

**CURRICULUM DOCUMENT  
STUDY PROGRAMME: GUIDANCE AND  
COUNSELLING**



**FACULTY OF EDUCATION  
UNIVERSITY PGRI SEMARANG  
2025**



# DOCUMENT

Curriculum Development in Higher Education

Guidance and Counselling Study Programme

Semarang, 2025

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**Faculty : Education**



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## Table of Contents

<b>Table of Contents</b> .....	<b>2</b>
<b>FOREWORD</b> .....	<b>4</b>
<b>PROGRAMME IDENTITY</b> .....	<b>5</b>
<b>1 Foundations of Curriculum Design and Development</b> .....	<b>6</b>
1.1 University Values .....	6
1.2 Philosophical Foundation .....	6
1.3 Sociological Foundation .....	6
1.4 Psychological Foundation.....	7
1.5 Historical Foundation .....	7
1.6 Legal Basis .....	8
<b>2 Curriculum Evaluation &amp; Tracer Study</b> .....	<b>10</b>
2.1 Curriculum Evaluation .....	11
2.2 Tracer Study .....	40
<b>3 Vision, Mission, and Educational Objectives</b> .....	<b>49</b>
3.1 University Vision, Mission, and Objectives .....	49
3.2 Vision, Mission, and Objectives of the Faculty.....	50
3.3 Academic Vision and Educational Objectives of the Study Programme .....	51
<b>4 Graduate Profile, Programme Educational Objectives (PEO) &amp; Programme Learning Outcomes (PLO)</b> .....	<b>53</b>
4.1 Graduate Profile and Programme Educational Objectives .....	53
4.2 Formulation of PLO.....	55
4.3 Matrix of PLO Relationships with Graduate Profile .....	57
4.4 Matrix of the relationship between the Programme’s PLOs and the Study Programme’s Educational Objectives .....	59
<b>5 Determination of Study Materials</b> .....	<b>61</b>
5.1 Body of Knowledge (BoK).....	61
5.2 Course Content Description.....	64
<b>6 Course Design and Credit Weighting</b> .....	<b>69</b>
<b>7 Organisation of study programme courses</b> .....	<b>104</b>



<b>8</b>	<b>PLO Fulfilment Chart for Courses .....</b>	<b>115</b>
<b>9</b>	<b>Distribution of Courses per Semester and Scheduling of PLO Assessments .....</b>	<b>123</b>
9. 1.	Distribution of Courses .....	123
9. 2	PLO Assessment Scheduling .....	130
<b>10</b>	<b>Learning Assessment .....</b>	<b>137</b>
<b>11</b>	<b>Implementation of Students' Learning Rights (Maximum 3 Semesters) .....</b>	<b>145</b>
<b>10.</b>	<b>Quality Assurance .....</b>	<b>181</b>
<b>11.</b>	<b>Learning Management .....</b>	<b>188</b>
<b>12.</b>	<b>Procedures for Student Admission at Various Stages of the Curriculum .....</b>	<b>188</b>
<b>13.</b>	<b>Conclusion .....</b>	<b>191</b>
<b>Overview</b>	<b>.....</b>	<b>192</b>



## FOREWORD

By the grace of Allah SWT, we have been able to compile this curriculum book for the Bachelor's Degree Programme in Guidance and Counselling, Faculty of Education (FIP), UPGRIS. This curriculum handbook has been compiled as a curriculum guide for the five-year period (2025) of the Bachelor's Programme in Guidance and Counselling. The curriculum has been developed in accordance with the National Qualifications Framework (KKNI) and Ministry of Education, Culture, Research and Technology Regulation No. 53 of 2023 on Quality Assurance in Higher Education, subsequently updated by the Ministry of Education, Culture, Research and Technology Regulation No. 39 of 2025. Furthermore, this document has been compiled based on input from various stakeholders, such as students, alumni, employers of graduates, industry partners, and others. The curriculum development process involved the entire academic community of the Bachelor's Degree Programme in Guidance and Counselling. It is hoped that the 2025 curriculum will produce prospective educators who advance the field of Guidance and Counselling, thereby producing graduates who excel in multimedia and training programmes whilst maintaining a strong sense of identity.

As part of efforts to further improve the curriculum document, the Guidance and Counselling Programme welcomes criticism and suggestions from all parties. We, the curriculum development team of the Guidance and Counselling Programme, would like to express our gratitude for any constructive criticism, suggestions, and cooperation.

Semarang, 11 September 2025  
Dean of the Faculty of Education  
Universitas Persatuan Guru Republik Indonesia Semarang



Dr. Arri Handayani, S.Psi., M.Si.



### PROGRAMME IDENTITY

No	Name of Higher Education	Universitas Persatuan Guru Republik Indonesia Semarang
1	Faculty	Faculty of Education
2	Study Programme	Guidance and Counselling
3	Accreditation Status	Excellent
4	Number of Students at the Time of Curriculum Development	553
5	Number of lecturers involved in developing the curriculum	19
6	Programme Address	Jl. Lontar No. 1, Dr. Cipto, Semarang
7	Telephone	(024) 8316377
8	Study Programme / Department Website	bk.upgris.ac.id



# **1 Foundations of Curriculum Design and Development**

## **1.1 University Values**

To be a university of meaning as a provider, creator, and guardian of the meaning of life. It is hoped that the existence of the Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS) will bring benefits to life, innovate to create new things for the welfare of society, and be able to uphold the meaning of a civilised life. Furthermore, UPGRIS thrives on a tradition of innovation for the advancement of science and technology that is culturally grounded by applying the principle of exemplary conduct based on the AdAB values (Adaptive, Enthusiastic, and Integrity).

## **1.2 Philosophical Foundation**

This foundation provides philosophical guidance at the stages of design, implementation, and improvement of educational quality (Ornstein & Hunkins, 2014). Knowledge is examined and studied so that students understand the essence of life and possess the ability to improve the quality of their lives, both individually and within society (Zais, 1976). The philosophical foundation for the development of the curriculum for the Guidance and Counselling Study Programme at the Faculty of Education UPGRIS is Pancasila and the culture of Indonesia. In addition, it draws upon the ideas of several educational figures in Indonesia, such as Ki Hajar Dewantara, R.A. Kartini, and Daud Yusuf, as well as educational figures from abroad, such as Jean Piaget, Laurence Colbergh, and Benjamin Bloom.

## **1.3 Sociological Foundation**

This foundation provides the basis for the development of the Guidance and Counselling Study Programme at Faculty of Education UPGRIS curriculum as an educational framework comprising objectives, content, learning activities, and a positive learning environment conducive to learners acquiring experiences relevant to their personal and social development (Ornstein & Hunkins, 2014:128). The Guidance and Counselling Study Programme at the Faculty of Education UPGRIS



curriculum must be capable of transmitting culture from one generation to the next. Culture is understood as part of group knowledge (Ross, 1963: 85). The curriculum of the Guidance and Counselling Study Programme at Faculty of Education UPGRIS must be able to free learners from the confines of their own biased cultural encapsulation (capsulation), and from being unaware of the weaknesses of their own culture. Such cultural encapsulation can lead to a reluctance to understand other cultures (Zais, 1976:219).

#### **1.4 Psychological Foundation**

This foundation provides the basis for the development of the curriculum of the Guidance and Counselling, Faculty of Education UPGRIS Study Programme, so that the curriculum is able to continuously encourage students' curiosity and motivate lifelong learning; facilitate students' learning so that they are able to realise their roles and functions within their environment; encourage students to think critically, engage in higher-order thinking, and perform higher-order reasoning; optimise the development of students' potential to become the kind of people they aspire to be (Zis, 1976: 200); to facilitate students' learning to become well-rounded individuals, namely people who are free, responsible, self-confident, moral or of good character, capable of collaboration, tolerant, and educated individuals fully determined to contribute to the realisation of the ideals set out in the preamble to the 1945 Constitution.

#### **1.5 Historical Foundation**

The historical foundation refers to the history used as the basis for the development of the UPGRIS curriculum. This is intended to ensure that the UPGRIS curriculum is able to facilitate student learning in accordance with the times. The UPGRIS curriculum, as developed, is capable of passing on the cultural values and golden history of past nations, and transforming them for the present era; the UPGRIS curriculum is capable of preparing students to live better in the era of 21st-century change, to play an active role in the Industry 4.0 era, and to recognise the signs of the Industry 5.0 revolution.



## 1.6 Legal Basis

The following legal basis was used in the development of the curriculum:

1. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia Year 2005 Number 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586).
2. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336).
3. Government Regulation No. 4 of 2014 on the Organisation of Higher Education and the Management of Higher Education Institutions.
4. Presidential Regulation of the Republic of Indonesia No. 8 of 2012, on the Indonesian National Qualifications Framework (KKNI).
5. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 on the Implementation of the KKNI in the Higher Education Sector.
6. Regulation of the Minister of Education and Culture No. 7 of 2020 concerning the Establishment, Amendment and Dissolution of State Higher Education Institutions, and the Establishment, Amendment and Revocation of Licenses for Private Higher Education Institutions;
7. Regulation of the Minister of Education, Culture, Research, and Technology No. 13 of 2022 on Amendments to Regulation of the Minister of Education and Culture No. 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for the Years 2020–2024;
8. Regulation of the Minister of Education, Culture, Research and Technology No. 6 of 2022 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and the Equivalence of Diplomas from Higher Education Institutions in Other Countries;
9. Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 on Quality Assurance in Higher Education;



10. Regulation of the Minister of Higher Education, Science and Technology No. 39 of 2025 on Quality Assurance in Higher Education;
11. Decision of the Minister of Research, Technology, and Higher Education No. 123 of 2019 on Internships and the Recognition of Semester Credit Units for Industrial Internships for Bachelor's and Applied Bachelor's Degree Programmes;
12. Decision of the YPLP PT PGRI Semarang No. 075/P.Y/U/Kpts/3.1/YPLP PT PGRI/V/2019 dated 10 May 2019 on the Statutes of the University of PGRI Semarang;
13. Decision of the Rector of the University of the Indonesian Teachers' Association, Semarang, No. 056/SK/UPGRIS/IX/2024 regarding the Establishment of the Vision, Mission and Objectives of the Universitas Persatuan Guru Republik Indonesia Semarang;
14. Decision of the Rector of Universitas Persatuan Guru Republik Indonesia Semarang, Semarang, No. 013.a/SK/UPGRIS/II/2025 concerning the Learning Outcomes of Graduates from Study Programmes at the Universitas Persatuan Guru Republik Indonesia Semarang;
15. Decision of the Rector of the Universitas Persatuan Guru Republik Indonesia Semarang, Number 012/SK/UPGRIS/II/2025 regarding the Determination of the Structure and Distribution of Courses for Undergraduate Students at the Universitas Persatuan Guru Republik Indonesia Semarang.
16. Decision of the Rector of the Universitas Persatuan Guru Republik Indonesia Semarang, Number 014/SK/UPGRIS/II/2025 regarding the Determination of Course Credits for Master's Degree Students at the Universitas Persatuan Guru Republik Indonesia Semarang.
17. Decision of the Rector of the Universitas Persatuan Guru Republik Indonesia Semarang, Number 034.a/SK/UPGRIS/IV/2025 regarding the Determination of the Distribution of General Courses/Compulsory Curriculum Courses and UPGRIS Distinctive Courses within the Universitas Persatuan Guru Republik Indonesia Semarang.



18. Rector's Decree on the Vision, Mission, Objectives, and Targets of the Faculty/Postgraduate Programme.
19. Rector's Decision on the Academic Vision of Study Programmes.

## **2 Curriculum Evaluation & Tracer Study**

Evaluation of the implementation of the previous curriculum (e.g. curriculum implementation period 2022–2025)



## 2.1 Curriculum Evaluation

The Guidance and Counselling Study Programme at the Faculty of Education (FIP) of the Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS) is a key pillar in producing high-quality professional educators and counsellors in Indonesia, particularly in Central Java. Its historical roots run deep, originating from a vision to meet the need for guidance and counselling services within educational institutions.

The origins of the Faculty of Education UPGRIS Guidance and Counselling Study Programme are inextricably linked to the history of UPGRIS itself, which began as STKIP PGRI Semarang. In the early years of its establishment, in 1981, the need for educators who were also capable of providing guidance and direction to students became increasingly recognised. The launch of this programme was driven by government regulations encouraging the development of guidance services in schools, as well as a genuine need in the field for experts in this area.

After undergoing various stages of curriculum development and improvements in the quality of lecturers and facilities, the Guidance and Counselling Study Programme at the Faculty of Education, UPGRIS, demonstrated its commitment to educational quality standards. The culmination of these efforts came when the Guidance and Counselling Study Programme successfully achieved Accreditation A for the first time in 2017, under Decision No. 2066/SK/BAN-PT/Akred/S/VI/2017. This monumental achievement serves as evidence of external recognition of the quality of the education provided.

The accreditation process involved a comprehensive evaluation of various aspects, ranging from vision and mission, curriculum, the quality of human resources (lecturers and educational staff), facilities, research and community service, to the academic atmosphere and graduate outcomes. Achieving Grade A accreditation is not merely a title, but a reflection of the hard work and dedication of the entire academic community of the Guidance and Counselling Study Programme at the Faculty of Education, UPGRIS, in maintaining and improving educational standards.



Not stopping at Grade A accreditation, the Guidance and Counselling Study Programme at Faculty of Education UPGRIS continues to innovate and adapt to the demands of the times. Advances in science and technology, as well as the evolving needs of society, drive the Guidance and Counselling Study Programme to continually develop itself. This commitment to sustainable quality improvement has ultimately borne fruit in the form of ‘Excellent’ accreditation in 2022, under Decision No. 567/SK/Lamdik/Ak/S/XI/2022. ‘Excellent’ accreditation represents the highest level of accreditation within Indonesia’s current higher education accreditation system. This achievement of ‘Excellent’ accreditation is based on a stricter and more comprehensive evaluation, reflecting excellence in the practice of the Tridharma of Higher Education (education, research, and community service), curriculum relevance, learning innovation, and the positive impact generated by graduates for society. The attainment of Excellent Accreditation, which has likely occurred in recent years alongside the transition of the accreditation system from BAN-PT to LAMDIK (Independent Education Accreditation Agency), further solidifies the position of the Guidance and Counselling Study Programme at the Faculty of Education, UPGRIS, as one of the best in its field, ready to face global challenges and make a tangible contribution to producing professional counsellors who are adaptable and of high integrity.

In 2024, a major (biennial) evaluation of the curriculum of Guidance and Counselling Study Programme was conducted to align with government policy on the Fulfilment of Study Load Outside the Study Programme. The evaluation included a review of the vision and mission, graduate profile, graduate learning outcomes (PLO), an update of study materials, and the establishment of the curriculum structure.

The results of the evaluation of the 2022 Guidance and Counselling Study Programme curriculum were subsequently implemented in the 2025 Curriculum, as shown in Table 2.1.

**Table 2.1**

Evaluation Components	Review	Follow-up Plan
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<b>Academic Vision – Educational Objectives – and Strategies for Achieving Educational Objectives</b>		
<p>a.Relevance of the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives to the Faculty’s VMTS</p>	<p>The revision of the programme’s vision and mission in the 2025 Curriculum to be more specific and to integrate technological and cross-cultural aspects demonstrates adaptation to current dynamics, which should also be supported by the faculty.</p>	<ol style="list-style-type: none"> <li>1. Explicit verification of the Faculty’s vision and objectives to ensure optimal alignment with the vision and objectives of the Guidance and Counselling Study Programme.</li> <li>2. Ensuring that every programme’s achievement strategy, particularly those related to learning innovation and academic development, receives full support and is integrated into the Faculty’s strategic plan.</li> </ol>
<p>b.Relevance of the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives to learning outcomes</p>	<ol style="list-style-type: none"> <li>1. The 2022 academic vision of the Guidance and Counselling Study Programme, “Excellence and Distinctiveness by 2025”, is considered too general and insufficiently specific in reflecting the distinctiveness of Guidance and Counselling in the digital and global era.</li> <li>2. The learning process in the 2022 Curriculum is still dominated by conventional methods (lectures) and is not sufficiently student-centred, nor does it make optimal use of technology. This contradicts the objective of producing graduates who are adaptable and possess expertise in multimedia and outdoor training.</li> <li>3. Learning assessment in the 2022 Curriculum focuses more on written examinations and the cognitive domain, failing to adequately accommodate practical skills or professional attitudes. The 2025 Curriculum will utilise performance-based assessment, case studies,</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure that the vision and objectives of the Guidance and Counselling Study Programme are explicitly translated into measurable learning outcomes and innovative learning strategies, particularly in integrating technological aspects and non-school counselling.</li> <li>2. Encouraging the consistent implementation of project- and case-based learning across all modules. There is a need for ongoing training for lecturers to ensure the equitable application of innovative teaching methods.</li> <li>3. Developing comprehensive assessment rubrics for performance-based assessment to measure learning outcomes holistically, including practical skills and professional attitudes.</li> </ol>



	projects, as well as peer and self-assessment	
c. Relevance of the Academic Vision, Educational Objectives, and Strategies for Achieving Educational Objectives to the graduate profile	<p>1. The graduate profiles of the Guidance and Counselling Programme under the 2022 Curriculum are guidance and counselling teachers, media developers, and outdoor training instructors. Evaluation results indicate that employment opportunities for guidance and counselling graduates extend to the industrial, organisational, health, community, and social entrepreneurship sectors. This suggests that graduate profiles need to be strengthened.</p> <p>2. The tracer study shows that 65% of graduates work in education, 8.75% in banking, 8.75% in retail, and the remainder are spread across various other sectors such as the food and beverage industry, digital marketing, entertainment, fashion, garment manufacturing, precious metals, training, and property. The majority (46.25%) work as guidance counselors, followed by staff (33.75%), founders (6.25%), and co-founders (5%). This data supports the diversification of graduate profiles beyond guidance counselling.</p> <p>3. The relationship between field of study and occupation shows that 63.7% have a 'very close' relationship, 8.8% 'less close', 15% 'fairly close', and 8.8% 'close'. This</p>	<p>1. Continue to strengthen the graduate profile by aligning graduate learning outcomes (PLO) to encompass the skills required across relevant employment sectors, particularly in multimedia and outdoor training</p> <p>2. Integrate more project opportunities into the field, both in the education sector and industry, to prepare students to face diverse workplace demands.</p> <p>3. Ensuring a diverse range of elective courses related to the CoE supports the enhancement of a broader graduate profile.</p>



	<p>indicates the relevance of studies to employment, though there is room for improvement among those with a ‘less close’ relationship.</p> <p>4. The inclusion of supporting CoE (Centre of Excellence) modules in the 2025 Curriculum aims to strengthen the graduate profile.</p>	
d. Curriculum Relevance to the National Qualifications Framework (KKNI) (according to level)	The Guidance and Counselling Study Programme integrates an outcomes-based education paradigm aligned with the Indonesian National Qualifications Framework (KKNI).	<ol style="list-style-type: none"> <li>1. Conducting regular internal audits to ensure that each PLO is fully aligned with the relevant KKNI level and can be measured concretely.</li> <li>2. Ensuring that the biennial curriculum evaluation explicitly reviews alignment with updates to the KKNI.</li> </ol>
e. Curriculum Relevance to Ministerial Regulation No. 53 of 2023	<ol style="list-style-type: none"> <li>1. The Guidance and Counselling Study Programme curriculum in 2022 featured three graduate profiles: Guidance and Counselling Teacher, Media Developer, and Outbound Trainer. However, a review indicated that these graduate profiles were overly focused on the role of a school counsellor, whereas the job market extends to the industrial sector, organisations, healthcare, communities, and social entrepreneurship.</li> <li>2. Graduates possess strong pedagogical, social, personal, and professional competencies, with continuously enhanced technological proficiency.</li> <li>3. The Guidance and Counselling Programme will implement an Information</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensuring that the formulation of Graduate Learning Outcomes (PLO) in the 2025 Curriculum not only meets the minimum standards of the National Qualifications Framework (KKNI), but also incorporates 21st-century skills, digital literacy, and competencies required within the Industry 4.0 ecosystem, as mandated by Ministry of Research, Technology and Higher Education Regulation No. 53 of 2023 on quality assurance, which covers the relevance of graduates to labour market needs. The addition of LLO focused on current issues and multimedia/outbound trainer skills must be systematically assessed.</li> <li>2. Integration of Soft Skills and Hard Skills: Strengthening the integration of soft skills (communication, collaboration, problem-solving, emotional management) and hard skills (information technology, career guidance media production) into every course, not only through teaching methods but also through holistic</li> </ol>



	<p>Technology-based curriculum for fulfilling study load requirements outside the programme to produce higher-quality graduates, with additional expertise in multimedia and outdoor training.</p> <p>4. Feedback from alumni and stakeholders highlights the need to enhance communication skills, the ability to work independently and collaboratively in teams, field-based projects (in education and industry), mastery of information technology, and the development of skills in creating Guidance and Counselling media (graphics and audio-visual). Alumni also request material on creative entrepreneurship, public speaking, and counselling in the business and industrial sectors.</p>	<p>assessment.</p> <p>3. Project-Based and Case-Based Learning Approaches: Encouraging the consistent implementation of Project-Based Learning and Case-Based Learning methods in every course to train students in the application of theory, problem-solving, teamwork, and public speaking—skills highly sought after in the workplace. This aligns with the requirements of Ministry of Research, Technology and Higher Education Regulation No. 53 of 2023 for innovative and relevant learning.</p> <p>4. Curriculum Flexibility: Utilising 6 free-form modules and 10 elective modules to allow students to specialise in competencies aligned with their interests, including those outside their primary discipline, thereby fostering a more adaptive and multidisciplinary graduate profile.</p> <p>5. Improving Lecturer Quality: Conducting ongoing training and workshops for lecturers to ensure their qualifications and competencies align with the direction of the new curriculum, which prioritises technological aspects, cross-cultural understanding, and counselling guidance in non-school settings, as per feedback from evaluation results.</p>
<p>f. Curriculum relevance to the world of work</p>	<p>1. An analysis of needs based on the tracer study results indicates the need for adjustments in information technology proficiency, the development of skills in creating guidance and counselling media (graphics and audio-visual), and the enhancement of professional competencies in self-development.</p> <p>2. Feedback from alumni</p>	<p>1. Ensuring the implementation of the PLO 2025 Curriculum, which focuses on 21st-century skills and current issues, and is relevant to the diverse needs of the world of work.</p> <p>2. Continuously developing the curriculum to meet the need for proficiency in information technology, the creation of career guidance materials, communication skills, problem-solving, public speaking, and the ability to work collaboratively, as identified through tracer studies and</p>



	<p>emphasises the need for communication skills, the ability to work independently and collaboratively in a team, and field-based projects.</p> <p>3. Curriculum feedback from alumni also highlights the need for guidance and counselling materials in early childhood and primary education, personal grooming, English language skills, problem-solving, workplace counselling, contemporary counselling, creative entrepreneurship, field projects, public speaking, inclusive education, teamwork skills, and emotional management in the workplace.</p> <p>4. Updating the course materials for entrepreneurship and contemporary counselling.</p> <p>5. The results of the tracer study also show that the average graduate salary is Rp. 3,105,698 or Rp. 3,310,775.</p>	<p>alumni feedback.</p> <p>3. Placing work placements in the final semester (semester 7) after core modules have been completed, so that students are better prepared when entering the workplace, in line with the follow-up plan for the 2025 Curriculum.</p> <p>4. Gathering feedback from alumni and stakeholders on a regular and systematic basis to ensure the curriculum remains relevant to the world of work.</p>
<p>g. Scope of competencies/skills (programme's academic field and the needs/demands of the workplace)</p>	<p>1. An analysis of needs based on tracer study results indicates the need to adjust proficiency in information technology, develop skills in creating guidance and counselling media (graphics and audio-visual), and enhance professional competencies in self-development.</p> <p>2. Feedback from alumni emphasises the need for communication skills, the ability to work independently and collaboratively in a team, as well as field-based projects.</p> <p>3. The tracer study results also</p>	<p>1. Ensuring that every course has clear, measurable learning outcomes that align with the updated learning outcomes and graduate profile.</p> <p>2. Integrating a deeper mastery of information technology and the development of career guidance media into both core and elective courses, in line with the needs of the labour market.</p> <p>3. Making full use of freeform and elective courses to enable students to explore specific academic interests and develop additional competencies relevant to the world of work.</p> <p>4. Increasing the proportion of practical work and supervision in counselling skills courses to enhance professional</p>



	<p>indicate that the average graduate salary is Rp. 3,105,698 or Rp. 3,310,775</p>	<p>competence. 5. Conducting regular and systematic evaluations of the study programme and graduates to ensure that the scope of competencies remains relevant and that the content of competencies is always clear and in line with the demands of the workplace.</p>
<p>h. Clarity of competency/skill content</p>	<ol style="list-style-type: none"> <li>1. The 2022 curriculum for the Guidance and Counselling programme features three graduate profiles: Guidance and Counselling Teacher, media developer, and outdoor training instructor. However, a review indicates that these graduate profiles are overly focused on the role of a school counsellor, whilst the job market extends to the industrial sector, organisations, healthcare, communities, and social entrepreneurship.</li> <li>2. Curriculum evaluation results indicate that graduates possess strong pedagogical, social, personal, and professional competencies, with technological proficiency that is continually being enhanced.</li> <li>3. The Guidance and Counselling Study Programme implements an Information Technology-based 'Curriculum for Meeting Learning Requirements Outside the Programme' to produce higher-quality graduates, with additional expertise in multimedia and outdoor training. This curriculum restructuring is expected to provide alternative career</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensuring that the formulation of Graduate Learning Outcomes (PLO) in the 2025 Curriculum not only meets the minimum standards of the National Qualifications Framework (KKNI), but also internalise 21st-century skills, digital literacy, and competencies required within the Industry 4.0 ecosystem, as mandated by Ministry of Research, Technology and Higher Education Regulation No. 53/2023 on quality assurance, which covers the relevance of graduates to labour market needs. The addition of LLO focused on current issues and multimedia/outbound trainer skills must be systematically assessed.</li> <li>2. Strengthen the integration of soft skills (communication, collaboration, problem-solving, emotional management) and hard skills (information technology, vocational guidance media production) into every course, not only through teaching methods but also through holistic assessment.</li> <li>3. Encouraging the consistent implementation of Project-Based Learning and Case-Based Learning methods in every course to train students in the application of theory, problem-solving, teamwork, and public speaking, which are highly sought after in the workplace. This aligns with the requirements of Ministry of Research, Technology and Higher Education Regulation No. 53 of 2023 for innovative and relevant learning.</li> </ol>



	<p>development pathways beyond becoming a Guidance and Counselling Teacher.</p>	<ol style="list-style-type: none"> <li>4. Utilising 6 free-form modules and 10 elective modules to enable students to deepen their competencies according to their interests, including outside their main discipline, which supports a more adaptive and multidisciplinary graduate profile.</li> <li>5. Conducting ongoing training and workshops for lecturers to ensure their qualifications and competencies remain relevant to the direction of the new curriculum, which prioritises technological aspects, cross-cultural understanding, and counselling guidance in non-school settings, as per feedback from evaluation results. This is crucial to ensure the transfer of competencies to students.</li> </ol>
<b>Programme Graduate Profile</b>		
<p>Alignment of the Graduate Profile with the world of work</p>	<ol style="list-style-type: none"> <li>1. The graduate profile of the Guidance and Counselling Study Programme under the 2022 Curriculum comprises guidance and counselling teachers, media developers, and outdoor training facilitators.</li> <li>2. Evaluation results indicate that a graduate profile focused solely on the role of a school counsellor is no longer sufficient, as employment opportunities for Guidance and Counselling graduates are expanding into the industrial sector, organisations, healthcare, communities, and social entrepreneurship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continuously update the formulation of PLOs, adding PLOs focused on 21st-century skills (e.g., critical thinking, creativity, innovation, collaboration, communication) and integrating PLOs focused on current issues (e.g., digital mental health, cross-cultural counselling, career counselling in the Gig economy).</li> <li>2. Clearly communicate that the graduate profile is not limited to Guidance and Counselling Teachers, but also encompasses counsellors in various settings (industry, organisations, communities), guidance and counselling media developers, trainers, and individuals with a spirit of social entrepreneurship.</li> <li>3. Ensuring that proficiency in information technology and the development of skills in creating guidance and counselling media (graphic and audio-visual) are integrated more deeply into core modules and practical sessions.</li> <li>4. Providing more opportunities for</li> </ol>



		<p>practical training and supervision within counselling skills courses.</p> <ol style="list-style-type: none"><li>5. Require the use of Problem-Based Learning (PBL) and Case-Based Learning (CBL) methods in every course to develop problem-solving skills, teamwork, emotional management, and public speaking.</li><li>6. Updating entrepreneurship course materials in line with current developments and integrating aspects of creative entrepreneurship.</li><li>7. Introducing new courses such as digital personal branding, communication skills and public speaking, to meet the needs of a broader job market.</li><li>8. Mandating the use of Project-Based Learning in every course to enhance students' practical project experience in both the educational and industrial sectors. This will also be supported by a placement in the seventh semester after all core courses have been completed, ensuring students are better prepared.</li><li>9. Increase the frequency of gathering feedback from alumni and stakeholders (employers of graduates, programme associations, industry, and subject matter experts) on a regular and systematic basis to ensure the curriculum remains relevant to the dynamics of the workplace.</li><li>10. Ensuring the implementation of the Programme for Fulfilling Learning Requirements Outside the Study Programme (e.g. internships, village projects, independent study, etc.) provides relevant and measurable experience to enhance graduates' competencies beyond formal education, particularly in the fields of multimedia and outdoor training.</li><li>11. Encouraging students to take a diverse range of elective modules (there are 10 elective modules) in line with their interests and the</li></ol>
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		<p>requirements of the Centre of Excellence (CoE), which supports the broadening of graduate profiles.</p> <p>12. Conducting regular tracer studies and systematic programme evaluations to assess graduates' alignment with the job market, including average income and job types, and using this data as a basis for curriculum improvement.</p> <p>13. Enhancing the analysis of tracer study data to identify more specific competency gaps and map emerging employment trends for Guidance and Counselling graduates.</p>
<b>Programme Learning Outcomes</b>		
<p>a. Scope of Competencies</p>	<p>1.The 2022 curriculum lacks interdisciplinarity and has not yet accommodated developments in current issues within Guidance and Counselling. Overlapping course content is still observed.</p> <p>2.Evaluation results indicate that the Guidance and Counselling programme curriculum produces graduates with strong pedagogical, social, personal, and professional competencies, alongside continuously enhanced technological proficiency to ensure adaptability to the latest technologies.</p> <p>3.A needs analysis based on the tracer study results indicates that adjustments are required in information technology proficiency, the development of skills in creating Guidance and Counselling media (graphics and audio-visual),</p>	<p>1. Expansion and Deepening of Competencies: Ensuring that the scope of competencies in the 2025 Curriculum comprehensively covers the broader needs of the world of work (industry, organisations, health, communities, social entrepreneurship) beyond the school environment, with a focus on multimedia skills and outdoor training.</p> <p>2. Ensuring that mastery of information technology and the development of guidance and counselling media (graphics and audio-visual) are integrated into courses in a more in-depth and practical manner.</p> <p>3. Ensuring that course materials on counselling and creative entrepreneurship are updated, and introducing new courses relevant to emerging needs.</p> <p>4. Increasing the proportion of Project-Based Learning and Case-Based Learning to develop problem-solving, public speaking, teamwork, and emotional management skills</p>



