



MODULE HAND BOOK

MECHANICAL ENGINEERING VOCATIONAL EDUCATION STUDY PROGRAM

FACULTY OF ENGINEERING – UNIVERSITAS NEGERI PADANG

COURSE NAME	CODE	Course classification	CU		Sem	Version
			Theory	Pract		
Guidance and counseling	UNP1.61.4201	General Education	2	0	4	1
Responsible	TeamTeaching			Signature _____		
INFORMATION	Dean		Head of Department		Coordinator of study program	
	Dr. Fahmi Rizal, M.Pd., MT NIP. 195912041985031004		Drs. Purwantono, M.Pd NIP. 196308041986031002		Drs. Purwantono, M.Pd NIP. 196308041986031002	
Program Learning Outcomes	Program Learning Outcomes (PLO):					
	<ol style="list-style-type: none"> 1. Possess a good ability to apply the basic science (mathematics and natural sciences) and other disciplines in profesional jobs / projects (Knowledge-understanding) <ol style="list-style-type: none"> 1.1. possess a good understanding and can apply the basic concept of mathematics to solve various technical problems 1.2. possess a good understanding and can apply basic the concept of physic to solve various technical problems 1.3. possess a good understanding and can apply basic the concept of chemistry to solve various technical problems 2. Possess a critical and creative thingking in identifying, formulating, problem solving and evaluating various problems in mechanical engineering using the most appropriate and effective scientific method (<i>Engineering analysis, investigations and assessment</i>): 					

- 2.1. problem identification skills
- 2.2. problem analysis skills
- 2.3. problem evaluation skills
3. Possess a good ability in designing, manufacturing and operating machines (**Engineering design**)
 - 3.1. able to formulate ideas/concepts into a technical drawing, design and budget plans
 - 3.2. able to operate various machines and other engineering equipment with the correct standard operating procedure
 - 3.3. able to design a machine or machinery system based on a valid scientific theory
 - 3.4. able to realize a concept/design into a prototype, manufacturing process and engineering system
4. Possess a good ability to design, organize and evaluate the education and learning process in *mechanical engineering vocational education*. (**Education design**)
 - 4.1. able to design curriculum and learning process by considering various aspects
 - 4.2. able to organize, control, evaluate and improve the quality of the learning process
 - 4.3. able to develop an interesting, effective and efficient learning medias
5. Possess a good ability to adapt to development in science and technology and apply it into professional jobs by considering any non-technical aspects. (**Engineering practice**)
 - 5.1. able to innovate and develop technology in the field of mechanical engineering by considering social, economic and environmental aspects
 - 5.2. able to carry out the optimization process and increase the efficiency of machines or machining system.
 - 5.3. able to improve the performance of machine/ machinery system by applying the information technology
6. Possess a good softskil and spirit of lifelong learning (**Transferable skill / softskill**)
 - 6.1. possess a religious character
 - 6.2. possess a spirit of nasionalisme, social sensitivity and environmental conservation orientation
 - 6.3. possess the ability to communicate effectively and work together in teamwork

	6.4. possess the ability to transfer science and technology to society to improve the quality of life 6.5. possess a good characters of entrepreneur	
Course Learning Outcomes	Course Learning Outcomes (SLO)	
	CLO	PLO
	1. Student able to describe background the importance of courses for an educator / education staff	6.2; 6.3
	2. Student able to describe the meaning of education and its main components	6.2; 6.3
	3. Student able to describe the meaning, purpose and function of guidance and counseling implementation	6.2; 6.3
	4. Student able to describe the guidance and counseling principles and its principle of service	6.2; 6.3
	5. Student able to describe and apply service approach and pattern of guidance and counseling	6.2; 6.3
	6. Student able to describe kind of guidance and counseling service	6.2; 6.3
	7. Student able to describe activities of guidance and counseling suppliment	6.2; 6.3
	8. Student able to describe counseling ethical codes and guidelines	6.2; 6.3
9. Student able to describe counseling professionalism, differences, linkages and cooperation between professional educators	6.2; 6.3	
Course descriptions	The course provides a general understanding of guidance and counseling, especially services are included in the overall field of educational efforts based on Law No.20 / 2003 concerning the National Education System. Understanding of the direction, approaches and outcomes of caunselling services, the differences and the linkages between counseling and counseling services with other educational services, such as teaching services provided by teachers. In addition, there is an understanding that guidance and counseling services are professional services as well as educational services for other educators.	

