



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																																																																																																				
PPL (Internship) Guidance and Counseling	8610503016	Compulsory Study Program Subjects	T=3 P=0 ECTS=6.72	3	March 1, 2024																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																					
	Dr. Retno Tri Hariastuti. M.Pd.. Kons.		Dr. Retno Tri Hariastuti. M.Pd.. Kons.	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)																																																																																																								
	PO - 1	Demonstrate an independent and responsible attitude in completing work according to their area of expertise, either individually or in groups																																																																																																							
	PO - 2	Carry out certain learning model steps according to the chosen approach/model/strategy																																																																																																							
	PO - 3	Using teaching materials in learning activities																																																																																																							
	PO - 4	Using media in learning activities																																																																																																							
	PLO-PO Matrix																																																																																																								
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																									
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Short Course Description	This course aims to enable students to master the knowledge, skills and attitudes as teachers or lecturers at the undergraduate guidance and counseling level and as supervisors of the implementation of guidance and counseling in schools. To gain mastery of competency as an undergraduate guidance and counseling lecturer, students are guided to carry out supervised teaching practice at the undergraduate guidance and counseling level at a university that has a guidance and counseling department. To master competency as a supervisor, students are guided to carry out an evaluation of the planning and implementation of a guidance and counseling program at a secondary school appointed by the institution. Students are obliged to make a written report of these two activities and submit it to their supervisor.																																																																																																								
References	Main : <ol style="list-style-type: none"> Joyce, B.R., Weil, M., & Calhoun, E. 2015. Model of Teaching, 9th Edition. London: Pearson South Carolina Guidance and Counseling Writing Team. 2008. The South Carolina Comprehensive Developmental Guidance and Counseling Program Model A Guide for School Counseling Programs, Prekindergarten through Grade Twelve . South Carolina: South Carolina Department of Education. Darminto, E. 2021. Model Evaluasi Program Bimbingan dan Konseling Perkembangan. Surabaya: Hand Out. _____. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 Tentang Bimbingan Dan Konseling Pada Pendidikan Dasar Dan Pendidikan Menengah. Tersedia: https://jdih.kemdikbud.go.id > arsip > Permendikb... Gysbers, N.C. & Henderson, P. 2012. Developing and Managaing Your School Guidance and Counseling Program, Fifth Edition. Alexandria, USA: American Counseling Association 																																																																																																								

	Supporters:						
Supporting lecturer	Dr. Eko Darminto, M.Si. Dr. Retno Tri Hariastuti, M.Pd., Kons.						
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 objectives, implementation and billing of the PPL Internship Guidance and Counseling Program	<p>1.Can explain the objectives of the PPL Internship Guidance and Counseling Program implementation program</p> <p>2.Can explain the content and scope of activities that must be carried out by students in the PPL Internship Guidance and Counseling Program.</p> <p>3.Can explain bills from the implementation of the PPL Internship Guidance and Counseling Program</p>	<p>Criteria: Criteria: Accuracy of steps to open learning Techniques: Performance tests or real teaching at school</p> <p>Form of Assessment : Practice / Performance</p>	Lecture/presentation Discussion 3 X 50			5%
2	Mastering learning practices from various models and approaches	Can prepare a semester learning plan (RPS) based on a particular learning model that is relevant to the learning material to be delivered	<p>Criteria: Criteria: Accuracy in selecting the learning model. Accuracy in presenting the learning model steps. Accuracy in the learning material presented</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, demonstrations, discussions, assignments 3 X 50			5%
3	can carry out evaluations of guidance and counseling programs in secondary schools in accordance with concepts, rules, principles and evaluation models in guidance and counseling	Can plan a comprehensive evaluation of a guidance program which contains: evaluation objectives, evaluation model, evaluation targets, required data, data sources, data collection techniques and instruments, criteria formulation, decision making techniques.	<p>Criteria: -</p> <p>Form of Assessment : Practice / Performance</p>	Lectures and presentations, demonstrations, discussions, assignments 3 X 50			5%
4	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<p>1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors</p> <p>2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors</p>	<p>Criteria: Criteria: Accuracy in selecting the learning model. Accuracy in presenting the learning model steps. Accuracy in the learning material presented</p> <p>Form of Assessment : Practice / Performance</p>	Field work/project based learning 3 X 50			5%