	<p>and the enhancement of professional competencies in self-development.</p> <p>4. Curriculum feedback from alumni includes guidance and counselling in early childhood and elementary education, grooming, English language skills, problem-solving, counselling in vocational education, contemporary counselling, material on creative entrepreneurship, field projects, public speaking, inclusive education, teamwork skills, and emotional management in the workplace.</p>	
<p>b. Clarity of references for formulating learning outcomes</p>	<ol style="list-style-type: none"> <li>1. An evaluation of the 2022 Curriculum revealed a gap between some PLO and current developments.</li> <li>2. It is necessary to add PLOs that focus on 21st-century skills and to integrate PLO that focus on current issues.</li> <li>3. Course descriptions in the 2022 Curriculum often consist merely of a list of topics without clearly explaining the expected Course Learning Outcomes (CLO).</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure that each PLO has a clear and explicit reference to professional competency standards, the Indonesian National Qualifications Framework (KKNI), and the needs of the world of work that have been identified through tracer studies and stakeholder input.</li> <li>2. Extensively disseminate the new PLO formulations to all lecturers, students, and stakeholders to ensure a uniform understanding of learning objectives.</li> <li>3. Ensuring that each CPMK in the course description clearly refers to the assigned PLOs and that learning materials are designed to achieve those CPMKs</li> </ol>
<p>c. Coherence of learning outcome formulations</p>	<ol style="list-style-type: none"> <li>1. The 2022 Curriculum Evaluation revealed that a number of students faced difficulties in certain prerequisite courses (basic counselling skills, foundational guidance and counselling courses), leading to delays in completing their studies or suboptimal grades in advanced courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vertical and Horizontal Alignment: Ensuring vertical coherence (between the PLO, CPMK and sub-CPMK) and horizontal coherence (between courses within a single semester or across semesters) in the formulation of learning outcomes to avoid overlap and ensure a logical and progressive learning pathway.</li> <li>2. Ensuring that prerequisite alignment between courses is carried out carefully</li> </ol>



	<p>2. Student survey results also indicate difficulties in integrating knowledge across courses.</p> <p>3. The distribution of courses in the 2022 Curriculum is not yet proportionate, and the placement is undertaken in the 6th semester whilst core courses have not yet been completed.</p>	<p>to address students' difficulties in integrating knowledge across courses.</p> <p>3. Encouraging learning designs that facilitate the integration of knowledge across courses, for example through collaborative projects involving several courses.</p>
d. Quality of formulation (specific, measurable, and observable)	<p>1. There are 45 PLOs in the 2022 Curriculum.</p> <p>2. Course descriptions in the 2022 Curriculum often consist merely of a list of topics without clearly explaining the expected CPMK.</p>	<p>1. Ensure that every PLO and CPMK is formulated using the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound), so that they are easily measurable and observable during the learning process and assessment.</p> <p>2. Develop and implement comprehensive assessment rubrics for each PLO and CPMK, particularly for the domains of practical skills and professional attitudes, so that learning assessment is more accurate and objective.</p>
e. Alignment of learning outcomes with the graduate profile	<p>The graduate profile needs to be strengthened by adding supporting courses from the Centre of Excellence (CoE).</p>	<p>1. Carry out clear and documented mapping between each PLO and the established graduate profile, so that it is evident how each learning outcome contributes to the development of graduate competencies.</p> <p>2. Ensure that the content and teaching methods of each course explicitly contribute to the achievement of PLOs relevant to the graduate profile.</p> <p>3. Systematically use the results of tracer studies and feedback from graduate employers to evaluate whether the formulated PLOs actually produce graduates with competencies that align with the needs of the workplace and the expected graduate profile.</p>
<b>Curriculum Structure</b>		
a. Overall scope of courses at one level (learning	<p>There are 45 PLOs and courses that lack interdisciplinarity, and</p>	<p>1. The PLOs were revised into 14 more focused PLOs, relevant to 21st-century</p>



<p>outcomes, profile, and courses)</p>	<p>overlaps have been identified.</p>	<p>skills and current issues. 2. The curriculum structure was revised from 153 credits to 144 credits, and the CPMK was designed to align with the PLOs. There are 6 free-form courses and 10 CoE elective courses that support the graduate profile.</p>
<p>b. Linkages between levels (Bachelor's and Master's, where applicable)</p>	<p>-</p>	<p>-</p>
<p>c. Organisation of courses (university-level, faculty-level, programme-level courses (compulsory and elective)</p>	<p>1. A reorganisation of the structure is required. 2. Departmental compulsory courses form the core of the foundational competencies in Guidance and Counselling, whilst elective and free-form courses provide scope for specialisation and adaptation.</p>	<p>1. Credit Point Proportionality: Conduct an evaluation to ensure the proportion of credit points between university-level courses (e.g., Religion, Pancasila, Indonesian Language), faculty-level courses, and programme-specific courses (compulsory and elective) is optimal and supports the development of a comprehensive graduate profile. 2. Establish strong communication and coordination with the administrators of university and faculty courses to ensure that the PLOs of these courses also support the programme's PLOs, and that there is no overlap in content. 3. Develop an interactive curriculum map showing prerequisite pathways and interconnections between various types of courses (university, faculty, compulsory programme, elective programme) to assist students in planning their studies.</p>
<p>d. Relevance of the course structure to the policy on fulfilling study load requirements outside the degree programme (for Bachelor's degree)</p>	<p>1. The Guidance and Counselling Study Programme implements an Information Technology-based curriculum for fulfilling study load requirements outside the programme. This is a strong indicator of efforts to align with government policies promoting flexibility in learning outside the programme. 2. Freeform and CoE elective courses directly support the</p>	<p>1. Establishing clear and transparent mechanisms for the recognition of credit points from activities fulfilling the study load outside the degree programme (e.g., industrial placements, independent projects, student exchanges, thematic community service) within the Guidance and Counselling Study Programme curriculum. 2. Actively identify and develop a diverse range of options for activities to fulfil the study load outside the degree programme that are relevant to graduate profiles and the needs of the</p>



	fulfilment of study load requirements outside the programme or allow for further specialisation.	workplace, and build strong partnerships with external parties. 3. Ensuring the availability of competent academic supervisors for activities fulfilling the study load outside the study programme to guide students in selecting and undertaking programmes outside the study programme, and integrating these experiences with learning within the study programme.
<b>Course Description</b>		
a. Depth of learning material	1. The 2022 curriculum reveals overlapping content between courses, which may indicate a lack of depth in certain topics or a presentation that	1. Develop a highly detailed curriculum map for each course, outlining sub-topics, key concepts, and the expected level of depth for each CPMK, thereby avoiding overlap and ensuring proportional coverage. 2. Prioritize essential material that students must master to achieve the PLO. Non-essential material or repetition should be eliminated or integrated efficiently. 3. Encourage lecturers to integrate their research findings and professional experience into course materials to enhance the depth and relevance of the content to current developments in the field of Guidance and Counselling.
b. Scope of learning materials	1. The 2022 curriculum is considered insufficiently interdisciplinary and does not yet accommodate current issues in career guidance. 2. Tracer study results and alumni feedback indicate the need to expand content related to Guidance and Counselling in early childhood education and elementary school, grooming, English language skills, counselling in the business and industrial sectors (DUDI), contemporary counselling, creative entrepreneurship, public	1. The incorporation of guidance and counselling content at early childhood education (and elementary school level, grooming, English language skills (particularly for counselling/training), and other aspects requested by alumni, is effectively integrated into relevant courses or through new courses. 2. Encouraging cross-disciplinary collaboration in the development of course syllabuses or even co-teaching for interdisciplinary courses (e.g. technology and innovation in Guidance and Counselling multimedia) 3. Maximising the use of elective and free-form courses to provide a broad coverage of material in line with students' interests and the diverse



	speaking, and inclusive education.	demands of the workplace.
c. Relevance of CPMK to PLO	In the 2022 Curriculum, course descriptions often contain only a list of topics without explaining the CPMK or its relevance to the graduate profile. This indicates a potential misalignment.	<ol style="list-style-type: none"> <li>1. Implement a tiered verification process to ensure that each CPMK clearly contributes to the achievement of at least one PLO. Use a comprehensive curriculum matrix (CPMK-PLO mapping).</li> <li>2. Conduct regular workshops for lecturers on formulating appropriate CPMKs, linking them to PLOs, and designing appropriate learning activities.</li> <li>3. Encourage peer review of syllabuses and course outlines among lecturers to ensure the relevance and consistency of CPMKs.</li> </ol>
d. Course formats (lectures/theory, seminars, practicals, fieldwork, etc.)	<ol style="list-style-type: none"> <li>1. The 2022 curriculum is still dominated by conventional methods (lectures), indicating a predominance of theoretical formats.</li> <li>2. Feedback from alumni emphasises the need for field projects (in both education and industry) and more practical training for counselling skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate and adjust the proportion of credit hours or study hours for theoretical, practical, simulation, and fieldwork course formats to align with PLO requirements, particularly those relating to skills and attitudes.</li> <li>2. Develop realistic and diverse simulation scenarios to train counselling skills and other soft skills (e.g., mock interviews, focus group discussions, mediation).</li> <li>3. Strengthen and expand partnership networks with institutions, industry, and the community to provide more relevant and structured field project opportunities.</li> <li>4. Ensuring the availability and functionality of laboratories, equipment, and supporting materials for practical sessions and simulations, as well as ease of access to field practice locations.</li> </ol>
<b>Course Distribution</b>		
a. Academic Sequence of Courses	The 2022 curriculum indicates that some students are experiencing difficulties with certain prerequisite courses (basic counselling skills,	<ol style="list-style-type: none"> <li>1. Develop a highly detailed and visual prerequisite map for all courses, ensuring that foundational courses form the basis for advanced courses, and that basic skills are acquired before more</li> </ol>



	foundational guidance and counselling courses), which results in delays in completing their studies or suboptimal grades. This suggests that the sequence or depth of prerequisites may not yet be optimal.	<p>complex applications.</p> <ol style="list-style-type: none"> <li>2. Conducting regular evaluations (for example, through analysis of grade data and duration of study) to verify whether the established prerequisites are truly effective in supporting students' understanding of subsequent courses.</li> <li>3. Ensuring that the content of advanced courses effectively builds upon and integrates the knowledge and skills from prerequisite courses, so that the academic progression feels coherent and progressive.</li> </ol>
b. Proportion of compulsory courses, elective courses, and General Courses	There is a need for greater flexibility and diversification in the curriculum structure.	<ol style="list-style-type: none"> <li>1. Conduct an analysis to determine the ideal proportion of credit hours between General Courses (which support character development and general knowledge), compulsory major courses (the core academic content of the programme), and elective courses/Courses to Fulfil the Study Load Outside the Programme (specialisation and relevance to the world of work). This proportion must align with national higher education standards and the programme's vision.</li> <li>2. Enhance promotion and guidance for students regarding the importance and benefits of elective and freeform courses so that they can make informed decisions aligned with their career aspirations and competency development.</li> </ol>
c. Credit load per semester	In the 2022 Curriculum, the distribution of courses per semester is not yet proportional, which may result in an unbalanced study load for students.	<ol style="list-style-type: none"> <li>1. Ensure that the credit load per semester (ideally 18–24 credits) is distributed evenly and realistically, taking into account the complexity of courses, the proportion of practical sessions, and students' extracurricular activities.</li> <li>2. Conduct simulations of students' workload for each semester, including lecture hours, practical sessions, independent assignments, and exam preparation, to ensure the credit load is neither excessive nor too light.</li> <li>3. Review the credit load per semester on a regular basis, particularly following</li> </ol>



		curriculum changes or student feedback, to maintain the balance and effectiveness of learning.
<b>Human Resources (HR)</b>		
a. Academic Relevance	<ol style="list-style-type: none"> <li>1. The 2022 Curriculum Evaluation indicates that the qualifications of lecturers teaching at the CoE (Centre of Excellence) for outbound training are not yet certified.</li> <li>2. Student survey results indicate that lecturers need to upgrade their knowledge and competence levels, and that course materials should be regularly updated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct a comprehensive mapping of the academic expertise and competencies of all lecturers in the Guidance and Counselling Study Programme, particularly regarding the profile of new graduates (multimedia, outbound trainers) and the needs of the workplace (information technology, counselling in DUDI, creative entrepreneurship).</li> <li>2. Prioritise training and workshops for lecturers in the fields of information technology, Guidance and Counselling media development (graphics and audio-visual), counselling in non-school settings (industry, organisations), entrepreneurship, and 21st-century skills (e.g., public speaking, problem solving).</li> <li>3. Seeking certification for lecturers teaching CoE courses, such as outdoor training.</li> <li>4. Encouraging lecturers to regularly update teaching materials and learning methods to ensure they remain relevant to developments in academic knowledge and the needs of the workplace.</li> <li>5. Encouraging and facilitating further study for lecturers whose academic expertise can support the enhancement of graduate profiles and the development of innovative curricula.</li> </ol>
b. Expertise and Experience	<ol style="list-style-type: none"> <li>1. Lecturers have adopted various innovative teaching methods (PBL, case studies, practicals) in the 2022 Curriculum, but their implementation is not yet consistent across all courses.</li> <li>2. Tracer studies highlight the importance of field projects in both the education sector and</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage lecturers to gain practical experience outside the campus, for example through short-term placements or project collaborations with industry, organisations, or communities relevant to the field of guidance and counselling.</li> <li>2. Facilitate lecturers in developing and implementing collaborative, case-based learning projects that address real-</li> </ol>



	<p>industry, as well as counselling skills that require more practical application. This demands lecturers with strong practical expertise</p>	<p>world issues in the field.</p> <p>3. Encouraging lecturers to conduct applied research relevant to practical needs in the workplace and to integrate the results of such research into their teaching.</p> <p>4. Facilitating lecturers in obtaining professional certifications relevant to their respective fields of expertise, aligned with the graduate profile.</p>
<p>c. Qualifications and adequacy of educational staff based on their job type (administration, librarians, technicians, laboratory assistants, etc.)</p>	<p>1. Already compliant 2. 40% have not yet completed a PhD</p>	<p>1. If any inadequacies or gaps in qualifications are identified, formulate a recruitment plan for new academic staff with relevant qualifications to support the programme's vision and mission, particularly in the implementation of the IT-based 'Learning Load Outside the Programme' curriculum.</p> <p>2. Facilitate further study.</p>
<p><b>Facilities and Infrastructure</b></p>		
<p>a. Laboratories (workshops/studios/fields/etc.)</p>	<p>The study programme has a media laboratory, but some computers are faulty, so students have to take turns during the media Guidance and Counselling course. This situation hinders the effectiveness of practical media learning and the optimal use of ICT.</p>	<p>Carry out comprehensive repairs on the damaged computers and allocate a budget for the addition of sufficient computer units to ensure an optimal computer-to-student ratio and support multimedia-based learning.</p>
<p>b. Laboratory equipment and materials (workshop/workshop/studio/field/etc.)</p>	<p>A laboratory for outdoor activities is already available at Campus 3, but the equipment and materials are still limited. This may hinder the implementation of comprehensive and innovative outdoor practical sessions.</p>	<p>Compile a list of essential and modern outdoor equipment and materials, then prioritise procurement to enrich students' practical experiences, support certification, and enhance the quality of outdoor training.</p>
<p>c. Library</p>	<p>The library is deemed to meet the required standards. It is a vital asset for supporting the academic and research activities of students and lecturers.</p>	<p>Carry out routine maintenance of library facilities and systems, and proactively update the collection of library materials, particularly digital collections (e-books, online journals), which are relevant to developments in Guidance and Counselling and support an ICT-based</p>



		curriculum.
d. Classrooms	The condition of the classrooms is assessed as meeting standards. Adequate classrooms are the foundation for a conducive teaching and learning process.	In addition to routine maintenance, consideration is being given to upgrading supporting facilities in classrooms, such as interactive projectors and a stable internet connection to support collaborative and project-based learning methods.
<b>Curriculum flexibility</b>	<p>1. The review indicates that the 2022 Curriculum lacks interdisciplinarity. This suggests that students may have limited options for taking courses outside the main stream of the Guidance and Counselling programme or may find it difficult to integrate knowledge from various disciplines.</p> <p>2. It has not yet accommodated current issues in Guidance and Counselling, which indicates a lack of the curriculum's ability to adapt quickly to changing needs and scientific developments.</p> <p>3. Overlapping course content was identified, indicating a lack of efficiency and potential rigidity in content organisation.</p> <p>4. The distribution of courses is not yet proportionate, and the placement of internships in the 6th semester when core courses have not yet been completed indicates a lack of flexibility in the optimal study pathway.</p>	<p>1. The Guidance and Counselling Study Programme implements an Information Technology-based 'Curriculum for Fulfilling Study Load Outside the Study Programme'. This is a strong indicator of increased flexibility, as the 'Curriculum for Fulfilling Study Load Outside the Study Programme' is designed to provide students with freedom and choice in developing competencies in line with their interests and the needs of the workplace, both within and outside the study programme.</p> <p>2. The curriculum has been revised from 153 ECTS credits to 144 ECTS credits. This reduction in ECTS credits provides scope for students to take elective modules, participate in the 'Curriculum-Independent Study Load Fulfilment' programme, or explore other interests, thereby enhancing flexibility.</p> <p>3. The inclusion of 6 freeform courses demonstrates a significant increase in flexibility. This allows students to choose courses that align with their interests or personal development needs beyond the compulsory core courses.</p> <p>4. There are 10 elective courses that students can choose according to their interests related to the CoE (Centre of Excellence). This strengthens flexibility in specialising in specific fields relevant to the expanded graduate profile (multimedia, outdoor training).</p> <p>5. The placement is scheduled for the 7th semester after all core modules have been completed. This is a logical</p>



		<p>enhancement of flexibility, as students are expected to be better prepared to apply their knowledge and skills in the field, whilst also allowing them to choose a placement more relevant to their specific career interests.</p> <p>6. The commitment to project-based and case-based learning (PjBL &amp; PBL), the optimisation of collaborative learning, and the diversification of assessment methods demonstrate flexibility in the pedagogical approach, enabling students to learn in a more adaptive manner that is relevant to real-world contexts.</p>
<b>Learning Materials</b>		
a. Semester Learning Plan	The 2022 curriculum remains dominated by conventional methods (lectures), is not sufficiently student-centred, and does not make optimal use of technology.	<ol style="list-style-type: none"> <li>1. Ensuring that all lecturers consistently apply PjBL, PBL and other innovative teaching methods.</li> <li>2. Providing ongoing training for lecturers to enhance their skills in the design and implementation of project-based, case-based, and collaborative learning.</li> </ol>
b. Teaching Materials	Teaching materials need to be updated and expanded to reflect current issues (up-to-date counselling, creative entrepreneurship) and the needs of the workplace (counselling in the vocational education and training sector).	<ol style="list-style-type: none"> <li>1. Require lecturers to regularly update teaching materials to align with the revised PLO, current issues, and the needs of the workplace (including multimedia topics and outbound training).</li> <li>2. Encourage the development of teaching materials in various formats (e.g. interactive modules, educational videos, interactive e-books) to support diverse learning methods.</li> </ol>
c. Media (ICT)	Mastery of information technology and the development of skills in creating guidance and counselling media (graphics and audio-visual) are required based on the results of the tracer study. The programme will implement an Information Technology-based Curriculum for the Fulfilment of Study	<ol style="list-style-type: none"> <li>1. Ensuring that ICT is used not merely as a tool, but is integrated as a core medium in learning (e.g., creating Guidance and Counselling media projects, digital counselling simulations).</li> <li>2. Developing or optimising adequate multimedia laboratories/studios to support learning and the practical development of Guidance and Counselling media.</li> </ol>



	Load Outside the Programme to produce graduates with multimedia expertise.	
d. Equipment support for efforts to achieve PLO	Commitment to the IT-based Extracurricular Learning Load curriculum and the development of multimedia skills indicates the need for adequate hardware support.	Ensuring the availability of hardware (computers with adequate specifications, cameras, microphones) and software (graphics, video and audio editors) that support multimedia and ICT-based learning. Drawing up a plan for routine maintenance and regular hardware updates to ensure they always function optimally and keep pace with technological developments.
<b>Learning Process</b>		
a. Transformation of the teaching and learning experience	The 2022 Curriculum is dominated by conventional methods (lectures) and is not yet student-centred. The 2025 Curriculum Plan demonstrates a strong commitment to change by prioritising project- and case-based learning, collaborative learning, and the optimisation of student-centred learning (SCL) and the fulfilment of study load requirements outside the degree programme through IT-based approaches. This is a highly positive transformation.	<ol style="list-style-type: none"> <li>1. Ensuring that every lecturer understands and is able to consistently implement new teaching methods in every course.</li> <li>2. Providing adequate ICT facilities and equipment to support interactive, technology-based learning experiences.</li> </ol>
b. The use of case-based learning or team-based project learning with an assessment weighting of over 50%	The 2025 Curriculum plans for a predominance of project-based and case-based learning, as well as a diversification of assessment methods. If CBM becomes dominant, then an assessment weighting of over 50% is reasonable to reflect this focus. This demonstrates a commitment to developing students' analytical and problem-solving skills.	<ol style="list-style-type: none"> <li>1. Developing a bank of cases relevant to graduate profiles and the needs of the workplace (including cases in vocational education and training, mental health, etc.).</li> <li>2. Provide specialised training for lecturers on the design and effective implementation of CBM, as well as the development of objective and transparent assessment rubrics for high-weighting assessments.</li> </ol>



c. Alignment of the learning process with the RPS	The lack of optimal use of technology and the dominance of conventional methods indicate a mismatch between implementation and a more ideal RPS.	<ol style="list-style-type: none"> <li>1. Conducting regular internal quality audits to verify alignment between the plans in the RPS (including methods, teaching materials, and assessment) and actual implementation in the classroom.</li> <li>2. Collect structured student feedback regarding the alignment of the learning process with the RPS.</li> </ol>
d. Compliance in delivering learning through SPADA UPGRIS	This has been implemented, although not all lecturers are regularly updating SPADA UPGRIS	Provide ongoing training and technical support for lecturers and students to maximise the use of e-learning features (discussion forums, online quizzes, electronic assignment submission, video conferencing).
e. The learning process is collaborative, involving interaction between individual learners	The 2025 Curriculum emphasises the optimisation of collaborative learning. This aligns with the need for graduates to possess soft skills such as the ability to work in a team, which is emphasised by alumni.  <input type="checkbox"/>	<ol style="list-style-type: none"> <li>1. Encourage lecturers to design authentic group assignments that require genuine collaboration among students (e.g., joint projects, group case studies, team presentations).</li> <li>2. Developing assessment mechanisms that evaluate not only the final outcome but also the collaborative process (e.g., peer assessment, self-assessment of contributions within the team).</li> </ol>
f. Implementation of character values (university values) in and outside the classroom	Focus on counselling guidance, which is inherently linked to character development.	<ol style="list-style-type: none"> <li>1. Identify and explicitly integrate character values (e.g., integrity, empathy, responsibility, professional ethics) into the Course Learning Outcomes (CPMK) and teaching methods for each course.</li> <li>2. Encouraging lecturers to serve as role models in the application of character values, both in the learning process and in interactions with students.</li> </ol>
g. Lecturer attendance	Monitoring of attendance integrated into the system in an accurate and transparent manner, and providing automatic notifications to lecturers via Simekar/Simpeg.	Implementing a transparent and accountable lecturer attendance monitoring system, for both face-to-face and online lectures.
h. Student Attendance	Accurate and transparent	1. Ensuring an accurate and easily



	attendance monitoring integrated into the LMS, providing automatic notifications to students and lecturers via Simekar.	accessible student attendance recording system (e.g., via the LMS or academic system). 2. Clearly communicate the rules and consequences of absence to students from the start of the semester. 3. For students with low attendance rates, identify the issues and provide guidance/counselling to address their learning barriers.
<b>Learning assessment</b>		
a. Assessment planning contract	In the 2022 Curriculum, assessment remains focused on written examinations and the cognitive domain, failing to adequately accommodate practical skills and professional attitudes.	1. Standardization of the Learning Contract/RPS Format: Ensure that every course has a clear and transparent ‘assessment planning contract’ (integrated into the syllabus or as a separate document), setting out the weighting for each type of assignment/activity, assessment criteria, and the timetable. 2. Communicate this assessment planning contract to students at the start of the course to ensure a shared understanding and promote accountability.
b. Assessment Procedures	1. The 2022 curriculum is still dominated by cognitive-domain assessment (written exams). The 2025 curriculum will employ a more diverse range of assessments (performance-based, case studies, projects, peer and self-assessment), which should better accommodate the assessment of attitudes and skills. 2. Feedback from alumni highlights the need for more practical experience and supervision for counselling skills.	1. Develop clear and standardized assessment procedures for each domain (attitudes, knowledge, general skills, specialized skills). 2. Emphasise non-cognitive assessment: Ensure that attitude assessment procedures include observation, reflective journals, or peer assessment. For skills (general and specific), develop performance-based or portfolio assessment procedures. 3. Provide specialized training to lecturers on assessment techniques and procedures for the more complex domains of attitudes and skills.



<p>c. Scope of assessment (attitudes, knowledge, general and specific skills)</p>	<ol style="list-style-type: none"> <li>1. Assessment is still dominated by written examinations and focuses on the cognitive domain. This indicates that the assessment of attitudes and skills (both general and specific) may be insufficiently integrated or disproportionate.</li> <li>2. Feedback from alumni highlights the need for more practical experience and supervision regarding counselling skills, suggesting that the assessment of skills may not yet be adequate or comprehensive.</li> </ol>	<ol style="list-style-type: none"> <li>1. The 2025 curriculum demonstrates a commitment to diversifying assessment, including the use of performance-based assessment, case studies, projects, as well as peer and self-assessment. This is an essential step forward to cover all domains of learning.</li> <li>2. The implementation of Outcome-Based Education (OBE) with explicitly formulated Graduate Learning Outcomes (PLO) that cover what graduates ‘are able to do’ should form a strong foundation for ensuring that all aspects of competence are assessed. These PLO typically cover the domains of attitude, knowledge, and skills.</li> <li>3. Graduate profiles that have been expanded to include multimedia and outdoor training, as well as the demands of the workplace for soft skills (communication, problem-solving, collaboration), implicitly require a broader scope of assessment than merely cognitive knowledge.</li> </ol>
<p>d. Alignment of assessment techniques with assessment aspects</p>	<p>In the 2022 Curriculum, assessment is dominated by written examinations, which may be less suitable for assessing skills and attitudes. The 2025 Curriculum plan to use performance-based assessment, case studies, and projects is a positive step towards achieving this alignment.</p>	<ol style="list-style-type: none"> <li>1. Establish a clear mapping between each CPMK/PLO (covering knowledge, skills, and attitudes) and the most appropriate assessment technique. For example, counselling skills are assessed through direct observation, role-play, or simulated case studies.</li> <li>2. Encourage lecturers to use a variety of assessment techniques (e.g., presentations, projects, observation, simulation, peer assessment, self-assessment, portfolios) that are relevant to the aspects being assessed.</li> </ol>
<p>e. Verification of assessment instruments</p>	<p>The Guidance and Counselling Study Programme’s commitment to using assessment rubrics in the 2025 Curriculum demonstrates an effort towards standardisation. The quality of PLO/CPMK formulations that are specific, measurable, and observable</p>	<ol style="list-style-type: none"> <li>1. Develop comprehensive, specific, and measurable assessment rubrics for each task and type of assessment, particularly for skills and attitudes.</li> <li>2. Implementing internal verification of assessment instruments by the quality assurance team or a team of lecturers in the same discipline to ensure their validity, reliability, and objectivity</li> </ol>



	also forms the basis of good assessment instruments.	before use.
f. Marking in accordance with applicable regulations	Grading in accordance with applicable regulations	<ol style="list-style-type: none"> <li>1. Ensuring all lecturers understand and comply with the procedures and regulations governing grade processing at the university (e.g., deadlines for entering grades, grade conversion, rounding).</li> <li>2. Ensuring that the academic information system used for grade processing functions properly, accurately, and transparently.</li> <li>3. Conducting random audits of the grade processing procedure to verify compliance and accuracy.</li> </ol>
g. Follow-up on assessment outcomes (grade entry, enrichment, remedial work)	The grade entry system has been implemented in accordance with the established rules and academic calendar	<ol style="list-style-type: none"> <li>1. Ensuring the grade entry system is user-friendly, includes data validation, and aligns with the established academic calendar.</li> <li>2. Developing clear and structured remedial programmes for students who have not met the minimum PLO standard, including timetables, materials, and forms of reassessment.</li> <li>3. Encouraging lecturers to provide constructive and timely feedback to students, not just final grades, to help them understand their strengths and areas for improvement.</li> <li>4. Conducting periodic analyses of assessment results at programme level to identify trends, learning gaps, and areas of the curriculum that may require improvement.</li> </ol>
<b>Graduates</b>		
a. Cumulative Grade Point Average (CGPA)	The average GPA of students in the Guidance and Counselling Programme is 3.51	<ol style="list-style-type: none"> <li>1. Conduct an analysis of graduate GPA data by cohort to identify trends and potential areas for improvement in the learning process or curriculum that may affect the GPA.</li> <li>2. Continuously improve the quality of learning, including innovative methods and relevant teaching materials, to support the achievement of an optimal GPA.</li> </ol>



b. Duration of Study	Students' difficulties with certain prerequisite courses (basic counselling skills, basic guidance and counselling courses) result in delays in completing their studies. The placement of the internship in the 7th semester of the 2025 Curriculum is expected to support the smooth progression of studies.	<ol style="list-style-type: none"> <li>1. Aligning course prerequisites and closely monitoring student progress.</li> <li>2. Enhance the role and effectiveness of academic guidance to help students plan their studies and overcome obstacles at an early stage.</li> </ol>
c. Graduate employment	70% of graduates from the Guidance and Counselling Study Programme are in employment. The majority (65%) work in the education sector, whilst the remainder (8.75% in banking, 8.75% in retail, etc.) are spread across various sectors, indicating an expansion of employment opportunities beyond the education sector.	<ol style="list-style-type: none"> <li>1. Enhancing cooperation and partnerships with organizations in the industrial, organizational, health, and social entrepreneurship sectors to expand employment opportunities for graduates.</li> <li>2. Promote the expanded graduate profile (media developer, outdoor trainer, counsellor in the private sector) to potential employers across various sectors.</li> </ol>
d. Graduate waiting period	The majority of graduates have a waiting period of less than 6 months	<ol style="list-style-type: none"> <li>1. Conduct regular data collection on graduate waiting periods through tracer studies to obtain an accurate picture.</li> <li>2. Integrate career preparation and job-seeking materials (CV writing, interviews) more intensively into the curriculum and student activities.</li> </ol>
e. Relevance of employment to field of expertise	The majority of graduates work in fields aligned with their areas of expertise	<ol style="list-style-type: none"> <li>1. Using feedback from alumni and employers to refine the curriculum, ensuring that PLO and course content remain relevant to the evolving demands of the workplace.</li> <li>2. Ensuring that the internship programme in the 7th semester provides highly relevant experience across a variety of job roles in various sectors.</li> </ol>
f. Starting Salary	The average starting salary for graduates is IDR 3,105,698 or IDR 3,310,775. This data can serve as an indicator of graduate competitiveness.	<ol style="list-style-type: none"> <li>1. Compare graduate salaries with industry standards or the average salary for similar professions in the job market to assess competitiveness.</li> <li>2. Focus on developing specialized competencies that are highly sought-</li> </ol>



		after in the job market, such as multimedia skills or outdoor training, which can correlate with better pay.
g. Graduate Distribution	The majority of graduates work in the education sector (65%), though there is a distribution across other sectors such as banking, retail, and various fields of entrepreneurship. This indicates a potential for diversification that is beginning to emerge.	<ol style="list-style-type: none"> <li>1. Actively build and foster relationships with various industry sectors to open up more opportunities for graduates outside the education sector.</li> <li>2. Proactively promoting to prospective students and employers that Guidance and Counselling graduates possess competencies relevant to various sectors, not just education.</li> </ol>
h. User Satisfaction	User satisfaction with Guidance and Counselling Study Programme graduates is generally in the “very good.” and “good”. Based on the criteria, the ranking of Guidance and Counselling Study Programme graduates’ competencies according to user satisfaction, namely, professional conduct, teamwork skills, and in the same order/with the same score, communication skills, performance related to core competencies, information technology skills, and English language proficiency.	<ol style="list-style-type: none"> <li>1. Conducting regular and structured graduate user satisfaction surveys (e.g., biennially) to obtain direct feedback on graduate performance and competencies.</li> <li>2. Organize regular forums or meetings with graduate employer representatives to obtain more in-depth input and build strategic partnerships.</li> </ol>
i. Academic achievement	There is a trend of improving academic achievement among students	<ol style="list-style-type: none"> <li>1. Establish a system to track graduates’ academic achievements after they complete their studies (e.g., further study, scientific publications, professional awards).</li> <li>2. Provide support and encouragement for alumni to continue developing themselves academically and professionally, for example, through information on postgraduate scholarships or research opportunities.</li> </ol>
j. Professional Certification	The 2022 Curriculum Evaluation indicates that the qualifications of lecturers teaching the COE outbound training programme are not yet	<ol style="list-style-type: none"> <li>1. Identify relevant professional certifications recognized at both national and international levels for the expanded profile of Guidance and Counselling graduates (school</li> </ol>



	certified, suggesting a need for certification for graduates as well.	counsellors, counsellors in industry/organizations, media developers, trainers). 2. Integrate preparation for professional certification exams into the curriculum or as an extracurricular activity, whether through the provision of materials, workshops, or mock exams. 3. Establishing cooperation with relevant professional certification bodies to facilitate students taking competency tests before or after graduation.
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**Table 2.1. Evaluation of the 2022 curriculum and its follow-up in the 2025 Curriculum**

The results of the curriculum evaluation conducted indicate that the Guidance and Counselling Study Programme curriculum is capable of producing graduates with strong pedagogical, social, personal, and professional competencies, alongside continuously enhanced technological proficiency to ensure they can adapt to the latest technologies. The Guidance and Counselling Study Programme will implement an Information Technology-based curriculum for the Fulfilment of Study Load Outside the Study Programme to ensure that graduates of the Guidance and Counselling Study Programme are of even higher quality and, in particular, possess additional expertise in the fields of multimedia and outdoor training.