References	Main references (RU):	
	<ol style="list-style-type: none"> 1. Ahmad Juntika. 2005. Guidance and Counseling Foundation. Bandung: Rosdakarya. 2. Gladding, S. T. 2000. Counseling. A comprehensive profession. 4th edition. USA : Prentis-Hall. 3. Jennete Murad Lesmana.2006. Basics of Counseling. Jakarta: U1 Press. 4. Minister of National Education Regulation No. 27 of 2008 concerning 3 standards for Academic Qualification and Competency of Counselors 5. Regulation of the Minister of National Education No 22/2006 Standard Content of Primary and Secondary Education Units. (Personal Development Guide) 6. Government Regulation (PP) No. 74 of 2008 Teachers 7. Regulation of the Minister of National Education No 81 A of 2013 Implementation of Curriculum 2013. 8. Government Regulation of the Republic of Indonesia No 111 of 2014. Guidance and counseling in Primary and Secondary Education 9. Prayitno & Erman Amti. 2004. Basics of Guidance and Counseling. Jakarta: Rineka Cipta 10. Prayitno, et al. 2014. Learning through Guidance and Counseling Services in the Education Unit. Padang: UNP. 11. Prayitno. 2009. Basic Theory and Practice of Education. Jakarta: Gramedia Widia Sarana Indonesia. 12. Prayitno. 2009. Insights into Professional Counseling. UNP Padang. 13. Prayitno. 2010. Professional Counseling Services at Madrasah Schools: KDP Program. BK FIP UNP Department. 14. Prayitno. 2012. Types of Counseling Services and Supporting Activities. BK FIP UNP Department. 15. Riska Ahmad & Marwisni Hasan. 2002. BK Program Management (Teaching Materials). BK FIP UNP Department. 16. Riska Ahmad. 2013. Basics of Guidance and Counseling. Padang: UNP Press. 17. Law of the Republic of Indonesia No. 20/2003 concerning the National Education System. 18. Yarmis Syukur. 2013. Basics of BK (Learning Tools). BK FIP UNP Department. 	
	Additional References (RP)	
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Learning Media	Software:	Hardware:

	-	Computer, LCD Projector and Whiteboard
Team Teaching		
Assessment	Mid-Term Exam, Final Exam, Group Assignment	
Requirements Subject	-	

COURSE SUBJECTS

Week	Expected competencies	Topics	Method and strategy for learning	Assignment	Criterion / Assessment indicator	References
(1)	CLO 1 Student able to describe background the importance of courses for an educator / education staff	Overview of guidance and counseling course (Objective, competencies and class rules)	Material explanation [60 '] Question and answer [1x10'] Group discussion [1x30 ']	writing a summary and description of the topic discussion	Able to describe objective, competencies and class rules	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(2)	CLO 2 Student able to describe the meaning of education and its main components	- Definition of education - The main components in education	Material explanation [1x40 '] Question and answer [1x20 '] Group Discussion [1x40 ']	writing a summary and description of the topic discussion	Able to describe definition of education, the main components in education	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15,

Week	Expected competencies	Topics	Method and strategy for learning	Assignment	Criterion / Assessment indicator	References
						RU-16, RU-17, RU-18
(3)	CLO 2 Student able to describe the meaning of education and its main components	- Guidance and counseling service position in education and its main components	Material explanation [1x40 '] Question and answer [1x20 '] Group Discussion [1x40 ']	writing a summary and description of the topic discussion	Able to describe guidance and counseling service position in education and its main	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(4)	CLO 3 Student able to describe the meaning, purpose and function of guidance and counseling implementation	Definition, objective and function of guidance and counseling service position	Material explanation [1x40 '] Question and answer [1x20 '] Group Discussion [1x40 ']	writing a summary and description of the topic discussion	Able to describe Definition, objective and function of guidance and counseling service position	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(5)	CLO 4 Student able to describe the guidance and counseling principles and its principle of service	- Guidance and counseling Principles (General and specific) relating to student - Purpose of Education - Problems - Organization	Material explanation [1x40 '] Question and answer [1x20 '] Group Discussion [1x40 ']	writing a summary and description of the topic discussion	Able to describe guidance and counseling principles (General and specific) relating to student,	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17,

Week	Expected competencies	Topics	Method and strategy for learning	Assignment	Criterion / Assessment indicator	References
		- Basic of guidance and counseling			purpose of Education, problems, organization and basic of guidance and counseling	RU-18
(6)	CLO 5 Student able to describe and apply service approach and pattern of guidance and counseling	Service approach and pattern of guidance and counseling	Material explanation [1x40 '] Question and answer [1x20 '] Group Discussion [1x40 ']	writing a summary and description of the topic discussion	Able to describe service approach and pattern of guidance and counseling	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
7	CLO 5 Student able to describe and apply service approach and pattern of guidance and counseling	Demo	Material review [1x15 '] Question and answer [1x10 '] Group demo[1x75 ']	Demo of the topic	Able to apply service approach and pattern of guidance and counseling	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(8)	MIDTERM EXAM					
(9)	CLO 6 Student able to describe	kind of guidance and counseling service	Material explanation [1x40 '] Question and answer [1x20 ']	writing a summary and description of	Able to describe oriented	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6,

