**UNIVERSITAS SEBELAS MARET**
**FACULTY OF TEACHER TRAINING AND EDUCATION**
**BACHELOR OF BIOLOGY EDUCATION STUDY PROGRAM**
Building D 3rd Floor FTTE UNS Jl Ir. Sutami No. 36 A Kentingan Surakarta 57126 Indonesia
**E-mail: biologi@fkip.uns.ac.id; Website: https://biologi.fkip.uns.ac.id/en/**

## Guidance and Counseling

**Undergraduate Programme in Biology Education** **Module Handbook**

| | |
|---|---|
| Module Name | Guidance and Counseling (Bimbingan dan Konseling) |
| Module level | Undergraduate Programme |
| Course Code | 02013132001 |
| Abbreviation, if applicable | - |
| Courses included in the module, if applicable | - |
| Semester/Term | 3rd |
| Module coordinator (s) | Agus Tri Susilo, M.Pd |
| Lecturer (s) | Citra Tectona Suryawati, S. Pd., M. Pd. |
| Language | Bahasa Indonesia (Indonesian Language) |
| Classification within the curriculum | Compulsory/~~Elective~~ |
| Teaching format/class hours per week during the semester | **Direct instruction/face to face/blended learning**: 26.7 hours/week (Lecture, discussion, workshop)<br>**Structured Activity**: 32 hours/week (Through presentation and discussion, students can explain about the services offered by Guidance and Counseling and simulate the teamwork mechanism between course teacher and GC teacher)<br>**Self-study Activity**32 hours/week (Students learn various learning methods according to the demands of 21st century learning from various sources) |
| Workload | |

| Type | CSU | Face to Face | Structured Activities | Self-study |
|---|---|---|---|---|

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<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>T</td><td>2</td><td>26.7h (0.88 ECTS)</td><td>32h (1.06 ECTS)</td><td>32h (1.06 ECTS)</td></tr>
<tr><td>Total</td><td>2</td><td colspan="3">90.7h (3 ECTS)</td></tr>
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<tr><td>Credit point</td><td>2 CSU (3 ECTS)</td></tr>
<tr><td>Requirements</td><td>-</td></tr>
<tr><td>Learning goals/competencies</td><td>PLO 3 They are able to analyze, evaluate, design, and implement the lesson plan, and counseling program based on pedagogical knowledge<br>PLO 7 They are able to solve problem and present the idea argumentatively<br><br>CLO 1 Students can explain the concepts, principles, and systems of the comprehensive GC program.<br>CLO 2 Students can analyze and design comprehensive GC programs.<br>CLO 3 Students can implement examples of comprehensive GC service program activities.<br>CLO 4 Students can evaluate the results and service processes of the comprehensive GC program.<br><br>
<table>
<tr><td>CLO/ PLO</td><td>PLO1</td><td>PLO2</td><td>PLO3</td><td>PLO4</td><td>PLO5</td><td>PLO6</td><td>PLO7</td><td>PLO8</td><td>PLO9</td><td>PLO 10</td></tr>
<tr><td>CLO1</td><td></td><td></td><td>*</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td></td></tr>
<tr><td>CLO2</td><td></td><td></td><td>*</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td></td></tr>
<tr><td>CLO3</td><td></td><td></td><td>*</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td></td></tr>
<tr><td>CLO4</td><td></td><td></td><td>*</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td></td></tr>
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<table>
<tr><td>Content</td><td>The Counseling Guidance course is a compulsory faculty subject that examines:<br>1. The position and urgency of counseling in learning practice<br>2. The basic concept of guidance and counseling,<br>3. Guidance and counseling services in schools,<br>4. Basic guidance and counseling skills for counselors,<br>5. Basic concepts of learning difficulties diagnostics,<br>6. The basic concept of remedial teaching,<br>7. Observation of counseling guidance services in schools and the role of subject teachers</td></tr>
<tr><td>Attribute Soft skill</td><td>1. Able to think conceptually, analytically, and logically<br>2. Have good communication skills</td></tr>
<tr><td>Study/exam achievements</td><td>Students are required to attend the face-to-face lecture minimum 75% to be able to take the Mid and Final exam. Students are considered to complete the course and pass if they obtain at least 60% of maximum final score. The final score (FS) is calculated based on the following ratio:
<table>
<tr><td>Assessment</td><td>Proportion</td></tr>
<tr><td>Task/presentation/laboratorium activity</td><td>30%</td></tr>
<tr><td>Participation</td><td>10%</td></tr>
<tr><td>Mid-Term Test</td><td>30%</td></tr>
<tr><td>Final Exam</td><td>30%</td></tr>
<tr><td>Final Score</td><td>100%</td></tr>
</table></td></tr>
<tr><td>Form of Media</td><td>Powerpoint slide, essay</td></tr>
<tr><td>Literature (primary references)</td><td>1. Direktorat Guru dan Tenaga Kependidikan. (2016). Pedoman Bimbingan dan Konseling pada Pendidikan</td></tr>
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| | |
|---|---|
| | Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan.<br>Direktorat Guru dan Tenaga Kependidikan. (2016). Panduan Pelaksanaan Bimbingan dan Konseling pada Sekolah Dasar. Jakarta: Kementerian Pendidikan dan Kebudayaan<br>3. Direktorat Guru dan Tenaga Kependidikan. (2016). Panduan Pelaksanaan Bimbingan dan Konseling pada Sekolah Menengah Pertama. Jakarta: Kementerian Pendidikan dan Kebudayaan<br>4. Direktorat Guru dan Tenaga Kependidikan. (2016). Panduan Pelaksanaan Bimbingan dan Konseling pada Sekolah Menengah Atas. Jakarta: Kementerian Pendidikan dan Kebudayaan<br>5. Direktorat Guru dan Tenaga Kependidikan. (2016). Panduan Pelaksanaan Bimbingan dan Konseling pada Sekolah Menengah Kejuruan. Jakarta: Kementerian Pendidikan dan Kebudayaan<br>6. Yulianto, D., & Handayaningrum, W. (2019). The Guidance and Counseling Management Programs at Senior High School. *Advances in Social Science, Educational and Humanities Research, 387*: 86-89. DOI: https://dx.doi.org/10.2991/icei-19.2019.20<br>7. Nkechi, E. E., Ewomaoghene, E. E., & Egenti, N. (2016). The role of guidance and counselling in effective teaching and learning in schools. *RAY: International Journal of Multidisciplinary Studies*, 1(2), 36-48. |