Through this curriculum restructuring, graduates of the Guidance and Counselling Programme will have alternative career development opportunities beyond becoming Guidance and Counselling Teachers. The mechanisms for evaluating the outcomes of this curriculum can be outlined as follows: gathering feedback from alumni, gathering feedback from stakeholders, Internal Quality Audit, and the Programme’s Quality Assurance Sub-Unit.

These changes to the 2025 Curriculum are also in line with feedback obtained from benchmarking activities carried out by the Guidance and Counselling Study Programme at PGRI University of Palembang and through visits to other campuses, namely the Guidance and Counselling Study Programme at the Indonesia University of Education and the Guidance and Counselling Programme at



Bengkulu University. In comprehensive terms, the implementation of outcome-based education in the Guidance and Counselling Study Programme involves three integral components, namely: an outcome-based curriculum. In this regard, one of the key questions is, ‘What are graduates capable of doing after completing the Guidance and Counselling Programme?’. To answer this question, the Guidance and Counselling Programme has formulated explicit Learning Outcomes for the 2025 curriculum. Outcome-based learning and teaching. This aspect then asks, “How are students enabled to achieve these learning outcomes?” The Guidance and Counselling Programme implements a curriculum centred on student-led learning. Outcome-based assessment. “How do we measure the learning outcomes achieved by students?” is the next key question. To answer this, the Guidance and Counselling Study Programme will conduct learning assessments using assessment rubrics to measure the extent to which learning outcomes have been achieved. This integrates an outcomes-based education paradigm aligned with the Indonesian National Qualifications Framework (KKNI).

## 2.2 Tracer Study

An analysis of the findings from the tracer study indicates that there is a need to align information technology proficiency with evolving workplace demands. There is also a need to develop skills in creating Guidance and Counselling media—both graphic and audiovisual to make Guidance and Counselling services more engaging. In terms of counselling skills, there is a need for more practical experience and supervision in the delivery of learning, as well as the enhancement of professional competencies through self-development. A summary of these findings is presented in Table 2.2.

**Table 2.2. Stakeholder Input**

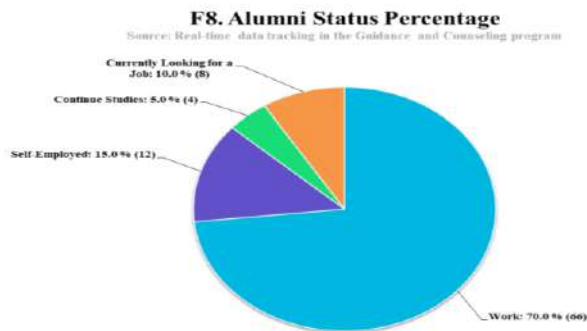
<b>Stakeholders</b>	<b>Input</b>
Students	<ol style="list-style-type: none"><li>1. Students lack an understanding of the interconnection between courses.</li><li>2. Students believe that lecturers need to upgrade their knowledge and competence levels, and that course materials should be regularly updated.</li></ol>
Alumni/Graduates	<ol style="list-style-type: none"><li>1. Good communication skills, both verbal and written, are required</li><li>2. There is a need to improve the ability to work independently and collaborate within a team</li><li>3. There is a need to increase field projects in both the education sector and</li></ol>



Stakeholders	Input
	the industrial sector
Stakeholders	Cooperation between the programme and alumni needs to be improved,

Furthermore, the tracer study yielded the following information: (data from the UPT TIK).

### a. Employment status



### b. Average monthly income

Average monthly income of Rp. 3,310,775

### c. Field of work

Field	Percentage
Food and beverage	1.25%
Digital Marketing	1.25%
Entertainment	2.5%
Fashion	2.5%
Garment manufacturing	1.25%
Precious metals	1.25%
Government	5%
Education	65%
Banking	8.75%
Retail	8.75%
Training	1.25%
Property	1.25%

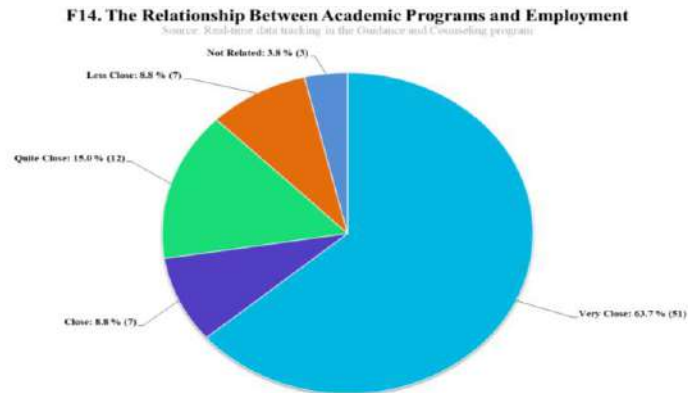
### d. Job type

Job Type	Percentage
Co-founder	5%
Founder	6.25%
Freelancer	2.50%
Guidance Counsellor	46.25%
Neighbourhood Head	1.25%
University student	1.25%



Staff	33.75%
Tutor	1.25%
Others	2.5%

**e. The relationship between the field of study and employment**



**f. Input for the curriculum**

Curriculum input	Percentage
Guidance and Counselling in Early Childhood Education and Elementary Education	1.25%
Grooming	3.75
English Language Proficiency	10%
Problem Solving	13.75%
Counselling in DUDI	6.2%
Current Counselling	12.50%
Materials on Creative Entrepreneurship	12.5
Field Projects in Both the Education Sector and Industry	22.5
Public Speaking	6.25
Inclusive Education	3.75
Teamwork Skills	3.75
Emotional Management at Work	3.75

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**k for study programme development**

Feedback for study programme development from alumni relates to the alignment of project-based modules with real-world contexts in both the education sector and the industry; this should be further strengthened as it is most needed upon entering the workforce.

**Table 2.2. Curriculum Feedback from Alumni and Curriculum Action Plan**

Curriculum Feedback	Action Plan
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Guidance and Counselling in Elementary Education (Early Childhood Education and Elementary School)	Incorporate Early Childhood Education and Elementary School guidance and counselling materials into courses in the field of guidance and counselling and classical guidance practicums.
Grooming	Displaying banners on dress code and appearance, and designating one day for wearing black and white.
English Language Skills	English Day.
Problem Solving	Mandatory use of problem-based or case-based learning methods in every course.
Counselling in DUDI	Introducing the DUDI Counselling course.
Contemporary Counselling	Updating the latest counselling course materials: psychodynamic, humanistic, cognitive-behavioural, postmodern.
Materials on Creative Entrepreneurship	Updating entrepreneurship course materials in line with current developments.
Field Projects in both the Education Sector and the Industrial Sector	Mandating the use of Project-Based Learning in every course.
Public speaking	Mandating the use of problem- or case-based learning methods in every course to enhance public speaking skills and introducing a dedicated public speaking course to support graduate profiles.
Inclusive education	Introducing courses on inclusion and children with special needs.
Collaborative Skills	The use of problem-based and case-based learning methods to foster improved collaboration
Emotional Management at Work	The use of problem-based and case-based learning methods to train emotional management.

**Table 2.3. Programme Input from Alumni and Programme Action Plan**

<b>Programme Input</b>	<b>Action Plan</b>
Strengthening the alignment of project-based courses with both the education sector and the industrial sector	Mandatory use of problem-based or case-based learning methods in every course

### 2.3 SWOT analysis

Based on the results of the tracer study and an analysis of stakeholder feedback, a SWOT analysis was conducted to inform the formulation of strategies



for achieving the objectives. Subsequently, criteria and success indicators for the Study Programme were drawn up to facilitate the monitoring and evaluation of the success of the programmes that have been established. In the SWOT analysis of the vision, mission, objectives, and targets, as well as the strategies for achieving them, four SWOT elements of the TS Study Programme were identified, comprising strengths, weaknesses, opportunities, and threats.

The following identifies the strengths, weaknesses, opportunities, and threats of the Guidance and Counselling study programme based on stakeholder input analysis and the results of the tracer study.

#### **a. Strengths**

- 1) **Excellent accreditation:** The Guidance and Counselling Study Programme at the Faculty of Education, UPGRIS, achieved an A accreditation in 2017 and subsequently an Excellent Accreditation in 2022. This demonstrates external recognition of the quality of education provided and excellence in the practice of the Tridharma of Higher Education (education, research, and community service), curriculum relevance, learning innovation, and the positive impact of graduates.
- 2) **Adaptive Curriculum Development:** Regular (biennial) major curriculum evaluations will be conducted in 2025 to align with the Merdeka Belajar policy - Kampus Merdeka (MB-KM) or in accordance with Ministry of Education and Culture Regulation No. 39 of 2025, known as the Fulfilment of Study Load Outside the Study Programme, demonstrates the ability to adapt to the demands of the times and government policies.
- 3) **Relevance of PLO to the needs of the workplace:** The majority of Graduate Learning Outcomes (PLO) are already aligned with professional competency standards, and core courses are deemed relevant by employers. The curriculum is capable of producing graduates with strong pedagogical, social, personal, and professional competencies.



- 4) Innovative teaching methods: Lecturers have adopted various innovative teaching methods such as Problem-Based Learning (PBL), case studies, and practical sessions. There is a commitment to optimising collaborative learning and diversifying assessment methods.
- 5) Graduates of the Guidance and Counselling Study Programme possess additional expertise in multimedia and outdoor training. The Study Programme has explored career opportunities in the industrial, organisational, health, community, and social entrepreneurship sectors, rather than focusing solely on the role of school counsellor, thereby enhancing the graduate profile by incorporating supporting courses from the Centre of Excellence (CoE).
- 6) Graduates are better prepared to enter the world of education or industry due to the placement of an internship in the 7th semester after all core courses have been completed. The 2025 curriculum structure has been reduced to 144 credits with 6 freeform courses, and the CPMK is designed to align with the PLO.
- 7) The Guidance and Counselling Study Programme comprehensively implements OBE, which involves an outcome-based curriculum, outcome-based learning and teaching, and outcome-based assessment. This ensures that graduates possess clear competencies upon completing their studies.

**b. Weaknesses**

- 1) Some students experience difficulties in certain prerequisite courses, which result in delays in their studies or suboptimal grades.
- 2) The implementation of project-based learning methods is not yet consistent across all courses. Teaching is still dominated by conventional methods (lectures) and fails to make optimal use of technology in some aspects.
- 3) Formative assessment has not been utilised optimally for continuous feedback, and there remains a dominance of written examinations that fail



to adequately measure practical skills and collaboration. Assessment focuses on the cognitive domain and does not sufficiently accommodate practical skills or professional attitudes.

- 4) Staff qualifications (lecturers) are not yet fully aligned with the new curriculum direction, which prioritises technological aspects, cross-cultural understanding, and counselling guidance in non-school settings, particularly for the Centre of Excellence (CoE) for outdoor training, which is not yet certified.
- 5) Alumni feel there is a need to improve communication skills (both oral and written), as well as the ability to work independently and collaboratively within a team.
- 6) Graduates also identified a need for more field-based projects in both the education sector and industry.

### **c. Opportunities**

- 1) The Merdeka Belajar - Kampus Merdeka (MB-KM) policy, or that in accordance with Ministry of Education and Culture Regulation No. 39 of 2025, known as the Fulfilment of Study Load Outside the Study Programme: this government policy presents a significant opportunity to adapt the curriculum and provide flexibility for students to explore specific academic interests or take courses from other study programmes.
- 2) There is a need to adapt information technology skills to developments in the world of work. This opens up opportunities to develop skills in creating guidance and counselling media (graphics and audio-visual) to make guidance and counselling services more engaging.
- 3) Employment opportunities for guidance and counselling graduates are expanding into the industrial, organisational, health, community, and social entrepreneurship sectors, offering career alternatives beyond becoming a guidance and counselling teacher.



- 4) Feedback from alumni, students, stakeholders, programme associations, industry, and subject matter experts (through major evaluations and tracer studies) provides valuable information for the continued development of the curriculum and the programme.
- 5) Benchmarking with other Guidance and Counselling Study Programmes: benchmarking activities with Guidance and Counselling Study Programmes at PGRI University of Palembang, Universitas Pendidikan Indonesia, and Universitas Bengkulu can serve as a source of ideas and best practices for further curriculum development.
- 6) The need to enhance lecturers' competencies presents an opportunity to organise training, workshops, further study, or certification for lecturers.
- 7) The results of the tracer study indicate a demand for English language skills, problem-solving, counselling in the business and industrial sector (DUDI), contemporary counselling, creative entrepreneurship, public speaking, inclusive education, teamwork skills, and emotional management in the workplace. This presents an opportunity to develop relevant courses or training programmes.

#### **d. Threats**

- 1) Advances in science and technology, as well as the ever-changing needs of society, necessitate the continuous adaptation of the curriculum. If such adaptation is not carried out promptly, the curriculum's relevance may diminish.
- 2) Although the programme has achieved 'Excellent' accreditation, competition from other guidance and counselling programmes that are also striving to improve quality remains a threat.
- 3) Rapid technological developments can render the curriculum obsolete if there is no effective mechanism for updating it.
- 4) The full implementation of the fulfillment of learning loads outside the study programme requires fundamental changes in mindset and learning



practices, which may face resistance or difficulties in adaptation from some lecturers or students.

Based on a SWOT analysis of these four SWOT elements, the following four strategies have been established:

- a. SO Strategy (Strength-Opportunity), namely a strategy to utilize strengths to capitalise on opportunities.
- b. WO Strategy (Weakness-Opportunity), namely a strategy to address constraints/weaknesses by capitalizing on opportunities
- c. ST Strategy (Strength-Threat): a strategy for using strengths to address threats.
- d. WT Strategy (Weakness-Threat), which is a strategy to address constraints/weaknesses in order to overcome threats.

These four strategies are shown in the SWOT matrix in Table 2.4.

**Table 2.4. SWOT Matrix**

SWOT Elements	Internal	
	Strengths/Potential	Weaknesses
External	SO Strategy	WO Strategy
	a. Leverage the ‘Excellent’ accreditation and a curriculum adapted to the MB-KM (Fulfilment of Learning Load Outside the Study Programme) to attract prospective students and establish partnerships with industry and other relevant institutions. b. Using enhanced graduate profiles (multimedia and outbound trainers) as a selling point and a focus for curriculum development. c. Continuously developing innovative learning methods and OBE to ensure graduates possess competencies relevant to the needs of the workplace.	a. Conducting ongoing revisions of PLOs and course content based on tracer studies and stakeholder feedback to address student gaps and difficulties. b. Enhancing lecturer training in innovative learning methods and the optimal use of technology, as well as encouraging certification for new competencies. c. Implement project-based learning uniformly and diversify assessment methods to measure practical skills and collaboration. d. Strengthen elective and free-form courses in the 2025 curriculum to provide flexibility for students. e. Strengthening field-based projects in the education sector and industry by mandating Project-Based and Case-Based Learning methods in every



		<p>course.</p> <p>f. Develop courses that focus on skills required by graduates, such as communication, teamwork, problem-solving, entrepreneurship, and public speaking.</p>
	<b>ST Strategy</b>	<b>WT Strategy</b>
	<p>a. Ensure that course materials and lecturers' competencies are always updated in line with technological developments and current issues through training and further study.</p> <p>b. Conducting regular tracer studies and internal quality audits to monitor the relevance of the curriculum and graduate performance.</p> <p>c. The Guidance and Counselling Study Programme continues to innovate in teaching and curriculum to remain competitive and adaptable to the dynamic needs of society.</p>	<p>a. Leveraging 'Excellent' accreditation as a foundation to face competition and build a strong programme reputation.</p> <p>b. Remaining committed to continuous quality improvement, the Guidance and Counselling Study Programme at UPGRIS can continue to be one of the best private university guidance and counselling study programmes in Central Java.</p>

### 3 Vision, Mission, and Educational Objectives

#### 3.1 University Vision, Mission, and Objectives

##### a. University Vision

To become an Excellent and Distinctive University

##### b. University Mission

1. To provide education that produces outstanding and self-reliant scholars;
  2. To conduct research as the foundation for the advancement of knowledge and the enhancement of the quality of learning;
  3. To carry out community service for the betterment of life and living;
- and



4. To set an example in the delivery of education, research, and community service.

**c. Objectives of the University**

1. The realisation of outstanding and self-reliant intellectuals;
2. To achieve academic excellence and research-based learning;
3. The realisation of community service that benefits life and living; and
4. The implementation of exemplary practices in the delivery of education, research, and community service.

### **3.2 Vision, Mission, and Objectives of the Faculty**

**Vision**

“To become a Faculty of Education that is Excellent and Distinctive.”

**Mission**

1. To provide education aimed at producing scholars in the field of Education who are outstanding and possess a distinct identity.
2. To conduct research as the foundation for the development of educational science and the improvement of the quality of learning;
3. To carry out community service based on research for the betterment of life and living;
4. To set an example in the delivery of education, research, and community service in the field of educational science.

**Objectives**

1. The realisation of outstanding and distinctive intellectuals in the field of educational science;
2. The realisation of research-based academic quality and learning in the field of educational science;
3. The realisation of community service that benefits people’s lives and livelihoods in the field of educational science; and
4. To implement exemplary practices in the delivery of education, research, and community service in the field of Education.



### **Strategy**

1. Establishing collaborative and participatory classrooms using project-based learning or problem-based learning methods, utilising research outcomes and community engagement for learning.
2. Forming groups and conducting research and community engagement in accordance with the roadmap
3. Developing human resources capable of exemplifying the values embedded in character education.

### **3.3 Academic Vision and Educational Objectives of the Study Programme**

#### **a. Academic Vision of the Study Programme**

The academic vision of the study programme must be formulated to **provide direction for the development of the University's Tri Dharma** and to demonstrate its strengths and distinctiveness compared to similar study programmes. The formulation of the academic vision of the study programme must take into account the university's and faculty's visions, but places greater emphasis on the academic disciplines developed as the defining characteristics and strengths of the study programme. Therefore, the academic vision must consider developments in science and technology within its field, available resources, and the research or community service experiences undertaken by lecturers and students. The academic vision will also guide learning outcomes and subject matter in curriculum development and the determination of course modules. The research and community service roadmap developed by the programme management unit also serves as a guide for the gradual realisation of the academic vision.

The Academic Vision of the Guidance and Counselling Study Programme is to provide education that examines, develops and implements media-based guidance and counselling science that is excellent and distinctive.



### **b. Programme Educational Objectives (PEO)**

The educational objectives of the programme are broad statements describing the career paths and professional achievements that the programme prepares graduates to attain (within a few years of graduation). The educational objectives of the Guidance and Counselling Study Programme are as follows:

- 1) Graduates possess the character and AdAB (Adaptive, Enthusiastic and Integrity) traits necessary to provide guidance and counselling services in primary, lower secondary, and upper secondary schools and equivalent institutions.
- 2) Graduates excel in designing and utilizing multimedia for guidance and counselling both within and outside schools.
- 3) Graduates are capable of managing effective outdoor training programmes to enhance group performance and personal development.

**Table 3.1. Programme Educational Objectives (PEO)**

No	Programme Educational Objective Code	Description of Programme Educational Objectives
1	PEO-1	Graduates possess the character and AdAB (Adaptive, Enthusiastic and Integrity) traits necessary to provide guidance and counselling services in primary, lower secondary and upper secondary schools and equivalent institutions.
2	PEO-2	Graduates who excel in designing and utilising multimedia for guidance and counselling both within and outside schools.
3	PEO-3	Graduates are able to manage effective outdoor training programmes for improving group performance and personal development

### **c. Strategies for Achieving the Programme's Educational Objectives**

1. To enhance the quality of human resources supporting the Programme through further study and continuous professional development.



2. A curriculum aligned with SN-PT, KKNI, the programme's VsTS framework, and stakeholder needs.
3. Conducting training for lecturers on case-based and project-based learning methods.
4. Conducting evaluations regarding the alignment between the Syllabus, teaching methods, and assessment methods
5. Providing relevant practical experience at partner schools and in industry with intensive supervision from academic supervisors, both domestic and international.
6. Maintaining the programme's competitiveness in the higher education market by continuously improving the quality of the Tridharma of Higher Education, curriculum relevance, and learning innovation, as well as actively publicising the achievement of 'Excellent' accreditation.
7. Undertaking various efforts to produce innovative research to improve the quality of learning, scientific development, and professionalism, as well as publishing research results.
8. Undertaking various efforts to produce Community Service (PkM) projects as a follow-up to research outcomes to improve community welfare.
9. Developing an adaptive and flexible curriculum based on the fulfilment of learning requirements outside the study programme.
10. To enhance dynamic and responsive curriculum management and address the gap between skills and the needs of the labour market

#### **4 Graduate Profile, Programme Educational Objectives (PEO) & Programme Learning Outcomes (PLO)**

##### **4.1 Graduate Profile and Programme Educational Objectives**

The formulation of graduate profiles and programme objectives is a crucial step in developing a relevant and competitive curriculum. In an ever-changing



global landscape, we are not only required to produce academically competent individuals, but also adaptable, innovative, and ethical individuals. A graduate profile is not merely a list of completed courses; it is a comprehensive picture of the identity, competencies, and character that every graduate will embody as they step into the professional and social world. This encompasses mastery of knowledge, work skills, and the authority and responsibilities relevant to the workplace, as well as the noble attitudes and values that will guide every decision and action.

Meanwhile, the programme objectives are the guiding principles for the entire learning process. They detail what the programme aims to achieve, how the curriculum will be designed, and how learning outcomes will be assessed. These objectives ensure that every educational activity contributes to achieving the ideal graduate profile, which is not only relevant to current needs but also forward-looking in addressing future challenges.

**Table 4.1. Graduate Profile and its description**

No	Graduate Profile (GP)	Description of Graduate Profile
1	GP-1	<ol style="list-style-type: none"><li>1. Able to understand the theory and practice of guidance and counselling.</li><li>2. Able to conduct accurate assessments and diagnoses.</li><li>3. Able to design and implement effective guidance and counselling programmes.</li><li>4. Able to work as part of a team and collaborate with relevant parties.</li><li>5. Possesses high professional integrity and ethics.</li><li>6. Able to deliver basic services, responsive services, individual planning, and systemic support in classroom, group, and individual settings.</li><li>7. Able to implement evaluation and supervision of the delivery of guidance and counselling services.</li><li>8. Possesses character and AdAB (Adaptability, Enthusiasm, and Integrity)</li></ol>



No	Graduate Profile (GP)	Description of Graduate Profile
2	PL-2	<ol style="list-style-type: none"> <li>1. Understands the concepts and principles of multimedia development.</li> <li>2. Able to design and develop multimedia for guidance and counselling.</li> <li>3. Able to utilise available multimedia technologies and platforms.</li> <li>4. Be able to evaluate the effectiveness of multimedia in guidance and counselling.</li> <li>5. Become an entrepreneur who utilises multimedia skills, adapts to technological changes, and meets the dynamic demands of the workplace.</li> </ol>
3	PL-3	<ol style="list-style-type: none"> <li>1. Able to analyze training needs.</li> <li>2. Be able to design comprehensive training programmes.</li> <li>3. Able to deliver effective training programmes.</li> <li>4. Able to develop engaging and easy-to-understand training materials.</li> </ol>

**Table 4.2 Table of correlation between graduate profiles and the educational objectives of the study programme**

No	Graduate Profile (GP)	Programme Educational Objectives (PEO)		
		EPO-1	EPO-2	EPO-3
1	PL-1	√		
2	PL-2		√	
3	PL-3			√

#### 4.2 Formulation of PLO

The formulation of PLO is a crucial process within an adaptive and responsive curriculum that keeps pace with the changing times. It is not merely a formality, but the cornerstone that will guide the entire process of learning, teaching, and assessment within our degree programme. Strong and relevant PLOs will ensure that every graduate not only masters their field of study but also possesses cross-disciplinary competencies, 21st-century skills, and the character required to become agents of change in society.

The formulation of these PLO reflects the academic vision of the study programme, aligning it with industry needs, technological developments, and increasingly complex global challenges. The PLO covers attitudes and values,



knowledge mastery, work skills, and responsibilities. These PLO are set out in Table 4.3 below.

**Table 4.3. Graduate Learning Outcomes of the Study Programme**

Code	Description of Graduate Learning Outcomes (PLO)
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as a manifestation of devotion to God Almighty.
LLO-2	Able to analyse the needs of service recipients using standard instruments and those developed based on principles of human behaviour and instrument design principles
LLO-3	Able to examine theories to formulate the objectives, functions, principles, foundations, context, approaches, and procedures of guidance and counselling services and to design guidance and counselling services for various types and levels of education using logical, critical, creative, systematic, innovative, and comprehensive thinking, as well as being able to formulate procedural problem-solving strategies.
PLO-4	Able to analyse psychological and educational theories to support the implementation of guidance and counselling services.
PLO-5	Able to develop comprehensive and empowering guidance and counselling programmes that are developmental, preventive, curative, and preparatory in nature, as well as collaborative, across different types and levels of educational institutions, using logical, critical, creative, systematic, innovative, and comprehensive thinking, and utilising the results of needs analysis for the target service population.
PLO-6	Able to manage data in accordance with the code of ethics to support the guidance and counselling services for which they are responsible.
PLO-7	Able to deliver basic services, responsive services, individual planning, and systemic support in classroom, group, and individual settings using relevant methods, techniques, and multimedia, whilst taking into account the needs of service recipients arising from socio-cultural diversity across different types and levels of educational institutions.
PLO-8	Able to conduct individual and group counselling using psychodynamic, humanistic, behaviourist, cognitive, postmodern and integrative counselling approaches, procedures and techniques based on the problems faced by service recipients, adapted to their developmental stage and socio-cultural environment.
PLO-9	Able to carry out evaluation and supervision of the implementation of guidance and counselling service programmes, and report the results using information technology.
PLO-10	Able to integrate scientific studies in the field of guidance and counselling in the form of research and publish scientific works in various academic forums.



Code	Description of Graduate Learning Outcomes (PLO)
PLO-11	Able to carry out services within their remit in a multidisciplinary manner by maintaining a network of cooperation with supervisors, colleagues, other professions, and relevant institutions.
PLO-12	Able to design technology-based multimedia and become an entrepreneur in the field of guidance and counselling who utilises multimedia skills, adapts to technological changes and the dynamic needs of the world of work.
PLO-13	Able to manage training programmes for group performance improvement and personal development in accordance with needs analysis.
PLO-14	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice.

