

		Universitas Negeri Surabaya Faculty of Education Undergraduate Guidance and Counseling Study Program					Document Code																																																																				
		SEMESTER LEARNING PLAN																																																																									
Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																			
Middle School Guidance and Counseling		8620102232	Study Program Elective Courses	T=1	P=1	ECTS=3.18	5	July 31, 2022																																																																			
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																				
		Dr. Bakhrudin All Habsy, M.Pd		Dr. Retno Tri Hariastuti, M.Pd., Kons.			Dr. Evi Winingsih, S.Pd., M.Pd.																																																																				
Learning model	Project Based Learning																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																										
	PLO-6	Mastering the concepts of education, psychology and research to base guidance and counseling services																																																																									
	PLO-10	Able to carry out guidance and counseling services by selecting relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity																																																																									
	Program Objectives (PO)																																																																										
	PO - 1	Students master the urgency of BK at the intermediate level																																																																									
	PO - 2	Students carry out guidance and counseling services at secondary school level according to relevant methods, techniques and multimedia and pay attention to the needs of service targets originating from socio-cultural diversity																																																																									
	PLO-PO Matrix																																																																										
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-6</td> <td>PLO-10</td> <td colspan="6"></td> </tr> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td colspan="6"></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td>✓</td> <td colspan="6"></td> </tr> </table>								P.O	PLO-6	PLO-10							PO-1	✓	✓							PO-2	✓	✓																																													
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PO Matrix at the end of each learning stage (Sub-PO)																																																																											
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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> </table>								P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓	✓									PO-2									✓	✓	✓	✓	✓	✓	✓	✓
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PO-2									✓	✓	✓	✓	✓	✓	✓	✓																																																											
Short Course Description	This course discusses the urgency of Guidance and Counseling at the secondary school level, conducting needs assessments at the secondary school level, implementing guidance and counseling services based on the results of the needs assessment to be able to carry out guidance and counseling services at the secondary school level according to the chosen method or technique. Lectures are carried out using hybrid learning. The learning methods applied are problem-based learning and project-based learning. Students will learn to understand and explain the role of guidance and counseling in schools in an educational context, the diversity of guidance and counseling services in secondary schools, carry out assessments to develop guidance and counseling programs in secondary schools and design guidance and counseling programs in secondary schools. 1. The urgency of counseling at the secondary school level 2. Standards for student independence 3. Needs assessment 4. Junior High School Guidance and Counseling work program 5. Semester learning plans 6. Guidance and Counseling Services																																																																										
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	<ol style="list-style-type: none"> Gibson R.L. & Mitchel M.H. 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. Kemdikbud. 2016. Pedoman Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kemdikbud. Kemdikbud. 2016. Panduan Operasional Penyelenggaraan Bimbingan dan Konseling di Sekolah. Jakarta: Kemdikbud. Prayitno dan Erman Amti. 2004. Dasar- dasar Bimbingan dan Konseling. Jakarta: Rineka Cipta. 																																																																										
	Supporters:																																																																										
<ol style="list-style-type: none"> Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, T.I. 2019. September 2019. Pelatihan Konseling Karier Cognitive Information Processing (CIP) Bagi Guru BK SMP Kota Mojokerto. Jurnal Bikotetik (Bimbingan dan Konseling Teori dan Praktik) 3(1):35.DOI:10.26740/bikotetik.v3n1.p35-39 Setiawati, D dan Winingsih, E. 2020. Bimbingan dan Konseling Karier. Surabaya: CV. Bayu Mandiri Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis. Setiawati, D., Wiyono, B.B.,Hidayah, N. Atmoko, A., and Setiyowati, A. 2021. Group guidance based on Javanese character with merchant morals to improve student resilience. PEGEM Journal Of Education and Instrution. 																																																																											
