



Resilient, Innovative and Inclusive Guidance and Counselling Master Programme Curriculum

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Abstract. The Guidance and Counselling master's study programme made adjustments in accordance with the vision and mission of UNESA PTNBH. The KKKNI curriculum that has been implemented needs to be reviewed to suit the needs of the job market. This study aims to explain the curriculum structure of the master programme in the form of 1. compulsory and elective courses 2. graduate competencies 3. learning methods 4. excellence and success experiences of graduate users. This research method uses a qualitative approach by collecting data from interviews and documentation studies as well as focus group discussions (FGDs). The FGD results explained that the master's program curriculum consists of 36-44 credits which are divided into 3 institutional courses, 6 compulsory specialisations and 6 elective specialisations and the final project (thesis). Users of guidance and counselling master graduates have gained extensive knowledge in the field of guidance and counselling and are able to benefit in schools and in society by providing innovative and inclusive counselling. Research results to provide recommendations for the master of guidance and counselling curriculum to the postgraduate forum of the Indonesian master of guidance and counselling study program.

Keywords: Curriculum, Master, Guidance, Counselling, Courses

1 Introduction

Indonesia is a developing country with a large population at a high productive age. This is an opportunity for the counselling profession to help people develop optimally. This role, if well-prepared, will be very useful in advancing Indonesian society towards a developed country that is predicted to be ranked in the top 4 in the world in economic terms in 2045 ahead of the golden Indonesia. Seeing the great opportunities ahead, it is necessary to evaluate the implementation of the guidance and counselling study programme in preparing prospective counsellors who are professional and useful for society. With rapid changes and continuous innovation, it is a demand for the guidance and counselling study programme to make adaptive curriculum changes to changes and market needs.

Nowadays, UNESA has become a PTNBH and is heading towards a world class university. The demand for curriculum changes becomes undoubtedly with the needs

of a society that tends to lead to digital children, which makes the world of reality and the virtual world almost the same in carrying out their lives. In response to this, it is necessary to conduct a comparative study to learn the application of the curriculum at Magister UM as a PTNBH university on the island of Java. Adaptation of school counsellors in Indonesia has developed a measuring tool. Indonesian counsellors need to understand what the factors of happiness and well-being are. The purpose of this study is to determine the implementation of the curriculum How the RPS is developed and the curriculum evaluation is carried out. Specifically, it will produce a comparative analysis of the Magister Guidance and Counseling curriculum and provide input to the caprodi forum. comparative research of the UNESA Magister study program as input for improving curriculum implementation and setting the Magister Guidance and Counseling learning schedule in the even period of the 2023-2024 academic year. Developing RPS for lecturers in accordance with the needs of counsellors in the field. The third urgency is to find out the advantages of each master's level counseling study programme in the East Java region, in the Surabaya and Malang areas so that they collaborate with each other for the exchange of experts / experts in guest lectures and student internships.

2 Methods

The impact of online learning often creates access gaps for students [7]. There are concerns that students are not prepared for the online environment [6]. In online lectures, there are differences in students who are actively involved in discussions, while passive students only listen. Often, students are unprepared and constrained by internet networks and laptop and gadget equipment. In fact, the internet kouta is limited. Student involvement in learning with lecturers will help the process of engaging knowledge. Students are able to absorb perfectly.

Student competence increases rapidly if they make optimal learning efforts. The results of research on medical students that academic performance is related to meta-cognitive strategies and learning emotions with a sense of success in the academic field[4]. To improve competence, it is necessary to design a curriculum that is in accordance with the work needs of counsellors in the field. This will make the knowledge learnt on campus more useful with application in schools and communities. International students need foreign language communication competence. Magister curriculum Relates to courses. Complete 40-48 credits. Regarding the 46 credits that have been achieved by students, it is necessary to re-examine several courses such as publication and thesis courses. There has been overlapping, shouldn't there be article analysis and publication of scientific papers as a unified course. There is overlapping in the dissemination of scientific papers, so it needs to be merged into a thesis. Students need to be encouraged to publish scopus articles. For students who successfully publish in scopus articles get special treatment, namely free from thesis exams. This form is an award for students who succeed as the first author.

The curriculum structure of the master programme is at least 36 credits. However, there are many local contents developed by the study programme as the flagship of guidance and counselling. As a result, students programme many elective courses and

are slow in working on the thesis. The number of credits imposed on master's programme students requires a review of the curriculum in accordance with market needs. The curriculum needs to be adapted to the entrepreneurial spirit so that students have a sense of success to create a career [3].

2.1 Sample, sampling technique, and instrument

This research method uses qualitative. This study collected data from Magister lecturers in the 2023 period. The purpose of this study is to explore the curriculum that has been implemented in the master of guidance and counselling study program class during the covid 19 pandemic until UNESA PTNBH.

This study has descriptive data obtained from documentation studies and semi-structured interviews.

2.2 Data collection procedure and data analysis

Collecting data by using recordings during interviews and also using paper and pen when conducting interviews by recording the results of interviews with sources. Recording important things that become data sources.

