

DESCRIPTION OF COURSE UNIT
according to the ECTS User's Guide 2015

Course unit title	Counseling
Course unit code	22010111D15
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimester	3 rd Year
Semester/trimester when the course unit is delivered	Fifth Semester
Number of ECTS credits allocated	2.88 ECTS 2 credits equal to 2.88 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88 x 27.5 hours per semester = 79,2 hours per semester
Name of lecturer(s)	Dr. Esa Nurwahyuni, M.Pd
Learning outcomes of the course unit	<p>CLO-1 : Capable of analyzing and formulating theories or concepts of guidance and counseling</p> <p>CLO-2 : Capable of integrating ethics, personal values, and counselor characteristics in the role as an Islamic Religious Education (PAI) educator</p> <p>CLO-3 : Capable of analyzing and applying techniques for understanding and counseling students</p> <p>CLO-4 : Capable of systematically developing assistance programs for students.</p>
Mode of delivery (face-to-face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	

Course Content	<ol style="list-style-type: none"> 1. Introduction to the course of Guidance and Counseling: The area of study on the professional ethics of PAI teachers 2. Basic Concepts of Guidance and Counseling (understanding guidance, goals of guidance, functions of guidance, principles of guidance) 3. The Foundations of Guidance and Counseling (Psychological, social, educational, religious, and scientific and technological (IPTEK) basis for the necessity of guidance and counseling) 4. Development of Guidance and Counseling 5. Types of Guidance Services <ul style="list-style-type: none"> • Various types of data collection tools • Orientation and information service materials • Placement services • Issues within counseling services • Types of evaluation services 6. Techniques for Understanding Individuals (Non-testing Techniques and Testing Techniques) 7. Basic Concepts of Counseling (Definition of Counseling, Counseling Approaches, Stages of the Counseling Process) 8. Individual Counseling 9. Group Counseling 10. Ethics and Characteristics of Guidance Counseling Counselors 11. The Application of Guidance and Counseling in Islamic Schools (Observation assignment at the school)
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Ahmad Susanto (2018). Bimbingan dan Konseling di Sekolah Konsep, Teori, dan Aplikasinya. Bandung, Prenada Media Group. 2. Wahyuni, Esa Nur (2016) Pengaruh spriritualitas terhadap kesehatan mental pada mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang. Research Report. Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, Malang 3. Aziz, R., Wahyuni, E. N., & Wargadinata, W. (2017). Kontribusi bersyukur dan memaafkan dalam mengembangkan kesehatan mental di tempat kerja. <i>INSAN Jurnal Psikologi Dan Kesehatan Mental</i>, 2(1), 33-43. 4. Fatchurahman, M. (2017). Problematik Pelaksanaan Konseling Individu. <i>Jurnal Bimbingan dan Konseling Ar-Rahman</i>. Vol. 3, No. 2, 25—30. 5. Paisley, P. O., & McMahon, G. (2001). School counseling for the 21st century: Challenges and opportunities. <i>Professional school counseling</i>, 5(2), 106. 6. Akos, P., Cockman, C. R., & Strickland, C. A. (2007). Differentiating classroom guidance. <i>Professional school counseling</i>, 10(5), 2156759X0701000502. 7. Eklund, K., Kilpatrick, K. D., Kilgus, S. P., & Haider, A. (2018). A systematic review of state-level social-emotional learning standards: Implications for practice and research. <i>School Psychology Review</i>, 47(3), 316-326. 8. Allen, K., Kern, M. L., Vella-Brodrick, D., Hattie, J., &

	<p>Waters, L. (2018). What schools need to know about fostering school belonging: A meta-analysis. <i>Educational Psychology Review</i>, 30(1), 1-34.</p> <p>9. Wahyuni, Esa Nur (2014) Penerapan pendekatan cognitive behavior modification untuk meningkatkan keterampilan mengelola stres pada mahasiswa baru Ma'had Sunan Ampel Ali UIN Maliki Malang. Community Service Report. LPPM UIN Malang.</p> <p>10. Hamdani. (2012). Bimbingan dan Penyuluhan. Bandung: CV Pustaka Setia.</p> <p>11. Depdiknas. (2008). Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal. Jakarta: Depdiknas.</p> <p>12. Ahmad Juntika Nurihsan. (2005). Strategi Layanan Bimbingan dan Konseling. Bandung : Rosda</p> <p>13. Abin Syamsuddin Makmun. (2000). Psikologi Kependidikan. Bandung : Rosdakarya.</p> <p>14. ABKIN. (2005). Standar Kompetensi Konselor Indonesia .</p> <p>15. Syamsul Munir Amin. (2016). Bimbingan Dan Konseling Islam. Amzah, Yogyakarta.</p> <p>16. Drs. Saring Marsudi, SH., M.Pd., Drs. Rubino Rubiyanto, M.Pd. Drs. D. Sunarjo, SH., Dra. Darsinah, SE. (2017) Bimbingan Konseling di Sekolah. Rosda Karya, Bandung.</p> <p>17. Winkel, W.S (2007) Bimbingan dan Konseling. Media Abadi, Yogyakarta</p> <p>18. Walgito, Bimo, (1980), Bimbingan dan Penyuluhan di Sekolah, Yogyakarta: Fakultas Psikologi</p>
Planned learning activities and teaching methods	Lecture, Group Discussion, Case Studies, Cooperative Problem-Based Learning (PBL), Problem-Based Learning (PBL),
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examinations, and Presentations. Observation, Written Tests.

DISCUSSION ASSESSMENT GUIDELINES

Course Name : _____

Name of Lecturer : _____

Departement : Islamic Religious Education

A. Assessment Rubric

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	Active Participation (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	Material Understanding (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	Argumentative Ability (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	Listening Skills (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	Teamwork (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently
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B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- s_i score is the score obtained by the student on the i-th task
- $Substances_i$ is the weight (in fractional form) of the i-th task
- The sum is done for all indicators, from indicators 1 to 5.

C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

D. Assessment Sheet

Student Name : _____

NIM : _____

Group Name : _____

Class : _____

Course Content : _____

Lecturer : _____

Assessment Date : _____

Ninth Meeting : _____

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	Active Participation (25%)						
2	Material Understanding (25%)						
3	Argumentative Ability (20%)						
4	Listening Skills (15%)						
5	Teamwork (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

Malang, _____

Lecturer

**MATRIX CALCULATION
FINAL COURSE SCORE
DEPARTMENT OF ISLAMIC EDUCATION**

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfolio/ Mind Map (Substance 20%)	Discussion/Presentation/ Observation/Cas Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self- Assessment/Peer Assessment)	Practice

B. Final Course Score Calculation

$N_a = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$N_a = CA \left(\left(\text{Midterm Exam Score} \times \frac{30}{100} \right) + \left(\text{Final Exam Score} \times \frac{40}{100} \right) + \left(\text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \text{Task Accumulation II} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task

I = 1st score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25