### 4.3 Matrix of PLO Relationships with Graduate Profile

Table 4.4. Matrix of Relationships between Profile & PLO for Study Programmes

Code	Description of Programme PLO	PL1	PL2	PL2
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	√	√	√
PLO-2	Able to conduct an analysis of service target needs using standard instruments and those developed based on principles of human behaviour and principles of instrument design	√		√
PLO-3	Able to master theories for formulating the objectives, functions, principles, foundations, context, approaches, and procedures of guidance and counselling services and to design guidance and counselling services for various types and levels of education using logical, critical, creative, systematic, innovative, and comprehensive thinking, as well as being able to formulate procedural problem-solving strategies.	√		√
PLO-4	Able to master psychological and educational theories to support guidance and counselling services	√		√
PLO-5	Able to develop comprehensive and self-reliant guidance and counselling programmes that are developmental, preventive, curative, and preparatory in nature, as well as collaborative, across different types and levels of educational institutions, using logical, critical, creative, systematic, innovative, and comprehensive thinking, and utilising the results of needs analysis for the target service population	√		√
PLO-6	Able to manage data in accordance with the code of ethics to support the guidance and counselling services under their responsibility	√	√	√



Code	Description of Programme PLO	PL1	PL2	PL2
PLO-7	Able to deliver basic services, responsive services, individual planning, and systemic support in classroom, group, and individual settings using relevant methods, techniques, and multimedia, whilst taking into account the needs of service recipients arising from socio-cultural diversity across different types and levels of educational institutions	√		
PLO-8	Able to conduct individual and group counselling using psychodynamic, humanistic, behaviourist, cognitive, postmodern, and integrative counselling approaches, procedures, and techniques based on the problems faced by service recipients, adapted to their development and socio-cultural environment	√		
PLO-9	Able to carry out evaluation and supervision of the implementation of guidance and counselling service programmes, and report the results using information technology	√	√	√
PLO-10	Able to integrate scientific studies in the field of guidance and counselling in the form of research and publish scientific works in various academic forums	√		
PLO-11	Able to carry out services within their remit in a multidisciplinary manner by maintaining a network of cooperation with supervisors, colleagues, other professions, and relevant institutions		√	√
PLO-12	Able to design technology-based multimedia and become an entrepreneur in the field of guidance and counselling, utilising multimedia skills, adapting to technological changes and the dynamic demands of the workplace.		√	
PLO-13	Able to manage training programmes aimed at improving team performance and personal development in line with needs analysis			√
PLO-14	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	√		



#### 4.4 Matrix of the relationship between the Programme's PLOs and the Study Programme's Educational Objectives

**Table 4.5. Matrix of the relationship between the Study Programme's PLOs and the Programme's Educational Objectives**

Code	Description of Programme PLO	PEO-1	PEO-2	PEO-3
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	√	√	√
PLO-2	Able to conduct an analysis of service target needs using standard instruments and those developed based on principles of human behaviour and principles of instrument design	√		√
PLO-3	Able to master theories for formulating the objectives, functions, principles, foundations, context, approaches and procedures of guidance and counselling services and to design guidance and counselling services for different types and levels of education using logical, critical, creative, systematic, innovative and comprehensive thinking, as well as being able to formulate procedural problem-solving strategies.	√		√
PLO-4	Able to master psychological and educational theories to support guidance and counselling services	√		√
PLO-5	Able to develop comprehensive and self-reliant guidance and counselling programmes that are developmental, preventive, curative, and preparatory in nature, as well as collaborative, across different types and levels of educational institutions, using logical, critical, creative, systematic, innovative, and comprehensive thinking, and utilising the results of needs analysis for the target service population	√		
PLO-6	Able to manage data in accordance with the code of ethics to support the guidance and counselling services under their responsibility	√	√	√
PLO-7	Able to deliver basic services, responsive services, individual planning, and systemic support in classroom, group, and individual settings using relevant methods, techniques, and multimedia, whilst taking into account the needs of service recipients arising from socio-cultural diversity across different types and levels of educational institutions	√		



Code	Description of Programme PLO	PEO-1	PEO-2	PEO-3
PLO-8	Able to conduct individual and group counselling using psychodynamic, humanistic, behaviourist, cognitive, postmodern and integrative counselling approaches, procedures and techniques based on the problems faced by service recipients, adapted to their development and socio-cultural environment	√		
PLO-9	Able to carry out evaluation and supervision of the implementation of guidance and counselling service programmes, and report the results using information technology	√	√	√
PLO-10	Able to integrate scientific studies in the field of guidance and counselling in the form of research and publish scientific works in various academic forums	√		
PLO-11	Able to carry out services within their remit in a multidisciplinary manner by maintaining a network of cooperation with supervisors, colleagues, other professions, and relevant institutions		√	√
PLO-12	Able to design technology-based multimedia and become an entrepreneur in the field of guidance and counselling, utilising multimedia skills, adapting to technological changes and the dynamic needs of the workplace.		√	
PLO-13	Able to manage training programmes for group performance improvement and personal development in accordance with needs analysis			√
PLO-14	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	√		



## 5 Determination of Study Materials

### 5.1 Body of Knowledge (BoK)

This section constitutes the core and academic foundation of the Guidance and Counselling study programme. The BoK is a formulation of the essential scope of knowledge that every student must master. The BoK is not merely a list of topics but a comprehensive structure outlining the discipline, key theories, fundamental concepts, and methodologies relevant to the field of study.

A robust formulation of the BoK will serve as the primary guide in curriculum development, the determination of course content, and the design of assessments. This ensures that Guidance and Counselling graduates possess a deep and integrated understanding of the academic field they specialise in, ready to face professional challenges, innovate, and make significant contributions.

Each PLO of the Guidance and Counselling Study Programme contains study materials that will be used to form courses. The study materials based on the Guidance and Counselling Study Programme's PLOs can be seen in Table 5.1.

**Table 5.1. Study Materials Based on the Programme's PLO**

PLO	Programme Study Plan Description	Course Content
PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	Guidance and Counselling-01 Religious Education
		Guidance and Counselling-02 PGRI Education
		Guidance and Counselling-03 Global National Character
PLO-2	Able to analyse the needs of service recipients using standardised instruments and those developed based on principles of human behaviour and instrument design	Guidance and Counselling-04 Non-Test Assessment
		Guidance and Counselling-05 Assessment Test
PLO-3	Able to examine theories to formulate the objectives, functions, principles, foundations, context, approaches, and procedures of guidance and counselling services and to design guidance and counselling services for various types and levels of education using logical, critical, creative,	Guidance and Counselling-06 Guidance and Counselling Services
		Guidance and Counselling-07 Areas of Guidance and Counselling Services



PLO	Programme Study Plan Description	Course Content
	systematic, innovative, and comprehensive thinking, as well as being able to formulate procedural problem-solving strategies.	
PLO-4	Able to analyse psychological and educational theories to support the implementation of guidance and counselling services	Guidance and Counselling-08 Basic Theories of Psychology
		Guidance and Counselling-09 Developmental Psychology
		Guidance and Counselling-10 Education
PLO-5	Able to develop comprehensive and self-reliant guidance and counselling programmes that are developmental, preventive, curative, and preparatory in nature, as well as collaborative, for various types and levels of educational institutions, using logical, critical, creative, systematic, innovative, and comprehensive thinking, and utilising the results of needs analysis for the target service recipients	Guidance and Counselling-11 Guidance and Counselling Management
PLO-6	Able to manage data in accordance with the code of ethics to support the guidance and counselling services under their responsibility	Guidance and Counselling-04 A Non-Test Assessment
		Guidance and Counselling-05 A Test-Based Assessment
PLO-7	Able to deliver basic services, responsive services, individual planning, and systemic support in classroom, group, and individual settings using relevant methods, techniques, and multimedia, whilst taking into account the needs of service recipients arising from socio-cultural diversity across different types and levels of educational institutions	Guidance and Counselling-12 Service Practice
		Guidance and Counselling-13 Educational Placement
PLO-8	Able to conduct individual and group counselling using psychodynamic, humanistic, behaviourist, cognitive, postmodern and integrative counselling approaches, procedures and techniques based on the problems faced by service recipients, adapted to their development and socio-cultural environment	Guidance and Counselling-14 Psychodynamics
		Guidance and Counselling-15 Humanistic
		Guidance and Counselling-16 Cognitive and Behavioural
		Guidance and Counselling-17



PLO	Programme Study Plan Description	Course Content
		Postmodern
		Guidance and Counselling-18 Individual and Group Counselling
PLO-9	Able to carry out evaluation and supervision of the implementation of guidance and counselling service programmes, and report the results using information technology	Guidance and Counselling-19 Evaluation and Supervision
PLO-10	Able to integrate scientific studies in the field of guidance and counselling in the form of research and publish scientific works in various academic forums	Guidance and Counselling-20 Quantitative Research
		Guidance and Counselling-21 Qualitative Research
		Guidance and Counselling-22 Scientific Writing Techniques
PLO-11	Able to carry out services within their remit in a multidisciplinary manner, whilst maintaining a network of cooperation with supervisors, colleagues, other professionals, and various relevant institutions	Guidance and Counselling-23 Multidisciplinary Development
		Guidance and Counselling-24 Practical Training
		Guidance and Counselling-25 Indonesian Language
		Guidance and Counselling-26 English
PLO-12	Able to design technology-based multimedia and become an entrepreneur in the field of guidance and counselling who utilises multimedia skills, adapts to technological changes and the dynamic needs of the workplace.	Guidance and Counselling-27 Multimedia Design and Research
		Guidance and Counselling-28 Preparation of Proposals and Storylines for Multimedia Projects
		Guidance and Counselling-29 Integration of Multimedia Assets and Components
		Guidance and Counselling-30 Technology-Based Entrepreneurship
PLO-13	Able to manage training programmes for group performance improvement and personal development in accordance with needs analysis	Guidance and Counselling-31 Leadership and Group Dynamics
		Guidance and Counselling-32 Training and Outbound Management



PLO	Programme Study Plan Description	Course Content
PLO-14	Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice.	Guidance and Counselling-01 Religious Education
		Guidance and Counselling-02 PGRI Education
		Guidance and Counselling-03 Global National Character

## 5.2 Course Content Description

This section outlines the core content of the BL study programme. It covers the key topics and main themes that constitute the Body of Knowledge (BoK) as defined. Each study module is described concisely yet comprehensively, providing a clear overview of its scope, relevance, and depth.

This description will serve as a roadmap for the development of learning activities. The aim is to ensure that every essential academic aspect is effectively conveyed to students. The description of the subject matter is provided in Table 5.2.

**Table 5.2. Study Materials (SM)**

No/Code	Study Material (SM)	Description of Study Material
CM-01 Religious Character	Religious Character	This study focuses on examining the meaning of religious life and utilising the values of Islam, Hinduism, Buddhism, Catholicism, Christianity, and Confucianism as a basis for character development
Guidance and Counselling-02 PGRI Character	PGRI Character	This study focuses on examining PGRI values as the basis for character development
Guidance and Counselling-03 Global National Character	Global National Character	This study focuses on exploring citizenship education and language as the basis for character development
Guidance and Counselling-04 Non-Test Assessment	Non-Test Assessment	This study explores theories of non-test psychological assessment to support the guidance and counselling services for which they are responsible.
Guidance and Counselling-05 Test-Based Assessment	Test-Based Assessment	This module explores the theory of psychological test assessment to support the



No/Code	Study Material (SM)	Description of Study Material
		guidance and counselling services for which they are responsible.
Guidance and Counselling-06 Guidance and Counselling Services	Guidance and Counselling Services	This module focuses on a thorough understanding of theories to formulate the objectives, functions, principles, foundations, context, approaches and procedures of guidance and counselling services as the basis for the implementation of Guidance and Counselling services
Guidance and Counselling-07 Areas of Guidance and Counselling Services	Areas of Guidance and Counselling Services	This module focuses on the depth of understanding of the areas of guidance and counselling services as the basis for the implementation of guidance and counselling services
Guidance and Counselling-08 Basic Theories of Psychology	Basic Theories of Psychology	This module focuses on the depth of understanding of general psychology, social psychology and educational psychology as the basis for the delivery of guidance and counselling services
Guidance and Counselling-09 Developmental Psychology	Developmental Psychology	This module focuses on in-depth mastery of developmental psychology and adult and gerontological psychology as the basis for the delivery of guidance and counselling services
Guidance and Counselling-10 Education	Education	This module focuses on in-depth mastery of educational theory and professional English language skills as the basis for the delivery of Guidance and Counselling services
Guidance and Counselling-11 Guidance and Counselling Management	Guidance and Counselling Management	This module focuses on identifying guidance and counselling needs, designing guidance and counselling programmes, and implementing guidance and counselling programmes.
Guidance and Counselling-04 A Non-Test Assessment	Non-Test Assessment	This module explores non-test psychological assessment practices to support the guidance and counselling services under their responsibility.
Guidance and Counselling-05 A Test-Based	Test Assessment	This module explores the practical application of psychological test assessment



No/Code	Study Material (SM)	Description of Study Material
Assessment		to support the guidance and counselling services for which they are responsible.
Guidance and Counselling-12 Service Practice	Service Practice	This module focuses on the delivery of basic, responsive services, individual planning and systemic support in classroom, group and individual settings, using relevant techniques and methods in accordance with service needs
Guidance and Counselling-13 Educational Placement	Educational Placement	This module focuses on the implementation of basic, responsive, individualised planning and systemic support in classroom, group and individual settings, tailored to the needs of the service recipients according to the level of the educational institution
Guidance and Counselling-14 Psychodynamics	Psychodynamics	This module focuses on psychodynamic, individual and Gestalt counselling.
Guidance and Counselling-15 Humanistic	Humanistic	This module focuses on Existential Humanistic and Person-Centred counselling.
Guidance and Counselling-16 Cognitive and Behavioural	Cognitive and Behavioural	This module focuses on Rational Emotive Behavioural, Behavioural, and Reality-Based counselling
Guidance and Counselling-17 Postmodern	Postmodern	This module focuses on Solution-Focused Brief Counselling (SFBC) and Narrative Counselling.
Guidance and Counselling-18 Individual and Group Counselling	Individual and Group Counselling	This module focuses on practical training in individual and group counselling using behavioural, rational emotive, reality and SFBC approaches
Guidance and Counselling-19 Evaluation and Supervision	Evaluation and Supervision	This module focuses on the achievement of guidance and counselling objectives
Guidance and Counselling-20 Quantitative Research	Quantitative Research	The focus of this study is to understand and apply quantitative research methods in proposals, research and the writing of scientific articles, as well as the appropriate use of statistical data analysis



No/Code	Study Material (SM)	Description of Study Material
Guidance and Counselling-21 Qualitative Research	Qualitative Research	This course focuses on phenomenology and case studies, grounded in a general understanding of qualitative research and the application of phenomenological and case study approaches in research.
Guidance and Counselling-22 Scientific Writing Techniques	Scientific Writing Techniques	This module focuses on the stages of academic writing, both in the form of a dissertation and scientific articles for publication in accredited journals.
Guidance and Counselling-23 Multidisciplinary Development	Multidisciplinary Development	This course focuses on analysing, designing and implementing cross-cultural counselling, mental health, guidance, and counselling for children with special needs, community counselling, and crisis counselling.
Guidance and Counselling-24 Community Service Programme	Community Service Programme	The focus of this Community Service Learning module will be on an in-depth analysis of the potential and challenges within the community, as well as the design and implementation of innovative programmes that have a tangible impact on empowerment and the improvement of well-being through a multidisciplinary approach
Guidance and Counselling-25 Indonesian	Indonesian Language	This course focuses on analysing the history of the Indonesian language, language varieties, Indonesian spelling, Indonesian sentences, Indonesian paragraphs, compiling a bibliography, writing citations, and writing academic papers to support the delivery of services under their multidisciplinary responsibility
Guidance and Counselling-26 English	English	The focus of this study is the Simple Present Tense, Simple Past Tense, Present Continuous Tense, and Present Perfect Tense Simple Future Tense, Descriptive Text, Procedure Text, and Recount Text to support the delivery of the services for which they are responsible in a multidisciplinary manner



No/Code	Study Material (SM)	Description of Study Material
Guidance and Counselling-27 Multimedia Design and Research	Multimedia Design and Research	Designing, developing, and evaluating multimedia-based learning materials, as well as conducting research to assess their impact and effectiveness in an educational context.
Guidance and Counselling-28 Preparation of Multimedia Project Proposals and Storylines	Multimedia Project Proposal and Storyline Development	Drafting comprehensive multimedia project proposals and designing effective storylines to support the development of multimedia resources within the context of guidance and counselling.
Guidance and Counselling-29 Integration of Multimedia Assets and Components	Integration of Multimedia Assets and Components	Creating effective visual and audio assets and integrating these elements into multimedia projects to support learning objectives or guidance and counselling.
Guidance and Counselling-30 Technology-Based Entrepreneurship	Technology-Based Entrepreneurship	This study focuses on Entrepreneurial Attitude, Entrepreneurial Skill, Entrepreneurial Skill, Entrepreneurial Intention Entrepreneurial Intention, Entrepreneurial Skills, Entrepreneurial Intention, Entrepreneurial Skills, Entrepreneurial Mindset, Entrepreneurial Self-Efficacy, Entrepreneurial Intention, Entrepreneurial Intention, and Entrepreneurial Attitude to continuously adapt to technological changes and the dynamic demands of the workplace.
Guidance and Counselling-31 Leadership and Group Dynamics	Leadership and Group Dynamics	Examining how to lead experiential learning group activities and manage conflict situations during experiential learning activities. Conducting preparatory sessions for experiential learning activities, providing instructions for experiential learning game activities, guiding experiential learning game activities, facilitating group dynamics in experiential learning activities, and managing participant behaviour during experiential learning activities.
Guidance and Counselling-32 Training and Outbound Management	Training and Outbound Management	Conducting briefings for experiential learning activities, applying ethical standards and workplace etiquette,



No/Code	Study Material (SM)	Description of Study Material
		providing first aid during experiential learning activities, practising communication in a foreign language, implementing child protection measures in experiential learning activities, ensuring the rights of people with disabilities are upheld in experiential learning activities, Handling complaints from participants in experiential learning activities, facilitating challenge-based experiential learning activities, facilitating adventure-based experiential learning activities, facilitating water challenge activities, facilitating participant debriefings, conducting assessments of participants' progress in experiential learning activities.

## 6 Course Design and Credit Weighting

Course development is a strategic process to ensure that each course contributes significantly to the achievement of PLOs. Credit weighting is the determination of a proportional learning load for each course, reflecting the complexity, depth, content, and time required for students to achieve the specific learning objectives of that course. The matrix of PLO alignment with course content is presented in Table 6.1.

**Table 6.1. Matrix of PLO Alignment with Course Content**

PLO	Course Content
PLO-1 Able to demonstrate character and AdAb that reflect adaptability, enthusiasm, and integrity as a manifestation of piety towards God Almighty.	Guidance and Counselling-01 Religious Education Guidance and Counselling-02 PGRI Studies Guidance and Counselling-03 Global National Character
PLO-2 Able to analyse the needs of service recipients using standardised instruments and those developed based on principles of human behaviour and instrument design	Guidance and Counselling-04 Non-Test Assessment Guidance and Counselling-05 Assessment Tests
PLO-3 Able to examine theories to formulate the objectives, functions, principles, foundations, contexts, approaches, and	Guidance and Counselling-06 Guidance and Counselling Services



PLO	Course Content
procedures of guidance and counselling services and to design guidance and counselling services for various types and levels of education using logical, critical, creative, systematic, innovative, and comprehensive thinking, as well as being able to formulate procedural solutions to problems.	Guidance and Counselling-07 Areas of Guidance and Counselling Services
PLO-4 Able to analyse psychological and educational theories to support the implementation of guidance and counselling services	Guidance and Counselling-08 Basic Theories of Psychology Guidance and Counselling-09 Developmental Psychology Guidance and Counselling-10 Education
PLO-5 Able to develop comprehensive and self-reliant guidance and counselling programmes that are developmental, preventive, curative, and preparatory in nature, as well as collaborative, across different types and levels of educational institutions, using logical, critical, creative, systematic, innovative, and comprehensive thinking, and utilising the results of needs analysis for the target service recipients	Guidance and Counselling-11 Guidance and Counselling Management
PLO-6 Able to manage data in accordance with the code of ethics to support the guidance and counselling services under their responsibility	Guidance and Counselling-04 A Non-Test Assessment Guidance and Counselling-05 A Test-Based Assessment
PLO-7 Able to deliver basic services, responsive services, individual planning, and systemic support in classroom, group, and individual settings using relevant methods, techniques, and multimedia, whilst taking into account the needs of service recipients arising from socio-cultural diversity across different types and levels of educational institutions	Guidance and Counselling-12 Service Practice Guidance and Counselling-13 Educational Placement
PLO-8 Able to conduct individual and group counselling using psychodynamic, humanistic, behaviourist, cognitive, postmodern and integrative counselling approaches, procedures and techniques based on the problems faced by service recipients, adapted to their development and socio-cultural environment	Guidance and Counselling-14 Psychodynamics Guidance and Counselling-15 Humanistic Guidance and Counselling-16 Cognitive and Behavioural Guidance and Counselling-17 Postmodern Guidance and Counselling-18 Individual and Group Counselling



PLO	Course Content
PLO-9 Able to carry out evaluation and supervision of the implementation of guidance and counselling service programmes, and report the results using information technology	Guidance and Counselling-19 Evaluation and Supervision
PLO-10 Able to integrate scientific studies in the field of guidance and counselling in the form of research and publish scientific works in various scientific forums	Guidance and Counselling-20 Quantitative research Guidance and Counselling-21 Qualitative research Guidance and Counselling-22 Scientific writing techniques
PLO-11 Able to carry out services within their remit in a multidisciplinary manner, by maintaining networks of cooperation with supervisors, colleagues, other professions, and various relevant institutions	Guidance and Counselling-23 Multidisciplinary Development Guidance and Counselling-24 Practical Work Experience Guidance and Counselling-25 Indonesian Guidance and Counselling-26 English
PLO-12 Able to design technology-based multimedia and become an entrepreneur in the field of guidance and counselling who utilises multimedia skills, adapts to technological changes and the dynamic demands of the workplace.	Guidance and Counselling-27 Multimedia Design and Research Guidance and Counselling-28 Preparation of proposals and storylines for multimedia projects Guidance and Counselling-29 Integration of multimedia assets and components Guidance and Counselling-30 Technology-Based Entrepreneurship
PLO-13 Able to manage training programmes for improving group performance and personal development in line with needs analysis	Guidance and Counselling-31 Leadership and Group Dynamics Guidance and Counselling-32 Training and Outbound Management
PLO-14 Evaluate and integrate concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice.	Guidance and Counselling-01 Religious Education Guidance and Counselling-02 PGRI Studies Guidance and Counselling-03 Global National Character



**Table 6.2 Determination of Course Modules through Study Materials in PLO Descriptors**

No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)										
			SL-1	SL-2	SL-3	RM-4	RM-5	Guidance and Counselling-6	Guidance and Counselling-7	Guidance and Counselling-8	Guidance and Counselling-9	Guidance and Counselling-10	Guidance and Counselling-11
			Religious Education	PGRI Studies	Civics Education	Non-Test-Based Individual Assessment	Test-Based Individual Assessment	Guidance and Counselling Services	Areas of Guidance and Counselling Services	Basic Theories of Psychology	Developmental Psychology	Education	Counselling and Guidance Management
1	PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.											
2	PLO-2	Able to conduct a needs analysis for service recipients using standard instruments and those developed based on principles of human behaviour and instrument design principles											
3	PLO-3	Be able to analyse theories to formulate the objectives, functions, principles, foundations, context, approaches and procedures of guidance and counselling services, and to design											



No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)											
			SL-1	SL-2	SL-3	RM-4	RM-5	Guidance and Counselling-6	Guidance and Counselling-7	Guidance and Counselling-8	Guidance and Counselling-9	Guidance and Counselling-10	Guidance and Counselling-11	
			Religious Education	PGRI Studies	Civics Education	Non-Test-Based Individual Assessment	Test-Based Individual Assessment	Guidance and Counselling Services	Areas of Guidance and Counselling Services	Basic Theories of Psychology	Developmental Psychology	Education	Counselling and Guidance Management	
		guidance and counselling services for various types and levels of education using logical, critical, creative, systematic, innovative and comprehensive thinking, as well as being able to formulate procedural solutions to problems.												
4	PLO-4	Able to analyse psychological and educational theories to support the implementation of guidance and counselling services												
5	PLO-5	Able to develop comprehensive and empowering guidance and counselling programmes of a developmental, preventive, curative, and preparatory nature, as well as collaborative programmes, for various types and												



No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)											
			SL-1	SL-2	SL-3	RM-4	RM-5	Guidance and Counselling-6	Guidance and Counselling-7	Guidance and Counselling-8	Guidance and Counselling-9	Guidance and Counselling-10	Guidance and Counselling-11	
			Religious Education	PGRI Studies	Civics Education	Non-Test-Based Individual Assessment	Test-Based Individual Assessment	Guidance and Counselling Services	Areas of Guidance and Counselling Services	Basic Theories of Psychology	Developmental Psychology	Education	Counselling and Guidance Management	
		levels of educational institutions, using logical, critical, creative, systematic, innovative and comprehensive thinking, and utilising the results of an analysis of the needs of the target service users												
6	PLO-6	Able to manage data in accordance with the code of ethics to support the guidance and counselling services for which they are responsible												
7	PLO-7	Able to deliver basic services, responsive services, individualised planning and systemic support in classroom, group and individual settings, using relevant methods, techniques and multimedia, whilst taking into account the needs of service												



No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)											
			SL-1	SL-2	SL-3	RM-4	RM-5	Guidance and Counselling-6	Guidance and Counselling-7	Guidance and Counselling-8	Guidance and Counselling-9	Guidance and Counselling-10	Guidance and Counselling-11	
			Religious Education	PGRI Studies	Civics Education	Non-Test-Based Individual Assessment	Test-Based Individual Assessment	Guidance and Counselling Services	Areas of Guidance and Counselling Services	Basic Theories of Psychology	Developmental Psychology	Education	Counselling and Guidance Management	
		recipients arising from socio-cultural diversity across different types and levels of educational institutions												
8	PLO-8	Able to conduct individual and group counselling using psychodynamic, humanistic, behaviourist, cognitive, postmodern and integrative counselling approaches, procedures and techniques, based on the issues faced by service users, and adapted to their developmental stage and socio-cultural environment												
9	PLO-9	Able to carry out the evaluation and supervision of the implementation of guidance and												



No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)											
			SL-1	SL-2	SL-3	RM-4	RM-5	Guidance and Counselling-6	Guidance and Counselling-7	Guidance and Counselling-8	Guidance and Counselling-9	Guidance and Counselling-10	Guidance and Counselling-11	
			Religious Education	PGRI Studies	Civics Education	Non-Test-Based Individual Assessment	Test-Based Individual Assessment	Guidance and Counselling Services	Areas of Guidance and Counselling Services	Basic Theories of Psychology	Developmental Psychology	Education	Counselling and Guidance Management	
		counselling services, and report the results using information technology												
10	PLO-10	Able to integrate scientific studies in the field of guidance and counselling into research and publish academic papers in various academic forums												
11	PLO-11	Is able to carry out the services for which they are responsible in a multidisciplinary manner, whilst maintaining a network of cooperation with supervisors, colleagues, other professions, and various relevant institutions												
12	PLO-12	Able to design technology-based multimedia and become an entrepreneur in the field of guidance and counselling who												



No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)											
			SL-1	SL-2	SL-3	RM-4	RM-5	Guidance and Counselling-6	Guidance and Counselling-7	Guidance and Counselling-8	Guidance and Counselling-9	Guidance and Counselling-10	Guidance and Counselling-11	
			Religious Education	PGRI Studies	Civics Education	Non-Test-Based Individual Assessment	Test-Based Individual Assessment	Guidance and Counselling Services	Areas of Guidance and Counselling Services	Basic Theories of Psychology	Developmental Psychology	Education	Counselling and Guidance Management	
		utilises multimedia skills, adapts to technological changes and the dynamic demands of the workplace.												
13	PLO-13	Able to manage training programmes for team performance improvement and personal development in line with needs analysis												
14	PLO-14	Evaluating and integrating concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice												



No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)										
			SL-1	SL-2	SL-3	RM-4	RM-5	Guidance and Counselling-6	Guidance and Counselling-7	Guidance and Counselling-8	Guidance and Counselling-9	Guidance and Counselling-10	Guidance and Counselling-11
			Religious Education	PGRI Studies	Civics Education	Non-Test -Based Individual Assessment	Test-Based Individual Assessment	Guidance and Counselling Services	Areas of Guidance and Counselling Services	Basic Theories of Psychology	Developmental Psychology	Education	Counselling and Guidance Management
			Islamic Religion Education	PGRI Studies	Pancasila Education	Individual Understanding (Non-Test)	Individual Understanding (Test)	Group Guidance	Personal and Social Guidance	General Psychology		Professional Ethics in Guidance and Counselling	
			Christian Religion Education		Civics Education	Non-test Individual Assessment Practicum	Practical Course in Individual Assessment (Test-Based)	Classroom Guidance	Career Guidance	Social Psychology	PPD	Foundations of Education	
			Catholic Religion Education		English			Group Counselling	Learning Guidance	Educational Psychology		English for Specific Purposes	
			Buddhist Religion Education		Indonesian Language				Fundamentals of Guidance and Counselling			Philosophy of Education	
			Hindu Religion Education										
			Confucian Religion Education										



### Advanced Guidance and Counselling-12 to Guidance and Counselling-21

No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)									
			Guidance and Counselling-g-12	Guidance and Counselling-13	SL-14	Guidance and Counselling-15	RM-16	Guidance and Counselling-17	Guidance and Counselling-18	Guidance and Counselling-19	Guidance and Counselling-20	Guidance and Counselling-21
			Service Practice	Educational Internship	Psychodynamic	Humanistic	Cognitive and Behavioural	Postmodern	Individual and group counselling	Evaluation and Supervision of Guidance and Counselling	Quantitative research	Qualitative research
1	PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.										
2	PLO-2	Able to conduct an analysis of service recipients' needs using standardised instruments and those developed in accordance with principles of human behaviour and instrument design										
3	PLO-3	Be able to analyse theories to formulate the objectives, functions, principles, foundations, context, approaches and procedures of guidance and counselling services, and to design guidance and counselling services for various types and levels of education using logical, critical, creative, systematic, innovative and comprehensive thinking, as well as being able to formulate procedural solutions to problems.										
4	PLO-4	Able to analyse psychological and educational theories to support the implementation of guidance and counselling services										
5	PLO-5	Able to design comprehensive and empowering guidance and counselling programmes of a developmental, preventive, curative, and preparatory nature, as well as collaborative programmes, for various types and levels of educational institutions, using logical, critical, creative, systematic, innovative and comprehensive thinking, and utilising the results of needs analysis for the target service recipients										



No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)									
			Guidance and Counselling-12	Guidance and Counselling-13	SL-14	Guidance and Counselling-15	RM-16	Guidance and Counselling-17	Guidance and Counselling-18	Guidance and Counselling-19	Guidance and Counselling-20	Guidance and Counselling-21
			Service Practice	Educational Internship	Psychodynamic	Humanistic	Cognitive and Behavioural	Postmodern	Individual and group counselling	Evaluation and Supervision of Guidance and Counselling	Quantitative research	Qualitative research
6	PLO-6	Able to manage data in accordance with the code of ethics to support the guidance and counselling services for which they are responsible										
7	PLO-7	Able to deliver basic services, responsive services, individualised planning and systemic support in classroom, group and individual settings, using relevant methods, techniques and multimedia, whilst taking into account the needs of service recipients arising from socio-cultural diversity across different types and levels of educational institutions										
8	PLO-8	Able to conduct individual and group counselling using psychodynamic, humanistic, behaviourist, cognitive, postmodern and integrative counselling approaches, procedures and techniques, based on the issues faced by service users, and adapted to their developmental stage and socio-cultural environment										
9	PLO-9	Able to carry out the evaluation and supervision of the implementation of guidance and counselling services, and report the results using information technology										
10	PLO-10	Able to integrate scientific studies in the field of guidance and counselling into research and publish academic works in various academic forums										
11	PLO-11	Is able to carry out the services for which they are responsible in a multidisciplinary manner, whilst maintaining a network of cooperation with supervisors, colleagues, other professions, and various relevant institutions										



No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)									
			Guidance and Counselling-g-12	Guidance and Counselling-13	SL-14	Guidance and Counselling-15	RM-16	Guidance and Counselling-17	Guidance and Counselling-g-18	Guidance and Counselling-g-19	Guidance and Counselling-g-20	Guidance and Counselling-g-21
			Service Practice	Educational Internship	Psychodynamic	Humanistic	Cognitive and Behavioural	Postmodern	Individual and group counselling	Evaluation and Supervision of Guidance and Counselling	Quantitative research	Qualitative research
12	PLO-12	Able to design technology-based multimedia and become an entrepreneur in the field of guidance and counselling who utilises multimedia skills, adapts to technological changes and the dynamic demands of the workplace.										
13	PLO-13	Able to manage training programmes for team performance improvement and personal development in line with needs analysis										
14	PLO-14	Evaluating and integrating concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice										
			Group Guidance Practicum	Educational Placement	Theory and Practical Training in Psychodynamic Counselling	Theory and Practicum in Humanistic Counselling	Theory and Practicum in Cognitive and Behavioural Counselling	Theory and Practical Training in Postmodern Counselling	Individual counselling	Evaluation and Supervision of Guidance and Counselling	Statistics	
			Classical Guidance Practicum						Group counselling		Quantitative Research Methodology	Qualitative Research Methodology



