



UPGRIS

Universitas Persatuan Guru Republik Indonesia Semarang

GRADUATE PROFILE

Faculty of Education

Bachelor of Guidance and Counseling



2025





APPROVAL SHEET

College Internal Quality Assurance System

Graduate Profiles Document of Guidance and Counselling Study Programme

Faculty of Education

Universitas Persatuan Guru Republik Indonesia Semarang

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Semarang, 20 December 2025

Dean of Faculty of Education

Universitas Persatuan Guru Republik Indonesia Semarang



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GRADUATE PROFILES DOCUMENT

GUIDANCE AND COUNSELLING
STUDY PROGRAMME

FACULTY OF EDUCATION

UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

ACADEMIC YEAR 2025/2026

SEMARANG, 20 DECEMBER 2025

FOREWORD

It is with great pride and appreciation that we present Graduate Profiles Document of Guidance and Counseling Study Programme at UPGRIS. This document represents an important milestone in the programme's ongoing commitment to delivering high-quality, relevant, and forward-looking education in the field of guidance and counseling.

The development of these graduate profiles is driven by a strong dedication to academic excellence and professional relevance. Guidance and Counseling Study Programme is committed to preparing graduates who possess not only a solid theoretical foundation in counseling sciences, but also the applied skills, ethical awareness, and adaptive character required to address the increasingly complex challenges of education, mental health, and human development in contemporary society. These profiles reflect the competencies that the programme seeks to cultivate, ensuring that graduates are well prepared to function effectively in educational institutions, community settings, and professional service environments.

Aligned with the institutional vision of UPGRIS to strengthen education, research, and community engagement, this document outlines the core competencies expected of graduates of Guidance and Counseling Study Programme. Emphasis is placed on the integration of theory and practice, the development of reflective and critical thinking, and the strengthening of professional identity and integrity. In addition, the programme recognizes the importance of digital literacy and innovation, particularly through the integration of multimedia-based counseling services and experiential learning approaches that respond to current and future professional demands.

The preparation of this Graduate Profiles document has been made possible through the collaborative efforts of dedicated academic staff, curriculum developers, practitioners, and institutional stakeholders. Their expertise and insights have contributed significantly to ensuring that the graduate profiles are academically rigorous, professionally relevant, and responsive to national and global trends in guidance and counseling practice.

We also express our sincere appreciation for the strategic support and direction provided by the university leadership, whose commitment has been instrumental in strengthening the quality and coherence of this initiative. The perspectives and aspirations of students have likewise played an important role in shaping these profiles, ensuring that the competencies articulated in this document align with their professional goals and future career pathways.

We believe that this Graduate Profiles document will serve as a vital reference for curriculum implementation, learning design, and quality assurance within Guidance and Counseling Study Programme. More than a descriptive framework, it represents a strategic blueprint for the continuous development of graduates who are competent, ethical, innovative, and socially responsible.

As the programme moves forward in implementing and refining these graduate profiles, we remain committed to continuous improvement and academic responsiveness, recognizing that guidance and counseling education must evolve in line with societal needs, technological advancements, and professional standards. It is our hope that this document will contribute meaningfully to the preparation of future counselors, multimedia-based service developers, and experiential learning facilitators who are capable of making a positive and lasting impact on education and society.

On behalf of Guidance and Counseling Study Programme, we extend our sincere gratitude to all parties who have supported the development of this document. May it stand as a testament to our shared commitment to advancing guidance and counseling education and shaping professionals who will serve with competence, integrity, and dedication.

Semarang, December 2025

Head of Guidance and Counseling Study Programme

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A. INTRODUCTION

1. BACKGROUND

Guidance and Counseling Study Programme at Faculty of Education, UPGRIS, aims to produce graduates who are competent, professional, and adaptive in delivering guidance and counseling services across educational and non-educational settings. Along with the increasing complexity of developmental and psychosocial issues, the growing demand for mental health support, and rapid advances in digital technology, guidance and counseling professionals are required not only to master conventional counseling competencies but also to utilize multimedia tools and design personal development programmes that respond to the needs of society and the evolving world of work.

To address these challenges, the Guidance and Counseling Study Programme of UPGRIS is committed to providing high-quality education through an outcome-based and competency-oriented curriculum that integrates theoretical foundations, professional counseling skills, and practical experience in a balanced and systematic manner. The curriculum is designed to equip students with the ability to deliver guidance and counseling services at the primary, junior secondary, and senior secondary school levels, while simultaneously broadening their professional competencies for practice beyond the school context.

The scientific vision of Guidance and Counseling Study Programme of UPGRIS is to develop the field of guidance and counseling in order to produce graduates who excel in multimedia-based counseling and training programmes, while maintaining a strong professional identity. This vision is realized through the development of graduates' character and institutional values, particularly AdAB (Adaptive, Enthusiastic, and Integrity-driven), mastery of counseling theories and practices, competence in assessment and diagnosis, and the ability to design and implement comprehensive guidance and counseling programmes delivered through individual, group, and classical formats.

In line with this vision, the educational objectives of the Study Programme extend beyond the preparation of professional school counselors to include the development of graduates who are highly competent in designing and utilizing guidance and counseling multimedia, as well as in managing effective outbound and training programmes for group performance enhancement and personal development. Graduates are prepared to analyze training needs, design comprehensive training programmes, develop engaging training materials, and implement training activities that are responsive to diverse learner characteristics and organizational contexts. This approach also supports the development of entrepreneurial competencies, enabling graduates to adapt to technological change and dynamic labor market demands.

