



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 Ketingan Surakarta 57126 Indonesia

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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	3 rd			
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	<p>Direct instruction/face to face/blended learning: 26.7 hours/week (Lecture, discussion, workshop)</p> <p>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)</p> <p>Self-study Activity 32 hours/week (Students learn various learning methods according to the demands of 21st century learning from various sources)</p>			
Workload				
	Type	CSU	Face to Face	Structured Activities



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	T	2	26.7h (0.88 ECTS)	32h (1.06 ECTS)	32h (1.06 ECTS)																																																												
	Total	2	90.7h (3 ECTS)																																																														
Credit point	2 CSU (3 ECTS)																																																																
Requirements	-																																																																
Learning goals/competencies	<p>PLO 3 They are able to analyze, evaluate, design, and implement the lesson plan, and counseling program based on pedagogical knowledge</p> <p>PLO 7 They are able to solve problem and present the idea argumentatively</p> <p>CLO 1 Students can explain the concepts, principles, and systems of the comprehensive GC program.</p> <p>CLO 2 Students can analyze and design comprehensive GC programs.</p> <p>CLO 3 Students can implement examples of comprehensive GC service program activities.</p> <p>CLO 4 Students can evaluate the results and service processes of the comprehensive GC program.</p>																																																																
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>CLO/ PLO</th> <th>PL O1</th> <th>PL O2</th> <th>PL O3</th> <th>PL O4</th> <th>PL O5</th> <th>PL O6</th> <th>PL O7</th> <th>PL O8</th> <th>PL O9</th> <th>P LO 10</th> </tr> </thead> <tbody> <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> </tbody> </table>										CLO/ PLO	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	P LO 10	CLO1			*				*				CLO2			*				*				CLO3			*				*				CLO4			*				*			
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Content	<p>The Counseling Guidance course is a compulsory faculty subject that examines:</p> <ol style="list-style-type: none">1. The position and urgency of counseling in learning practice2. The basic concept of guidance and counseling,3. Guidance and counseling services in schools,4. Basic guidance and counseling skills for counselors,5. Basic concepts of learning difficulties diagnostics,6. The basic concept of remedial teaching,7. Observation of counseling guidance services in schools and the role of subject teachers												
Attribute Soft skill	<ol style="list-style-type: none">1. Able to think conceptually, analytically, and logically2. Have good communication skills												
Study/exam achievements	<p>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:</p> <table border="1"><thead><tr><th>Assessment</th><th>Proportion</th></tr></thead><tbody><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></tbody></table>	Assessment	Proportion	Task/presentation/laboratorium activity	30%	Participation	10%	Mid-Term Test	30%	Final Exam	30%	Final Score	100%
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Final Exam	30%												
Final Score	100%												
Form of Media	Powerpoint slide, essay												
Literature (primary references)	<ol style="list-style-type: none">1. Direktorat Guru dan Tenaga Kependidikan. (2016). Pedoman Bimbingan dan Konseling pada Pendidikan												



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	<p>Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <p>Direktorat Guru dan Tenaga Kependidikan. (2016). Panduan Pelaksanaan Bimbingan dan Konseling pada Sekolah Dasar. Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <p>3. Direktorat Guru dan Tenaga Kependidikan. (2016). Panduan Pelaksanaan Bimbingan dan Konseling pada Sekolah Menengah Pertama. Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <p>4. Direktorat Guru dan Tenaga Kependidikan. (2016). Panduan Pelaksanaan Bimbingan dan Konseling pada Sekolah Menengah Atas. Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <p>5. Direktorat Guru dan Tenaga Kependidikan. (2016). Panduan Pelaksanaan Bimbingan dan Konseling pada Sekolah Menengah Kejuruan. Jakarta: Kementerian Pendidikan dan Kebudayaan</p> <p>6. Yulianto, D., & Handyaningrum, W. (2019). The Guidance and Counseling Management Programs at Senior High School. <i>Advances in Social Science, Educational and Humanities Research</i>, 387: 86-89. DOI: https://dx.doi.org/10.2991/icei-19.2019.20</p> <p>7. Nkechi, E. E., Ewomaoghene, E. E., & Egenti, N. (2016). The role of guidance and counselling in effective teaching and learning in schools. <i>RAY: International Journal of Multidisciplinary Studies</i>, 1(2), 36-48.</p>
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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.



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

Presentation Media Portfolio Assessment Rubric

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



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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): - Cover - 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)



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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