

### **DESCRIPTION OF COURSE UNIT**

according to the ECTS User's Guide 2015

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| 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)<br>2021/2022<br>Semester/trimester | 3 <sup>rd</sup> Year   |
| Semester/trimester when the course unit is delivered   | Fifth Semester   |
| Number of ECTS credits allocated   | 2.88 ECTS<br>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   | CLO-1 : Capable of analyzing and formulating theories or concepts of guidance and counseling<br><br>CLO-2 : Capable of integrating ethics, personal values, and counselor characteristics in the role as an Islamic Religious Education (PAI) educator<br><br>CLO-3 : Capable of analyzing and applying techniques for understanding and counseling students<br><br>CLO-4 : Capable of systematically developing assistance programs for students. |
| Mode of delivery (face-to- face, distance learning)  | Face to face   |
| Prerequisites and co-requisites (if applicable)  |  |

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| Course Content   | <ol style="list-style-type: none"> <li>1. Introduction to the course of Guidance and Counseling: The area of study on the professional ethics of PAI teachers</li> <li>2. Basic Concepts of Guidance and Counseling (understanding guidance, goals of guidance, functions of guidance, principles of guidance)</li> <li>3. The Foundations of Guidance and Counseling (Psychological, social, educational, religious, and scientific and technological (IPTEK) basis for the necessity of guidance and counseling)</li> <li>4. Development of Guidance and Counseling</li> <li>5. Types of Guidance Services <ul style="list-style-type: none"> <li>• Various types of data collection tools</li> <li>• Orientation and information service materials</li> <li>• Placement services</li> <li>• Issues within counseling services</li> <li>• Types of evaluation services</li> </ul> </li> <li>6. Techniques for Understanding Individuals (Non-testing Techniques and Testing Techniques)</li> <li>7. Basic Concepts of Counseling (Definition of Counseling, Counseling Approaches, Stages of the Counseling Process)</li> <li>8. Individual Counseling</li> <li>9. Group Counseling</li> <li>10. Ethics and Characteristics of Guidance Counseling Counselors</li> <li>11. The Application of Guidance and Counseling in Islamic Schools (Observation assignment at the school)</li> </ol>   |
| Recommended or required reading and other learning resources/tools | <ol style="list-style-type: none"> <li>1. Ahmad Susanto (2018). <i>Bimbingan dan Konseling di Sekolah Konsep, Teori, dan Aplikasinya</i>. Bandung, Prenada Media Group.</li> <li>2. Wahyuni, Esa Nur (2016) Pengaruh spiritualitas 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</li> <li>3. Aziz, R., Wahyuni, E. N., &amp; 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.</li> <li>4. Fatchurahman, M. (2017). Problematik Pelaksanaan Konseling Individu. <i>Jurnal Bimbingan dan Konseling Ar-Rahman</i>. Vol. 3, No. 2, 25–30.</li> <li>5. Paisley, P. O., &amp; McMahon, G. (2001). School counseling for the 21st century: Challenges and opportunities. <i>Professional school counseling</i>, 5(2), 106.</li> <li>6. Akos, P., Cockman, C. R., &amp; Strickland, C. A. (2007). Differentiating classroom guidance. <i>Professional school counseling</i>, 10(5), 2156759X0701000502.</li> <li>7. Eklund, K., Kilpatrick, K. D., Kilgus, S. P., &amp; 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.</li> <li>8. Allen, K., Kern, M. L., Vella-Brodrick, D., Hattie, J., &amp;</li> </ol> |

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|  | <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 strespada mahasiswa baru Ma'had Sunan Ampel Ali UIN Maliki Malang. <i>Community Service Report</i>. LPPM UIN Malang.</p> <p>10. Hamdani. (2012). <i>Bimbingan dan Penyuluhan</i>. Bandung: CV Pustaka Setia.</p> <p>11. Depdiknas. (2008). <i>Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal</i>. Jakarta: Depdiknas.</p> <p>12. Ahmad Juntika Nurihsan. (2005). <i>Strategi Layanan Bimbingan dan Konseling</i>. Bandung : Rosda</p> <p>13. Abin Syamsuddin Makmun. (2000). <i>Psikologi Kependidikan</i>. Bandung : Rosdakarya.</p> <p>14. ABKIN. (2005). <i>Standar Kompetensi Konselor Indonesia</i> .</p> <p>15. Syamsul Munir Amin. (2016). <i>Bimbingan Dan Konseling Islam</i>. Amzah, Yogyakarta.</p> <p>16. Drs. Saring Marsudi, SH., M.Pd., Drs. Rubino Rubiyanto, M.Pd. Drs.</p> <p>D. Sunarjo, SH., Dra. Darsinah, SE.(2017) <i>Bimbingan Konseling di Sekolah</i>. Rosda Karya, Bandung.</p> <p>17. Winkel, W.S (2007) <i>Bimbingan dan Konseling</i>. Media Abadi, Yogyakarta</p> <p>18. Walgito, Bimo, (1980), <i>Bimbingan dan Penyuluhan di Sekolah</i>, 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   | <b>Active Participation</b> (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   | <b>Material Understanding</b> (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   | <b>Argumentative Ability</b> (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   | <b>Listening Skills</b> (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 | <b>Teamwork (15%)</b> | 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 |
|---|-----------------------|--------------------------------|--|--|--|---|

### **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                                 | <b>Active Participation</b> (25%)   |                  |   |   |   |   |             |
| 2                                 | <b>Material Understanding</b> (25%) |                  |   |   |   |   |             |
| 3                                 | <b>Argumentative Ability</b> (20%)  |                  |   |   |   |   |             |
| 4                                 | <b>Listening Skills</b> (15%)       |                  |   |   |   |   |             |
| 5                                 | <b>Teamwork</b> (15%)               |                  |   |   |   |   |             |
| <b>Total Final Score</b>          |                                     |                  |   |   |   |   |             |
| <b>Grade to Letter Conversion</b> |                                     |                  |   |   |   |   |             |
| <b>Value Category</b>             |                                     |                  |   |   |   |   |             |

Malang, \_\_\_\_\_

Lecturer

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

**A. Assessment Aspects**

| <b>Assessment Aspect</b>  |  |  |                                   |   |                             |
|---|--|--|-----------------------------------|---|-----------------------------|
| Cognitive (Substance 60%)   |  |  |                                   | Affective (Substance 20%)   | Psychomotor (Substance 20%) |
| Papers/Essay/<br>Articles/Book<br>Review/Article<br>Review/Portfo<br>lio/Mind Map<br>(Substance<br>20%) | Discussion/Pr<br>esentation/Ob<br>servation/Cas<br>e Study/Project<br>(Substance<br>20%) | Midterm<br>Exams<br>(Substance<br>30%) | Final Exams<br>(Substance<br>30%) | Assessment of<br>Attitude<br>(Observation/Self-<br>Assessment/Peer<br>Assessment) | Practice                    |

**B. Final Course Score Calculation**

Na = Cognitive Aspect Score (CA)+ Affective Aspect Score (AA)+ Psychomotor Aspect Score (PA)

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

Note: n = total task

I = 1<sup>st</sup> 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    |