



**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
Macro Insights and Education Policy	8610503012		T=3	P=0	ECTS=6.72	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Prof. Dr. Najlatun Naqiyah, M.Pd.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																		
	Program Objectives (PO)																																		
	PLO-PO Matrix																																		
		P.O																																	
	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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																			

Short Course Description	Understand the insights and policies in guidance and counseling that influence the guidance and counseling profession. In an effort to gain this understanding, the insights and policies of guidance and counseling abroad are also studied as a comparison material for studying the insights and policies of guidance and counseling in the country. In-depth review of various policies that have been issued by the government and professional organizations related to guidance and counseling from time to time so as to obtain a complete picture of the development of guidance and counseling, as well as examining the contribution, strengths and weaknesses of policies related to guidance and counseling. The lecture ended with the preparation of a paper on the study of guidance and counseling policies.
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References	Main :	
	1.	Corey, G. 2015. <i>Theory and Practice of Counseling and Psychotherapy</i> (6th. ed.) . California: Brooks/Cole Publishing Company. Neukrug, Ed. 2012. <i>The World of Counselor : An Introduction to The Counseling Profession</i> . Belmont, CA : Brooks/Cole. Nugent, F.A. & Jones, K.D. (2009 ). <i>Introduction to the profession of counseling (5th ed.)</i> . Upper Saddle River, NJ: Pearson.
	Supporters:	

Supporting lecturer	Prof. Dr. H. Muchlas, M.Pd. Dr. Retno Tri Hariastuti, M.Pd., Kons.
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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	· Able to explain the development of guidance and counseling in the US and Indonesia · Able to describe the problem of the development of guidance and counseling in the US and other countries	· Explain the development of guidance and counseling in the US and Indonesia · Describe the problem of the development of guidance and counseling in the US and other countries	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
2	· Able to explain the development of guidance and counseling in the US and Indonesia · Able to describe the problem of the development of guidance and counseling in the US and other countries	· Explain the development of guidance and counseling in the US and Indonesia · Describe the problem of the development of guidance and counseling in the US and other countries	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
3	· Able to describe guidance and counseling policies in the US and other countries · Able to find problems and solutions to guidance and counseling policies in the US and other countries	· Describe guidance and counseling policies in the US and other countries · Find problems and solutions to guidance and counseling policies in the US and other countries	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
4	· Able to describe guidance and counseling policies in the US and other countries · Able to find problems and solutions to guidance and counseling policies in the US and other countries	· Describe guidance and counseling policies in the US and other countries · Find problems and solutions to guidance and counseling policies in the US and other countries	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
5	· Able to describe guidance and counseling policies in the US and other countries · Able to find problems and solutions to guidance and counseling policies in the US and other countries	· Describe guidance and counseling policies in the US and other countries · Find problems and solutions to guidance and counseling policies in the US and other countries	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
6	· Able to describe the professional identity of counselors in the US and in Indonesia · Able to find efforts to develop the professional identity of counselors in Indonesia	· Describe educational issues in terms of educational diversity. · Find efforts to develop the professional identity of counselors in Indonesia	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
7	· Able to describe the professional identity of counselors in the US and in Indonesia · Able to find efforts to develop the professional identity of counselors in Indonesia	· Describe educational issues in terms of educational diversity. · Find efforts to develop the professional identity of counselors in Indonesia	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
8	MIDDLE SEMESTER EXAMINATION (UTS)	MIDDLE SEMESTER EXAMINATION (UTS)	<b>Criteria:</b> MIDDLE SEMESTER EXAMINATION (UTS)	MIDDLE SEMESTER EXAMINATION (UTS) 3 X 50			0%

9	· Able to describe policies related to BK in the early period · Able to find solutions to policy weaknesses related to BK in the early period	· Describe policies related to BK in the early period. · Find solutions to weaknesses in policies related to BK in the early period	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
10	· Able to describe policies related to BK in the early period · Able to find solutions to policy weaknesses related to BK in the early period	· Describe policies related to BK in the early period. · Find solutions to weaknesses in policies related to BK in the early period	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
11	· Able to describe professional guidance and counseling education · Able to find solutions to weaknesses in professional guidance and counseling education policies	· Describe professional guidance and counseling education in Indonesia · Be able to find solutions to weaknesses in professional guidance and counseling education policies	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
12	· Able to describe professional guidance and counseling education · Able to find solutions to weaknesses in professional guidance and counseling education policies	· Describe professional guidance and counseling education in Indonesia · Be able to find solutions to weaknesses in professional guidance and counseling education policies	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
13	· Able to describe policies related to BK pattern 17, BK comprehensive pattern, specialization, self-development · Able to find solutions to policy weaknesses related to BK pattern 17, BK comprehensive pattern, specialization, self-development ·	· Describe policies related to BK pattern 17, comprehensive pattern BK, specialization, self-development · Find solutions to policy weaknesses related to BK pattern 17, comprehensive pattern BK, specialization, self-development	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
14	· Able to describe policies related to BK pattern 17, BK comprehensive pattern, specialization, self-development · Able to find solutions to policy weaknesses related to BK pattern 17, BK comprehensive pattern, specialization, self-development ·	· Describe policies related to BK pattern 17, comprehensive pattern BK, specialization, self-development · Find solutions to policy weaknesses related to BK pattern 17, comprehensive pattern BK, specialization, self-development	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%

15	· Able to describe policies related to BK pattern 17, BK comprehensive pattern, specialization, self-development · Able to find solutions to policy weaknesses related to BK pattern 17, BK comprehensive pattern, specialization, self-development ·	· Describe policies related to BK pattern 17, comprehensive pattern BK, specialization, self-development · Find solutions to policy weaknesses related to BK pattern 17, comprehensive pattern BK, specialization, self-development	<b>Criteria:</b> Attached	Cooperative learning 3 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

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.**