Supporting lecturer	Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Dr. Denok Setiawati, M.Pd., Kons. Dr. Ari Khususmadewi, S.Pd., 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 explained the urgency of BK at middle school, high school and vocational school levels	Students explained the urgency of BK at middle school, high school and vocational school levels	<p>Criteria: Students explained the urgency of BK at middle school, high school and vocational school levels</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture: Problem based learning [TM:1x(2x50")]</p> <p>Task-1: Compile a summary of the position of BK among existing fields in education [PT BM:(1 1)x(2x60")] [TM:1x(2x50")]</p>		<p>Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture.</p> <p>References:</p>	5%
2	Students explained the urgency of BK at middle school, high school and vocational school levels	Students explained the urgency of BK at middle school, high school and vocational school levels	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Lecture: Problem based learning [TM:1x(2x50")]</p> <p>Task-1: Compile a summary of the position of BK among existing fields in education [PT BM:(1 1)x(2x60")] [TM:1x(2x50")]</p>		<p>Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture.</p> <p>References:</p>	2%
3	Students explain the standards for student independence at the middle school, high school and vocational school levels	<ol style="list-style-type: none"> 1. Students clarify the standards of student independence in the personal field 2. Students clarify the standards of student independence in the social field 3. Students clarify the standards for student independence in the career field 4. Students clarify the standards for student independence in the field of learning 	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Lecture: Problem based learning [TM:1x(3x50")]</p> <p>Task-3: Prepare a summary of the meaning, function, principles, foundations, history of guidance and counseling [PT BM:(1 1)x(3x60")]</p> <p>Lecture : PBL [TM:1x(3x50")]</p> <p>Task-4: Prepare a PPT about the benefits and characteristics of guidance and counseling programs [PT BM:(1 1)x(5x60")] [TM:1x(3x50")]</p>	Problem based online learning (eLearning: SIDIA)	<p>Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture.</p> <p>References:</p>	3%
4	Students explain the standards for student independence at the middle school, high school and vocational school levels	<ol style="list-style-type: none"> 1. Students clarify the standards of student independence in the personal field 2. Students clarify the standards of student independence in the social field 3. Students clarify the standards for student independence in the career field 4. Students clarify the standards for student independence in the field of learning 	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture: Problem based learning [TM:1x(3x50")]</p> <p>Task-3: Prepare a summary of the meaning, function, principles, foundations, history of guidance and counseling [PT BM:(1 1)x(3x60")]</p> <p>Lecture : PBL [TM:1x(3x50")]</p> <p>Task-4: Prepare a PPT about the benefits and characteristics of guidance and counseling programs [PT BM:(1 1)x(5x60")] [TM:1x(3x50")]</p>	Problem based online learning (eLearning: SIDIA)	<p>Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture.</p> <p>References:</p>	3%

5	Students explain the standards for student independence at the middle school, high school and vocational school levels	<ol style="list-style-type: none"> 1.Students clarify the standards of student independence in the personal field 2.Students clarify the standards of student independence in the social field 3.Students clarify the standards for student independence in the career field 4.Students clarify the standards for student independence in the field of learning 	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture: Problem based learning [TM:1x(3x50")] Task-3: Prepare a summary of the meaning, function, principles, foundations, history of guidance and counseling [PT BM:(1 1)x(3x60")] Lecture : PBL [TM:1x(3x50")] Task-4: Prepare a PPT about the benefits and characteristics of guidance and counseling programs [PT BM:(1 1)x(5x60")] [TM:1x(3x50")]</p>	Problem based online learning (eLearning: SIDIA)	<p>Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture.</p> <p>References:</p>	2%