Week	Expected competencies	Topics	Method and strategy for learning	Assignment	Criterion / Assessment indicator	References
	kind of guidance and counseling service	<ul style="list-style-type: none"> - Oriented - placement information - Mastery of content - Individual counseling 	Group Discussion [1x40 ']	the topic discussion	counseling, placement information, guidance and counseling content and Individual counseling	RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(10)	CLO 6 Student able to describe kind of guidance and counseling service	<ul style="list-style-type: none"> - Group conseling - Group counseling. consultation - Advocacy 	Material explanation [1x40 '] Question and answer [1x20 '] Group Discussion [1x40 ']	writing a summary and description of the topic discussion	Able to describe group conseling, group counseling, consultation and advocacy	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(11)	CLO 7 Student able to describe activities of guidance and counseling suppliment	<ul style="list-style-type: none"> - Application of guidance and counseling instrumentation - Data set - Spiritual activities 	Material explanation [1x40 '] Question and answer [1x20 '] Group Discussion [1x40 ']	writing a summary and description of the topic discussion	Able to describe application of guidance and counseling instrumentation, data set, and spiritual activities	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(12)	CLO 7	- Case Conference	Material explanation [1x40 ']	writing a summary	Able to describe	RU-1, RU-2, RU-3,

Week	Expected competencies	Topics	Method and strategy for learning	Assignment	Criterion / Assessment indicator	References
	Student able to describe activities of guidance and counseling supplement	- Literature - Case hand over	Question and answer [1x20 '] Group Discussion [1x40 ']	and description of the topic discussion	case conference, literature, and case hand over	RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(13)	CLO 8 Student able to describe counseling ethical codes and guidelines	counseling ethical codes	Material explanation [1x40 '] Question and answer [1x20 '] Group Discussion [1x40 ']	writing a summary and description of the topic discussion	Able to describe counseling ethical codes	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(14)	CLO 8 Student able to describe counseling ethical codes and guidelines	Counseling ethical guidelines	Material explanation [1x40 '] Question and answer [1x20 '] Group Discussion [1x40 ']	writing a summary and description of the topic discussion	Able to describe counseling ethical guidelines	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6, RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(15)	CLO 9 Student able to describe	- Counseling professionalism	Material explanation [1x40 '] Question and answer [1x20 ']	writing a summary and description of	Able to describe counseling	RU-1, RU-2, RU-3, RU-4, RU-5, RU-6,

Week	Expected competencies	Topics	Method and strategy for learning	Assignment	Criterion / Assessment indicator	References
	counseling professionalism, differences, linkages and cooperation between professional educators	- Differences, linkages and cooperation between professional educators	Group Discussion [1x40 ']	the topic discussion	professionalism differences, linkages and cooperation between professional educators	RU-7, RU-8, RU-9, RU-10, RU-11, RU-12, RU-13, RU-14, RU-15, RU-16, RU-17, RU-18
(16)	Final Semester Evaluation (Evaluation which is intended to determine the final achievement of student learning outcomes)					

The linkage between CLO and PLO and assessment methods

UNP2.60.140 2	Assessment	Point (%)	PLO-1			PLO-2			PLO-3				PLO-4			PLO-5			PLO-6					
			1	2	3	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	3	4	5	
CLO1	UTS 1.a	5																			v	v		
CLO2	UTS 2.a	5																			v	v		
CLO3	UTS 3.b	10																			v	v		
CLO4	UAS 4.a	10																			v	v		

CLO5	Assignment	20																			v	v			
CLO6	UAS 1.a	10																				v	v		
CLO7	UAS 2.b	10																				v	v		
CLO8	UAS 3.a	10																				v	v		
CLO9	UAS 4.b	10																							
Presence		10																							
TOTAL		100																							

Assessment Components

- Midterm exam (UTS) : 30%
- Final exams (UAS) : 40%
- Assignment : 20%
- Presence : 10%
- Total : 100%

Scoring/Grading level description

	Excellent	Good	Satisfy	Fail
ability to describe	Able to describe correctly and completely	Able to describe correctly but not complete	Able to describe but less clear and incomplete	Unable to describe
ability to formulate	Able to formulate correctly and completely	Able to formulate correctly but not complete	Able to formulate but less clear and incomplete	Unable to formulate
ability to calculate	Able to calculate correctly and completely	Able to calculate correctly but not complete	Able to calculate but less clear and incomplete	Unable to calculate
ability to analyze	Able to analyze correctly and completely	Able to analyze correctly but not complete	Able to analyze but less clear and incomplete	Unable to analyze

Scoring and grading system

Score	Quality	Quality score	Designation	Score	Quality	Quality score	Designation
85 – 100	A	4.0	Outstanding	55 – 59	C	2.0	Acceptable
80 – 84	A-	3.6	Excellent	50 – 54	C-	1.6	Poor
75 – 79	B+	3.3	Very good	40 – 49	D	1.0	Poor
70 – 74	B	3.0	Good	≤ 39	E	0.0	Fail
65 – 69	B-	2.6	Good	-	T	-	Tertunda
60 – 64	C+	2.3	Acceptable				