Through a competency-based learning approach that is responsive to the needs of education, society, and the labor market, Guidance and Counseling Study Programme of UPGRIS not only equips students with strong theoretical understanding but also with practical skills that can be directly applied in real-world situations. Furthermore, through structured collaboration with schools, community institutions, professional organizations, and industry partners, students gain meaningful field experience that enriches the learning

process and strengthens their readiness to enter the professional world as qualified, ethical, and adaptive Bachelor of Guidance and Counseling graduates.

2. PURPOSE OF THE DOCUMENT

The preparation of this Graduate Profile document for Guidance and Counseling Study Programme, Faculty of Education, UPGRIS, serves several key purposes:

a. Clarification of Graduate Competencies

To clearly define the competencies, skills, and professional character expected of graduates of Guidance and Counseling Study Programme at UPGRIS. This document outlines the knowledge, professional skills, values, and attitudes that graduates must possess in order to deliver effective guidance and counseling services in school and non-school settings.

b. Alignment with Societal and Labor Market Needs

To ensure that the formulated graduate profiles are aligned with the evolving needs of education, society, and the labor market. By taking into account the increasing complexity of developmental and psychosocial issues, the growing demand for mental health services, and the advancement of digital technology, this document bridges academic preparation with the expectations of professional practice.

c. Support for Programme Development and Continuous Improvement

To provide a structured framework that supports the ongoing development and enhancement of Guidance and Counseling Study Programme. This document functions as a reference for curriculum evaluation and quality improvement, enabling the programme to remain adaptive to developments in guidance and counseling science, technological innovation, and changing social demands.

d. Enhancement of Graduate Employability and Professional Readiness

To strengthen graduates' employability and professional readiness through a clear mapping between learning outcomes, graduate profiles, and career opportunities. This document assists prospective students, employers, and other stakeholders in understanding the specific competencies graduates possess, including capabilities in counseling services, multimedia-based guidance and counseling, and the management of training and outbound programmes.

e. Guidance for Curriculum Design and Alignment

To serve as a guiding framework for aligning curriculum design with the established graduate profiles. By ensuring consistency between learning objectives, course structures, learning activities, and assessment strategies, this document plays a key role in maintaining coherence between curriculum planning and expected graduate competencies.

f. Facilitation of Stakeholder Collaboration

To facilitate constructive collaboration among key stakeholders, including faculty members, students, alumni, schools, community institutions, professional organizations, and industry partners. This document supports ongoing dialogue between academic and professional communities, ensuring that the study programme responds effectively to both educational and practical needs.

g. Support for Quality Assurance and Academic Recognition

To provide a comprehensive and structured reference that supports internal quality assurance processes and broader academic recognition. By clearly articulating graduate competencies, professional profiles, and their alignment with the curriculum, this document contributes to the continuous improvement of educational quality and the recognition of the programme at national and international levels.

By fulfilling these purposes, the Graduate Profile document not only clarifies the competencies expected of graduates but also strengthens the role of Guidance and Counseling Study Programme at UPGRIS in producing professional, adaptive, and integrity-driven Bachelor's graduates who are capable of making meaningful contributions to education and society.

B. PROFILE OF GRADUATE OF GUIDANCE AND COUNSELING STUDY PROGRAMME, FACULTY OF EDUCATION UPGRIS

Guidance and Counseling Study Programme of Faculty of Education, UPGRIS, is committed to producing graduates who are well prepared to respond to the increasingly complex dynamics of professional practice in guidance and counseling. To achieve this commitment, the Study Programme has formulated several graduate profiles that are designed to address the needs of educational institutions, communities, and the expanding field of guidance and counseling services in both school and non-school settings.

The graduate profiles reflect the scientific focus and distinctive characteristics of Guidance and Counseling Study Programme at UPGRIS, namely the development of guidance and counseling science to produce graduates who excel in counseling services, multimedia-based guidance and counseling, and the management of training and outbound programmes, while upholding strong professional character and institutional values of AdAB (Adaptive, Enthusiastic, and Integrity-driven). Each graduate profile represents a specific set of competencies and skills that can be applied in various professional contexts in accordance with societal and labor market needs.

The table presented in the following section provides a detailed description of each graduate profile, along with the potential professions that graduates may pursue. In addition, the table outlines the relationship between each graduate profile and the relevant Programme Learning Outcomes (PLOs) that students are expected to achieve throughout their study. These PLOs describe both theoretical understanding and practical skills that must be mastered at different stages of the learning process, ensuring the coherent development of professional competence.

Through the systematic formulation and achievement of PLOs, Guidance and Counseling Study Programme at UPGRIS seeks to equip students with measurable and relevant competencies that support professional readiness. This approach ensures that graduates are prepared not only for entry-level positions in guidance and counseling practice, but also for continuous professional growth and the ability to face more complex challenges in their careers.

Thus, this graduate profile table serves not only as a mapping tool for potential professional pathways available to graduates, but also as an indicator of the competencies that must be achieved during the learning process. It enables students to clearly understand the educational objectives of the programme and supports them in preparing more effectively to enter the professional world as qualified, adaptive, and ethical Bachelor's graduates in Guidance and Counseling.