5	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	<p>Criteria: Accuracy in the selection of teaching materials. Accuracy in the use of teaching materials. Accuracy of the material presented in the teaching materials</p> <p>Form of Assessment : Practice / Performance</p>	Field work/project based learning 3 X 50			5%
6	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	<p>Criteria: Accuracy in selecting learning media. Accuracy in the use of learning media. Accuracy of the material presented in learning media</p> <p>Form of Assessment : Practice / Performance</p>	Field work/project based learning 3 X 50			5%
7	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	<p>Criteria: Accuracy of ICT selection in learning. Appropriate use of ICT in learning</p> <p>Form of Assessment : Practice / Performance</p>	Field work/project based learning 3 X 50			5%

8	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	Criteria: - Form of Assessment : Practice/Performance, Test	Field work/project based learning 3 X 50			15%
9	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	Criteria: Accuracy in leading and managing discussions in learning Accuracy in using questioning techniques in learning Accuracy in providing feedback in class Accuracy in providing reinforcement in classroom learning Form of Assessment : Practice / Performance	Field work/project based learning 3 X 50			5%
10	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	Criteria: Accuracy in leading and managing discussions in learning Accuracy in using questioning techniques in learning Accuracy in providing feedback in class Accuracy in providing reinforcement in classroom learning Form of Assessment : Practice / Performance	Field work/project based learning 3 X 50			5%

11	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	<p>Criteria: Accuracy in leading and managing discussions in learning Accuracy in using questioning techniques in learning Accuracy in providing feedback in class Accuracy in providing reinforcement in classroom learning</p> <p>Form of Assessment : Practice / Performance</p>	Field work/project based learning 3 X 50			5%
12	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	<p>Criteria: Accuracy in selecting learning assessment techniques. Accuracy in the use of learning assessment instruments. Accuracy in processing assessment results</p> <p>Form of Assessment : Practice / Performance</p>	Field work/project based learning 3 X 50			5%
13	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	<p>Criteria: Accuracy in selecting learning assessment techniques. Accuracy in the use of learning assessment instruments. Accuracy in processing assessment results</p> <p>Form of Assessment : Practice / Performance</p>	Field work/project based learning 3 X 50			5%

14	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	<p>Criteria: Accuracy in selecting learning assessment techniques. Accuracy in the use of learning assessment instruments. Accuracy in processing assessment results</p> <p>Form of Assessment : Practice / Performance</p>	Presentation of assignments 3 X 50			5%
15	Students can carry out learning in the undergraduate guidance and counseling program by evaluating the guidance and counseling program at school correctly	<ol style="list-style-type: none"> 1.Prepare reports on learning activities in the Undergraduate Guidance and Counseling program according to the guidelines with minimal errors 2.Prepare reports on the implementation of evaluations of school guidance and counseling programs in accordance with guidelines with minimal errors 	<p>Criteria: Accuracy in identifying enrichment and remedial materials. Accuracy in selecting remedial and enrichment delivery techniques</p> <p>Form of Assessment : Practice / Performance</p>	Student Presentation, discussion 3 X 50			5%
16	Can carry out learning in the undergraduate guidance and counseling program well in accordance with the rules and principles of learning in higher education. Can carry out evaluations of guidance and counseling programs in schools well in accordance with the rules and principles of evaluating guidance and counseling programs	<ol style="list-style-type: none"> 1.Can prepare reports on the results of learning activities in the Undergraduate Guidance and Counseling program in accordance with applicable guidelines 2.Can prepare reports on the results of school guidance and counseling program evaluation activities in accordance with applicable guidelines. 	<p>Criteria: -</p> <p>Form of Assessment : Practice/Performance, Test</p>	Presentation and discussion 3 X 50			15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Practice / Performance	85%
2.	Test	15%
		100%

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.