																																																		
	PO - 3	Able to implement the core knowledge of BK and the supporting scientific basis of BK in various forms of Guidance and Counseling training																																																																																																		
	PLO-PO Matrix																																																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>				P.O	PO-1	PO-2	PO-3																																																																																											
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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;"> <thead> <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> </thead> <tbody> <tr><td>PO-1</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><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></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</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><td></td><td></td><td></td><td></td></tr> </tbody> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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Short Course Description	Develop an understanding of family theory studies, family systems, family conflict, family roles and functions, techniques in family counseling, as well as case analysis in family guidance and counseling. Discussion of theories related to family guidance and counseling, implementation of family guidance and counseling in everyday life and can solve family problems. The lecture ends with the preparation of a paper that describes a problem regarding the family, and the preparation of a guidance strategy based on a certain theoretical point of view to solve it. This paper has the opportunity to become a candidate for development or experimental research on family guidance and counseling which can be planned in the form of a thesis.																																																																																																			
References	Main :																																																																																																			
	<ol style="list-style-type: none"> 1. Fatchiah E. Kertamuda. (2009) <i>Konseling pernikahan Untuk keluarga indonesia</i>. Jakarta: Salemba Humanika 2. Goldenberg, H and Goldenberg I. (2008) <i>Family therapy an overview, seven editio ns</i>. Canada: Thomson Brooks/Cole Studia Press. Collie W.Conoley and Jane Close Conoley. (2009) <i>Positive Psychology and Family Therapy</i>.Canada: John Wiley 3. Kathryn Geldard and David Gerdard. (2011) <i>Konseling Keluarga membangun Relasi Untuk Saling Memandirikan Antar Anggota Keluarga</i>. Yogyakarta: Pustaka pelajar. 4. Sri Lestari. (2012) <i>Psikologi keluarga: Penanaman Nilai dan Penggunaan konflik dalam Keluarga</i>. Edisi pertama Jakarta: KencanaPrenada Media Group. 5. Thomas L.Sexton,Gerald R.Weeks and Michael S.Robbins. (2003) <i>Handbook of Family Therapy The Science and Practice of Working with Families and Couples</i> . New York and Hove Brunner-Routledge 6. Walgito, B. (2000) <i>Bimbingan dan Konseling Perkawinan</i>. Yogyakarta: 7. Sartinah Endang Pudjiastuti dkk. 2022. <i>Pengembangan Layanan Bimbingan & Konseling Untuk Anak Berkebutuhan Khusus</i>. Jember: Cerdas Ulet Kreatif 8. Sartinah Endang Pudjiastuti & Sujarwanto. 2021. <i>Bimbingan Konseling Anak Berkebutuhan Khusus</i>. Surabaya: CV. Jakad Media Publishing 																																																																																																			

		Supporters:					
Supporting lecturer		Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd. Prof. Dr. Najlatun Naqiyah, 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 the nature and basic concepts of family guidance and counseling	Able to explain the nature and basic concepts of family guidance and counseling	Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results) Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: Explains the nature and basic concepts of family guidance and counseling Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i>	5%
2	Students understand the history of Family Counseling in America, Europe and Indonesia	Able to explain the history of family counseling in America, Europe and Indonesia	Criteria: Criteria: accuracy and suitability Form of Assessment : Practice/Performance, Test	Project Based Learning, discussions, assignments, responses 2 X 50		Material: Understanding the history of family counseling in America, Europe and Indonesia Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i>	5%
3	Students understand and explain the definition of family, family structure and relationships within the family.	Able to understand and explain the definition of family, family structure and relationships within the family.	Criteria: Criteria: accuracy and suitability Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: Understand and explain the definition of family, family structure and relationships within the family. Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i>	5%