Semi-structured interviews using video calls and google.form with resource persons to confirm data at different times to ensure valid and complete data.

After the data is complete, then the process to check the data by recording and coding the data to compile a narrative.

3 Findings and Discussion

This research resulted in the curriculum structure of the master's programme in guidance and counselling developed at Surabaya State University. This curriculum is the key in education as a determinant of direction, content and educational processes that will determine the qualifications of a graduate from the institution [5]. This is the basis for developing an effective and targeted curriculum. The development of the master of guidance and counselling curriculum at Surabaya State University consists of 1. Courses (MK) that must be taken in the master of guidance and counselling study program. 2. elective courses 3. competency standards for master graduates.

3.1 Required courses for the master of guidance and counselling programme

Tabel 1. Compulsory Field of Study Courses and Credit Semester

| A | Compulsory Field of Study courses | Semester credit units |
|---|---|-----------------------|
| 1 | Article Analysis & Scientific Publication | 3 |

| | | |
|----|--|---|
| 2 | Quantitative Data Analysis | 3 |
| 3 | Assessment in Guidance and Counselling | 2 |
| 4 | Philosophy of Science | 2 |
| 5 | Counselling Management and Supervision | 2 |
| 6 | Research Methodology | 3 |
| 7 | Counselling Approaches and Theories | 3 |
| 8 | Research Proposal | 2 |
| 9 | Thesis | 6 |
| 10 | Education and Guidance & Counselling Policy Insights | 2 |

3.2 Learning courses outside the Study Programme

Learning courses outside the Study Programme

Tabel 2. Learning courses outside the Study Programme

| No. | Subject | Semester credit units |
|---|--|-----------------------|
| 1. Institution course | Philosophy of Science (2) Research Methodology (3) Internship (3) | |
| 2. Compulsory Specialisation courses | Article Analysis & Scientific Publication (3) Quantitative Data Analysis (3) Assessment in Guidance and Counselling (2) Counselling Management and Supervision (2) Counselling Approaches and Theories (3) Education and Guidance Policy Insights (2) | |
| 3. Elective Specialisation Courses | Family Guidance and Counselling Specialisation Courses (3) Community Guidance and Counselling (2) Special Needs Child Counselling (2) | |

| | |
|--------------------------------|--|
| | Human Resource Development (2) |
| | Multicultural Guidance and Counselling (2) |
| | Addiction Guidance and Counselling (2) |
| 4. Final Project Course | Thesis Proposal (2) |
| | Thesis (6) |
| Total | 44 |

In table 4.2 explains the courses outside the study programme are divided into 4, 1. Institutional courses, namely philosophy of knowledge (2 credits), research methodology (3 credits) and PPL (3 credits). There are 6 compulsory specialisation courses, namely article analysis and publication of scientific papers (3 credits). Quantitative data analysis (2 credits), guidance and counselling assessment (2 credits), management and supervision of guidance and counselling (2 credits), theoretical approaches and counselling (3 credits), policy insights in education and guidance and counselling (2 credits). 3. There are 6 elective specialisation courses, namely Family Counselling (3 credits), Community Counselling (2 credits), Children with Disabilities Counselling (2 credits), Human Resource Development (2 credits) Multicultural Counselling (2 credits) and Addiction Counselling (2 credits). 4. There are 2 final project courses, namely thesis proposal (2 credits) and thesis (6 credits). The total number of credits in the master programme is 44 credits.

The results of the curriculum review held in the March 2023 FGD with experts resulted in the solidification of the master programme curriculum.

"There is an overlapping of courses in the curriculum structure document for the Master of Counselling in 2022, there is overlapping, shouldn't there be article analysis and publication of scientific work as a unified course. The occurrence of over lapping in publication courses, as the dissemination of scientific work, needs to be combined into a thesis. Students need to be encouraged to publish scopus articles." (R1)

"There are similar courses with the same output, such as the publication course (2) credits which is similar to the scientific work course (3) credits. The statistical analysis course (2) credits is similar to the research methodology course (3) credits. This has implications for the number of credits for students. In the Lamdik provisions, the credits for Magister are at least 36 credits, students are entitled to graduate master, but the reality is that students programme up to 44 credits" (R1).

On the results of interviews with lecturers teaching master counselling when FGDs explain that there are course names that are the same as the names of courses at the undergraduate level, such as Family Counselling, Multicultural Counselling and Counselling for Children with Special Needs (R2). When conducting interviews with the curriculum team explained that the names of these courses as the flagship of the master's programme Guidance and Counseling Unesa (R3).

"the names of the Family Counseling, Special Needs Child Counseling and Multicultural Counseling courses are equated with the undergraduate programme because it is the flagship of Guidance and Counseling Unesa (R3). Because there are similarities, the material is repeated in S1.." (R2)

After looking at sso.unesa.ac.id there are changes in the curriculum in the postgraduate master of guidance and counselling study program, namely in the 2017, 2019 curriculum and the KKN1 curriculum in 2021. The KKN1 curriculum continues until 2023. The three curricula can still be accessed at sso.unesa.ac.id until now, so there is often over lapping in programming courses.