No	PLO Code	PLO Description	Study Materials (Guidance and Counselling)									
			Guidance and Counselling-12	Guidance and Counselling-13	SL-14	Guidance and Counselling-15	RM-16	Guidance and Counselling-17	Guidance and Counselling-18	Guidance and Counselling-19	Guidance and Counselling-20	Guidance and Counselling-21
			Service Practice	Educational Internship	Psychodynamic	Humanistic	Cognitive and Behavioural	Postmodern	Individual and group counselling	Evaluation and Supervision of Guidance and Counselling	Quantitative research	Qualitative research
			Group Counselling Practicum									
			Basic Counselling Skills									
			Micro Guidance and Counselling									





PLO Code	PLO Description	Study Materials (Guidance and Counselling)											
		Guidance and Counselling-22	Guidance and Counselling-23	Guidance and Counselling-24	Guidance and Counselling-25	RM-26	Guidance and Counselling-27	Guidance and Counselling-28	Guidance and Counselling-29	Guidance and Counselling-30	Guidance and Counselling-31	Guidance and Counselling-32	
		Scientific Writing Techniques	Multidisciplinary Development	Practical Training	Indonesian	English	Multimedia Design and Research	Preparation of proposals and storylines for multimedia projects	Integration of multimedia assets and components	Technology-Based Entrepreneurship	Leadership and Group Dynamics	Training and Outbound Management	
1	PLO-1	Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.											
2	PLO-2	Able to conduct a needs analysis for service recipients using standard instruments and those developed based on principles of human behaviour and instrument design principles											
3	PLO-3	Is able to analyse theories to formulate the objectives, functions, principles, foundations, context, approaches and procedures of guidance and counselling services, and to design guidance and counselling services for various types and levels of education using logical, critical, creative, systematic, innovative and comprehensive thinking, as well as being able to formulate procedural solutions to problems.											
4	PLO-4	Able to analyse psychological and educational theories to support the implementation of guidance and counselling services											



5	PLO-5	Able to design comprehensive and empowering guidance and counselling programmes of a developmental, preventive, curative, and preparatory nature, as well as collaborative programmes, for various types and levels of educational institutions, using logical, critical, creative, systematic, innovative and comprehensive thinking, and utilising the results of needs analysis for the target service recipients											
6	PLO-6	Able to manage data in accordance with the code of ethics to support the guidance and counselling services for which they are responsible											
7	PLO-7	Able to deliver basic services, responsive services, individualised planning and systemic support in classroom, group and individual settings, using relevant methods, techniques and multimedia, whilst taking into account the needs of service recipients arising from socio-cultural diversity across different types and levels of educational institutions											
8	PLO-8	Able to conduct individual and group counselling using psychodynamic, humanistic, behaviourist, cognitive, postmodern and integrative counselling approaches, procedures and techniques, based on the issues faced by service users, and adapted to their developmental stage and socio-cultural environment											



9	PLO-9	Able to carry out the evaluation and supervision of the implementation of guidance and counselling services, and report the results using information technology											
10	PLO-10	Able to integrate scientific studies in the field of guidance and counselling into research and publish academic papers in various academic forums											
11	PLO-11	Is able to carry out the services for which they are responsible in a multidisciplinary manner, whilst maintaining a network of cooperation with supervisors, colleagues, other professions, and various relevant institutions											
12	PLO-12	Able to design technology-based multimedia and become an entrepreneur in the field of guidance and counselling who utilises multimedia skills, adapts to technological changes and the dynamic demands of the workplace.											
13	PLO-13	Able to manage training programmes for team performance improvement and personal development in line with needs analysis											
14	PLO-14	Evaluating and integrating concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice											



			Techniques for Writing Scientific Articles	Crisis counselling					Multimedia Design Planning	Multimedia Development in Guidance and Counselling	Technology-Based Entrepreneurship	Leadership and Group Dynamics	Outdoor Management and Training
			Writing Techniques and Thesis Proposal Seminars	Counselling for children and adolescents	Community Service	Indonesia	English	Fundamentals of Guidance and COunselling Multimedia	Technology and Innovation in Guidance and Counselling				
			Final Project	Community counselling									
				Multicultural Guidance and Counselling									
				Guidance and counselling for children with special needs									
				Mental Health									
				Exploratory Studies									
				Practical Training									
				Technology-based Entrepreneurship									
				Family Guidance and Counselling									



**Table 6.3 Calculation of credit weight for each course**

Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	MK-1	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2 Ind.PLO-1.3	T.1.1 T.1.2 T.1.3	S T1-20	n credits = (ST1 + ST14) 90/45 hours = 2 credits
		PLO-14	Ind.PLO-14.4 Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11	T.14.4 T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11	S T14-70	
2	MK-2	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2 Ind.PLO-1.3	T.1.1 T.1.2 T.1.3	S T1-20	n credits = (ST1 + ST14) 90/45 hours = 2 credits
		PLO-14	Ind.PLO-14.4 Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11	T.14.4 T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11	S T14-70	
3	MK-3	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2 Ind.PLO-1.3	T.1.1 T.1.2 T.1.3	S T1-20	n credits = (ST1 + ST14) 90/45 hours = 2 credits
		PLO-14	Ind.PLO-14.4 Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11	T.14.4 T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11	S T14-70	
4	MK-4	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2 Ind.PLO-1.3	T.1.1 T.1.2 T.1.3	S T1-20	n credits = (ST1 + ST14) 90/45 hours = 2 credits
		PLO-14	Ind.PLO-14.4 Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11	T.14.4 T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11	S T14-70	
5	MK-5	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2 Ind.PLO-1.3	T.1.1 T.1.2 T.1.3	S T1-20	n credits = (ST1 + ST14) 90/45 hours = 2 credits
		PLO-14	Ind.PLO-14.4	T.14.4	S T14-70	



Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11	T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11		
6	MK-6	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2 Ind.PLO-1.3	T.1.1 T.1.2 T.1.3	S T1-20	n credits = (ST1 + ST14) 90/45 hours = 2 credits
		PLO-14	Ind.PLO-14.4 Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11	T.14.4 T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11	S T14-70	
7	MK-7	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2 Ind.PLO-1.3 Ind.PLO-1.4	T.1.1 T.1.2 T.1.3 T.1.4	S T1-50	n credits = (ST1 + ST14) 110 / 45 hours = 2.4
		PLO-14	Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11	T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11	S T14-60	rounded to 2 credits
8	MK-8	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2 Ind.PLO-1.3	T.1.1 T.1.2 T.1.3	S T8-20	n credits = (ST1 + ST14) 110/45 hours = 2.4
		PLO-14	Ind.PLO-14.4 Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11 Ind.PLO-14.12 Ind.PLO-14.13 Ind.PLO-14.14	T.14.4 T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11 T.14.12 T.14.13 T.14.14	S T14-80	rounded to 2 credits
9	MK-9	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST14) 95/45 hours = 2 credits
		PLO-14	Ind.PLO-14.2 Ind.PLO-14.3 Ind.PLO-14.4 Ind.PLO-14.5 Ind.PLO-14.6	T.14.2 T.14.3 T.14.4 T.14.5 T.14.6	S T14-85	
10	MK-10	PLO-1	Ind.PLO-1.1	T.1.1	S T1-14	n credits = (ST1 +



Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			Ind.PLO-1.2 Ind.PLO-1.3			ST14) 92 / 45 hours = 2.02
		PLO-14	Ind.PLO-14.4 Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11 Ind.PLO-14.12 Ind.PLO-14.13 Ind.PLO-14.14 Ind.PLO-14.15 Ind.PLO-14.16 Ind.PLO-14.17	T.14.4 T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11 T.14.12 T.14.13 T.14.14 T.14.15 T.14.16 T.14.17	S T14-78	rounded to 2 credits
11	MK-11	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST14) 90/45 hours = 2 credits
		PLO-14	Ind.PLO-14.2 Ind.PLO-14.3 Ind.PLO-14.4 Ind.PLO-14.5	T.14.2 T.14.3 T.14.4 T.14.5	S T14-80	
12	MK-12	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST14) 170 / 45 hours = 3.77 rounded to 4 credits
		PLO-14	Ind.PLO-14.2 Ind.PLO-14.3 Ind.PLO-14.4 Ind.PLO-14.5 Ind.PLO-14.6 Ind.PLO-14.7 Ind.PLO-14.8 Ind.PLO-14.9 Ind.PLO-14.10 Ind.PLO-14.11 Ind.PLO-14.12 Ind.PLO-14.13	T.14.2 T.14.3 T.14.4 T.14.5 T.14.6 T.14.7 T.14.8 T.14.9 T.14.10 T.14.11 T.14.12 T.14.13	S T14-160	
13	MK-13	PLO- ...	Ind.PLO- ...	T. ...	S T1 ...	...
		PLO- ...	Ind.PLO- ...	T. ...	S T ...	
14	MK-14	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-60	n credits = (ST1 + ST10) 335/45 hours = 6.1 rounded to 6 credits
		PLO-10	Ind.PLO-10.3 Ind.PLO-10.4 Ind.PLO-10.5	T.10.3 T.10.4 T.10.5	S T10-215	
15	MK-15	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-30	n credits = (ST1 + ST4) 95/45 hours = 2.1 rounded to 2 credits
		PLO-4	Ind.PLO-4.3 Ind.PLO-4.4	T.4.3 T.4.4	S T4-65	



Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
16	MK-16	PLO-4	Ind.PLO-4.1	T.4.1	S T4-100	n credits = (ST4) 100 / 45 hours = 2.2 rounded to 2 credits	
			Ind.PLO-4.2	T.4.2			
			Ind.PLO-4.3	T.4.3			
			Ind.PLO-4.4	T.4.4			
17	MK-17	PLO-3	Ind.PLO-3.1	T.3.1	S T3-90	n credits = (ST3) 90/45 hours = 2 credits	
			Ind.PLO-3.2	T.3.2			
18	MK-18	PLO-4	Ind.PLO-4.1	T.4.1	S T4-100	n credits = (ST4) 100 / 45 hours = 2.2 rounded to 2 credits	
			Ind.PLO-4.2	T.4.2			
			Ind.PLO-4.3	T.4.3			
			Ind.PLO-4.4	T.4.4			
19	MK-19	PLO-4	Ind.PLO-4.1	T.4.1	S T4-90	n credits = (ST4) 90/45 hours = 2 credits	
			Ind.PLO-4.2	T.4.2			
			Ind.PLO-4.3	T.4.3			
			Ind.PLO-4.4	T.4.4			
			Ind.PLO-4.5	T.4.5			
			Ind.PLO-4.6	T.4.6			
20	MK-20	PLO-4	Ind.PLO-4.1	T.4.1	S T4-90	n credits = (ST4) 90/45 hours = 2 credits	
			Ind.PLO-4.2	T.4.2			
			Ind.PLO-4.3	T.4.3			
			Ind.PLO-4.4	T.4.4			
21	MK-21	PLO-4	Ind.PLO-4.1	T.4.1	S T4-90	n credits = (ST4) 90/45 hours = 2 credits	
			Ind.PLO-4.2	T.4.2			
			Ind.PLO-4.3	T.4.3			
			Ind.PLO-4.4	T.4.4			
22	MK-22	PLO-4	Ind.PLO-4.1	T.4.1	S T4-100	n credits = (ST4) 100 / 45 hours = 2.2 rounded to 2 credits	
			Ind.PLO-4.2	T.4.2			
			Ind.PLO-4.3	T.4.3			
			Ind.PLO-4.4	T.4.4			
23	MK-23	PLO-2	Ind.PLO-2.1	T.2.1	S T2-56	n credits = (ST2 + ST6) 104 / 45 hours = 2.31 rounded to 2 credits	
			Ind.PLO-2.2	T.2.2			
		PLO-6	Ind.PLO-6.3	T.6.3	S T6-48		
			Ind.PLO-6.4	T.6.4			
			Ind.PLO-6.4	T.6.5			
24	MK-24	PLO-1	Ind.PLO-1.1	T.1.1	S T1-56	n credits = (ST1 + ST2 + ST6) 104 / 45 hours = 2.31 rounded to 2 credits	
			Ind.PLO-1.2	T.1.2			
		PLO-2	Ind.PLO-2.3	T.2.3			S T2&6 - 48
	Ind.PLO-2.4	T.2.4					
		PLO-6	Ind.PLO-6.5	T.6.5			
25	MK-25	PLO-2	Ind.PLO-2.1	T.2.1	S T2-60	n credits = (ST2 + ST6) 100 / 45 hours = 2.2 rounded to 2 credits	
			Ind.PLO-2.2	T.2.2			
		PLO-6	Ind.PLO-6.3	T.6.3	S T6-40		
			Ind.PLO-6.4	T.6.4			
			Ind.PLO-6.4	T.6.5			
26	MK-26	PLO-1	Ind.PLO-1.1	T.1.1	S T1-20	n credits = (ST1 + ST2 + ST6) 90/45	
		PLO-2	Ind.PLO-2.1	T.2.2	S T2-35		



Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
						hours = 2 credits
		PLO-6	Ind.PLO-6.1	T.6.3	S T6-35	
27	MK-27	PLO-3	Ind.PLO-3.1 Ind.PLO-3.2 Ind.PLO-3.3	T.3.1 T.3.2 T.3.3	S T3-92	n credits = (ST3) 92 / 45 hours = 2.04, rounded to 2 credits
28	MK-28	PLO-3	Ind.PLO-3.1 Ind.PLO-3.2 Ind.PLO-3.3 Ind.PLO-3.4 Ind.PLO-3.5 Ind.PLO-3.6	T.3.1 T.3.2 T.3.3 T.3.4 T.3.5 T.3.6	S T3-100	n credits = (ST3) 100 / 45 hours = 2.22, rounded to 2 credits
29	MK-29	PLO-3	Ind.PLO-3.1 Ind.PLO-3.2 Ind.PLO-3.3 Ind.PLO-3.4 Ind.PLO-3.5	T.3.1 T.3.2 T.3.3 T.3.4 T.3.5	S T3-96	n credits = (ST3) 96 / 45 hours = 2.13, rounded to 2 credits
30	MK-30	PLO-3	Ind.PLO-3.1 Ind.PLO-3.2 Ind.PLO-3.3 Ind.PLO-3.4 Ind.PLO-3.5	T.3.1 T.3.2 T.3.3 T.3.4 T.3.5	S T3-104	n credits = (ST3) 104 / 45 hours = 2.31, rounded to 2 credits
31	MK-31	PLO-3	Ind.PLO-3.1 Ind.PLO-3.2 Ind.PLO-3.3 Ind.PLO-3.4 Ind.PLO-3.5	T.3.1 T.3.2 T.3.3 T.3.4 T.3.5	S T3-102	n credits = (ST3) 102 / 45 hours = 2.26, rounded to 2 credits
32	MK-32	PLO-3	Ind.PLO-3.1 Ind.PLO-3.2 Ind.PLO-3.3 Ind.PLO-3.4 Ind.PLO-3.5	T.3.1 T.3.2 T.3.3 T.3.4 T.3.5	S T3-98	n credits = (ST3) 98 / 45 hours = 2.17, rounded to 2 credits
33	MK-33	PLO-3	Ind.PLO-3.1 Ind.PLO-3.2 Ind.PLO-3.3 Ind.PLO-3.4 Ind.PLO-3.5	T.3.1 T.3.2 T.3.3 T.3.4 T.3.5	S T3-98	n credits = (ST3) 98 / 45 hours = 2.17, rounded to 2 credits
34	MK-34	PLO-3	Ind.PLO-3.1 Ind.PLO-3.2 Ind.PLO-3.3 Ind.PLO-3.4 Ind.PLO-3.5	T.3.1 T.3.2 T.3.3 T.3.4 T.3.5	S T3-95	n credits = (ST3) 95 / 45 hours = 2.3, rounded to 2 credits
35	MK-35	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-25	n credits = (ST1 + ST3 + ST7) 135/45 hours = 3 credits
		PLO-3	Ind.PLO-2.3 Ind.PLO-2.4	T.2.3 T.2.4	S T2-40	
		PLO-7	Ind.PLO-7.5 Ind.PLO-7.6	T.7.5 T.7.6	S T6-70	
36	MK-36	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-25	n credits = (ST1 + ST3 + ST7) 135/45



Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
		PLO-3	Ind.PLO-2.3 Ind.PLO-2.4	T.2.3 T.2.4	S T2-40	hours = 3 credits
		PLO-7	Ind.PLO-7.5 Ind.PLO-7.6	T.7.5 T.7.6	S T6-70	
37	MK-37	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST9) 90/45 hours = 2 credits
		PLO-9	Ind.PLO-9.2 Ind.PLO-9.3 Ind.PLO-9.4 Ind.PLO-9.5	T.9.2 T.9.3 T.9.4 T.9.5	S T9-80	
38	MK-38	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST2 + ST5) 90/45 hours = 2 credits
		PLO-2	Ind.PLO-2.2 Ind.PLO-2.3	T.2.2 T.2.3	S T2-40	
		PLO-5	Ind.PLO-5.4 Ind.PLO-5.5	T.5.4 T.5.5	S T5-40	
39	MK-39	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST2 + ST7) 90/45 hours = 2 credits
		PLO-2	Ind.PLO-2.2 Ind.PLO-2.3 Ind.PLO-2.4	T.2.2 T.2.3 T.2.4	S T2-50	
		PLO-7	Ind.PLO-7.5 Ind.PLO-7.6	T.7.5 T.7.6	S T7-30	
40	MK-40	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2 Ind.PLO-1.3	T.1.1 T.1.2 T.1.3	S T1-30	n credits = (ST1 + ST2 + ST3 + ST4) 180 / 45 hours = 4 credits
		PLO-2	Ind.PLO-2.4 Ind.PLO-2.5 Ind.PLO-2.6 Ind.PLO-2.7	T.2.4 T.2.5 T.2.6 T.2.7	S T2-100	
		PLO-3	Ind.PLO-3.8	T.3.8	S T3-25	
		PLO-4	Ind.PLO-4.9	T.4.9	S T4-25	
41	MK-41	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-40	n credits = (ST1 + ST4) 40 + 55 / 45 hours = 2.1 rounded to 2 credits
		PLO-4	Ind.PLO-4.3 Ind.PLO-4.4	T.4.3 T.4.4	S T4-55	
42	MK-42	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-40	n credits = (ST1 + ST4) 40 + 55 / 45 hours = 2.1 rounded to 2 credits
		PLO-4	Ind.PLO-4.3 Ind.PLO-4.4	T.4.3 T.4.4	S T4-55	
43	MK-43	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-40	n credits = (ST1 + ST4) 40 + 55 / 45 hours = 2.1 rounded to 2 credits
		PLO-4	Ind.PLO-4.3 Ind.PLO-4.4	T.4.3 T.4.4	S T4-55	
44	MK-44	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-40	n credits = (ST1 + ST4) 40 + 55 / 45 hours = 2.1 rounded to 2 credits
		PLO-4	Ind.PLO-4.3 Ind.PLO-4.4	T.4.3 T.4.4	S T4-55	



Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
45	MK-45	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-35	n credits = (ST1 + ST3 + ST7) 135 / 45 hours = 3 credits
		PLO-3	Ind.PLO-3.3	T.3.3	S T3-35	
		PLO-7	Ind.PLO-7.4 Ind.PLO-7.5	T.7.4 T.7.5	S T7-65	
46	MK-46	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST3 + ST7) 140 / 45 hours = 3.1, rounded to 3 credits
		PLO-3	Ind.PLO-3.2 Ind.PLO-3.3	T.3.2 T.3.3	S T3-50	
		PLO-7	Ind.PLO-7.4 Ind.PLO-7.5	T.7.4 T.7.5	S T7-80	
47	MK-47	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST3 + ST5) 100 / 45 hours = 2.2, rounded to 2 credits
		PLO-3	Ind.PLO-3.2	T.3.2	S T3-10	
		PLO-5	Ind.PLO-5.3 Ind.PLO-5.4 Ind.PLO-5.5 Ind.PLO-5.6	T.5.3 T.5.4 T.5.5 T.5.6	S T7-80	
48	MK-48	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST3 + ST9) 105/45 hours = 2.33, rounded to 2 credits
		PLO-3	Ind.PLO-3.2 Ind.PLO-3.3 Ind.PLO-3.4	T.3.2 T.3.3 T.3.4	S T3-40	
		PLO-9	Ind.PLO-9.5 Ind.PLO-9.6 Ind.PLO-9.7	T.9.5 T.9.6 T.9.7	S T7-55	
49	MK-49	PLO-1	Ind.PLO-1.1	T.1.1	S T1-20	n credits = (ST1 + ST10) 135/45 hours = 3 credits
		PLO-10	Ind.PLO-10.2 Ind.PLO-10.3 Ind.PLO-10.4 Ind.PLO-10.5	T.10.2 T.10.3 T.10.4 T.10.5	S T10-85	
50	MK-50	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST10) 111/45 hours = 2.46, rounded to 2 credits
		PLO-10	Ind.PLO-10.2 Ind.PLO-10.3 Ind.PLO-10.4 Ind.PLO-10.5 Ind.PLO-10.6 Ind.PLO-10.7 Ind.PLO-10.8 Ind.PLO-10.9 Ind.PLO-10.10	T.10.2 T.10.3 T.10.4 T.10.5 T.10.6 T.10.7 T.10.8 T.10.9 T.10.10	S T10-101	
51	MK-51	PLO-1	Ind.PLO-1.1	T.1.1	S T1-10	n credits = (ST1 + ST10) 110/45 hours = 2.44, rounded to 2 credits
		PLO-10	Ind.PLO-10.2 Ind.PLO-10.3 Ind.PLO-10.4 Ind.PLO-10.5 Ind.PLO-10.6 Ind.PLO-10.7	T.10.2 T.10.3 T.10.4 T.10.5 T.10.6 T.10.7	S T10 - 100	
52	MK-52	PLO-1	Ind.PLO-1.1	T.1.1	S T1-20	n credits = (ST1 + ST10) 105/45
		PLO-10	Ind.PLO-10.2	T.10.2	S T10-85	



Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			Ind.PLO-10.3 Ind.PLO-10.4	T.10.3 T.10.4		hours = 2.33, rounded to 2 credits
53	MK-53	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1-30	n credits = (ST1 + ST10) 95/45 hours = 2.11, rounded to 2 credits
		PLO-10	Ind.PLO-10.3 Ind.PLO-10.4	T.10.3 T.10.4	S T10-65	
54	MK-54	PLO-12	Ind.PLO-12.1 Ind.PLO-12.2 Ind.PLO-12.3 Ind.PLO-12.4	T.12.1 T.12.2 T.12.3 T.12.4	S T12 - 100	n credits = (ST12) 100 / 45 hours = 2.22, rounded to 2 credits
55	MK-55	PLO-12	Ind.PLO-12.1 Ind.PLO-12.2 Ind.PLO-12.3 Ind.PLO-12.4 Ind.PLO-12.5 Ind.PLO-12.6 Ind.PLO-12.7 Ind.PLO-12.8	T.12.1 T.12.2 T.12.3 T.12.4 T.12.5 T.12.6 T.12.7 T.12.8	S T12 - 100	n credits = (ST12) 100 / 45 hours = 2.22, rounded to 2 credits
56	MK-56	PLO-13	Ind.PLO-13.1 Ind.PLO-13.2 Ind.PLO-13.3	T.13.1 T.13.2 T.13.3	S T13 - 100	n credits = (ST13) 100 / 45 hours = 2.22, rounded to 2 credits
57	MK-57	PLO-13	Ind.PLO-13.1 Ind.PLO-13.2 Ind.PLO-13.3 Ind.PLO-13.4 Ind.PLO-13.5	T.13.1 T.13.2 T.13.3 T.13.4 T.13.5	S T13 - 100	n credits = (ST13) 100 / 45 hours = 2.22, rounded to 2 credits
58	MK-58	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1 - 30	n credits = (ST1 + ST12) 100 / 45 hours = 2.22, rounded to 2 credits
		PLO-12	Ind.PLO-12.3 Ind.PLO-12.4	T.12.3 T.12.4	S T12 - 70	
59	MK-59	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1 - 30	n credits = (ST1 + ST13) 100 / 45 hours = 2.22, rounded to 2 credits
		PLO-12	Ind.PLO-12.3 Ind.PLO-12.4	T.12.3 T.12.4	S T12 - 70	
60	MK-60	PLO-13	Ind.PLO-13.1 Ind.PLO-13.2	T.13.1 T.13.2	S T13 - 100	n credits = (ST13) 100 / 45 hours = 2.22, rounded to 2 credits
61	MK-61	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1 - 30	n credits = (ST1 + ST13) 105 / 45 hours = 2.33, rounded to 2 credits
		PLO-13	Ind.PLO-13.3 Ind.PLO-13.4	T.13.3 T.13.4	S T13 - 75	
62	MK-62	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 90/45 hours = 2 credits
		PLO-11	Ind.PLO-11.2	T.11.2	S T11 -	



Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
			Ind.PLO-11.3 Ind.PLO-11.4 Ind.PLO-11.5 Ind.PLO-11.6	T.11.3 T.11.4 T.11.5 T.11.6	80	
63	MK-63	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 100 / 45 hours = 2.22, rounded to 2 credits
		PLO-11	Ind.PLO-11.2 Ind.PLO-11.3 Ind.PLO-11.4	T.11.2 T.11.3 T.11.4	S T11 - 90	
64	MK-64	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 90/45 hours = 2 credits
		PLO-11	Ind.PLO-11.2 Ind.PLO-11.3 Ind.PLO-11.4 Ind.PLO-11.5 Ind.PLO-11.6	T.11.2 T.11.3 T.11.4 T.11.5 T.11.6	S T11 - 80	
65	MK-65	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 90/45 hours = 2 credits
		PLO-11	Ind.PLO-11.2 Ind.PLO-11.3 Ind.PLO-11.4 Ind.PLO-11.5 Ind.PLO-11.6	T.11.2 T.11.3 T.11.4 T.11.5 T.11.6	S T11 - 80	
66	MK-66	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 90/45 hours = 2 credits
		PLO-11	Ind.PLO-11.2 Ind.PLO-11.3 Ind.PLO-11.4	T.11.2 T.11.3 T.11.4	S T11 - 80	
67	MK-67	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 90/45 hours = 2 credits
		PLO-11	Ind.PLO-11.2 Ind.PLO-11.3 Ind.PLO-11.4 Ind.PLO-11.5 Ind.PLO-11.6	T.11.2 T.11.3 T.11.4 T.11.5 T.11.6	S T11 - 80	
68	MK-68	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 90/45 hours = 2 credits
		PLO-11	Ind.PLO-11.2 Ind.PLO-11.3 Ind.PLO-11.4 Ind.PLO-11.5 Ind.PLO-11.6	T.11.2 T.11.3 T.11.4 T.11.5 T.11.6	S T11 - 80	
69	MK-69	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 95/45 hours = 2.1, rounded to 2 credits
		PLO-11	Ind.PLO-11.2 Ind.PLO-11.3 Ind.PLO-11.4	T.11.2 T.11.3 T.11.4	S T11 - 85	
70	MK-70	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 100 / 45 hours = 2.2, rounded to 2 credits
		PLO-11	Ind.PLO-11.2 Ind.PLO-11.3 Ind.PLO-11.4 Ind.PLO-11.5	T.11.2 T.11.3 T.11.4 T.11.5	S T11 - 85	



Course No.	Course Name	PLO assigned to the course	PLO Achievement Indicators	Time required to achieve PLO (in hours / credits)	Total (in hours / credits)	Conversion to credits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
71	MK-71	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 25	n credits = (ST1 + ST12) 95/45 hours = 2.1, rounded to 2 credits
		PLO-12	Ind.PLO-12.2 Ind.PLO-12.3	T.12.2 T.12.3	S T12 - 70	
72	MK-72	PLO-12	Ind.PLO-12.1 Ind.PLO-12.2 Ind.PLO-12.3	T.12.1 T.12.2 T.12.3	S T12 - 90	n credits = (ST1 + ST12) 90/45 hours = 2 credits
73	MK-73	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST11) 90/45 hours = 2 credits
		PLO-11	Ind.PLO-11.2 Ind.PLO-11.3 Ind.PLO-11.4 Ind.PLO-11.5 Ind. PLO-11.6	T.11.2 T.11.3 T.11.4 T.11.5 T.11.6	S T12 - 80	
74	MK-74	PLO-1	Ind.PLO-1.1 Ind.PLO-1.2	T.1.1 T.1.2	S T1 - 10	n credits = (ST1 + ST13) 105 / 45 hours = 2.3, rounded to 2 credits
		PLO-13	Ind.PLO-13.3 Ind.PLO-13.4 Ind.PLO-13.5 Ind. PLO-13.6 Ind. PLO-13.7 Ind. PLO-13.8	T.13.3 T.13.4 T.13.5 T.13.6 T.13.7 T.13.8	S T13 - 95	
75	MK-75	PLO-1	Ind.PLO-1.1	T.1.1	S T1 - 10	n credits = (ST1 + ST13) 100 / 45 hours = 2.2, rounded to 2 credits
		PLO-13	Ind.PLO-13.2 Ind.PLO-13.3 Ind.PLO-13.4 Ind.PLO-13.5 Ind. PLO-13.6 Ind. PLO-13.7	T.13.2 T.13.3 T.13.4 T.13.5 T.13.6 T.13.7	S T13 - 90	



**Table 6.4 PLO - Course Mapping Matrix**

No	Course Name	PLO													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Semester 1</b>															
1	Religious Education														
2	PGRI Education														
3	Professional Ethics in Guidance and Counselling														
4	Philosophy of Education														
5	General Psychology														
6	Social Psychology														
7	Foundations of Education														
8	Student Development														
9	Civic Education														
10	Fundamentals of Guidance and Counselling														
<b>Semester 2</b>															
11	Pancasila Education														



No	Course Name	PLO													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
12	Indonesian Language														
13	English														
14	Foundations of Guidance and Counselling														
15	Career Guidance														
16	Personal and Social Guidance														
17	Learning Guidance and Counselling														
18	Educational Psychology														
19	Basic counselling skills														
20	Non-Test-Based Individual Assessment														
<b>Semester 3</b>															
21	Fundamentals of Multimedia Guidance and Counselling														
22	Test-Based Individual Assessment														
23	Non-test individual assessment practicum														



No	Course Name	PLO													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
24	Classical Guidance														
25	Group guidance														
26	Psychodynamic counselling														
27	Humanistic counselling														
28	Group dynamics														
29	Quantitative research methodology														
30	English for the Study Programme														
Semester 4															
31	Qualitative Research Methodology														
32	Classical Guidance Practicum														
33	Group guidance practicum														
34	Cognitive and Behavioural Counselling														
35	Postmodern counselling														



No	Course Name	PLO													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
36	Statistics														
37	Guidance and Counselling Management														
38	Test-Based Individual Assessment Practicum														
39	Training Management														
Semester 5															
40	Individual counselling														
41	Group counselling														
42	Scientific Article Writing Techniques														
43	Guidance and Counselling Evaluation and Supervision														
44	Media Technology and Innovation in Guidance and Counselling														
45	Mental Health														
46	Thesis proposal writing techniques and seminars														
47	Exploratory Studies														