Table 1.1. Graduate Profiles Relationship with Programme Learning Outcomes (PLOs)

GP Code	Graduate Profile	Profession Potential	Graduate Profile Description	Programme Learning Outcomes (PLOs)													
				PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
GP1	School Guidance and Counseling Practitioner	School Counselor (Primary, Junior Secondary, Senior Secondary Schools), Guidance and Counseling Teacher, Student Development Officer	Bachelor of Guidance and Counseling graduates who are capable of delivering comprehensive guidance and counseling services in primary, junior secondary, and senior secondary schools. Graduates possess a strong understanding of counseling theories and practices, are able to conduct accurate assessment and diagnosis, design and implement effective guidance and counseling programmes, and collaborate with multidisciplinary teams and relevant stakeholders. They are able to deliver basic services, responsive services, individual planning, and system support through classical, group, and individual formats, as well as conduct evaluation and supervision of guidance and counseling programmes. Graduates demonstrate high professional ethics, integrity, and AdAB character values (Adaptive, Enthusiastic, and Integrity-driven).	√	√	√	√	√	√	√	√	√	√				√
GP2	Multimedia-Based Guidance and Counseling Developer	Guidance and Counseling Multimedia Developer, Educational Content Creator, Digital Counseling	Bachelor of Guidance and Counseling graduates who are capable of developing and utilizing multimedia-based guidance and counseling resources in school and non-school settings. Graduates understand the concepts and principles of multimedia development, are able to design and develop counseling multimedia, utilize relevant digital	√					√			√		√	√		

GP Code	Graduate Profile	Profession Potential	Graduate Profile Description	Programme Learning Outcomes (PLOs)													
				PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
		Media Specialist, Counseling Media Entrepreneur	technologies and platforms, and evaluate the effectiveness of multimedia in supporting guidance and counseling services. Graduates also demonstrate entrepreneurial capacity by leveraging multimedia skills, adapting to technological advancements, and responding to the dynamic needs of the labor market														
GP3	Training and Outbound Programme Manager	Outbound Trainer, Training Facilitator, Human Resource Development Assistant, Personal and Group Development Trainer	Bachelor of Guidance and Counseling graduates who are capable of managing effective training and outbound programmes to enhance group performance and personal development. Graduates are able to analyze training needs, design comprehensive training programmes, implement training activities effectively, and develop engaging and accessible training materials. They demonstrate adaptive, enthusiastic, and integrity-driven character, and are able to facilitate experiential learning activities that support individual growth and teamwork across educational, organizational, and community contexts.	√	√	√	√	√	√			√		√		√	

Quality higher education aims not only to transmit knowledge, but also to prepare students with the competencies and professional skills required in the world of work. In this context, Guidance and Counseling Study Programme at Faculty of Education, UPGRIS, has designed a curriculum that integrates theoretical foundations, practical skills, and character development. To achieve this objective, the implemented curriculum is structured around two key components: Graduate Profiles and Programme Learning Outcomes (PLOs).

Graduate profiles describe the professional roles and potential career pathways that graduates may pursue upon completing their studies in Guidance and Counseling Study Programme at UPGRIS. These profiles include graduates as school guidance and counseling practitioners, multimedia-based guidance and counseling developers, and managers of training and outbound programmes. Each graduate profile outlines the competencies, professional characteristics, and areas of expertise that graduates are expected to master, as well as the roles they may assume in educational institutions, community settings, and the broader world of work. For example, graduates with a profile as school guidance and counseling practitioners are expected to deliver comprehensive counseling services, including assessment, programme planning, implementation, evaluation, and supervision, in a professional and ethical manner.

On the other hand, Programme Learning Outcomes (PLOs) specify the competencies that students must achieve in each course throughout the programme. PLOs describe the knowledge, skills, and attitudes that students are required to master as progressive steps toward achieving the intended graduate profiles. In this regard, PLOs function as measurable indicators of student learning achievement and serve as a bridge between theoretical understanding and its application in real-world contexts. For instance, PLOs in counseling skills courses are designed to develop students' abilities in counseling communication, assessment techniques, and intervention strategies, which directly support the graduate profile of professional guidance and counseling practitioners.

As part of Guidance and Counseling Study Programme's efforts to produce high-quality graduates, the curriculum is structured to ensure strong integration between courses and their corresponding PLOs. The curriculum design emphasizes a direct relationship between the competencies to be mastered by students and the expected graduate profiles. Each course is systematically developed to support the achievement of PLOs that are relevant to one or more graduate profiles. Consequently, students are not only exposed to theoretical concepts in guidance and counseling, but are also trained to develop practical skills that are relevant to their future professional roles.

For example, to support the graduate profile of multimedia-based guidance and counseling developers, courses related to educational technology, counseling media, and multimedia development are designed to equip students with the skills needed to design, develop, and evaluate digital counseling media. Similarly, to support the graduate profile of training and outbound programme managers, courses related to training design, group dynamics, and personal development are structured to build students' competencies in training needs analysis, programme design, and effective implementation of training activities.

Through the close integration of courses and Programme Learning Outcomes (PLOs), Guidance and Counseling Study Programme at UPGRIS ensures that students are equipped with measurable competencies that are relevant to societal and labor market needs. This approach

guarantees that each course not only provides theoretical knowledge, but also contributes directly to preparing students to compete and perform professionally in the workplace.

Thus, the linkage between graduate profiles and PLOs is clearly articulated and systematically implemented. Graduate profiles provide an overview of the professional roles that graduates may achieve, while PLOs offer concrete direction and learning targets to ensure that students acquire the relevant competencies. Through this strong integration, Guidance and Counseling Study Programme at UPGRIS equips students with capabilities that are not only theory-based, but also practically applicable in professional contexts.

The following section presents a mapping of courses that support the formation of graduate profiles of Guidance and Counseling Study Programme at UPGRIS.

