



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

Document  
Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																																																																
Thesis	12oke06019	Compulsory Study Program Subjects	T=6 P=0 ECTS=13.44	4	March 1, 2024																																																																																																																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																																																																																																	
	.....		Dr. Eko Darminto, MSi; Dr. Hadi Warsito Wiryosutomo, M. Si, Kons; Prof. Dr. Mochamad Nursalim, M.Si.; Dr. Elisabeth Chirstiana, S.Pd., M.Pd. ; Prof. Dr. Budiyanto, M.Pd.; Prof. Dr. Budi Purwoko, M.Pd.; Prof. Dr. Najlayun Naqiyah, M.Pd.; Proff. Dr. Maria Veronika Roedminingsih, M.Pd. ; Dr. Endang Pudjiastuti Sartinah, M.Pd. ; Dr. Retno Tru Hariastuti, M.Pd.;	Prof. Dr. Najlatun Naqiyah, M.Pd.																																																																																																																																	
<b>Learning model</b>	<b>Project Based Learning</b>																																																																																																																																				
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	<b>PO - 1</b>	Students are able to identify phenomena or events that form the basis of research.																																																																																																																																			
	<b>PO - 2</b>	Students are able to compile research background by detailing the context, urgency and relevance of the research.																																																																																																																																			
	<b>PO - 3</b>	Students are able to carry out a careful and systematic literature review of the chosen research topic.																																																																																																																																			
	<b>PO - 4</b>	Students are able to design research methods that suit the research objectives.																																																																																																																																			
	<b>PO - 5</b>	Students are able to draft a comprehensive and systematic research proposal.																																																																																																																																			
	<b>PLO-PO Matrix</b>																																																																																																																																				
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<b>Short Course Description</b>	Thesis courses at the Master's level in the Guidance and Counseling study program are designed to provide students with a theoretical foundation and practical skills in compiling quality research. This course will explore various aspects of research methodology, especially those relevant to the field of guidance and counseling, research results and discussion of results.																																																																																																																																				

<b>References</b>		<b>Main :</b>					
				<ol style="list-style-type: none"> <li>1. Fraenkel, J. R., Wallen, N. E., &amp; Hyun, H. H. (2019). <i>How to Design and Evaluate Research in Education</i>. McGraw-Hill Education.</li> <li>2. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>. Sage Publications.</li> <li>3. Rallis, S. F., &amp; Rossman, G. B. (2011). <i>The Research Journey: Introduction to Inquiry</i>. Guilford Press.</li> <li>4. Booth, A., Papaioannou, D., &amp; Sutton, A. (2012). <i>Systematic Approaches to a Successful Literature Review</i>. Sage Publications.</li> <li>5. Locke, L. F., Silverman, S. J., &amp; Spirduso, W. W. (2010). <i>Reading and Understanding Research</i>. Sage Publications.</li> <li>6. Shamo, A. E., &amp; Resnik, D. B. (2015). <i>Responsible Conduct of Research (3rd ed.)</i>. Oxford University Press.</li> <li>7. Pfeiffer, W. S. (2010). <i>Presenting at Conferences, Seminars and Meetings</i>. Sage Publications.</li> <li>8. Erford, B. T. (2017). <i>Research and Evaluation in Counseling (2nd ed.)</i>. Pearson</li> </ol>			
		<b>Supporters:</b>					
<b>Supporting lecturer</b>		Prof. Dr. Budiyanto, M.Pd. Prof. Dr. Endang Pudjiastuti Sartinah, M.Pd. Prof. Dr. Rusijono, M.Pd. Dr. Retno Tri Hariastuti, M.Pd., Kons. Prof. Dr. Mochamad Nursalim, M.Si. Dr. Elisabeth Christiana, S.Pd., M.Pd. Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Prof. Dr. Najlatun Naqiyah, M.Pd. Dr. Bakhrudin All Habsy, 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 identify research phenomena and problems	Identification of research phenomena and problems	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%
2	Students identify research phenomena and problems	Identification of research phenomena and problems	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%
3	Students identify research phenomena and problems	Identification of research phenomena and problems	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%

4	Students identify research phenomena and problems	Identification of research phenomena and problems	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%
5	Students are able to compile background	Students are able to compile background	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%
6	Students are able to compile background	Students are able to compile background	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%
7	Students are able to compile literature studies	Students are able to compile literature studies	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%
8			<b>Criteria:</b> -  <b>Form of Assessment :</b> Practice/Performance, Test	Research Results 2 x 50			10%
9	Students are able to compile literature studies	Students are able to compile literature studies	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%

10	Students are able to develop appropriate research methods	Students are able to develop appropriate research methods	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%
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14	Students present a draft research proposal		<b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%
15	Students present a draft research proposal		<b>Form of Assessment :</b> Practice / Performance	Presentation Discussion Questions and answers Collaboration Assignment 2 x 50		<b>Material:</b> Main library, internet, references/learning resources/other media both digital and non-digital <b>Reference:</b> <i>Fraenkel, JR, Wallen, NE, &amp; Hyun, HH (2019). How to Design and Evaluate Research in Education. McGraw-Hill Education.</i>	5%

16	UAS		<b>Criteria:</b> -  <b>Form of Assessment :</b> Practice / Performance	Final Exam Assessment Semester 2 x 50			20%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Practice / Performance	95%
2.	Test	5%
		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.