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7	Students explain the standards for student independence at the middle school, high school and vocational school levels	<ol style="list-style-type: none"> 1.Students clarify the standards of student independence in the personal field 2.Students clarify the standards of student independence in the social field 3.Students clarify the standards for student independence in the career field 4.Students clarify the standards for student independence in the field of learning 	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture: Problem based learning [TM:1x(3x50")] Task-3: Prepare a summary of the meaning, function, principles, foundations, history of guidance and counseling [PT BM:(1 1)x(3x60")] Lecture : PBL [TM:1x(3x50")] Task-4: Prepare a PPT about the benefits and characteristics of guidance and counseling programs [PT BM:(1 1)x(5x60")] [TM:1x(3x50")]</p>	Problem based online learning (eLearning: SIDIA)	<p>Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture.</p> <p>References:</p>	3%

8	Students carry out needs assessments at the secondary level	Students collect and process assessment data	<p>Criteria: Students collect and process assessment data correctly</p> <p>Form of Assessment : Portfolio Assessment</p>	Students carry out needs assessments at the secondary level	Students prepare needs assessments at the secondary level	<p>Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture.</p> <p>References:</p>	20%
9	Students identify the needs of students at the junior high school, high school/K levels in the personal, social, career and learning areas)	<p>1. Students prepare classical and group guidance tools (RPL, Material, Media, LKPD, Evaluation)</p> <p>2. Students create a BK work program</p>	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture: Project Based Learning [TM:1x(3x50")]</p> <p>Assignment-5: Develop a needs assessment [PT BM:(1 1)x(2x60")]</p> <p>Lecture: PjBL [TM:1x(2x50")]</p> <p>Assignment-6 : Preparing BK SM Proker [PT BM:(1 1)x(1x60")]</p> <p>Task-7: Creating RPS [PT BM:(1 1)x(1x60")]</p> <p>[TM:1x(3x50")]</p>	Students prepare classical and group guidance tools (RPL, Material, Media, LKPD, Evaluation)	<p>Material: -</p> <p>References: Prayitno and Erman Amti. 2004. <i>Basics of Guidance and Counselling</i>. Jakarta: Rineka Cipta.</p> <p>Material: -</p> <p>References: Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. <i>Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City</i>. <i>Bikotetic Journal (Guidance and Counseling Theory and Practice)</i> 3(1):35.DOI:10.26740/bikotetic.v3n1.p35-39</p>	4%
10	Students identify the needs of students at the junior high school, high school/K levels in the personal, social, career and learning areas)	<p>1. Students prepare classical and group guidance tools (RPL, Material, Media, LKPD, Evaluation)</p> <p>2. Students create a BK work program</p>	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture: Project Based Learning [TM:1x(3x50")]</p> <p>Assignment-5: Develop a needs assessment [PT BM:(1 1)x(2x60")]</p> <p>Lecture: PjBL [TM:1x(2x50")]</p> <p>Assignment-6 : Preparing BK SM Proker [PT BM:(1 1)x(1x60")]</p> <p>Task-7: Creating RPS [PT BM:(1 1)x(1x60")]</p> <p>[TM:1x(3x50")]</p>	Students prepare classical and group guidance tools (RPL, Material, Media, LKPD, Evaluation)	<p>Material: -</p> <p>References: Prayitno and Erman Amti. 2004. <i>Basics of Guidance and Counselling</i>. Jakarta: Rineka Cipta.</p> <p>Material: -</p> <p>References: Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. <i>Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City</i>. <i>Bikotetic Journal (Guidance and Counseling Theory and Practice)</i> 3(1):35.DOI:10.26740/bikotetic.v3n1.p35-39</p>	4%
11	Students identify the needs of students at the junior high school, high school/K levels in the personal, social, career and learning areas)	<p>1. Students prepare classical and group guidance tools (RPL, Material, Media, LKPD, Evaluation)</p> <p>2. Students create a BK work program</p>	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture: Project Based Learning [TM:1x(3x50")]</p> <p>Assignment-5: Develop a needs assessment [PT BM:(1 1)x(2x60")]</p> <p>Lecture: PjBL [TM:1x(2x50")]</p> <p>Assignment-6 : Preparing BK SM Proker [PT BM:(1 1)x(1x60")]</p> <p>Task-7: Creating RPS [PT BM:(1 1)x(1x60")]</p> <p>[TM:1x(3x50")]</p>	Students prepare classical and group guidance tools (RPL, Material, Media, LKPD, Evaluation)	<p>Material: -</p> <p>References: Prayitno and Erman Amti. 2004. <i>Basics of Guidance and Counselling</i>. Jakarta: Rineka Cipta.</p> <p>Material: -</p> <p>References: Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. <i>Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City</i>. <i>Bikotetic Journal (Guidance and Counseling Theory and Practice)</i> 3(1):35.DOI:10.26740/bikotetic.v3n1.p35-39</p>	4%

12	Students identify the needs of students at the junior high school, high school/K levels in the personal, social, career and learning areas)	1.Students prepare classical and group guidance tools (RPL, Material, Media, LKPD, Evaluation) 2.Students create a BK work program	Criteria: Scoring Guidelines (Marking Scheme) Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture: Project Based Learning [TM:1x(3x50")] Assignment-5: Develop a needs assessment [PT BM:(1 1)x(2x60")] Lecture: PjBL [TM:1x(2x50")] Assignment-6 : Preparing BK SM Proker [PT BM:(1 1)x(1x60")] Task-7: Creating RPS [PT BM:(1 1)x(1x60")] [TM:1x(3x50")]	Students prepare classical and group guidance tools (RPL, Material, Media, LKPD, Evaluation)	Material: - References: <i>Prayitno and Erman Amti. 2004. Basics of Guidance and Counselling. Jakarta: Rineka Cipta.</i> Material: - References: <i>Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City. Bikotetic Journal (Guidance and Counseling Theory and Practice) 3(1):35.DOI:10.26740/bikotetic.v3n1.p35-39</i>	4%