No	Course Name	PLO													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Semester 6</b>															
48	Crisis counselling														
49	Multicultural guidance and counselling														
50	guidance and counselling for children with special needs														
51	Family guidance and counselling														
52	Community counselling														
53	Technology-based entrepreneurship														
54	child and adolescent counselling														
<b>Semester 7</b>															
55	Internship– Curriculum Analysis														
56	Internship-Service Plan Development														
57	Internship-Development of Guidance and Counselling Service Materials														
58	Internship-Service Practice														



No	Course Name	PLO													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
59	Multimedia Design Planning														
60	Multimedia Development in Guidance and Counselling														
61	Outbound training														
62	Leadership														
63	Cyber Counselling														
64	Digital Communication Ethics														
65	Digital Personal Branding														
66	Counselling for Business and Industry														
67	Effective Communication and Public Speaking														
68	Training Risk Management														
<b>Semester 8</b>															
69	Final Project														
70	Community Service Programme - Problem Solving in the Community														



\*\*) Must be able to use MS Excel

## 7 Organisation of study programme courses

Table 7.1. Course Organisation

No	Credit	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Core Modules	Distinctive Course	MPK	MKK	MKB	MPB	MBB	MKDK	
1	2	1125121601	Islamic Religious Education											
2	2	1125121602	Christian Religious Education											
3	2	1125121603	Catholic Religious Education											
4	2	1125121604	Buddhist Religious Education											
5	2	1125121605	Hindu Religious Education											
6	2	1125121606	Confucian Religious Education											
7	2	1125221610	PGRI Studies											
8	2	1125321615	Professional Ethics in Guidance and Counselling											



No	Credit	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Core Modules	Distinctive Course	MPK	MKK	MKB	MPB	MBB	MKDK	
9	2	1125321618	Philosophy of Education											
10	2	1125321620	General Psychology											
11	2	1125321621	Social Psychology											
12	2	1125321616	Foundations of Education											
13	2	1125321619	Student Development											
14	2	1125121608	Civic Education											
15	2	1125321627	Fundamentals of Guidance and Counselling											
16	2	1125121607	Pancasila Education											
17	2	1125121609	Indonesian Language											
18	2	1125221611	English											
19	2	1125321628	Foundations of Guidance and Counselling											



No	Credit	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Core Modules	Distinctive Course	MPK	MKK	MKB	MPB	MBB	MKDK	
20	2	1125321630	Career Guidance and Counselling											
21	2	1125321629	Personal and Social Guidance											
22	2	1125321631	Learning Guidance and Counselling											
23	2	1125321622	Educational Psychology											
24	2	1125321634	Basic Counselling Skills											
25	2	1125321623	Non-Test-Based Individual Assessment											
26	2	1125321654	Fundamentals of Multimedia in Guidance and Counselling											
27	2	1125321623	Non-Test-Based Individual Assessment											
28	2	1125322624	Non-Test-Based Individual Assessment Practicum											
29	2	1125321632	Classical Guidance											



No	Credit	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Core Modules	Distinctive Course	MPK	MKK	MKB	MPB	MBB	MKDK	
30	2	1125321633	Group Guidance											
31	2	1125321641	Psychodynamic Counselling											
32	2	1125321642	Humanistic Counselling											
33	2	1125321657	Group Dynamics											
34	2	1125321649	Quantitative Research Methods											
35	2	1125321617	English for the Study Programme											
36	2	1125321651	Qualitative Research Methodology											
37	3	1125332636	Classical Guidance Practicum											
38	3	1125332635	Group Guidance Practicum											
39	2	1125321643	Cognitive and Behavioural Counselling											
40	2	1125321644	Postmodern Counselling											



No	Credit	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Core Modules	Distinctive Course	MPK	MKK	MKB	MPB	MBB	MKDK	
41	2	1125321650	Statistics											
42	2	1125321647	Guidance and Counselling Management											
43	2	1125322624	Non-Test-Based Individual Assessment Practicum											
44	2	1125321656	Training Management											
45	3	1125332645	Individual Counselling											
46	3	1125332646	Group counselling											
47	2	1125321653	Scientific Article Writing Techniques											
48	2	1125321648	Guidance and Counselling Evaluation and Supervision											
49	2	1125321655	Media Technology and Innovation in Guidance and Counselling											
50	2	1125421666	Mental Health											



No	Credit	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Core Modules	Distinctive Course	MPK	MKK	MKB	MPB	MBB	MKDK	
51	2	1125323652	Thesis Proposal Writing Techniques and Seminar											
52	2	1125421669	Exploratory Studies											
53	2	1125421662	Crisis Counselling											
54	2	1125421664	Multicultural Guidance and Counselling											
55	2	1125421665	Guidance and Counselling for Children with Special Needs											
56	2	1125421667	Family Guidance and Counselling											
57	2	1125421668	Community Counselling											
58	4	1125342612	Technology-Based Entrepreneurship											
59	2	1125421663	Child and Adolescent Counselling											
60	4	1125344637	Internship-Curriculum Analysis											
61	2	1125324638	Internship-Service Plan Development											



No	Credit	Course Code	Course Name	Course Group				Course Group						
				Compulsory Course	Elective Course	Compulsory Core Modules	Distinctive Course	MPK	MKK	MKB	MPB	MBB	MKDK	
62	2	1125324639	Internship-Development of Guidance and Counselling Service Media											
63	2	1125324640	Internship-Service Implementation											
64	2	1125421659	Multimedia Design Planning											
65	2	1125421658	Multimedia Development in Guidance and Counselling											
66		1125421670	Cyber Counselling											
67	2	1125421671	Digital Communication Ethics											
68	2	1125421672	Digital Personal Branding											
69	2	1125421661	Outbound Training											
70	2	1125421660	Leadership											
71	2	1125421673	Counselling for Business and Industry											



No	Credit	Course Code	Course Name	Course Group				Course Group					
				Compulsory Course	Elective Course	Compulsory Core Modules	Distinctive Course	MPK	MKK	MKB	MPB	MBB	MKDK
72	2	1125421674	Effective Communication and Public Speaking										
73	2	1125421675	Training Risk Management										
74	6	1125765614	Final Project										
75	4	1125244613	Community Service Program										



**Table 7.2. Course Organisation Matrix**

Semester	Credit points	No. of Courses	Course Group									
			Compulsory Courses									
VIII	10	2										
VII	20	10	Internship – Curriculum Analysis (2 credits) (PLO 1 + PLO 5 + PLO 9)	Internship – Service Plan Development (2 credits) (PLO 1 + PLO 2 + PLO 5 + PLO 6)	Internship – Development of Guidance and Counselling Materials (2 credits) (PLO 1 + PLO 2 + PLO 7 + PLO 8)	Internship - Service Practice (4 credits) (PLO 1 + PLO 5 + PLO 7 + PLO 9)						
VI	16	8										
V	18	8	Individual Counselling (3 credits) (PLO 1 + PLO 3 + PLO 7 + PLO 8)	Group Counselling (3 credits) (PLO 1 + PLO 3 + PLO 7 + PLO 8)	Techniques for Writing and Publishing Scientific Articles (2 credits) (PLO 1 + PLO 10)	Evaluation and Supervision of Guidance and Counselling (2 credits) (PLO 3 + PLO 5 + PLO 9)	Guidance and Counselling Media Technology and Innovation (2 credits) (PLO 1 + PLO 12)	Techniques of Writing and Seminar on Thesis Proposals (2 credits) (PLO 1 + PLO 10)				
IV	20	9	Qualitative Research Methods (2 credits) (PLO 1 + PLO 10)	Classroom Supervision Practicum (3 credits) (PLO 1 + PLO 3 + PLO 7)	Group Counselling Practicum (3 credits) (PLO 1 + PLO 3 + PLO 7)	Cognitive and Behavioural Counselling (2 credits) (PLO 1 + PLO 4)	Postmodern Counselling (2 credits) (PLO 1 + PLO 4)	Statistics (2 credits) (PLO 1 + PLO 10)	Guidance and Counselling Management (2 credits) (PLO 3 + PLO 5)	PI Test Practicum (2 credits) (PLO 1 + PLO 2 + PLO 6)	Training Management (2 credits) (PLO 13)	
III	20	10	Fundamentals of Multimedia Guidance and Counselling (2 credits) (PLO 12)	PI Test (2 credits) (PLO 2 + PLO 6)	Classroom Guidance (2 credits) (PLO 3)	Group Counselling (2 credits) (PLO 3)	Psychodynamic Counselling (2 credits) (PLO 1 + PLO 4)	Humanistic Counselling (2 credits) (PLO 1 + PLO 4)	Professional English (2 credits) (PLO 4)	Non-Test PI Practicum (2 credits) (PLO 1 + PLO 2 + PLO 6)	Group Dynamics (2 credits) (PLO 13)	Quantitative Research Methods (2 credits) (PLO 1 + PLO 10)
II	20	10	Career Guidance (2 credits) (PLO 3)	Foundations of Guidance and Counselling (2 credits) (PLO 3)	Educational Psychology (2 credits) (PLO 4)	Basic Counselling Skills (2 credits) (PLO 3)	Personal and Social Guidance and Counselling (2 credits) (PLO 3)	Non-Test PI (2 credits) (PLO 2 + PLO 6)	Learning Guidance and Counselling (2 credits) (PLO 3)			
I	20	10	Professional Ethics in Guidance and Counselling (2 credits) (PLO 1 + PLO 4)	Philosophy of Education (2 credits) (PLO 4)	General Psychology (2 credits) (PLO 4)	Social Psychology (2 credits) (PLO 4)	Foundations of Education (2 credits) (PLO 4)	Learner Development (2 credits) (PLO 4)	Fundamentals of Guidance and			



			PLO 3)						Counselling (2 credits) (PLO 3)			
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Semester	Credits	No. of Courses	Course Group										
			Elective Courses					General Courses			UPGRIS Signature Courses		
VIII	10	2										Final Project (6 credits) (PLO 1 + PLO 10)	Community Service – Problem Solving in the Community (4 credits) (PLO 1 + PLO 11)
VII	20	10	Development of Guidance and Counselling Multimedia (2 credits) (PLO 1 + PLO 12)	Multimedia Guidance and Counselling Design (2 credits) (PLO 12)	Outdoor Training (2 credits) (PLO 1 + PLO 13)	Leadership (2 credits) (PLO 13)	Effective Communication and Public Speaking (PLO 1 + PLO 13)						
VI	16	8	Multicultural Counselling (2 credits) (PLO 1 + PLO 11)	Crisis Counselling (2 credits) (PLO 1 + PLO 11)	Guidance and Counselling for Children with Special Needs (2 credits) (PLO 1 + PLO 11)	Family Counselling (2 credits) (PLO 1 + PLO 11)	Community Counselling (2 credits) (PLO 1 + PLO 11)	Child and Adolescent Counselling (2 credits) (PLO 1 + PLO 11)				Technology-Based Entrepreneurship (4 credits) (PLO 1 + PLO 12 + PLO 13)	
V	18	8	Mental Health (2 credits) (PLO 1 + PLO 11)	Exploratory Studies (2 credits) (PLO 1 + PLO 11)									
IV	20	9											
III	20	10											
II	20	10								Pancasila Education (2 credits) (PLO 1 + PLO 14)	Indonesian Language (2 credits) (PLO 1 + PLO 14)	English (2 credits) (PLO 1 + PLO 14)	
I	20	10								Religious Education (2 credits) (PLO 1 + PLO 14)	Civics Education (2 credits) (PLO 1 + PLO 14)	Teacher Training (2 credits) (PLO 1)	



Organisasi Vertikal (kedalaman)



## 8 PLO Fulfilment Chart for Courses

**Table 8.1. Map of PLO Fulfilment in Courses**

Learning Outcomes / Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
PLO-1 Able to demonstrate character and conduct that reflect adaptability, enthusiasm and integrity as an expression of devotion to God Almighty.	Professional Ethics in Guidance and Counselling	Pancasila Education	Non-Test Individual Understanding Practicum	Qualitative Research Methods	Individual Counselling	Multicultural Counselling	Internship-Curriculum Analysis	Community Service
	PGRI Education	Indonesian Language	Quantitative Research Methods	Classical Guidance Practicum (Micro Guidance and Counselling 1)	Group Counselling	Crisis Counselling	Internship-Service Development and Planning	Final Project
	Civic Education	English	Psychodynamic Counselling	Group Counselling Practicum (Micro Counselling 2)	Technology and Innovation in Guidance and Counselling Media	Child Guidance and Counselling	Internship-Guidance and Counselling Media Development	
	Islamic Religious Education		Humanistic Counselling	Cognitive Behavioural Counselling	Writing Techniques and Thesis Proposal Seminar	Special Needs	Internship-Service Practice	
	Christian Religious Education			Postmodern Counselling	Mental Health	Family Guidance and Counselling	Outdoor Training	
	Catholic Religious Education			Statistics	Exploratory Studies	Community Counselling	Digital Communication Ethics	
	Buddhist Religious Education			Individual Assessment Practice		Child and Adolescent Counselling	Effective Communication and Public Speaking	
	Hindu Religious Education					Technology-Based Entrepreneurship	Training Risk Management	
	Confucian Religious Education						Business and Industry	



Learning Outcomes / Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
							Counselling	
PLO-2 Able to analyse service target requirements using standard procedures and those developed based on principles of human behaviour and instrument design		Non-Test Individual Assessment  Test-Based Individual Assessment	Non-Test Individual Assessment Practical  Practical Work on Test-Based Individual Assessment				Internship – Service Development and Planning	
PLO-3 Able to analyse theories to formulate the objectives, functions, principles, foundations, contexts, approaches, and procedures of guidance and counselling services and design guidance and counselling	Professional Ethics in Guidance and Counselling  Fundamentals of Guidance and Counselling	Guidance and Counselling Services  Career Guidance and Counselling  Personal and Social Guidance and Counselling  Learning Guidance  Basic Counselling Skills	Classroom Guidance  Group Guidance	Classroom Guidance Practicum  Counselling Management  Group Counselling Practicum	Individual Counselling  Group Counselling  Guidance and Counselling Evaluation and Supervision	Micro-guidance		



Learning Outcomes / Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
services for various types and levels of education using logical, critical, creative, systematic, innovative, and comprehensive thinking, as well as being able to formulate procedural problem-solving strategies.								
PLO-4 Able to analyse psychological and educational theories to support the implementation of guidance and counselling services	General Psychology Social Psychology Foundations of Education Learner Development	Educational Psychology	Psychodynamic Counselling  Humanistic Counselling  English for Professional Purposes	Cognitive Behavioural Counselling  Postmodern Counselling				
PLO-5 Able to develop comprehensive and empowering guidance and counselling programmes that are developmental, preventive, curative, and preparatory in				Guidance and Counselling Management			Intership-Curriculum Analysis  Intership-Service Plan Development  Intership-Development of Guidance and Counselling	



Learning Outcomes / Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
nature, as well as collaborative, across different types and levels of educational institutions, using logical, critical, creative, systematic, innovative, and comprehensive thinking, and utilising the results of needs analysis for the target service population							Materials Internship-Service Practice	
PLO-6 Able to manage data in accordance with the code of ethics to support the guidance and counselling services under their responsibility		Non-Test Individual Assessment	Test-Based Individual Assessment Non-Test Individual Assessment Practicum	Test-Based Individual Assessment Practicum				
PLO-7 Able to deliver basic services, responsive services, individual planning, and systemic support in classroom, group, and individual			Classroom Guidance Group Guidance		Individual Counselling Group Counselling	Micro Guidance	Internship-Practical Service	



Learning Outcomes / Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
settings using relevant methods, techniques, and multimedia, whilst taking into account the needs of service recipients arising from socio-cultural diversity across different types and levels of educational institutions								
PLO-8 Able to conduct individual and group counselling using psychodynamic, humanistic, behaviourist, cognitive, postmodern and integrative counselling approaches, procedures and techniques based on the problems faced by service recipients, adapted to their developmental stage and socio-cultural					Individual Counselling Group Counselling		Internship-Service Practice	



Learning Outcomes / Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
environment								
PLO-9 Able to carry out evaluation and supervision of the implementation of guidance and counselling service programmes, and report the results using information technology					Guidance and Counselling Evaluation and Supervision		Internship-Service Practice Internship-Curriculum Analysis	
PLO-10 Able to integrate scientific studies in the field of guidance and counselling in the form of research and publish scientific works in various academic forums			Quantitative Research Methods	Statistics Qualitative Research Methods	Writing Techniques and Seminar on Thesis Proposals Scientific Article Writing Techniques			Final Project



Learning Outcomes / Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
PLO-11 Able to carry out services within their remit in a multidisciplinary manner by maintaining a network of cooperation with supervisors, colleagues, other professions, and relevant institutions					Mental Health Exploratory Studies	Multicultural Guidance Crisis Counselling Guidance and Counselling for Children with Special Needs Family Counselling Community Counselling Child and Adolescent Counselling	Cyber Counselling Business and Industry Counselling	Community Service - Community Problem Solving
PLO-12 Able to design technology-based multimedia and become an entrepreneur in the field of guidance and counselling who utilises multimedia skills, adapts to technological changes and the dynamic needs of the workplace.			Fundamentals of Guidance and Counselling		Technology and Innovation in Guidance and Counselling	Technology-Based Entrepreneurship	Design of Guidance and Counselling Multimedia Development of Guidance and Counselling Multimedia Ethics of Digital Communication Digital Personal Branding	



Learning Outcomes / Sub-Learning Outcomes	Course Name/Course Block/Semi-Block							
	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
PLO-13 Able to manage training programmes for group performance improvement and personal development in accordance with needs analysis			Group Dynamics	Training Management		Technology-Based Entrepreneurship	Leadership Outdoor Training Effective Communication and Public Speaking Risk Management Training	
PLO-14 Evaluating and integrating concepts of religion, nationalism, the constitution, language, and technology-based entrepreneurship with the 5A values (anti-violence, anti-drugs, anti-bullying, anti-intolerance, and anti-corruption) to support the development of professional knowledge and practice	Religious Education Civics Education PGRI Education Islamic Religious Education Christian Religious Education Catholic Religious Education Buddhist Religious Education Confucian Religious Education Hindu Religious Education	Pancasila Education Indonesian English						Community Service (KKN) – Problem Solving in the Community

**Notes:**

**For the Course Name field – mark with an X if the course has a strong correlation, and XX if it has a very strong correlation**



## 9 Distribution of Courses per Semester and Scheduling of PLO Assessments

### 9.1. Distribution of Courses

**Table 9.1. List of Courses for Semester I**

#### Semester I

No	Course Code	Course	T	P	S	L	TA	Total credits	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	1125121601	Islamic Religious Education	1	1	2				
2	1125121602	Christian Religious Education	1	1	2				
3	1125121603	Catholic Religious Education	1	1	2				
4	1125121604	Buddhist Religious Education	1	1	2				
5	1125121605	Hindu Religious Education	1	1	2				
6	1125121606	Confucian Religious Education	1	1	2				
7	1125221610	PGRI Studies	1	1	2				
8	1125321615	Professional Ethics in Guidance and Counselling	2	-	2				
9	1125321618	Philosophy of Education	2	-	2				
10	1125321620	General Psychology	2	-	2				
11	1125321621	Social Psychology	2	-	2				
12	1125321616	Foundations of Education	2	-	2				
13	1125321619	Student Development	2	-	2				
14	1125121608	Civic Education	1	1	2				
15	1125321627	Fundamentals of Guidance and Counselling	2	-	2				
<b>Total Credit Load for Semester I</b>			<b>17</b>	<b>3</b>				<b>20</b>	

#### Semester II

No	Course Code	Course	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	1125121607	Pancasila Education	1	1				2	
2	1125121609	Indonesian Language	1	1				2	
3	1125221611	English	1	1				2	
4	1125321628	Foundations of Guidance	2					2	Fundamen



No	Course Code	Course	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		and Counselling							tals of Guidance and Counselling
5	1125321630	Career Guidance and Counselling	2					2	Career Guidance Basics
6	1125321629	Personal and Social Guidance and Counselling	2					2	Fundamentals of Guidance and Counselling
7	1125321631	Learning Guidance and Counselling	2					2	Guidance and Counselling Basics
8	1125321622	Educational Psychology	2					2	
9	1125321634	Basic Counselling Skills	1	1				2	
10	1125321623	Non-Test-Based Individual Assessment	2					2	
<b>Total Course Load for Semester II</b>			<b>16</b>	<b>4</b>				<b>20</b>	

### Semester 3

No	Course Code	Course	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	1125321654	Fundamentals of Multimedia in Guidance and Counselling	1	1				2	
2	1125321623	Non-Test-Based Individual Assessment	2					2	
3	1125322624	Non-Test-Based Individual Assessment Practicum		1		1		2	non-test individual assessment
4	1125321632	Classical Guidance	2					2	
5	1125321633	Group Guidance	2					2	
6	1125321641	Psychodynamic	1					2	basic



		Counselling							counselling skills
7	1125321642	Humanistic Counselling	1					2	basic counselling skills
8	1125321657	Group Dynamics	1					2	
9	1125321649	Quantitative Research Methods	2					2	
10	1125321617	English for the Study Programme	1	1				2	
<b>Total Course Load for Semester III</b>								<b>20</b>	

#### Semester IV

No	Course Code	Course	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	1125321651	Qualitative Research Methodology	2					2	
2	1125332636	Classical Guidance Practicum		2		1		3	classical guidance
3	1125332635	Group Guidance Practicum		2		1		3	group counselling
4	1125321643	Cognitive and Behavioural Counselling	1		1			2	basic counselling skills
5	1125321644	Postmodern Counselling	1		1			2	basic counselling skills
6	1125321650	Statistics	1	1				2	quantitative research methods
7	1125321647	Guidance and Counselling Management	1	1				2	
8	1125322624	Non-Test-Based Individual Assessment Practicum		1		1		2	Individual Test Understanding
9	1125321656	Training Management	1	1				2	
<b>Total Course Load for Semester IV</b>			<b>7</b>	<b>8</b>	<b>2</b>	<b>3</b>		<b>18</b>	



**Semester V**

No	Course Code	Course	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	1125332645	Individual Counselling		2		1		3	Basic counselling skills, psychodynamic counselling, humanistic counselling, cognitive-behavioural counselling, postmodern counselling
2	1125332646	Group Counselling		2		1		3	group guidance
3	1125321653	Scientific Article Writing Techniques	1	1				2	
4	1125321648	Guidance and Counselling Evaluation and Supervision	1	1				2	
5	1125321655	Media Technology and Innovation in Guidance and Counselling	1	1				2	Guidance and Counselling Multimedia Basics
6	1125421666	Mental Health	2					2	
7	1125323652	Thesis Proposal Writing Techniques and Seminar	1	1				2	statistics, qualitative research methods, quantitative research
8	1125421669	Exploratory Studies				2		2	
<b>Total Course Load for Semester V</b>									



### Semester VI

No	Course Code	Course	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	1125421662	Crisis Counselling	1	1				2	
2	1125421664	Multicultural Guidance and Counselling	1	1				2	
3	1125421665	Guidance and Counselling for Children with Special Needs	1	1				2	
4	1125421667	Family Guidance and Counselling	1	1				2	
5	1125421668	Community Counselling	1	1				2	
6	1125342612	Technology-Based Entrepreneurship	1	2		1		4	
7	1125421663	Child and Adolescent Counselling	1	1				2	
Total Course Load for Semester VI								16	

### Semester VII

No	Course Code	Course	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Teaching Placement (for Education Programmes)								
1	1125344637	Internship-Curriculum Analysis						2	
2	1125324638	Internship – Service Plan Development						2	
3	1125324639	Internship – Development of Guidance and Counselling Service Media						2	
4	1125324640	Internship –						4	



No	Course Code	Course	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
		Service Implementation								
			Total credits						10	
	CoE Media Guidance and Counselling Elective Courses (10 credits)									
6	1125421659	Multimedia Design Planning		1		1		2		
7	1125421658	Multimedia Development in Guidance and Counselling		1		1		2		
8	1125421670	Cyber Counselling				2		2		
9	1125421671	Digital Communication Ethics				2		2		
10	1125421672	Digital Personal Branding				2		2		
	CoE Elective Course: Career Guidance Training (10 credits)		Total Credits						10	
6	1125421661	Outbound Training		1		1		2		
7	1125421660	Leadership		1		1		2		
8	1125421673	Counselling for Business and Industry				2		2		
9	1125421674	Effective Communication and Public Speaking				2		2		
10	1125421675	Training Risk management				2		2		
			Total credits						10	
	Elective courses taken within the programme (if									



No	Course Code	Course	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
	CoE1 and CoE2 are not passed)									
6	1125421659	Multimedia Design Planning		1		1		2		
7	1125421658	Multimedia Development in Guidance and Counselling		1		1		2		
8	1125421661	Outbound Training		1		1		2		
9	1125421660	Leadership		1		1		2		
10	1125421674	Effective Communication and Public Speaking		1		1		2		
			Total credits						10	
	Total Course Load for Semester VII							20		

#### Semester VIII

No	Course Code	Course Code	T	P	S	L	TA	Total Credit Hours	Course Name Prerequisites
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	1125765614	Final Project				6		6	
2	1125244613	Community Service Program				4		4	
	<b>Total Course Load for Semester VIII</b>							<b>10</b>	



## 9. 2 PLO Assessment Scheduling

Table 9.2 PLO assessment schedule table for study programmes outside the field of engineering

NO	COURSE CODE	COURSE NAME	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
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
1	1125121601	Islamic Religious Education	1													1
2	1125121602	Christian Religious Education	1													1
3	1125121603	Catholic Religious Education	1													1
4	1125121604	Buddhist Religious Education	1													1
5	1125121605	Hindu Religious Education	1													1
6	1125121606	Confucian Religious Education	1													1
7	1125121607	Pancasila Education	2													2
8	1125121608	Civics Education	1													1
9	1125121609	Indonesian Language Education	2													2
10	1125221610	PGRI Studies	1													1
11	1125221611	English Language Education	2													2
12	1125342612	Technology-Based Entrepreneurship	6													6
13	1125244613	Community Service Program	8										8			8
14	1125765614	Final Project	8									8				



NO	COURSE CODE	COURSE NAME	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
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
15	1125321615	Professional Ethics in Guidance and Counselling	1			1										
16	1125321616	Foundations of Education				1										
17	1125321617	English for the Study Programme				3										
18	1125321618	Philosophy of Education				1										
19	1125321619	Student Development				1										
20	1125321620	General Psychology				1										
21	1125321621	Social Psychology				1										
22	1125321622	Educational Psychology				2										
23	1125321623	Non-Test-Based Individual Assessment		2				2								
24	1125322624	Non-Test-Based Individual Assessment Practicum	3	3				3								
25	1125321625	Individual Test Understanding		3				3								
26	1125322626	Individual Test Understanding Practical	4	4				4								



NO	COURSE CODE	COURSE NAME	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
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
27	1125321627	Fundamentals of Guidance and Counselling			1											
28	1125321628	Foundations of Guidance and Counselling			2											
29	1125321629	Personal and Social Guidance and Counselling			2											
30	1125321630	Career Guidance and Counselling			2											
31	1125321631	Learning Guidance and Counselling			2											
32	1125321632	Classical Guidance			3											
33	1125321633	Group Guidance			3											
34	1125321634	Basic Counselling Skills			2											
35	1125332635	Group Guidance Practicum	4		4				4							
36	1125332636	Classical Guidance Practicum	4		4				4							
37	1125344637	Internship – Curriculum Analysis	7				7		7	7	7	7				
38	1125324638	Internship – Service Plan Development	7				7				7					
39	1125324639	Internship –	7	7			7			7						



NO	COURSE CODE	COURSE NAME	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
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
		Development of Guidance and Counselling Service Media														
40	1125324640	Internship – Service Implementation	7	7					7	7		7				
41	1125321641	Psychodynamic Counselling	3			3										
42	1125321642	Humanistic Counselling	3			3										
43	1125321643	Cognitive and Behavioural Counselling	4			4										
44	1125321644	Postmodern Counselling	4			4										
45	1125332645	Individual Counselling	5		5				5	5						
46	1125332646	Group Counselling	5		5				5	5						
47	1125321647	Guidance and Counselling Management			4		4									
48	1125321648	Guidance and Counselling Evaluation and Supervision	5		5						5					
49	1125321649	Quantitative Research Methods	3									3				



NO	COURSE CODE	COURSE NAME	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
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
50	1125321650	Statistics	4									4				
51	1125321651	Qualitative Research Methodology	4									4				
52	1125323652	Thesis Proposal Writing Techniques and Seminar	5									5				
53	1125321653	Scientific Article Writing Techniques	5									5				
54	1125321654	Fundamentals of Multimedia in Guidance and Counselling												3		
55	1125321655	Media Technology and Innovation in Guidance and Counselling	5											5		
56	1125321656	Training Management													4	
57	1125321657	Group Dynamics													3	
58	1125421658	Multimedia Development in Guidance and Counselling	7											7		
59	1125421659	Multimedia Design Planning												7		
60	1125421660	Leadership													7	



NO	COURSE CODE	COURSE NAME	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
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
61	1125421661	Outbound Training	7												7	
62	1125421662	Crisis Counselling	6										6			
63	1125421663	Child and Adolescent Counselling	6										6			
64	1125421664	Multicultural Guidance and Counselling	6										6			
65	1125421665	Guidance and Counselling for Children with Special Needs	6										6			
66	1125421666	Mental Health	5										5			
67	1125421667	Family Guidance and Counselling	6										6			
68	1125421668	Community Counselling	6										6			
69	1125421669	Exploratory Studies	5										5			
70	1125421670	Business and Industry Counselling	7												7	
71	1125421671	Digital Communication Ethics	7											7		
72	1125421672	Digital Personal Branding	7											7		
73	1125421673	Counselling for												7		



NO	COURSE CODE	COURSE NAME	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
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
		Business and Industry														
74	1125421674	Effective Communication and Public Speaking	7												7	
75	1125421675	Training Risk Management	7												7	



## 10 Learning Assessment

Learning assessment is a systematic process of collecting, analysing and interpreting information to determine the extent to which learners have achieved learning objectives. Its mechanisms and procedures involve several stages:

### 1. Assessment Planning:

- a. Determining Assessment Objectives: What do we wish to measure? (For example, conceptual understanding, practical skills, attitudes).
- b. Selection of Aspects to be Assessed: Determining the dimensions or criteria that will be the focus of the assessment.
- c. Setting Assessment Standards: Clear and specific criteria for success for each aspect being assessed.
- d. Selection of Techniques and Instruments: Deciding how information will be collected (e.g., observation, tests, projects) and what tools will be used (e.g., rubrics, observation sheets, questions).
- e. Scheduling the Assessment: Determining when the assessment will take place.

### 2. Conducting the Assessment:

- a. Data Collection: Applying the selected techniques and instruments to gather information about student learning. This may involve observation during group discussions, collecting project assignments, administering tests, or conducting interviews.
- b. Data Recording: Systematically recording all the information obtained.

### 3. Data Analysis and Interpretation:

- a. Data Processing: Organising and calculating scores or the information collected.
- b. Interpretation of Results: Making sense of the processed data. Comparing results with established standards to determine students' level of achievement.



#### **4. Reporting Assessment Results:**

- a. Communication of Information: Communicating assessment results to students. Reports must be clear, informative and easy to understand.
- b. Providing Feedback: Providing constructive information to students regarding their strengths and areas for improvement.

#### **5. Follow-up on Assessment:**

Utilising Results: Using information from the assessment to make decisions about future learning, such as adjustments to teaching strategies, remedial programmes, or enrichment.

### **Assessment Techniques and Instruments**

Assessment of the Learning Process (Using Rubrics)

Techniques : Observation, Assignments, Group Discussions, and Presentations.