Table 1.2. Courses with Relationship Programme Learning Outcomes (PLOs)

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)													
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
UPGRIS's Signature Course																		
1125221610	PGRI Studies	1	2	3	√													√
1125221611	English	2	2	3	√													√
1125342612	Technology-Based Entrepreneurship	6	4	6	√												√	√
1125244613	Community Service Programme	8	4	6	√										√			√
1125765614	Final Project	8	6	9	√									√				
Compulsory Curriculum Courses																		
1125121601	Islam Religious Education	1	2	3	√													√
1125121602	Christian Religious Education	1	2	3	√													√
1125121603	Catholic Religious Education	1	2	3	√													√
1125121604	Buddhist Religious Education	1	2	3	√													√
1125121605	Hindu Religious Education	1	2	3	√													√
1125121606	Confucian Religious Education	1	2	3	√													√
1125121607	Pancasila Education	2	2	3	√													√
1125121608	Civics Education	1	2	3	√													√
1125121609	Indonesian Language	2	2	3	√													√
Compulsory Course																		
1125321615	Professional Ethics in Guidance and Counseling	1	2	3	√			√										
1125321616	Foundations of Education	1	2	3				√										
1125321617	English for the Study Programme	3	2	3			√											
1125321618	Philosophy of Education	1	2	3				√										
1125321619	Student Development	1	2	3				√										
1125321620	General Psychology	1	2	3				√										
1125321621	Social Psychology	1	2	3				√										
1125321622	Educational Psychology	2	2	3				√										
1125321623	Non-Test-Based Individual Assessment	2	2	3		√				√								

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)														
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	
1125322624	Non-Test-Based Individual Assessment Practicum	3	2	3	√	√					√								
1125321625	Test-Based Individual Assessment	3	2	3			√												
1125322626	Test-Based Individual Assessment Practicum	4	2	3			√												
1125321627	Fundamentals of Guidance and Counseling	1	2	3			√												
1125321628	Foundations of Guidance and Counseling	2	2	3			√												
1125321629	Personal and Social Guidance and Counseling	2	2	3			√												
1125321630	Career Guidance and Counseling	2	2	3			√												
1125321631	Learning Guidance and Counseling	2	2	3			√												
1125321632	Classical Guidance	3	2	3			√												
1125321633	Group Guidance	3	2	3	√		√					√							
1125321634	Basic Counseling Skills	2	2	3	√		√					√							
1125332635	Group Guidance Practicum	4	3	4.5	√				√					√					
1125332636	Classical Guidance Practicum	4	3	4.5	√	√			√				√						
1125344637	Internship – Curriculum Analysis	7	2	3	√	√						√	√						
1125324638	Internship – Service Plan Development	7	2	3	√				√			√		√					
1125324639	Internship – Development of Guidance and Counseling Service Media	7	2	3	√			√											
1125324640	Internship – Service Implementation	7	4	6	√			√											
1125321641	Psychodynamic Counseling	3	2	3	√			√											
1125321642	Humanistic Counseling	3	2	3	√			√				√							
1125321643	Cognitive and Behavioral Counseling	4	2	3	√		√						√						
1125321644	Postmodern Counseling	4	2	3	√		√						√						
1125332645	Individual Counseling	5	3	4.5	√		√		√										

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)													
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
1125332646	Group Counseling	5	3	4.5	√		√						√					
1125321647	Guidance and Counseling Management	4	2	3	√									√				
1125321648	Guidance and Counseling Evaluation and Supervision	5	2	3	√									√				
1125321649	Quantitative Research Methods	3	2	3	√									√				
1125321650	Statistics	4	2	3	√									√				
1125321651	Qualitative Research Methodology	4	2	3	√	√				√								
1125323652	Thesis Proposal Writing Techniques and Seminar	5	2	3			√											
1125321653	Scientific Article Writing Techniques	5	2	3	√									√				
1125321654	Fundamentals of Multimedia in Guidance and Counseling	3	2	3												√		
1125321655	Media Technology and Innovation in Guidance and Counseling	5	2	3	√											√		
1125321656	Training Management	4	2	3														√
1125321657	Group Dynamics	3	2	3														√
1125421662	Crisis Counseling	6	2	3	√											√		
1125421663	Child and Adolescent Counseling	6	2	3	√											√		
1125421664	Multicultural Guidance and Counseling	6	2	3	√											√		
1125421665	Guidance and Counseling for Children with Special Needs	6	2	3	√											√		
1125421666	Mental Health	5	2	3	√											√		
1125421667	Family Guidance and Counseling	6	2	3	√											√		
1125421668	Community Counseling	6	2	3	√											√		
1125421669	Exploratory Studies	5	2	3	√											√		
Elective Course																		
1125421658	Multimedia Development in Guidance and Counseling	7	2	3	√												√	

Course Code	Courses	Semester	Credits	ECTS	Programme Learning Outcomes (PLOs)														
					PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	
1125421659	Multimedia Design Planning	7	2	3	√												√		
1125421660	Leadership	7	2	3														√	
1125421661	Outbound Training	7	2	3	√													√	
1125421670	Cyber Counseling	7	2	3	√												√		
1125421671	Digital Communication Ethics	7	2	3	√												√		
1125421672	Digital Personal Branding	7	2	3													√		
1125421673	Counseling for Business and Industry	7	2	3	√													√	
1125421674	Effective Communication and Public Speaking	7	2	3	√													√	
1125421675	Training Risk Management	7	2	3	√													√	