13	Students choose the type of guidance and counseling service that is in accordance with the results of the needs assessment	Students decide the type of service that suits their needs	Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities	Lecture: Problem Based Learning [TM:1x(2x50")] Task-9: Develop RPL for guidance and counseling [PT BM:(1 1)x(1x60")] [TM:1x(2x50")]	Students prepare individual counseling and group counseling tools (RPL, Materials, Media, LKPD, Evaluation)	Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture. References: Material: Classical and group guidance Literature: Material: RPS Needs Assessment BK Library:	4%
14	Students formulate steps for providing basic services, responsive services, individual planning and system support based on needs in the field	Students practice the services selected based on the results of the needs assessment	Criteria: Scoring Guidelines (Marking Scheme) Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lecture: Project based learning [TM:2x(2x50")] Task-9: Develop RPL for guidance and counseling [PT BM:(2 2)x(2x60")] 100 Minutes	Project based online learning (eLearning: VINESA)	Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture. References: Material: Individual counseling and group counseling References: Material: - References: <i>Prayitno and Erman Amti. 2004. Basics of Guidance and Counselling. Jakarta: Rineka Cipta.</i> Material: - References: <i>Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City. Bikotetic Journal (Guidance and Counseling Theory and Practice) 3(1):35.DOI:10.26740/bikotetic.v3n1.p35-39</i> Material: - References: <i>Setiawati, D and Winingsih, E. 2020. Career Guidance and Counseling. Surabaya: CV. Bayu Mandiri</i> Material: - Bibliography: <i>Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis.</i> Material: - References: <i>Setiawati, D., , Wiyono, BB, Hidayah, N. Atmoko, A., and Setiyowati, A. 2021. Group guidance based on Javanese character with merchant morals to improve student resilience. PEGEM Journal Of Education and Instruction.</i>	5%

15	Students formulate steps for providing basic services, responsive services, individual planning and system support based on needs in the field	Students practice the services selected based on the results of the needs assessment	<p>Criteria: Scoring Guidelines (Marking Scheme)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecture: Project based learning [TM:2x(2x50")] Task-9: Develop RPL for guidance and counseling [PT BM:(2 2)x(2x60")] 100 Minutes	Project based online learning (eLearning: VINESA)	<p>Material: 1. Gibson RL & Mitchel MH 1986. Introduction to Counseling and Guidance. New York: Macmillan Publishing Company. 2. Ministry of Education and Culture. 2016. Guidance and Counseling Guidelines in Primary Education and Secondary Education. Jakarta: Ministry of Education and Culture. 3. Ministry of Education and Culture. 2016. Operational Guide for Providing Guidance and Counseling in Schools. Jakarta: Ministry of Education and Culture.</p> <p>References:</p> <p>Material: Individual counseling and group counseling References:</p> <p>Material: - References: Prayitno and Erman Amti. 2004. Basics of Guidance and Counselling. Jakarta: Rineka Cipta.</p> <p>Material: - References: Setiawati, D., Purwoko, B., Nursalim, M., Pratiwi, TI 2019. September 2019. Cognitive Information Processing (CIP) Career Counseling Training for Middle School Guidance Teachers in Mojokerto City. Bikotetic Journal (Guidance and Counseling Theory and Practice) 3(1):35.DOI:10.26740/bikotetic.v3n1.p35-39</p> <p>Material: - References: Setiawati, D and Winingsih, E. 2020. Career Guidance and Counseling. Surabaya: CV. Bayu Mandiri</p> <p>Material: - Bibliography: Setiawati, Denok. 2023. Group Guidance Guide with Surabaya Cultural Values for Students. Atlantis.</p> <p>Material: - References: Setiawati, D., , Wiyono, BB, Hidayah, N. Atmoko, A., and Setiyowati, A. 2021. Group guidance based on Javanese character with merchant morals to improve student resilience. PEGEM Journal Of Education and Instruction.</p>	6%
16	Students show the final results of individual and group counseling tools	Students prepare individual counseling and group counseling tools (RPL, Materials, Media, LKPD, Evaluation)	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Students display individual counseling and group counseling tools (RPL, Materials, Media, LKPD, Evaluation) 100 Minutes	Students prepare individual counseling and group counseling tools (RPL, Materials, Media, LKPD, Evaluation)		30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	55.17%
2.	Project Results Assessment / Product Assessment	1.67%
3.	Portfolio Assessment	44.17%
		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.