Instruments : A rubric is an assessment tool containing a set of criteria for evaluating student performance in a task, activity, or skill. A rubric outlines various levels of performance quality, from the lowest to the highest, along with clear descriptions for each level.

Example of Rubric Application for Process Assessment:

- a. Group Discussion Process: A rubric can assess aspects such as active participation, the ability to express ideas, listening skills, respect for others' opinions, and the quality of contributions to the discussion.
- b. Essay Writing Process: A rubric can assess stages such as planning, organising ideas, developing arguments, language use, and revision.
- c. Counselling Practicum Process: Rubrics can assess work procedures, attention to detail, accuracy in the use of techniques, and data recording.



Advantages of Using Rubrics in Process Assessment:

- a. Transparency: Students clearly understand what is expected of them and how their performance will be assessed.
- b. Objectivity: Reduces subjectivity in assessment due to clear criteria.
- c. Specific Feedback: Enables teachers to provide detailed and constructive feedback to students regarding areas needing improvement.
- d. Self-Development: Encourages students to reflect on and improve their own performance.

### **Assessment of Learning Outcomes (Using Portfolios)**

Techniques : Collection of Work, Review of Work, Portfolio Presentation.

Instrument : A portfolio is a systematic collection of a student's work or evidence of learning that demonstrates their effort, progress, and achievements in one or more areas. A portfolio may contain various types of evidence, such as essays, project reports, drawings, audio/video recordings, test results, reflective journals, or evidence of participation.

Example of Portfolio Application for Assessment of Learning Outcomes:

1. Graphic Design Portfolio:  
Contains a collection of completed designs, initial sketches, and descriptions of the creative process behind each design.
2. Counselling Portfolio:  
Contains solutions to complex problems, counselling projects, reflections on problem-solving strategies, and feedback forms completed by clients.

Advantages of Using Portfolios in Assessment:

- a. Comprehensive: Provides a more complete picture of a student's abilities than a single test.
- b. Authentic: Reflects real-world learning and transferable skills.



- c. Process- and Outcome-Based: Whilst focusing on outcomes, portfolios often include elements that demonstrate the process behind those outcomes.
- d. Reflective: Encourages students to reflect on their own learning and identify areas of strength and weakness.
- e. Motivation: Increases student motivation as they take ownership of their work and see their progress over time.

### **Characteristics of Assessment**

Learning assessment has several essential characteristics:

- a. Comprehensive: Assessment does not focus solely on a single aspect of learning, but encompasses various dimensions such as knowledge, skills, and attitudes. This ensures a complete picture of a pupil's development.
- b. Continuous: Assessment is an ongoing process throughout the learning process, not just at the end of a term. This allows teachers to monitor students' progress in real time and provide timely intervention.
- c. Objective: Assessment must be based on clear and observable criteria, minimising the assessor's personal bias. The use of rubrics and structured instruments helps to enhance objectivity.
- d. Authentic: Assessment should reflect tasks and situations relevant to the real world, rather than merely rote tests. This ensures that the skills being assessed are meaningful and applicable.
- e. Educative: Assessment must provide constructive feedback to students to help them learn and improve. It is not merely about assigning marks, but about facilitating learning.
- f. Valid: Assessment instruments must measure what they are intended to measure. If an instrument is designed to measure conceptual understanding, it must genuinely measure conceptual understanding, not merely the ability to recall facts.
- g. Reliable (Consistent): Assessment results must be consistent when repeated under similar conditions. This means that if a student is assessed twice on the same task by different assessors or at different times, the results should be similar.



## 10.1 Rubric

A rubric is an assessment guide or guideline that describes the desired criteria for assessing or grading students' learning outcomes. A rubric consists of the dimensions or aspects being assessed and the criteria for students' learning outcomes or indicators of learning achievement.


The purpose of assessment using a rubric:

- a. To clarify the dimensions or aspects and levels of assessment of students' learning outcomes;
- b. To serve as a driver or motivator for students to achieve their learning outcomes.

A rubric may be comprehensive or general in nature, or it may be specific, applying only to a particular topic or a specific learning outcome.



Example of a question sheet as part of an assessment instrument:

 UNIVERSITY PGRI SEMARANG	<b>FIP UNIVERSITY OF PGRI SEMARANG</b>	Document No.	FM-UTS- EVEN-24/25
	<b>MID-SEMESTER EXAM QUESTIONS</b>	Revision No.	00
		Effective Date	April 2025
		Page	1 of 1

Course : Child and Adolescent Counselling  
Program : Guidance and Counselling  
Semester : VI  
Time : Thursday, 07.30–10.00 (25 April 2025)  
Lecturer : Dr Dini Rakhmawati, BEd, MEd

---

#### Instructions:

1. Read the questions carefully.
2. Provide your answers by referring to relevant theories.
3. Answers identical to those of a fellow student will receive a score of 0.

**Sub-CPMK 2: Students are able to identify and analyze the need for collaboration with various other professions (e.g. psychologists, doctors, teachers, social workers) and relevant institutions (e.g. schools, children's homes, social services) in the handling of child and adolescent counselling cases.**

Question 1: A Case of a Teenager Suspected of Drug Abuse and the Role of Interdisciplinary Collaboration (50%)

You are a counsellor at a youth rehabilitation centre. You are handling the case of Bima (16 years old), who is suspected of being involved in drug abuse, exhibits drastic behavioural changes, frequently skips school, and has a history of family discord.

#### Question:

1. Apart from professionals at the rehabilitation centre, name **at least three** other **professions** that need to be involved in handling Bima's case.
2. Explain **the urgency of collaboration** with each of these professions based on Bima's needs (whether physical, psychological, or social).
3. Explain **the potential challenges** in collaborating on a case such as this and how to overcome them.



## Question 2: Analysis of Collaboration Needs in a Bullying Case (50%)

A school counsellor receives a report that a secondary school pupil, let's call her Ana (13 years old), is frequently the victim of verbal and physical bullying by several of her classmates. Ana is showing signs of anxiety, is afraid to go to school, and her academic performance has dropped drastically.

### Question:

1. Identify at least **three professions** that you consider most crucial to involve in the handling of Ana's case.
2. Explain **the urgency of collaboration** with each of these professions in supporting the child's recovery and protection.
3. How can a counsellor analyse **potential challenges and maintain effective collaboration** with these parties?

### Assessment rubric:

Assessment Criteria	4 (Very Good)	3 (Good)	2 (Adequate)	1 (Poor)	Weighting
<b>1. Identification of Professions (Min. 3)</b>	Identifying <b>more than three</b> relevant and essential professions (e.g., Doctors/Psychiatrists, Social Workers, Teachers/School Staff, Police/National Narcotics Agency, Lawyers), demonstrating a broad understanding.	Identifying <b>exactly three</b> relevant professions that are crucial for case management	Identifying <b>two relevant professions</b> or three professions, but one of which is less essential.	Identifying <b>one profession</b> or an irrelevant profession.	<b>25%</b>
<b>2. Urgency of Collaboration &amp; Needs (Physical, Psychological, Social)</b>	Explaining <b>the urgency and specific role</b> of each profession in	Explains the urgency and specific role of each profession in	The explanation of the urgency and specific	The explanation is <b>unclear, irrelevant, or fails to link</b>	<b>50%</b>



Assessment Criteria	4 (Very Good)	3 (Good)	2 (Adequate)	1 (Poor)	Weighting
	<p><b>great detail and logically,</b> explicitly linking them to the client's needs (physical, psychological, social). Providing <b>strong justification</b> as to why such collaboration is crucial.</p>	<p><b>sufficient detail and logically,</b> linking them to the client's needs. The justification is reasonably clear.</p>	<p>roles <b>lacks detail</b> or relates only to some of the client's needs. The justification is not strong enough.</p>	<p>the professional's role to the client's needs</p>	
<p><b>3. Potential Challenges &amp; How to Overcome Them</b></p>	<p>Identifying <b>more than two</b> relevant potential challenges to collaboration and providing <b>realistic, innovative, and detailed solutions</b> to address them.</p>	<p>Identifies <b>two</b> relevant <b>potential challenges</b> and provides <b>realistic solutions</b> to address them.</p>	<p>Identifies <b>one potential challenge</b> or a challenge that is less relevant, and/or the solutions provided are <b>less realistic/specific</b>.</p>	<p>Unable to identify challenges or provide solutions, or explanations <b>are very general/inappropriate</b>.</p>	<p><b>25%</b></p>



Assessment Criteria	4 (Very Good)	3 (Good)	2 (Adequate)	1 (Poor)	Weighting
<b>Grammar and Structure</b>	Uses <b>excellent and standard</b> Indonesian, with appropriate word choice and a <b>highly logical and coherent</b> essay structure. Ideas are conveyed very clearly and are easy to understand.	Uses <b>good and standard</b> Indonesian, with a logical and coherent essay structure. Ideas are conveyed clearly.	There are some grammatical errors or errors in word choice, or the essay structure is <b>less coherent</b> , making it slightly difficult to understand.	There are many grammatical errors or the essay structure <b>is unclear</b> , making it difficult to understand the intended meaning of the answer.	(Suggested as bonus points or used as a minor penalty ; not included in the main weighting of the question)

## 10.2 Portfolio of Learning Outcomes

A portfolio is an instrument/document for assessing learning outcomes based on a collection of information demonstrating the development of a student's PLO achievements over a specific period. This information may consist of the student's best work from the learning process or work demonstrating the development of their ability to achieve learning outcomes.

## 11 Implementation of Students' Learning Rights (Maximum 3 Semesters)

Activities to Fulfil the Learning Load Outside the Study Programme are learning processes carried out outside the Study Programme, both within UPGRIS and outside UPGRIS, consisting of:

1. Learning within other study programmes within UPGRIS;
2. learning within the same study programme at higher education institutions outside UPGRIS;
3. Learning within other study programmes at higher education institutions outside UPGRIS; and



#### 4. Learning at non-higher education institutions

The scope of activities for fulfilling the study load outside the study programme comprises 8 (eight) learning activities, including:

1. Internships/Work Placements;
2. Village Development/Thematic Community Service;
3. Student exchange;
4. Humanitarian Projects;
5. Research;
6. Entrepreneurship Activities;
7. Independent Studies/Projects; and
8. Teaching Assistance in Educational Institutions
9. National defence

### 11.1. Implementation Model for Forms of Learning Outside the Study Programme

**Table 11.1. Implementation Model for Learning Activities Outside the Degree Programme**

Learning Activities for Undergraduate / Applied Undergraduate Students, 144 credits								
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
	20 credits	20 credits	20 credits	20 credits	18 credits	16 credits	20 credits	10 credits
1	Programme Courses (7) Core Courses (2) Distinctive Courses (1)	Compulsory Course (2) Programme Courses (7) Characteristic Course (1)	Programme Courses (10)	Programme Courses (9)	Programme Courses (5) Elective Courses (2) Courses outside the Programme within the University (1)	Elective Courses (6) Distinctive Courses (1)	Compulsory Internship Courses (4) Elective Courses (10)	Distinctive Courses (2)



## 11.2. Courses (MK) that must be Taken within the Programme of Study

Table 11.2. Compulsory Courses

No	Course Code	Course (MK)	CREDITS	DESCRIPTION
1	1125321615	Professional Ethics in Guidance and Counselling	2	Semester 1
2	1125321618	Philosophy of Education	2	Semester 1
3	1125321620	General Psychology	2	Semester 1
4	1125321621	Social Psychology	2	Semester 1
5	1125321616	Foundations of Education	2	Semester 1
6	1125321619	Student Development	2	Semester 1
7	1125121608	Civics Education	2	Semester 1
8	1125321627	Fundamentals of Guidance and Counselling	2	Semester 1
9	1125321628	Foundations of Guidance and Counselling	2	Prerequisite Course: Fundamentals of Guidance and Counselling, Semester 2
10	1125321630	Career Guidance and Counselling	2	Prerequisite Course: Fundamentals of Guidance and Counselling, Semester 2
11	1125321629	Personal and Social Guidance and Counselling	2	Prerequisite Course: Fundamentals of Guidance and Counselling, Semester 2
12	1125321631	Learning Guidance and Counselling	2	Prerequisite Course: Fundamentals of Guidance and Counselling, Semester 2
13	1125321622	Educational Psychology	2	Semester 2
14	1125321634	Basic Counselling Skills	2	Semester 2
15	1125321623	Non-Test-Based Individual Assessment	2	Semester 2
16	1125321654	Fundamentals of Multimedia in Guidance and Counselling	2	Semester 3
17	1125321623	Non-Test-Based Individual Assessment	2	Semester 3
18	1125322624	Non-Test-Based	2	Prerequisite Course: Non-Test-Based



No	Course Code	Course (MK)	CREDITS	DESCRIPTION
		Individual Assessment Practicum Assessment Practicum		Individual Assessment, Semester 3
19	1125321632	Classical Guidance	2	Semester 3
20	1125321633	Group Guidance	2	Semester 3
21	1125321641	Psychodynamic Counselling	2	Basic counselling skills, Semester 3
22	1125321642	Humanistic Counselling	2	Basic counselling skills, Semester 3
23	1125321657	Group Dynamics	2	Semester 3
24	1125321649	Quantitative Research Methods	2	Semester 3
25	1125321617	English for the Study Programme	2	Semester 3
26	1125321651	Qualitative Research Methodology	2	Semester 4
27	1125332636	Classical Guidance Practicum	3	Prerequisite Course: Classical Guidance, Semester 4
28	1125332635	Group Guidance Practicum	3	Prerequisite Course: Group Guidance, Semester 4
29	1125321643	Cognitive and Behavioural Counselling	2	Basic Counselling Skills, Semester 4
30	1125321644	Postmodern Counselling	2	Prerequisite Course: Basic Counselling Skills
31	1125321650	Statistics	2	Prerequisite Course: Quantitative Research Methods, Semester 4
32	1125321647	Guidance and Counselling Management	2	Semester 4
33	1125322624	Non-Test-Based Individual Assessment Practicum	2	Prerequisite Course: Test-Based Individual Assessment, Semester 4
34	1125321656	Training Management	2	Semester 4
35	1125332645	Individual Counselling	3	Prerequisites Course: Basic Counselling Skills, Psychodynamic Counselling, Humanistic Counselling, Cognitive-Behavioural Counselling, and Postmodern Counselling. Semester 5
36	1125332646	Group Counselling	3	Prerequisites Course: Group



No	Course Code	Course (MK)	CREDITS	DESCRIPTION
				Guidance, Semester 5
37	1125321653	Scientific Article Writing Techniques	2	Semester 5
38	1125321648	Guidance and Counselling Evaluation and Supervision	2	Semester 5
39	1125321655	Media Technology and Innovation in Guidance and Counselling	2	Fundamentals of Multimedia in Guidance and Counselling, Semester 5
40	1125323652	Thesis Proposal Writing Techniques and Seminar	2	Statistics, Qualitative Research Methods, Quantitative Research, Semester 5
41	1125344637	Internship-Curriculum Analysis	2	Semester 7
42	1125324638	Internship -Service Plan Development	2	Semester 7
43	1125324639	Internship - Development of Guidance and Counselling Service Media	2	Semester 7
44	1125324640	Internship – Service Implementation	4	Semester 7
45	1125765614	Final Project	6	Semester 8
<b>TOTAL CREDIT POINTS</b>			<b>100</b>	

### 11.3. Course Study Outside the Degree Programme

**Table 11.3. Course Study Outside the Degree Programme**

No	Courses Taken	Maximum credit weight	Remarks
1	Outside the programme, on/off campus	2	The courses taken have the same total credit weight, and have corresponding PLOs and additional competencies, namely the Primary School Guidance and Counselling (PGSD) course
2	In the same programme outside the campus	20	The courses taken have the same total credit weight; it is recommended that they be taken via courses agreed upon by the association/society of



No	Courses Taken	Maximum credit weight	Remarks
			similar study programmes.
3	Off-campus (DUDI, etc.)	10	Courses taken have the same total credit weight, with alignment to PLOs and relevant additional competencies, namely the course 'Fundamentals of Multimedia Guidance and Counselling, Media Technology and Innovation, Multimedia Design, Multimedia Development Guidance and Counselling, Cyber Counselling
<b>Maximum total credit weight</b>		<b>32</b>	

#### 11.4. Forms of Learning Activities Outside the University

State the number of learning activities to fulfil the study load outside the study programme that will be carried out in accordance with the programme's PLOs and may be supplemented with additional competencies or to support the achievement of the programme's educational objectives

**Example:**

**Table 11.4. Forms of Learning Activities Outside the Study Programme**

No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
1	Educational Internship (BKP Teaching Assistant at an Educational Institution)	≤10	≤10	carried out over 3 months converted to 10 credits 1. Students must register with their programme to participate in the educational placement (P) 2. Students must register for the Course Registration Form (KRS) for Coursework Outside the Programme of Study in SIMEKAR, selecting the Educational Internship (P) activity 3. Students carry out the activities in accordance with the instructions of the Educational Internship Committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc.



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
				(D) 5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The Internship Supervisor monitors the outcomes of the student interns (C) 7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)
2	Work/Industry Placement CoE PMPM (BKP Placement/Work Experience)	≤10	≤10	Conducted over 3 months converted to 10 credits 1. Students must register with their programme to participate in the CoE PMPM (P) work placement/industrial placement 2. Students register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the CoE PMPM (P) work placement/industrial placement activity 3. Students carry out the activities in accordance with the instructions of the CoE PMPM work placement/industrial placement committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The Internship Supervisor monitors the outcomes of the student interns (C) 7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
3	Work/Industry Placement CoE Outbound Training (BKP Placement/Work Experience)	≤10	≤10	<p>conducted over 3 months converted to 10 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their programme to participate in the CoE Data Analytics (P) work placement/industrial placement</li> <li>2. Students register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the CoE Data Analytics (P) work placement/industrial placement</li> <li>3. Students carry out the activities in accordance with the instructions of the CoE Data Analytics work placement/industrial placement committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The Internship Supervisor monitors the outcomes of the student interns (C)</li> <li>7. The assessor for the fulfilment of study load outside the degree programme conducts an overall evaluation of student outcomes (C)</li> </ol>



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
4	International Community Service Programme (BKP Teaching Assistance at Educational Institutions Abroad)	≤10	≤10	<p>Organised by the UPT KUI UPGRIS takes place over approximately one month converted to 10 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the International Community Service (P) placement</li> <li>2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the International Community Service (PPL KKN) (P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the International PPL KKN committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The supervising lecturer monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</li> </ol>
5	Merdeka Student Exchange (PMM) (BKP Student Exchange)	≤20	≤20	<p>The Ministry of Education, Culture, Research and Technology programme was carried out over a full semester. The host institution is an inter-island higher education institution. The number of credits is based on the courses taken by the student at the host university</p> <ol style="list-style-type: none"> <li>1. Students must register with their programme to participate in the PMM(P) activity</li> <li>2. Students must complete the Course Registration Form (KRS) for Course Load Fulfilment Outside the Programme of Study in SIMEKAR, specifying the PMM(P) activity</li> </ol>



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>3. Students carry out the activities in accordance with the instructions of the PMM(D) committee</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)</p>
6	Student exchange between study programmes within UPGRIS (BKP Student Exchange)	≤2	≤2	<p>Courses taken in other programmes within UPGRIS</p> <p>1. Students must register with their department to participate in the Inter-departmental Student Exchange Programme within UPGRIS (P)</p> <p>2. Students must complete the Course Registration Form for Study Load Fulfilment Outside the Programme of Study in SIMEKAR, selecting the Inter-departmental Student Exchange Programme within UPGRIS (P)</p> <p>3. Students carry out activities in accordance with the instructions of the Inter-Departmental Student Exchange Committee within UPGRIS (D)</p> <p>4. Students complete the requirements appearing in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme</p>



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
				conducts an overall evaluation of student outcomes (C)
7	Credit Transfer (Student Exchange Programme)	≤20	≤20	<p>Organised by the UPT KUI carried out over 1 semester. Credit conversion follows the courses taken by the student at the host institution.</p> <ol style="list-style-type: none"> <li>1. Students must register with their programme to participate in the Credit Transfer (P) scheme</li> <li>2. Students must complete the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, including the Credit Transfer (P) activity</li> <li>3. Students carry out activities in accordance with the Credit Transfer Committee's instructions (D)</li> <li>4. Students complete the requirements that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Course Load Fulfilment</li> </ol>



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>Outside the Study Programme and the Course Logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)</p>
16	UPGRIS Thematic Community Service	≤10	≤10	<p>Organised by the UPGRIS Community Service Centre, carried out over a period of approximately 3 months, equivalent to 10 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the UPGRIS(P) Thematic Community Service Programme</li> <li>2. Students must register for the 'Course Load Fulfilment Outside the Study Programme' module in SIMEKAR, selecting the UPGRIS Thematic Community Service Programme (P)</li> <li>3. Students carry out the activities in accordance with the instructions of the UPGRIS Thematic Community Service Programme committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The supervising lecturer monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</li> </ol>



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
18	MAHESA (BKP village development)	≤7	≤7	<p>Programme under the Vice-Chancellor 3 held over 3 weeks equivalent to 7 ECTS credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the MAHESA(P) programme</li> <li>2. Students must complete the Course Registration Form for Study Load Fulfilment Outside the Programme of Study in SIMEKAR, selecting the MAHESA(P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the MAHESA(D) committee</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The academic supervisor monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</li> </ol>



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
19	International Community Service (BKP KKN)	≤4	≤4	<p>Organised by the UPT KUI. The programme runs for a full week at the location equivalent to 4 credits.</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the International Community Service Programme (P)</li> <li>2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the International Community Service Programme (P)</li> <li>3. Students carry out the activities in accordance with the instructions of the International Community Service (KKN) committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The supervising lecturer monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</li> </ol>
20	Lecturer Community Service (BKP Village Development)	≤6	≤6	<p>Community service funded by DTRM and LPPM conversion of 6 credits.</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the faculty community service programme (P)</li> <li>2. Students must complete the Course Registration Form for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the lecturer community service activity (P)</li> <li>3. Students carry out the activities in accordance with the instructions of the faculty community service committee (D)</li> <li>4. Students complete the forms that</li> </ol>



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The supervising lecturer monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
21	Student Organisation PPK (BKP Village Development)	≤7	≤7	<p>If a student secures funding, they will receive 7 credits. If they are selected for ABDIDAYA ORMAWA, they will receive an additional 3 credits</p> <p>1. Students must register with their department to participate in the Ormawa PPK (P) activity</p> <p>2. Students must complete the Course Registration Form (KRS) for Course Load Fulfilment Outside the Study Programme in SIMEKAR, specifying the PPK Ormawa(P) activity</p> <p>3. Students carry out the activities in accordance with the instructions of the PPK Ormawa committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for fulfilment of the study load outside the study programme and the course logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
24	Lecturer Research (Research BKP)	≤6	≤6	<p>Students participating as members in faculty research conversion of 6 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in Faculty Research (P)</li> <li>2. Students must complete the Course Registration Form (KRS) for Coursework Outside the Degree Programme in SIMEKAR, selecting the Faculty Research (P) activity</li> <li>3. Students carry out activities in accordance with the instructions of the Faculty Research Committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The Internship Supervisor monitors student outcomes (C)</li> <li>7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)</li> </ol>
25	Research PKM (PKM RSH and PKM RE) (Research BKP)	≤7	≤7	<p>If the student secures funding, they receive 7 credits. If selected for PIMNAS, they receive an additional 3 credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the PKM Research (PKM RSH and PKM RE) programme (P)</li> <li>2. Students must register for the Course Registration Form (KRS) for Coursework Outside the Degree Programme in SIMEKAR, selecting the PKM Research activities (PKM RSH and PKM RE) (P)</li> <li>3. Students carry out activities in accordance with the instructions of the PKM Research committee (PKM RSH and PKM RE) (D)</li> </ol>



No	Form of Learning Activity	Can be carried out with credit weight		Notes
		Regular	Fulfilment of Study Load Outside the Study Programme	
				<p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Course Load Fulfilment Outside the Study Programme and the Course Logbook (C)</p> <p>6. The PKM Supervisor monitors the students' PKM outputs (C)</p> <p>7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outputs (C)</p>



## 11.5. Curriculum Structure for Learning Modes Outside the Study Programme

Table 11.5 Curriculum Structure for Learning Activities Outside the Study Programme

Semester	LEARNING PROGRAMMES WITHIN THE STUDY PROGRAMME									
Credit Points										
VIII / 2 Courses	Final Project (6 credits) (PLO 1 + PLO 10)	Work Placement (4 credits) PLO1 + PLO 11 + PLO 14								
10										
VII / 20 MK					Development of Guidance and Counselling Multimedia (2 credits) (PLO1 + PLO 12)	Multimedia Guidance and Counselling Design (2 credits) (PLO 12)	Outdoor Training (2 credits) (PLO 1 + PLO 13)	Leadership (2 credits) (PLO 13)	Effective Communication and Public Speaking (PLO1 + PLO 13)	
20										
VI / 8 MK		Multicultural Counselling (2 credits) (PLO 1 + PLO 11)	Crisis Counselling (2 credits) (PLO 1 + PLO 11)	Guidance and Counselling for Children with Special Needs (2 credits) (PLO 1 + PLO 11)	Family Counselling (2 credits) (PLO 1 + PLO 11)	Community Counselling (2 credits) (PLO 1 + PLO 11)	Child and Adolescent Counselling (2 credits) (PLO 1 + PLO 11)	Technology-Based Entrepreneurship (4 credits) (PLO 1 + PLO 12 + PLO 13)		
16										
V / 8 credits	Individual	Group	Techniques	Evaluation	Techniques for	Mental	Explorato			



Semester	LEARNING PROGRAMMES WITHIN THE STUDY PROGRAMME										
	Counselling (3 credits) (PLO 1 + PLO 3 + PLO 7 + PLO 8)	Counselling (3 credits) (PLO 1 + PLO 3 + PLO 7 + PLO 8)	for Writing and Publishing Scientific Articles (2 credits) (PLO 1 + PLO 10)	and Supervision of Guidance and Counselling (2 credits) (PLO 1 + PLO 3 + PLO 9)	Writing and Presenting a Thesis Proposal (2 credits) (PLO 1 + PLO 10)	Health (2 credits) (PLO 1 + PLO 11)	ry Studies (2 credits) (PLO 1 + PLO 11)				
18											
IV / 9 credits	Qualitative Research Methods (2 credits) (PLO 1 + PLO 10)	Classroom Supervision Practicum (3 credits) (PLO 1 + PLO 3 + PLO 7)	Group Counselling Practicum (3 credits) (PLO 1 + PLO 3 + PLO 7)	Cognitive and Behavioural Counselling (2 credits) (PLO 1 + PLO 4)	Postmodern Counselling (2 credits) (PLO 1 + PLO 4)	Statistics (2 credits) (PLO 1 + PLO 10)	Guidance and Counselling Management (2 credits) (PLO 3 + PLO 5)	PI Test Practicum (2 credits) (PLO 1 + PLO 2 + PLO 6)	Training Management (2 credits) (PLO 1 + 3)		
20											
III / 10 credits	Fundamentals of Multimedia Guidance and Counselling (2 credits) (PLO 12)	PI Test (2 credits) (PLO 2 + PLO 6)	Classroom Guidance (2 credits) (PLO 3)	Group Counselling (2 credits) (PLO 3)	Psychodynamic Counselling (2 credits) (PLO 1 + PLO 4)	Humanistic Counselling (2 credits) (PLO 1 + PLO 4)	English for the Profession (2 credits) (PLO 4)	Non-exam PI Practical (2 credits) (PLO 1 + PLO 2 + PLO 6)	Group Dynamics (2 credits) (PLO 13)	Quantitative Research Methods (2 credits) (PLO 1 + PLO 10)	
20											
II / 10 credits	Career Guidance (2 credits) (PLO 3)	Foundations of Guidance and Counselling	Educational Psychology (2 credits) (PLO 4)	Basic Counselling Skills (2 credits) (PLO 4)	Personal and Social Guidance and Counselling (2 credits) (PLO 4)	Non-Test PI (2 credits) (PLO 2 + PLO 6)	Learning Guidance and Counselling	Pancasila Education (2 credits) (PLO 1 + PLO 14)	Indonesian Language (2 credits) (PLO 1 + PLO 14)	English (2 credits) (PLO 1 + PLO 14)	



Semester	LEARNING PROGRAMMES WITHIN THE STUDY PROGRAMME									
		(2 credits) (PLO 3)		3)	3)		ng (2 credits) (PLO 3)			
20										
I / 10 credits	Professional Ethics in Guidance and Counselling (2 credits) (PLO1 + PLO4)	Philosophy of Education (2 credits) (PLO 4)	General Psychology (2 credits) (PLO 4)	Social Psychology (2 credits) (PLO 4)	Foundations of Education (2 credits) (PLO 4)	Learner Developmen t (2 credits) (PLO 4)	Fundamen tals of Guidance and Counsell ing (2 credits) (PLO 3)	Religious Education (2 credits) (PLO 1 + PLO 14)	Civic Education (2 credits) (PLO 1 + PLO 14)	PGRI Studies (2 credits) (PLO 1 + PLO 14)
20										

SMT	BPLK Programme			OTHER UNIVERSITIES
Credit	WITHIN THE UNIVERSITY			
VIII / 2 credits				
10				
VII / 20 MK				
20				
VI / 8 MK				
16				
V / 8 credits	Media Technology and Innovation (2 credits) (PLO 1 + PLO 12)	Early Chidhood Education Guidance and Counselling Media (PLO 1 + PLO 12)	Animation Media for Basic Education (PLO1+PLO12)	
18				



<b>SMT</b>	<b>BPLK Programme</b>		
<b>Credit</b>	<b>WITHIN THE UNIVERSITY</b>		<b>OTHER UNIVERSITIES</b>
IV / 9 MK			
20			
III / 10 MK			
20			
II / 10 MK			
20			
I / 10 MK			
20			



SMT	BPLK Programme													
Credit	Non-university													
VIII / 2 credits	Thematic Community Service													
10	Community Service Programme – Problem Solving in the Community (PLO 1 + PLO 11)	Community Service Programme – Digital Literacy (2) freeform	Community Service – Inclusive and Exclusive Leadership (2) freeform	Community Service Programme – Non-Formal Education (2) freeform										
	EDUCATION PLACEMENT (10 credits)				Dudi Internship (Media)					Dudi Internship (Outdoor Training Instructor)				
VII / 20 credits	Internship – Curriculum Analysis (2 credits) (PLO 1 + PLO 5 + PLO 9)	Internship - Service Plan Development (2 credits) (PLO 1 + PLO 2 + PLO 5 + PLO 8)	Internship-Development of Guidance and Counselling Media (2 credits) (PLO 1 + PLO 2 + PLO 7 + PLO 8)	Internship - Service Practice (4 credits) (PLO 1 + PLO 5 + PLO 7 + PLO 9)	Guidance and Counselling Multimedia Design (PLO 12) (2 credits)	Multimedia Development in Guidance and Counselling (PLO 1 + PLO 12) (2 credits)	Cyber Counselling (PLO 1 + PLO 12) (2 credits)	Ethics of Digital Communication (PLO 1 + PLO 12) (2 credits)	Digital Personal Branding (PLO 12) (2 credits)	Outbound Training (2 credits) (PLO 1 + PLO 13)	Leadership (2 credits) (PLO 13)	Business and Industry Counselling (2 credits) (PLO 1 + PLO 13)	Effective Communication and Public Speaking (PLO 1 + PLO 13) (2 credits)	Training Risk Management (PLO 1 + 13) (2 credits)
20														
VI / 8 MK														
16														
V / 8 MK														
18														



