



**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
BK MANAGEMENT AND SUPERVISION	12oke02029	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	March 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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<b>Learning model</b>	Case Studies
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**Program Learning Outcomes (PLO)** PLO study program which is charged to the course

**Program Objectives (PO)**

<b>PO - 1</b>	Mastering the concept of management and supervision of BK services which includes BK program planning, implementation of BK services, and evaluation of BK services in a comprehensive repertoire of BK services which includes basic services, responsive services, individual and specialization planning services, and system support.
<b>PO - 2</b>	Implement management and supervision of BK services which includes BK program planning, implementation of BK services, and evaluation of BK services on a comprehensive repertoire of BK services which includes basic services, responsive services, individual and specialization planning services, and system support.
<b>PO - 3</b>	Carry out critical analysis of the management and supervision of BK services which includes BK program planning, implementation of BK services, and evaluation of BK services on a comprehensive range of BK services which include basic services, responsive services, individual and specialization planning services, and system support.
<b>PO - 4</b>	Develop and find creative and implementable ways of managing and supervising BK services which include planning BK programs, implementing BK services, and evaluating BK services in a comprehensive repertoire of BK services which includes basic services, responsive services, individual and specialization planning services, and support system.

**PLO-PO Matrix**

	<table border="1"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

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

	<table border="1"> <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></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> <tr> <td>PO-4</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> </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																	PO-4																
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<b>Short Course Description</b>	This course discusses the concept and implementation of management and supervision of BK services which includes main activities including BK program planning, implementation of BK services, and evaluation of BK services in a comprehensive repertoire of BK services which includes basic services, responsive services, individual and specialization planning services, as well as system support.
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<b>References</b>	<b>Main :</b>						
	<ol style="list-style-type: none"> <li>Asosiasi Bimbingan dan Konseling Indonesia. 2013. Panduan Khusus Bimbingan dan Konseling: Pelayanan Arah Peminatan Peserta Didik Jakarta: ABKIN</li> <li>Departemen Pendidikan Nasional. 2007. Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal Jakarta: ABKIN Departemen Pendidikan Nasional</li> <li>Gibson, R L &amp; Mitchell, MH. 2008. Bimbingan dan Konseling Edisi 7 Terjemahan Yudi Santoso. Yogyakarta: Pustaka Pelajar.</li> <li>Gysbers, N C &amp; Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program(4th Ed). Alexandria, VA: ACAKemdikbud. 2016. Pedoman Operasional Penyelenggaraan BK. Jakarta: Kemdikbud: Dijen GTK</li> <li>Kemdikbud. 2016. Pedoman Operasional Penyelenggaraan BK. Jakarta: Kemdikbud: Dijen GTK Nurihsan, A J. 2005. Strategi Layanan Bimbingan dan Konseling. Bandung: Refika Aditama</li> </ol>						
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Dr. Elisabeth Christiana, S.Pd., M.Pd. Prof. Dr. Budi Purwoko, 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 concepts of management and supervision in guidance and counseling	<ol style="list-style-type: none"> <li>Identify the concepts of administration, organization and management</li> <li>Explain the concept of supervision</li> </ol>	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Problem-based learning Group discussion 2 X 50			5%
2	Understand the concept of comprehensive BK and BK activities/services	<ol style="list-style-type: none"> <li>Identify the concept of Comprehensive BK</li> <li>Explain the concept of BK service pattern 17</li> </ol>	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Cooperative learning (jig saw) 2 X 50			5%
3	Mastering the application of needs assessment in developing BK programs	<ol style="list-style-type: none"> <li>Mastering the concept of needs assessment</li> <li>Apply and analyze the results of several needs assessment applications in BK</li> </ol>	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Problem-based learning Group discussion 2 X 50			5%
4	Understand and master the development stages of the BK program	<ol style="list-style-type: none"> <li>Formulate a mechanism for developing the BK program</li> <li>Implementing BK program development</li> </ol>	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Cooperative learning (jig saw) 2 X 50			5%
5	Understand and develop basic service implementation	<ol style="list-style-type: none"> <li>Explain basic service concepts (group &amp; classical guidance)</li> <li>Planning basic services (group &amp; classical guidance) Implementing basic services (group &amp; classical guidance)</li> </ol>	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Cooperative learning (jig saw) 2 X 50			5%

6	Understand and develop basic service implementation	1.Explain basic service concepts (information, orientation, content mastery) 2.Plan and implement basic services (information, orientation, content mastery)	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Cooperative learning (jig saw) 2 X 50			5%
7	Understand and develop the application of individual planning services and specializations	1.Explains the concept of individual planning services and specialization 2.Plan individual planning services and specializations 3.Carrying out individual planning services and specializations in middle and high schools, vocational schools	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Lectures, discussions and questions and answers 2 X 50			5%
8	UTS		<b>Form of Assessment :</b> Test	2 X 50			15%
9	Understand and develop responsive service implementation	1.Explain the concept of responsive service (case conference, home visit, referral) 2.Plan and implement responsive services (case conference, home visit, referral)	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Lectures, discussions and questions and answers 2 X 50			5%
10	Understand and develop the implementation of system support services	1.Explain the concept of system support services 2.Plan and implement system support services	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Lectures, discussions and questions and answers 2 X 50			5%
11	Mastering evaluation approach models (CIPP, Summative-formative, Goal attainment, etc.)	Can explain and compare evaluation approaches (CIPP, Summative-formative, Goal attainment, etc.)	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Lectures, discussions and questions and answers 2 X 50			5%
12	Mastering the concept of the scope of evaluation in guidance and counseling including evaluating the BK program, evaluating the process of implementing the BK program, as well as evaluating the results of implementing the BK program	Can explain the concept of the scope of evaluation in guidance and counseling including evaluation of the BK program, evaluation of the process of implementing the BK program, as well as evaluation of the results of implementing the BK program	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Lectures and questions and answers 2 X 50			5%

13	Understand and develop responsive service implementation	1.Explain the concept of responsive services (individual and group counseling) 2.Plan and implement responsive services (individual and group counseling)	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Lectures, discussions and questions and answers 2 X 50			5%
14	The concept of BK program supervision includes definition, targets, objectives, benefits and procedures	Can explain supervision in BK including the meaning, goals, objectives, benefits and procedures of supervision in BK	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Lectures and questions and answers 2 X 50			5%
15	Mastering the development of supervision instruments and procedures for implementing BK program supervision sequentially	1.Describes in detail and completely the procedures for implementing BK program supervision in sequence 2.Development of supervision instruments	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Lectures and questions and answers 2 X 50			5%
16	UAS		<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Test	2 X 50			15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Practice / Performance	70%
2.	Test	30%
		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.