Table 1.3. Mapping of Courses Supporting Graduate Profiles

School Guidance and Counseling Practitioner	Multimedia-Based Guidance and Counseling Developer	Training and Outbound Programme Manager
Compulsory Course		
<ol style="list-style-type: none"> 1. Professional Ethics in Guidance and Counseling 2. Foundations of Education 3. Philosophy of Education 4. Student Development 5. General Psychology 6. Social Psychology 7. Educational Psychology 8. Non-Test-Based Individual Assessment 9. Non-Test-Based Individual Assessment Practicum 10. Test-Based Individual Assessment 11. Test-Based Individual Assessment Practicum 12. Fundamentals of Guidance and Counseling 13. Foundations of Guidance and Counseling 14. Personal and Social Guidance and Counseling 15. Career Guidance and Counseling 16. Learning Guidance and Counseling 	<ol style="list-style-type: none"> 1. English for the Study Programme 2. Teaching Practice – Development of Guidance and Counseling Service Media 3. Fundamentals of Multimedia in Guidance and Counseling 4. Media Technology and Innovation in Guidance and Counseling 5. Scientific Article Writing and Publication Techniques 6. Exploratory Studies 	<ol style="list-style-type: none"> 1. Training Management 2. Group Dynamics 3. Community Counseling

School Guidance and Counseling Practitioner	Multimedia-Based Guidance and Counseling Developer	Training and Outbound Programme Manager
<ul style="list-style-type: none"> 17. Classical Guidance 18. Group Guidance 19. Basic Counseling Skills 20. Group Guidance Practicum 21. Classical Guidance Practicum 22. Teaching Practice – Curriculum Analysis 23. Teaching Practice – Service Plan Development 24. Teaching Practice – Service Implementation 25. Psychodynamic Counseling 26. Humanistic Counseling 27. Cognitive and Behavioral Counseling 28. Postmodern Counseling 29. Individual Counseling 30. Group Counseling 31. Guidance and Counseling Management 32. Guidance and Counseling Evaluation and Supervision 33. Crisis Counseling 34. Child and Adolescent Counseling 35. Multicultural Guidance and Counseling 36. Guidance and Counseling for Children with Special Needs 37. Mental Health 38. Family Guidance and Counseling 39. Community Counseling 		
Elective Course		
<ul style="list-style-type: none"> 1. Counseling for Business and Industry 2. Effective Communication and Public Speaking 	<ul style="list-style-type: none"> 1. Multimedia Development in Guidance and Counseling 2. Multimedia Design Planning 3. Cyber Counseling 4. Digital Communication Ethics 5. Digital Personal Branding 	<ul style="list-style-type: none"> 1. Outbound Training 2. Leadership 3. Training Risk Management 4. Effective Communication and Public Speaking

1. GRADUATE PROFILE: SCHOOL GUIDANCE AND COUNSELING PRACTITIONER

Guidance and Counseling Study Programme at Faculty of Education, UPGRIS, is committed to producing graduates who are competent, professional, and ethical school guidance and counseling practitioners. This graduate profile is designed to respond to the increasingly complex needs of students' academic, personal-social, and career development at the primary and secondary education levels. Research has consistently demonstrated that comprehensive school counseling services contribute significantly to students' academic achievement, psychological well-being, and holistic development.

In the context of social change, digitalization of educational services, and growing attention to students' mental health, the role of school counselors has become increasingly strategic within a holistic education system. School counselors are expected not only to provide individual interventions, but also to function as key contributors to supportive, inclusive, and development-oriented school environments. Accordingly, Guidance and Counseling Study Programme at UPGRIS implements a competency-based and outcome-oriented curriculum that is integrative, adaptive, and responsive to school needs and professional developments in the counseling field.

Programme Commitment to Vision and Educational Objectives

In line with the Programme's scientific vision to develop guidance and counseling as a discipline with a strong professional identity, the School Guidance and Counseling Practitioner profile emphasizes the formation of graduates with AdAB character values (Adaptive, Enthusiastic, and Integrity-driven). Character development and professional ethics are essential components of counselor education, as the effectiveness of counseling services is strongly influenced by counselors' ethical awareness, personal integrity, and adaptability to diverse student and school contexts.

The educational objectives of the programme support the preparation of graduates who are capable of delivering comprehensive guidance and counseling services in schools. Graduates are expected to demonstrate mastery of guidance and counseling theories and practices, conduct accurate student assessment and diagnosis, and design, implement, and evaluate effective counseling programmes. This orientation aligns with the comprehensive school counseling programme model, which integrates basic services, responsive services, individual planning, and system support.

Competency-Based Curriculum Structure

The curriculum supporting this graduate profile is structured progressively and coherently, integrating foundational courses, professional courses, and practicum-based learning. Foundational courses provide students with strong theoretical grounding in education, developmental psychology, educational psychology, and guidance and counseling principles. These foundations enable students to understand learner characteristics and the educational contexts in which counseling services are delivered.

Professional and practicum courses are designed to develop competencies in delivering classical, group, and individual counseling services. Practicum activities and

school-based field experiences (internship) provide students with opportunities to apply theoretical knowledge in authentic school settings. Through these experiences, students develop professional competencies in programme planning, service implementation, evaluation, and supervision of guidance and counseling services, which are essential for entry-level professional practice.

Learning Approaches and Professional Development

To ensure the achievement of graduate competencies, Guidance and Counseling Study Programme at UPGRIS adopts student-centered and problem-oriented learning approaches. These include case-based learning, simulations, role plays, and reflective practice. Such approaches have been shown to enhance counseling skills, reflective capacity, and professional readiness among counselor trainees.