SMT	BPLK Programme												
Credit	Non-university												
IV / 9 MK													
20													
III / 10 MK													
20													
II / 10 MK													
20													
I / 10 MK													
20													

Note: Courses marked in yellow will be undertaken as part of the fulfilment of the study load outside the degree programme



## 10.5 PLO FORMS OF LEARNING OUTSIDE THE STUDY PROGRAMME

Table 10.5 PLOs achieved through forms of learning outside the study programme

No	Semester	Course Code	Course Name	Credit Points	PLO assigned to the course														Form of Fulfilment of Study Load Outside the Designated Study Programme	Notes
					(1)	(2)	(3)	(4)	(5)	(6)										
					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		
1	6	1125421662	Crisis Counselling	2	√										√				Activities to fulfil academic workload outside the degree programme: PKM, staff research, staff community engagement	
2	6	1125421664	multicultural guidance and counselling	2	√										√				Activities to Fulfil Academic Workload Outside the Degree Programme: PKM, staff research, staff community engagement	
3	6	1125421665	guidance and counselling for children with special needs	2	√										√				Activities to Fulfil Academic Workload Outside the Degree Programme: PKM, staff research, staff community engagement	
4	6	1125421667	Family Guidance and Counselling	2	√										√				Activities to fulfil teaching and research obligations outside the degree programme: PKM, staff research, staff community engagement	
5	6	1125421668	community counselling	2	√										√				Activities to fulfil academic workload outside the degree programme: PKM, staff research, staff community engagement	
6	6	1125342612	technology-based entrepreneurship	4	√											√	√		Activities to fulfil academic workload outside the degree programme: PKM, staff research, staff community engagement	
7	6	1125421663	child and adolescent counselling	2	√										√				Activities to fulfil academic workload outside the degree programme: PKM, staff research, staff community engagement	



No	Semester	Course Code	Course Name	Credit Points	PLO assigned to the course														Form of Fulfilment of Study Load Outside the Designated Study Programme	Notes	
					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			
(1)	(2)	(3)	(4)	(5)	(6)														(7)	(8)	
8	7	1125344637	Internship-Curriculum Analysis	2	√										√					Educational Internship	
9	7	1125324638	Internship-Service Plan Development	2	√	√			√						√					Educational Internship	
10	7	1125324639	Internship-Development of Guidance and Counselling Service Media	2	√				√						√					Educational Internship	
11	7	1125324640	Internship – Service Implementati on	4	√				√		√	√	√	√						Educational Internship	
12	7	1125421659	Multimedia Design Planning	2													√			DUDI Internship	
13	7	1125421658	Multimedia Developmen t in Guidance and Counselling	2	√												√			DUDI Internship	
14	7	1125421661	Outbound training	2	√													√		DUDI Internship	
15	7	1125421660	Leadership	2														√		DUDI Internship	



No	Semester	Course Code	Course Name	Credit Points	PLO assigned to the course														Form of Fulfilment of Study Load Outside the Designated Study Programme	Notes	
					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			
(1)	(2)	(3)	(4)	(5)	(6)														(7)	(8)	
16	7	1125421670	Cyber Counselling	2	√											√				DUDI Internship	
17	7	1125421671	Digital Communication Ethics	2	√												√			DUDI Internship	
18	7	1125421672	Digital Personal Branding	2													√			DUDI Internship	
19	7	1125421673	Counselling for Business and Industry	2	√											√				DUDI Internship	
20	7	1125421674	Effective Communication and Public Speaking	2	√													√		DUDI Internship	
21	7	1125421675	Training risk management	2	√													√		DUDI Internship	
			<b>Total credits</b>	<b>46</b>																	



## 10.6. Quality Assurance for Activities Outside the Degree Programme

To ensure that the implementation of the policy on the Fulfilment of Study Load Outside the Study Programme under the “right to study for three semesters outside the study programme” runs with guaranteed quality, several quality standards must be established, including:

1. Quality of participants’ competencies.
2. Quality of implementation.
3. Quality of internal and external supervision processes.
4. Quality of facilities and infrastructure for implementation.
5. Quality of reporting and presentation of results.
6. Quality of assessment

**Table 10.6 Quality Assurance of Learning Delivery Outside the Study Programme**

No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
1	Educational Internship (BKP Teaching Assistance at an Educational Institution)	1. Carried out in semester 7 Students must have passed the following courses: 1. Classical Guidance Practicum, Group Guidance Practicum, Individual Counselling, and Group Counselling (grade B) 2. Have completed a minimum of 100 credits	1. Conducted over 3 months, converted to 10 credits subject to the following conditions: 1. Students must register with the programme to participate in the educational placement (P) 2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the Educational Internship (P) activity 3. Students carry out activities in accordance with the instructions of the Educational Internship committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The Internship Supervisor monitors the



No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
			<p>outcomes of the student interns (C)</p> <p>7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)</p>
2	CoE PMPM Work/Industry Placement (BKP Placement/Work Experience)	<p>1. Conducted in semester 7</p> <p>Minimum grade of B in the following modules</p> <ol style="list-style-type: none"> <li>1. Fundamentals of Multimedia in Guidance and Counselling,</li> <li>2. Multimedia Technology and Information Guidance and Counselling,</li> <li>3. Digital-Based Entrepreneurship</li> </ol>	<p>1. Conducted over 3 months, converted to 10 credits, subject to the following conditions:</p> <ol style="list-style-type: none"> <li>1. Students must register with the programme to participate in the CoE PMPM (P) work placement/industrial placement</li> <li>2. Students must register for the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, specifying the CoE PMPM (P) work placement/industrial placement</li> <li>3. Students carry out activities in accordance with the instructions of the CoE PMPM work/industry placement committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The Internship Supervisor monitors the outcomes of the student interns (C)</li> <li>7. The assessor for the fulfilment of study load outside the degree programme conducts an overall evaluation of student outcomes (C)</li> </ol>
3	Work/Industry Placement CoE Outbound Training (BKP Placement/Work Experience)	<p>1. Conducted in semester 7</p> <p>Minimum grade of B in the following modules</p> <ol style="list-style-type: none"> <li>1. Group Dynamics</li> <li>2. Training Management</li> <li>3. Digital Entrepreneurship</li> </ol>	<p>1. The programme runs for 3 months and is equivalent to 10 credits, subject to the following conditions:</p> <ol style="list-style-type: none"> <li>1. Students must register with the programme to participate in the CoE Data Analytics (P) work placement/industrial placement</li> <li>2. Students must register for the 'Course Load Fulfilment Outside the Study Programme' module in SIMEKAR, specifying the CoE Data Analytics (P) work placement/industrial placement</li> </ol>



No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
			<p>3. Students carry out the activities in accordance with the instructions of the CoE Data Analytics work placement/industrial placement committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The Internship Supervisor monitors the outcomes of the student interns (C)</p> <p>7. The assessor for the fulfilment of study load outside the degree programme conducts an overall evaluation of student outcomes (C)</p>
4	International Community Service Programme (BKP Teaching Assistance at Educational Institutions Abroad)	Students may participate in this activity from Semester 7	<p>1. organised by the UPT KUI UPGRIS lasts approximately 1 month Converted to 10 credits subject to the following conditions:</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the International PPL KKN (P) programme</li> <li>2. Students must register for the 'Course Load Fulfilment Outside the Study Programme' module in SIMEKAR, selecting the International PPL KKN (P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the International PPL KKN committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The supervising lecturer monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts</li> </ol>



No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
			an overall evaluation of student outcomes (C)
5	Merdeka Student Exchange (PMM) (BKP Student Exchange)	Requirements in accordance with the updated programme from the Ministry of Education, Culture, Research, and Technology Courses must have the same CPMK as the study programme minimum of 6th-semester students	<p>1. The Kemdikbudristek programme was conducted over a full semester. The host institution must be an inter-island higher education institution. The number of credits converted corresponds to the courses taken by the student at the host university</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the PMM(P) programme</li> <li>2. Students must complete the Course Registration Form (KRS) for Course Load Fulfilment Outside the Programme of Study in SIMEKAR, specifying the PMM(P) activity</li> <li>3. Students carry out the activities in accordance with the instructions of the PMM(D) committee</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The academic supervisor monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</li> </ol>
6	Student exchange between study programmes within UPGRIS (BKP Student Exchange)	Conducted for fifth-semester students	<ol style="list-style-type: none"> <li>1. courses taken in other programmes within UPGRIS             <ol style="list-style-type: none"> <li>1. Students must register with their programme to participate in the Inter-programme Student Exchange within UPGRIS (P)</li> <li>2. Students must complete the Course Registration Form for Coursework Outside the Programme of Study in SIMEKAR, selecting the Inter-Departmental Student</li> </ol> </li> </ol>



No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
			<p>Exchange Programme within UPGRIS (P)</p> <p>3. Students carry out activities in accordance with the instructions of the Inter-Departmental Student Exchange Committee within UPGRIS (D)</p> <p>4. Students complete the requirements appearing in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
7	Credit Transfer (BKP Student Exchange)	Carried out from at least the 6th semester	<p>1. Organised by the UPT KUI, carried out over one semester. Credit conversion is based on the courses taken by the student at the host institution.</p> <p>1. Students must register with their programme to participate in the Credit Transfer (P) scheme</p> <p>2. Students must complete the Course Registration Form (KRS) for Study Load Fulfilment Outside the Study Programme in SIMEKAR, including the Credit Transfer (P) activity</p> <p>3. Students carry out activities in accordance with the Credit Transfer Committee's instructions (D)</p> <p>4. Students complete the requirements that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Course Load Fulfilment Outside the Study Programme and the Course Logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p>



No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
			7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)
8	UPGRIS Thematic Community Service Programme	The activity is open to students from Semester 7 onwards	<p>1. Organised by the UPGRIS Community Service Centre. Conducted over approximately 3 months. Equivalent to 10 credit points</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the UPGRIS Thematic Community Service Programme (P)</li> <li>2. Students must register for the 'Course Load Fulfilment Outside the Study Programme' module in SIMEKAR, selecting the UPGRIS Thematic Community Service Programme (P)</li> <li>3. Students carry out the activities in accordance with the instructions of the UPGRIS Thematic Community Service Programme committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for the Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The supervising lecturer monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</li> </ol>
9	MAHESA (BKP village development)	Activities are open to students from Semester 6 onwards	<p>1. Programme under the Vice-Chancellor 3 held over 3 weeks Equivalent to 7 ECTS credits</p> <ol style="list-style-type: none"> <li>1. Students must register with their department to participate in the MAHESA (P) programme</li> <li>2. Students must register for the 'Course</li> </ol>



No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
			<p>Load Fulfilment Outside the Study Programme' module in SIMEKAR, selecting the MAHESA (P) activity</p> <ol style="list-style-type: none"> <li>3. Students carry out the activities in accordance with the instructions of the MAHESA (D) committee</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The academic supervisor monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</li> </ol>
10	International Community Service (BKP KKN)	Students may participate in the activity from Semester 7 onwards; those in earlier semesters receive free credit	<ol style="list-style-type: none"> <li>1. Organised by the UPT KUI. The programme runs for a full week at the placement location and is worth 4 credits.</li> <li>1. Students must register with their department to participate in the International Community Service Programme (P)</li> <li>2. Students must register for the Course Registration Form (KRS) for Academic Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the International Community Service Programme (P)</li> <li>3. Students carry out the activity in accordance with the instructions of the International Community Service (KKN) committee (D)</li> <li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li> <li>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</li> <li>6. The supervising lecturer monitors student outcomes (C)</li> <li>7. The assessor for the fulfilment of study load outside the study programme conducts</li> </ol>



No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
			an overall evaluation of student outcomes (C)
11	Lecturer Community Service (BKP Village Development)	attended by active students in semester 7; those below semester 7 receive free foam	1. Community service funded by DTRM and LPPM, equivalent to 6 credits: 1. Students must register with their department to participate in the lecturer's community service activity (P) 2. Students must complete the Course Registration Form (KRS) for Academic Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the lecturer community service activity (P) 3. Students carry out the activities in accordance with the instructions of the faculty community service committee (D) 4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D) 5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C) 6. The supervising lecturer monitors student outcomes (C) 7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)
12	Student Organisation PPK (BKP Village Development)	Students may participate in the activity from Semester 7 onwards; those in earlier semesters receive free credits	1. If students secure funding, they receive a conversion of 7 credits. If they pass the ABDIDAYA ORMAWA, they receive an additional 3 credits: 1. Students must register with their department to participate in the PPK Ormawa(P) activity 2. Students must register for the Course Registration Form (KRS) for Academic Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the PPK Ormawa(P) activity 3. Students carry out the activities in accordance with the instructions of the PPK Ormawa committee (D)



No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
			<p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for fulfilment of the study load outside the study programme and the course logbook (C)</p> <p>6. The academic supervisor monitors student outcomes (C)</p> <p>7. The assessor for the fulfilment of study load outside the study programme conducts an overall evaluation of student outcomes (C)</p>
13	Lecturer Research (Research BKP)	attended by active sixth-semester students; those below the sixth semester receive free foam	<p>1. Students become members of the lecturer's research conversion of 6 credits</p> <p>1. Students must register with their department to participate in the Faculty Research (P) activity</p> <p>2. Students must register for the Course Registration Form (KRS) for Academic Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the Faculty Research (P) activity</p> <p>3. Students carry out the activities in accordance with the instructions of the Faculty Research Committee (D)</p> <p>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</p> <p>5. The supervising lecturer monitors the SPADA for Fulfilment of Study Load Outside the Study Programme and the Course Logbook (C)</p> <p>6. The Internship Supervisor monitors student outcomes (C)</p> <p>7. The Assessor for Fulfilment of Study Load Outside the Study Programme conducts an overall evaluation of student outcomes (C)</p>
14	Research PKM (PKM RSH and PKM RE) (Research BKP)	Activities undertaken by students in semester 6 are converted into course credits; however, if undertaken before semester 6, they are treated as	<p>1. If the student secures funding, they receive 7 credits. If they qualify for PIMNAS, they receive an additional 3 credits</p> <p>1. Students must register with their</p>



No	Forms of Fulfilment of Study Load Outside the Study Programme	Requirements	Notes
		free-form credits	<p>department to participate in the PKM Research (PKM RSH and PKM RE) (P)</p> <ol style="list-style-type: none"><li>2. Students must complete the Course Registration Form for Academic Load Fulfilment Outside the Study Programme in SIMEKAR, selecting the PKM Research (PKM RSH and PKM RE) activity (P)</li><li>3. Students carry out the activities in accordance with the instructions of the PKM Research committee (PKM RSH and PKM RE) (D)</li><li>4. Students complete the forms that appear in SIMEKAR: course logbook, daily activity log, critical analysis, etc. (D)</li><li>5. The supervising lecturer monitors the SPADA for Course Load Fulfilment Outside the Study Programme and the Course Logbook (C)</li><li>6. The PKM Supervisor monitors the students' PKM outputs (C)</li><li>7. Assessors for the Fulfilment of Study Load Outside the Study Programme conduct an overall evaluation of student outputs (C)</li></ol>



## 10. Quality Assurance

### 10.1 Quality Control Courses

The quality of both the learning process and its outcomes must be ensured through control over various aspects of implementation, including specific stages or steps within the learning process. Consequently, minimum activity outcomes are established for the delivery of lectures through courses within the group known as Quality Control Courses for each Study Programme. The minimum results that students must achieve for their participation in the course in question must be equal to or higher than a B grade. Study Programmes may list Quality Control Courses in Table 10.1

**Table 10.1. Quality Control Courses**

<b>Quality Control Courses for All Students in the Study Programme (minimum B)</b>			
<b>No</b>	<b>Course Code</b>	<b>Course</b>	<b>Credit Points</b>
1	1125321615	Professional Ethics in Guidance and Counselling	2
2	1125321634	Basic Counselling Skills	2
3	1125332635	Group Guidance Practicum	3
4	1125332636	Classical Guidance Practicum	3
5	1125324640	Internship – Service Implementation	4
6	1125344637	Internship - Curriculum Analysis	2
7	1125324638	Internship - Service Plan Development	2
8	1125324639	Internship – Development of Guidance and Counselling Service Media	2
9	1125312647	Guidance and Counselling Management	2



<b>Quality Control Courses for All Students in the Study Programme (minimum B)</b>			
<b>No</b>	<b>Course Code</b>	<b>Course</b>	<b>Credit Points</b>
10	1125312648	Guidance and Counselling Evaluation and Supervision	2
11	1125332645	Individual Counselling	3
12	1125332646	Group Counselling	3
13	1125323652	Thesis Proposal Writing Techniques and Seminar	2
14	1125321654	Fundamentals of Multimedia in Guidance and Counselling	2
15	1125321655	Media Technology and Innovation in Guidance and Counselling	2
16	1125321657	Group Dynamics	2
17	1125321656	Training Management	2
<b>Total Credits</b>			<b>40</b>
<b>Quality Control Course for the Field of Study/Competency/Cluster of Basic Psychological and Educational Sciences</b>			
<b>No</b>	<b>Course Code</b>	<b>Course</b>	<b>Credit</b>
1	1125321620	General Psychology	2
2	1125321621	Social Psychology	2
3	1125321622	Educational Psychology	2
4	1125321615	Professional Ethics in Guidance and Counselling	2
5	1125321616	Foundations of Education	2
6	1125321617	English for the Study Programme	2
7	1125321618	Philosophy of Education	2
8	1125321619	Student Development	2
<b>Total Credit Points</b>			<b>16</b>
<b>Quality Control Course for the Field of Study/Competency/Academic Cluster of Guidance and Counselling</b>			
<b>No</b>	<b>Course Code</b>	<b>Course</b>	<b>Credit</b>
1	1125321623	Non-Test-Based Individual Assessment	2
2	1125322624	Non-Test-Based Individual Assessment Practicum	2



<b>Quality Control Courses for All Students in the Study Programme (minimum B)</b>			
<b>No</b>	<b>Course Code</b>	<b>Course</b>	<b>Credit Points</b>
3	1125321625	Individual Assessment (Test)	2
4	1125322626	Individual Understanding Test Practical	2
5	1125321627	Fundamentals of Guidance and Counselling	2
6	1125321628	Foundations of Guidance and Counselling	2
7	1125321629	Personal and Social Guidance and Counselling	2
8	1125321630	Career Guidance and Counselling	2
9	1125321631	Learning Guidance and Counselling	2
10	1125321632	Classical Guidance	2
11	1125321633	Group Guidance	2
12	1125321634	Basic Counselling Skills	2
13	1125332635	Group Guidance Practicum	3
14	1125332636	Classical Guidance Practicum	3
16	1125324640	Internship – Service Implementation	4
17	1125344637	Internship - Curriculum Analysis	2
18	1125324638	Internship - Service Plan Development	2
19	1125324639	Internship – Development of Guidance and Counselling Service Media	2
20	1125321641	Psychodynamic Counselling	2
21	1125321642	Humanistic Counselling	2
22	1125321643	Cognitive and Behavioural Counselling	2
23	1125321644	Postmodern Counselling	2
24	1125332645	Individual Counselling	3
25	1125332646	Group Counselling	3
26	1125321647	Guidance and Counselling Management	2
27	1125321648	Guidance and Counselling Evaluation and Supervision	2
28	1125321649	Quantitative Research Methods	2



<b>Quality Control Courses for All Students in the Study Programme (minimum B)</b>				
<b>No</b>	<b>Course Code</b>	<b>Course</b>	<b>Credit Points</b>	
29	1125321650	Statistics	2	
30	1125321651	Qualitative Research Methodology	2	
31	1125323652	Thesis Proposal Writing Techniques and Seminar	2	
32	1125321653	Scientific Article Writing Techniques	2	
<b>Total Credits</b>			<b>68</b>	
<b>Quality Control Course for the Field of Study/Competency/Research Cluster in Guidance and Counselling</b>				
<b>No</b>	<b>Course Code</b>	<b>Course</b>	<b>Credit</b>	
1	1125321649	Quantitative Research Methods	2	
2	1125321650	Statistics	2	
3	1125321651	Qualitative Research Methodology	2	
4	1125323652	Thesis Proposal Writing Techniques and Seminar	2	
5	1125321653	Scientific Article Writing Techniques	2	
<b>Total Credits</b>			<b>10</b>	
<b>Quality Control Course for the Field of Study/Competency/Specialisation Cluster in Multidisciplinary Development</b>				
<b>No</b>	<b>Course Code</b>	<b>Course</b>	<b>Credit</b>	
1	1125421662	Crisis Counselling	2	
2	1125421663	Child and Adolescent Counselling	2	
3	1125421664	Multicultural Guidance and Counselling	2	
4	1125421665	Guidance and Counselling for Children with Special Needs	2	
5	1125421666	Mental Health	2	
6	1125421667	Family Guidance and Counselling	2	
7	1125421668	Community Counselling	2	
8	1125421669	Exploratory Studies	2	



<b>Quality Control Courses for All Students in the Study Programme (minimum B)</b>				
No	Course Code	Course	Credit Points	
<b>Total credits</b>			<b>16</b>	
<b>Quality Control Course for the Field of Study/Competency/Cluster: Technology-based Multimedia</b>				
No	Course Code	Course	SKS	
1	1125321654	Fundamentals of Multimedia in Guidance and Counselling	2	
2	1125321655	Media Technology and Innovation in Guidance and Counselling	2	
3	1125421659	Multimedia Design Planning	2	
4	1125421658	Multimedia Development in Guidance and Counselling	2	
5	1125421670	Cyber Counselling	2	
6	1125421671	Digital Communication Ethics	2	
7	1125421672	Digital Personal Branding	2	
<b>Total credits</b>			<b>14</b>	
<b>Quality Control Course for the Field of Study/Competency/Training Management Cluster</b>				
No	Course Code	Course	Credit	
1	1125321656	Training Management	2	
2	1125321657	Group Dynamics	2	
3	1125421661	Outbound Training	2	
4	1125421660	Leadership	2	
5	1125421673	Counselling for Business and Industry	2	
6	1125421674	Effective Communication and Public Speaking	2	
7	1125421675	Training Risk Management	2	
<b>Total credits</b>			<b>14</b>	

## 10.2 Course Prerequisites



The programme must map courses based on their interrelationships so that students can more easily plan their studies. By viewing this course structure, students are encouraged to take each course seriously as they are linked to subsequent courses. The programme may enter Prerequisite Courses in Table 11.2.

**Table 11.2. Prerequisite Courses**

No	Code	Course Name	Prerequisite for			
			Prerequisites	Semester	Code	Course Title
1	1125321627	Fundamentals of Guidance and Counselling	L	2	1125321628	Foundations of Guidance and Counselling
			L	2	1125321630	Career Guidance and Counselling
			L	2	1125321629	Personal and Social Guidance and Counselling
			L	2	1125321631	Learning Guidance and Counselling
2	1125321623	Non-Test-Based Individual Assessment	L	3	1125322624	Non-Test-Based Individual Assessment Practicum
3	1125321634	Basic Counselling Skills	L	3	1125321642	Humanistic Counselling
			L	3	1125321643	Cognitive and Behavioral Counselling
			L	4	1125321644	Postmodern Counselling
			L	4	1125321645	Individual Counselling
			L	5	1125332646	Group Counselling
4	1125321632	Classical guidance	L	4	1125332636	Classical Guidance Practicum
5	1125321633	Group Guidance	L	4	1125332635	Group Guidance Practicum
			L	5	1125332647	Group counselling
6	1125321650	Statistics	L	4	1125321651	Qualitative Research Methodology



No	Code	Course Name	Prerequisite for			
			Prerequisites	Semester	Code	Course Title
			L	5	1125323653	Thesis Proposal Writing Techniques and Seminar
7	1125321625	Test-Based Individual Assessment	L	4	1125322626	Test-Based Individual Assessment Practicum
8	1125321642	Humanistic Counselling	L	5	1125332646	Group Counselling
9	1125321643	Cognitive and Behavioral Counselling	L	5	1125332646	Group Counselling
10	1125321644	Postmodern Counselling	L	5	1125332646	Group Counselling
11	1125321645	Individual Counselling	L	5	1125332646	Group Counselling
12	1125321655	Media Technology and Innovation in Guidance and Counselling	L	5	1125321656	Training Management
13	1125321652	qualitative research methods	L	5	1125323653	Thesis Proposal Writing Techniques and Seminar

**Notes: L = Passed, PT = Previously Taken, B = Concurrent, meaning taken concurrently with a prerequisite course, L(B) = Passed with a minimum grade of B with a specified field of study.**



## 11. Learning Management

The management of curriculum and learning implementation is based on the management standards set out in Ministry of Education, Culture, Research and Technology Regulation No. 39 of 2025 and is aligned with the UPPS Organisational Structure. The following personnel are involved in learning management within the Guidance and Counselling programme.

**Table 12.1 Learning Management in the Programme**

No	Activity	Officer
1	Person responsible for curriculum development	Head of the Guidance and Counselling Programme Dr Dini Rakhmawati, M.Pd.
2	Person in Charge of Course Materials (RPS, RAE, and RT) for Courses in the Curriculum	Dr. Suhendri, M.Pd., Counsellor
3	PIC for monitoring and evaluation of curriculum implementation (referring to learning materials) <ul style="list-style-type: none"> <li>● Checking the alignment of questions with CPMK and/or PLO</li> <li>● Verification of assessment duration against course credit weighting</li> </ul>	Farika Wahyu Lestari, M.Pd Dr Padmi Dyah Yulianti, S.Psi., M.Psi
4	Person in Charge of Monitoring and Evaluation of the Fulfillment of Study Load Outside the Degree Programme <ul style="list-style-type: none"> <li>● Verification of the duration of activities for the Fulfilment of Study Load Outside the Study Programme</li> <li>● Verification of the alignment of acquired competencies with PLOs</li> <li>● Verification of the alignment of assessment methods and techniques with PLO</li> <li>● Review of guidelines for students, field supervisors, and programme supervisors</li> </ul>	Dr Venty, S.Ag., M.Pd
5	PIC for monitoring and evaluating PLO achievement, as well as reporting on PLO achievement	Dr Chr. Argo Widhiharto, M.Si

## 12. Procedures for Student Admission at Various Stages of the Curriculum

UPGRIS Student Affairs Office (Guidance and Counselling UPGRIS) offers various admission pathways for new students, namely the regular pathway, the merit pathway,



the RPL pathway, the employee pathway, the Indonesia Smart Card (KIP) pathway, and the Qur'an Memoriser pathway. The regular pathway is the most common admission model. The merit pathway, the employee pathway, the Indonesia Smart Card (KIP) pathway, and the Qur'an Memoriser pathway are all included within this regular pathway. Prospective students are high school (SMA/SMK) graduates who are about to commence their studies. Formal education begins from the very start, starting from the first semester. Classes are held from morning to afternoon, five days a week. The standard duration is 8 semesters (4 years). Tuition fees are calculated per semester (UKT) in accordance with applicable regulations. Prospective students are generally young and do not yet have significant work experience. The details are as follows:

1. Merit-Based Pathway: This is an admission pathway for high school students or equivalent who have graduated or are due to graduate in the current year, or who were declared to have graduated no more than two years previously, based on a selection process using the average of their report card grades or academic and non-academic achievement certificates. The selection based on report card grades uses the average of grades from Years 10–11 in semesters 1–4. The minimum acceptable average for this merit-based pathway is 75.
2. Regular Track: This is an admission pathway for senior high school students or equivalent who have graduated or are due to graduate in the current year, or who were declared to have graduated no more than two years previously, without any specific conditions or tests.
3. Kartu Indonesia Pintar (KIP) Scholarship Pathway: This is an admission pathway for senior high school students or equivalent who have graduated or are due to graduate in the current year, or who were declared to have graduated no more than two years previously. This pathway is intended for prospective students from low-income backgrounds, as evidenced by a means test and in accordance with applicable regulations.
4. Qur'an Memorisation Scholarship Pathway: This is an admission pathway for senior high school students or equivalent who have graduated or are due to graduate in the current academic year, or who were declared to have graduated no more than two



years previously, with selection based on Qur'an memorisation and an interview. Prospective students who pass the tests will receive a scholarship commensurate with their level of memorisation, as evidenced by a Qur'an memorisation certificate and Sanad issued by the institution overseeing the prospective student.

5. **Employee Pathway:** This is an admission pathway for workers wishing to continue their education at a university. The employee pathway offers flexibility regarding lecture timetables. It is specifically designed for workers who wish to continue their education without disrupting their working hours. The curriculum and learning process are adapted to ensure flexibility. The educational focus is on enhancing competencies and career progression. Classes are held outside normal working hours, in the evenings, and delivered via blended learning. The duration is the same as the regular pathway, with the same number of credits (144). Tuition fees are often higher than for the regular pathway to accommodate the flexible schedule and are paid monthly.
6. **RPL (Recognition of Prior Learning) Pathway:** The RPL pathway is an admission route available to prospective students who have a track record of prior learning, whether formal or non-formal. Formal education (from Diploma 1 to Bachelor's degree) is evidenced by a diploma, whilst non-formal education (training/courses) is evidenced by recognised certificates, which are converted into a specific number of credit points. This pathway allows prospective students to complete their studies in a shorter timeframe due to the recognition and conversion of prior learning.

The RPL pathway is an innovation in higher education that allows the experience and knowledge already acquired by prospective students to be recognised as credits, with a total of 144 credits. The focus is on converting work experience, training, and certifications into course credits. The study schedule is highly flexible, taking place on weekends. RPL students do not need to take all courses in the first semester. They only need to take courses that have not yet been recognised. Learning can be conducted online, blended, or face-to-face as required. The duration is significantly shorter than the standard pathway because a portion of the credits has already been recognised. The duration can be shortened to 2–3 years, or even less,



depending on how much experience is recognised. The costs are more efficient as fees are only paid for credits that have not yet been recognised, plus the RPL assessment fee. Prospective students are individuals who already have years of work experience, certifications, or professional training relevant to the programme of study they are undertaking. This pathway is ideal for professionals seeking a formal qualification to support their careers.

### **13. Conclusion**

This comprehensive curriculum evaluation is a crucial step in ensuring the relevance and effectiveness of education in the future. To conclude this evaluation of the Guidance and Counselling programme, we conclude that the programme has demonstrated a strong commitment not only to producing competent and ethical professional counsellors, but also to fostering careers in the fields of Guidance and Counselling multimedia development and outdoor training. The various inputs and recommendations presented aim to continuously improve the quality of the programme, adapt to the dynamic needs of guidance and counselling services in the modern era, and anticipate future challenges.

The sustainability and success of this programme depend heavily on the synergy between lecturers, students, alumni, and stakeholders. With a spirit of collaboration, we are confident that the Guidance and Counselling programme will continue to be at the forefront of shaping mentally healthy individuals who are adaptable and capable of making positive contributions to society.



## Overview

Course Group	Credit Points	Semester							
		1	2	3	4	5	6	7	8
University Course	30.00	9	9	0	0	0	6	0	6
Compulsory Course	162.00	21	21	30	30	27	18	15	0
Elective Course	15.00	0	0	0	0	0	0	15	0
Final Project and Internship	9.00	0	0	0	0	0	0	0	9
<b>Total ECTS Credit Points</b>	<b>216.00</b>	<b>30.00</b>	<b>30.00</b>	<b>30.00</b>	<b>30.00</b>	<b>27.00</b>	<b>24.00</b>	<b>30.00</b>	<b>15.00</b>