4	Students define family counseling, goals of family counseling, principles of family counseling, genogram, communication within the family and effective communication	Define family counseling, goals of family counseling, principles of family counseling, genogram, communication within the family and effective communication	<p>Criteria: Criteria: accuracy and suitability</p> <p>Form of Assessment : Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Defining family counseling, goals of family counseling, principles of family counseling, genogram, communication within the family and effective communication</p> <p>Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i></p>	5%
5	Students define family counseling, goals of family counseling, principles of family counseling, genogram, communication within the family and effective communication	Define family counseling, goals of family counseling, principles of family counseling, genogram, communication within the family and effective communication	<p>Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results)</p> <p>Form of Assessment : Practical Assessment, Practice/Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Defining family counseling, goals of family counseling, principles of family counseling, genogram, communication within the family and effective communication</p> <p>Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i></p>	5%
6	Students are able to study and discuss the relationship between children and parents from the perspective of science and religion, the relationship between parents and the extended family, physiological, psychological and religious roles from various references	Able to study and discuss the relationship between children and parents from the perspective of science and religion, the relationship between parents and the extended family, physiological, psychological and religious roles from various references	<p>Criteria: Criteria: accuracy and suitability</p> <p>Form of Assessment : Practical Assessment, Practice/Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Examining and discussing the relationship between children and parents from the perspective of science and religion, the relationship between parents and the extended family, physiological, psychological and religious roles from various</p> <p>Pustaka references: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i></p>	5%

7	Students are able to study and discuss the relationship between children and parents from the perspective of science and religion, the relationship between parents and the extended family, physiological, psychological and religious roles from various references	Able to study and discuss the relationship between children and parents from the perspective of science and religion, the relationship between parents and the extended family, physiological, psychological and religious roles from various references	<p>Criteria: Criteria: accuracy and suitability</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Examining and discussing the relationship between children and parents from the perspective of science and religion, the relationship between parents and the extended family, physiological, psychological and religious roles from various</p> <p>Pustaka references: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family</i>. First edition Jakarta: KencanaPrenada Media Group.</p>	4%
8	MIDDLE SEMESTER EXAMINATION (UTS)		<p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	UTS 2 X 50		<p>Material: UTS Library: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family</i>. First edition Jakarta: KencanaPrenada Media Group.</p>	25%
9	Students explain family resilience and family counseling plans	Able to explain family resilience and family counseling plans	<p>Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results)</p> <p>Form of Assessment : Practice/Performance, Test</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Explaining family resilience and family counseling plans Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family</i>. First edition Jakarta: KencanaPrenada Media Group.</p>	3%
10	Students are able to explain marriage and family counseling design techniques.	Explains marriage and family counseling design techniques.	<p>Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Explains marriage and family counseling design techniques. Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family</i>. First edition Jakarta: KencanaPrenada Media Group.</p>	3%
11	Students identify marriage and family problems	Able to identify marital and family problems	<p>Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results)</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Project Based Learning, discussions, assignments, responses 2 X 50		<p>Material: Identifying marriage and family problems Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family</i>. First edition Jakarta: KencanaPrenada Media Group.</p>	0%

12	Students carry out assessments of marriage and family problems	Able to assess marital and family problems	Criteria: Criteria: accuracy and suitability Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: Carrying out an assessment of marriage and family problems Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i>	0%
13	Students are able to create counseling programs or plans regarding marriage and family problems	Able to create a counseling program or design regarding marriage and family problems	Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results) Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: Creating a counseling program or design regarding marriage and family problems Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i>	0%
14	Students are able to implement and evaluate programs related to marriage and family issues	Able to implement and evaluate programs related to marriage and family problems	Criteria: Criteria: accuracy and suitability Form of Assessment : Practice / Performance	Project Based Learning, discussions, assignments, responses 2 X 50		Material: Implementing and evaluating programs related to marriage and family problems Reader: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i>	0%
15	Students are able to analyze journals about family guidance and counseling	Able to analyze journals about family guidance and counseling	Criteria: Criteria: accuracy and suitability Non-test form: performance (analysis results) Form of Assessment : Participatory Activities	Project Based Learning, discussions, assignments, responses 2 X 50		Material: Analyzing journals about family guidance and counseling Library: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i>	5%
16	FINAL SEMESTER EXAMINATION (UAS)	UAS	Criteria: UAS Form of Assessment : Portfolio Assessment	UAS 2 X 50		Material: UAS Library: Sri Lestari. (2012) <i>Family psychology: Instilling Values and Using Conflict in the Family. First edition Jakarta: KencanaPrenada Media Group.</i>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	13.33%
2.	Project Results Assessment / Product Assessment	11.16%
3.	Portfolio Assessment	38.33%
4.	Practical Assessment	6.33%
5.	Practice / Performance	25.33%

6.	Test	5.5%
		99.98%

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.