Professional development is further supported through structured academic guidance and supervised practice, which foster students' ethical awareness and professional identity formation. Students are guided to understand and apply ethical principles of the counseling profession in accordance with recognized professional standards.

Collaboration with Educational Stakeholders

To strengthen graduate readiness, Guidance and Counseling Study Programme at UPGRIS establishes collaboration with schools and educational institutions as strategic partners. These collaborations are implemented through field practice, supervised counseling services, and practitioner involvement in academic activities. Partnerships between higher education institutions and schools play a crucial role in bridging theory and professional practice in counselor education.

Such collaboration ensures that learning experiences remain relevant to school needs and aligned with current educational policies, while also enhancing students' understanding of real-world professional challenges.

Graduate Readiness and Professional Relevance

Graduates with the School Guidance and Counseling Practitioner profile possess competencies to deliver basic services, responsive services, individual planning, and system support through classical, group, and individual counseling formats. They are also capable of conducting evaluation and supervision of guidance and counseling programmes as part of continuous quality improvement efforts.

Equipped with academic competence, professional skills, and AdAB character values, graduates are prepared to enter the workforce as entry-level school guidance and counseling practitioners who are adaptive to change, committed to ethical practice, and oriented toward continuous professional development. Graduates are expected to contribute meaningfully to student well-being and the improvement of educational quality, in line with international perspectives on the strategic role of school counselors.

2. GRADUTE PROFILE: MULTIMEDIA-BASED GUIDANCE AND COUNSELING DEVELOPER

Guidance and Counseling Study Programme at Faculty of Education, UPGRIS, prepares graduates who are capable of developing and utilizing multimedia-based guidance and counseling services in educational and non-educational settings. This graduate profile responds to the growing integration of digital technology in counseling practices and the increasing demand for innovative, technology-enhanced counseling interventions that are accessible, engaging, and responsive to diverse client needs.

Recent studies indicate that digital and multimedia-based counseling approaches contribute positively to accessibility, student engagement, and the effectiveness of counseling services, particularly among digitally native learners. In this context, graduates are expected not only to master counseling content, but also to possess the competencies required to design, develop, implement, and evaluate multimedia resources that support guidance and counseling objectives.

Programme Commitment to Vision and Educational Objectives

In alignment with the Programme's scientific vision to develop guidance and counseling as a discipline that integrates innovation and professional identity, this graduate profile emphasizes the development of graduates who demonstrate AdAB character values (Adaptive, Enthusiastic, and Integrity-driven) in the digital counseling context. Ethical awareness, adaptability to technological change, and responsible use of digital media are essential attributes for counseling professionals operating in technology-mediated environments.

The educational objectives of this profile focus on preparing graduates who are able to design and utilize multimedia-based guidance and counseling tools in schools, communities, and professional settings beyond schools. Graduates are expected to understand core principles of multimedia learning, apply instructional and counseling design models, and critically evaluate the effectiveness of digital counseling media. This orientation aligns with contemporary frameworks of technology-integrated counseling and digital mental health support.

Competency-Based Curriculum Structure

The curriculum supporting this graduate profile integrates counseling foundations with courses focusing on multimedia development, educational technology, and digital innovation in guidance and counseling. Foundational counseling courses ensure that multimedia products are grounded in sound counseling theories and ethical practice. Specialized courses in multimedia design, digital media development, and counseling technology equip students with competencies in content creation, instructional media design, and platform utilization.

Practical and project-based learning activities enable students to develop multimedia counseling products such as digital guidance modules, interactive counseling media, psychoeducational videos, and online counseling resources. These learning experiences foster the ability to align multimedia design with counseling objectives,

learner characteristics, and contextual needs. Research highlights that project-based learning is effective in developing digital competence and creative problem-solving skills among counseling students.

Innovative Learning Approaches and Digital Competence Development

To ensure the achievement of graduate competencies, Guidance and Counseling Study Programme at UPGRIS adopts innovative, student-centered learning approaches, including project-based learning, design-based learning, and collaborative digital projects. Students are encouraged to engage in the full development cycle of multimedia counseling products, from needs analysis and design to implementation and evaluation.

Through these approaches, students develop digital literacy, creativity, and critical thinking skills, which are essential for effective multimedia-based counseling practice. Reflective learning activities further support students in evaluating the ethical, psychological, and pedagogical implications of using digital media in counseling contexts. Contemporary literature emphasizes that such reflective and design-oriented learning approaches enhance professional readiness in technology-integrated helping professions.

Ethics, Professional Standards, and Digital Responsibility

Ethical practice is a central component of this graduate profile. Students are trained to apply ethical principles related to confidentiality, informed consent, data privacy, and professional boundaries in digital and multimedia-based counseling services. These competencies are aligned with current professional guidelines for technology-assisted counseling and digital mental health services.

Graduates are also expected to demonstrate awareness of digital communication ethics and responsible media use. This includes the ability to critically assess the appropriateness of digital platforms and multimedia formats for specific counseling purposes and target populations.

Collaboration, Innovation, and Entrepreneurial Orientation

Graduates with this profile are prepared to collaborate with educators, counselors, content developers, and other professionals in developing multimedia-based counseling resources. In addition, this profile supports the development of entrepreneurial competencies, enabling graduates to create and manage digital counseling products and services that respond to emerging needs in education, mental health promotion, and personal development.

