

	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
Management and Supervision of Guidance and Counseling	8610503015		T=3	P=0	ECTS=6.72	3	July 18, 2024
AUTHORIZATION	SP Developer 		Course Cluster Coordinator 			Study Program Coordinator Prof. Dr. Najlatun Naqiyah, M.Pd.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>					
Short Course Description	This course discusses the concept and implementation of management and supervision of BK services which includes the main activities which include 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.						
	References	Main :	<ol style="list-style-type: none"> Asosiasi Bimbingan dan Konseling Indonesia. 2013. Panduan Khusus Bimbingan dan Konseling: Pelayanan Arah Peminatan Peserta Didik . Jakarta: ABKIN. Departemen Pendidikan Nasional. 2007. Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal . Jakarta: Departemen Pendidikan Nasional. Gibson, R. L. & Mitchell, M.H. 2008. Bimbingan dan Konseling . Edisi 7. Terjemahan Yudi Santoso. Yogyakarta: Pustaka Pelajar Gysbers, N. C. & Henderson, P. 2006. Developing and Managing Your School Guidance and Counseling Program (4th Ed.). Alexandria, VA: ACA Kemdikbud, 2016. Pedoman Operasional Penyelenggaraan BK, Jakarta: Kemdikbud, Dijen GTK Nurihsan, A. J. 2005. Strategi Layanan Bimbingan dan Konseling . Bandung: Refika Aditama. Shertzer, B. & Stone, S. C. 1981. Fundamentals of Guidance . Boston: Houghton Mifflin Company Winkel, W.S. & Hastuti, M. M. S. 2005. Bimbingan dan Konseling di Institusi Pendidikan. Yogyakarta: Media Abadi 				
Supporters:							
Supporting lecturer	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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							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.