**ASSESSMENT**

**GUIDANCE AND COUNSELING WRITING EXAM QUESTIONS**

1. Please look for journals (at least 2 journals) regarding the implementation of Guidance and Counseling in schools (Junior/Senior/Vocational High School). Each group in pairs (2-3 students) work on a paper.

2. Analyze the journal, critiques the advantages and disadvantages of implementing Guidance and Counseling in schools. For example, personnel (number, educational background, etc.), division of tasks, Guidance and Counseling activities, space, components, types, etc. (aspects already discussed)
3. State the characteristics of each of the Junior/Senior/Vocational High School students.

**ASSESSMENT RUBRIC**
**GUIDANCE AND COUNSELING COURSES**

**Paper Rating**

| **Score Component Number** | | |
|---|---|---|
| 1. | Complete Identity (cover):<br>Cover<br>Student Identity<br>Start page (preface table of contents) | 15 |
| 2. | Discussion<br>Described completely and accurately<br>Arranged in order of problem formulation and objectives<br>Comes with reference sources | 70 |
| 3 | Paper neatness | 5 |
| 4 | Bibliography<br>Written from various references<br>Written completely and accurately according to the rules of writing | 10 |
| | TOTAL | 100 |

**Presentation Media Portfolio Assessment Rubric**

| **Grade Score Indicator** | | |
|---|---|---|
| Very good<br>Very | >=85 | Presentation media is presented neatly,<br>short (not full text), each subsection is explained completely, clearly, creatively, interestingly, contains the identity of group members |

| | | |
|---|---|---|
| Very good | 80 - 84 | Presentation media is presented neatly, concisely (not full text), clear, creative, attractive, and contains the identity of group members |
| Well | 75 - 79 | Presentation media is presented neatly, creatively, attractively, group identity is incomplete |
| Enough | 70 -74 | The media presented is incomplete, inaccurate |

**Mid Exam Assessment (Multiple choice)**

**Mid Exam = x 100**

**UAS Assessment (essay)**

| Score Component Number | |
|---|---|
| 1. Completeness of Identity (cover):<br>- Cover<br>- Student ID | 10 |
| 2. Clarity of description | 30 |
| 3. Complete answers | 35 |
| 4. Neatness of writing | 15 |
| 5. Bibliography | 10 |
| | **Total 100%** |

**The rubric of Student Participation/Activity Assessment**

| **Grade Score Indicator** | | |
|---|---|---|
| Very very good | 85-100 | The number of student participation during lectures includes: active asking / giving answers / giving opinions as much as 50% / 7x participation (out of 14 meetings) |

| | | |
|---|---|---|
| Very good | 80-84 | The number of student participation during lectures includes: active asking / giving answers / giving opinions as much as 25%- 49% / 3-6 participation (from 14 meetings) |
| Well | 75 – 79 | The number of student participation during lectures includes: active asking / giving answers / giving opinions as much as 2% - 24% / 1-2 participation (from 14 meetings) |
| Enough | 70 | Not participating at all |