Recent studies highlight that entrepreneurial and innovation-oriented competencies are increasingly relevant for counseling professionals working in digital and non-traditional service contexts. Through collaborative projects and exposure to real-world applications, students gain experience in adapting multimedia counseling solutions to dynamic professional environments.

Professional Certification and National Competency Recognition

To strengthen graduates' professional readiness and external recognition of competencies, students pursuing the Multimedia-Based Guidance and Counseling Developer profile are provided with opportunities to participate in national competency certification administered by the National Professional Certification Agency (Badan Nasional Sertifikasi Profesi – BNSP) (KEP.1656/BNSP/VIII/2022). This certification is aligned with the Multimedia Learning Media Manager (Pengelola Media Pembelajaran Multimedia) competency scheme.

Participation in the BNSP competency assessment enables students to demonstrate their practical skills in designing, developing, managing, and evaluating multimedia-based learning and counseling media according to nationally recognized occupational standards. The certification process emphasizes performance-based assessment, ensuring that students' competencies are validated through authentic tasks and professional criteria.

Integration of this certification opportunity within the study programme supports the alignment between academic learning outcomes and labor market expectations. It also enhances graduates' employability and professional credibility, as nationally certified competencies provide formal recognition of skills that are relevant to educational institutions, training providers, and digital content development sectors.

Through this mechanism, Guidance and Counseling Study Programme at UPGRIS reinforces its commitment to producing graduates who are not only academically competent, but also professionally certified and competitive in technology-enhanced guidance and counseling services.

Graduate Readiness and Professional Relevance

Graduates with the Multimedia-Based Guidance and Counseling Developer profile possess competencies to design, develop, implement, and evaluate multimedia counseling resources for use in schools and broader community settings. They are capable of integrating counseling theory, multimedia design principles, and ethical standards in producing effective and responsible digital counseling interventions.

Equipped with counseling expertise, digital competence, and AdAB character values, graduates are prepared to enter professional roles related to multimedia-based guidance and counseling development, educational technology support, digital counseling services, or independent entrepreneurial initiatives. These competencies position graduates to contribute meaningfully to the advancement of guidance and counseling practices in the digital era.

3. GRADUATE PROFILE: TRAINING AND OUTBOUND PROGRAMME MANAGER

The Guidance and Counseling Study Programme of the Faculty of Education, UPGRIS, prepares graduates who are capable of designing, implementing, and managing effective training and outbound programmes based on experiential learning principles. This graduate profile responds to the increasing demand for professionals who are able to

facilitate individual and group development through structured training, team-building, and experiential activities in educational, organizational, and community settings.

Recent research highlights that experiential learning-based training plays a significant role in enhancing teamwork, leadership, communication skills, self-awareness, and personal development. In this context, graduates are expected to integrate guidance and counseling principles with experiential learning methodologies to support performance improvement and holistic development of individuals and groups.

Programme Commitment to Vision and Educational Objectives

Aligned with the programme's scientific vision, this graduate profile emphasizes the formation of graduates who demonstrate AdAB character values (Adaptive, Enthusiastic, and Integrity-driven) in professional training contexts. Adaptability and enthusiasm are essential for facilitating dynamic learning experiences, while integrity ensures ethical responsibility, safety awareness, and professionalism in managing experiential learning activities.

The educational objectives of this profile focus on preparing graduates who are able to analyze training needs, design comprehensive training programmes, implement experiential learning activities effectively, and evaluate training outcomes. This orientation aligns with contemporary models of experiential learning, outdoor education, and training and development, which emphasize structured reflection, learner engagement, and measurable outcomes.

Competency-Based Curriculum Structure

The curriculum supporting this graduate profile integrates foundational counseling knowledge with specialized courses in training management, group dynamics, leadership, and experiential learning facilitation. Foundational courses ensure that training programmes are grounded in psychological principles, group processes, and ethical practice. Specialized courses equip students with competencies in training needs analysis, programme design, facilitation techniques, risk awareness, and evaluation of training effectiveness.

Practical learning experiences, including simulations, project-based learning, and field-based activities, enable students to apply experiential learning concepts in real or simulated training environments. These activities support the development of facilitation skills, decision-making abilities, and professional judgment, which are essential for managing training and outbound programmes effectively.

Innovative Learning Approaches and Experiential Practice

To ensure the achievement of graduate competencies, the Guidance and Counseling Study Programme at UPGRIS adopts experiential, student-centered, and reflective learning approaches. Students are actively involved in planning, facilitating, and evaluating experiential learning activities, including outbound and team-development programmes.

Structured reflection is emphasized as a core component of experiential learning, enabling participants to connect experience with learning outcomes and personal development. Contemporary studies confirm that reflective practice enhances the transfer of learning from experiential activities to real-life and professional contexts.

Professional Certification and National Competency Recognition

To strengthen professional recognition and employability, students pursuing the Training and Outbound Programme Manager profile are provided with opportunities to participate in national competency certification administered by the National Professional Certification Agency (Badan Nasional Sertifikasi Profesi – BNSP). This certification is aligned with the Experiential Learning Activity Implementation competency scheme (KEP.1338/BNSP/VI/2025).

Participation in the BNSP competency assessment enables students to demonstrate their competencies in planning, organizing, implementing, and evaluating experiential learning activities according to nationally recognized occupational standards. The assessment process emphasizes performance-based evaluation, ensuring that graduates' competencies are validated through authentic tasks and professional criteria relevant to training and outbound programme management.

The integration of this certification opportunity supports alignment between academic learning outcomes and workforce requirements, while enhancing graduates' professional credibility and readiness to work in training institutions, educational organizations, corporate training units, and community development programmes.

Collaboration and Professional Contexts

Graduates with this profile are prepared to collaborate with educators, trainers, counselors, organizational leaders, and community stakeholders in implementing experiential learning-based programmes. Collaboration with training providers and educational institutions enables students to gain exposure to real-world facilitation contexts and professional standards.

Such collaboration ensures that graduates are responsive to diverse training needs and capable of adapting experiential learning approaches to different participant groups and organizational objectives.

Graduate Readiness and Professional Relevance

Graduates with the Training and Outbound Programme Manager profile possess competencies to analyze training needs, design and implement experiential learning programmes, facilitate group processes effectively, and evaluate training outcomes. They demonstrate professional attitudes, ethical awareness, and risk sensitivity in managing experiential activities.

Equipped with counseling-based facilitation skills, experiential learning expertise, AdAB character values, and nationally recognized competency certification opportunities, graduates are prepared to enter professional roles related to training facilitation, outbound programme management, team development, and personal

development services. These competencies position graduates to contribute meaningfully to organizational effectiveness, community empowerment, and lifelong learning initiatives.

C. CONCLUSION

Guidance and Counseling Study Programme at UPGRIS is committed to producing graduates who possess not only strong theoretical foundations in guidance and counseling, but also applied professional competencies, ethical integrity, and adaptive character required to respond to contemporary educational and social challenges. The Programme's curriculum is designed to be dynamic, integrative, and responsive to the evolving needs of schools, communities, and professional service settings.

By integrating counseling theory, practical skills, digital innovation, and experiential learning approaches, the programme ensures that graduates are well prepared to deliver effective guidance and counseling services across diverse educational levels and community contexts. The curriculum emphasizes the balanced development of academic competence, professional skills, and character values embodied in AdAB (Adaptive, Enthusiastic, and Integrity-driven), which serve as a core identity of BK UPGRIS graduates.

The three graduate profiles, Professional School Counselor, Multimedia-Based Guidance and Counseling Developer, and Training and Outbound Programme Manager, reflect the Programme's strategic response to the demands of the digital era, educational transformation, and workforce development. Through these profiles, graduates are equipped with competencies in counseling service delivery, multimedia-based intervention design, and experiential learning facilitation that are relevant to both educational institutions and broader professional environments.

To strengthen graduate employability and professional recognition, the programme provides structured opportunities for students to obtain nationally recognized competency certifications issued by the National Professional Certification Agency (BNSP), particularly in the areas of multimedia learning media management and experiential learning implementation. This alignment between academic learning outcomes and national competency standards enhances graduates' readiness to enter the professional world with validated and measurable skills.

In addition, strategic collaboration with schools, training institutions, and community partners enriches students' learning experiences through practicum activities, field-based learning, and applied projects. These experiences allow students to apply counseling theories in real contexts, develop professional judgment, and cultivate collaboration skills essential for multidisciplinary work environments.

With competencies in assessment, programme design, intervention implementation, multimedia innovation, and experiential facilitation, graduates of Guidance and Counseling Study Programme at UPGRIS demonstrate flexibility to work across educational, organizational, and community sectors. Their global awareness, technological literacy, ethical responsibility, and reflective practice provide them with a competitive advantage in an increasingly complex and interconnected professional landscape.

In conclusion, Guidance and Counseling Study Programme at UPGRIS not only aims to produce competent and adaptive graduates, but also aspires to contribute meaningfully to the development of inclusive, innovative, and sustainable guidance and counseling practices. With a strong integration of theory and practice, supported by character education and professional certification pathways, graduates are prepared to become trusted counselors, creative developers, and effective facilitators who are capable of driving positive change in education, organizations, and society at large.

D. CLOSING REMARKS

In conclusion, the Graduate Profiles document for Guidance and Counseling Study Programme at UPGRIS represents both a reflection of the Programme's academic commitment and a strategic vision for the future development of guidance and counseling education. This document articulates the Programme's dedication to preparing graduates who possess not only solid theoretical foundations, but also applied professional competencies, ethical integrity, and adaptive character in responding to contemporary educational and societal challenges.

The graduate profiles presented in this document are the result of careful academic deliberation, curriculum alignment, and consideration of professional practice needs in the fields of education, counseling services, digital media development, and experiential learning facilitation. By aligning graduate competencies with clearly defined professional roles, this document ensures that learning outcomes remain relevant, measurable, and responsive to the evolving demands of schools, communities, and professional organizations.

Guidance and Counseling Study Programme recognizes that graduate development is a continuous and dynamic process. Therefore, the Programme remains committed to maintaining curriculum relevance, strengthening learning innovation, and enhancing professional recognition through practical experiences and competency-based certification pathways. This commitment reflects the Programme's aspiration to consistently improve the quality of its educational processes and graduate outcomes.

On behalf of the faculty and academic community of Guidance and Counseling Study Programme, sincere appreciation is extended to all parties who have contributed to the preparation of this document, including academic staff, curriculum developers, practitioners, and institutional stakeholders. Their contributions have been instrumental in ensuring that this Graduate Profiles document accurately represents the identity, strengths, and future direction of the programme.

Moving forward, this document is expected to serve as a guiding reference in curriculum implementation, academic quality assurance, and graduate development. Through the continuous refinement of graduate competencies and learning strategies, Guidance and Counseling Study Programme at UPGRIS remains committed to nurturing professional counselors, innovative media developers, and effective experiential learning facilitators who are capable of making meaningful contributions to education, organizations, and society at large.

Thank you.