"The impact on students with overlapping affects timely graduation. The average graduation rate for master's programmes is 50% of students who graduate in semester 4." (R5).

3.3 Competence of Graduate Users of Magister Counselling

The Guidance and Counselling master curriculum has produced 60 Master graduates during the period 2017 to 2023. The results of alumni tracking using google.form produce graduates who are useful and gain extensive knowledge in the field of guidance and counselling.

"Master of Guidance and Counseling graduates master technology to provide counselling services to students who use mobile phones all the time" (R6)

There are many, including philosophy, assessment, quantitative data analysis, research methodology, multicultural counselling and many other" (R7).

Learning about the administration and management of Guidance and Counselling. Thus, it also indirectly adds insight in terms of management in the school environment. (R8).

The lesson outside of lectures is the communication relationship between students and lecturers. Lecturers are very respectful of students and provide opportunities to play a full role in lectures with discussions and presentations as well as stimulus questions. For example, the collaboration between students after graduation and lecturers to make scientific publications. (R10).

3.4 Learning Methods for the Master of Guidance and Counselling Study Programme

Learning methods in the master's programme vary according to the subject matter, mostly leading to student-centred learning. Students use their skills to write papers and conduct in-depth studies on the science of guidance and counselling. Project work and problem solving are at the centre of learning.

"Student-centred learning methods. Project and case study methods and individual counselling" (R6).

"Learning method by doing presentation and discussion" (R7).

“Very supportive and professional. Innovative methods” (R8).

“Lecture and question and answer” (R10)

“Hybrid offline and online to suit student needs” (R12)

3.5 Master of Guidance and Counselling Study Programme Excellence

The strength of the master of guidance and counselling study programme is in the elective courses.

“One step forward” (R6)

“Familiarity and care of lecturers towards students” (R7)

“A more in-depth study of the science of Guidance and Counselling” (R8).

Learn about cross-cultural counselling. So that, when dealing with various backgrounds of counselees with various cultures do not feel surprised and can simultaneously adapt some cultures from the background of the counselee to provide motivation and inspiration for the counselee. (R9)

Studying advanced lecture materials from undergraduate courses such as Guidance and Counselling for Children with Special Needs, Comprehensive Guidance and Counselling, etc (R11).

3.6 User Success Experience of Master of Guidance and Counselling Graduates

Successful user experience to become a resilient, innovative and inclusive graduate with an entrepreneurial spirit.

“Successful book creation and publication” (R6)

“After graduating from the Master of Guidance and Counselling, I better understand the role and position of Guidance and Counselling in the world of education which cannot be separated. So, after I graduated from the Master of Guidance and Counseling, I was more courageous in expressing ideas for school activity programmes” (R7).

“I was very impressed to study at UNESA Master of Guidance and Counselling. There are many experiences that I can apply in Guidance and Counselling services at school. The course materials are updated, the lecturers are professional and humanist, very suitable to be a counsellor” (R10)

“Memberikan konseling baru, selalu inovatif dan kreatif dengan pendalaman menarik” (R12)

The competence of graduates is highly dependent on the curriculum development used. Curriculum development is closely related to the role in education, namely the role as a conservative effort that interprets culture to the younger generation, as a critical effort to assess and select the culture that will be passed on to the next generation, and as a creative effort to develop the needs of the community in the future[2]. The curriculum development that has been carried out focuses on transferring the culture that has existed in the past and also developing future needs[4]. The curriculum does not only focus on what already exists but continues to evolve to prepare graduates who can compete in an era of change.

Learning activities are focussed on developing the graduate competencies of students [1] to achieve the goals that have been set. In connection with this, teaching methods and excellent programmes are things that must be developed in line with the achievement of graduate competencies from students. The ideology of an institution is also reflected in the curriculum that has been established [5]. Curriculum development based on efforts to develop individual writing productivity is an ideology that should be improved. Based on the results of the study, namely through providing motivation so that students have the enthusiasm to publish in scopus articles is one of the good efforts to develop student competence in publishing scientific work.

4 Conclusion

The results of this study explain the curriculum structure of the master of guidance and counselling program which is innovative and inclusive. The excellence of the Guidance and Counseling master's program elective courses in the science of guidance and counselling for disabilities and family and multicultural community counselling. The purpose of the Guidance and Counselling master programme curriculum is to provide recommendations to the ABKIN forum for the Guidance and Counselling master curriculum in accordance with the needs of the labour market. This research resulted in an indication of course names that are the same as undergraduate courses and overlapping course names.

Recommendations from this curriculum research provide new perspectives in three areas, firstly the need for regular curriculum evaluation to ensure curriculum implementation in accordance with the needs of graduate users who work as counsellors.

Secondly, the guidance and counselling master's postgraduate forum needs to conduct a joint curriculum review to formulate master's curriculum content that is able to develop and create counsellor job opportunities in accordance with the digital age to be resilient, innovative and inclusive.

Thirdly, the master's programme needs to focus on developing the science of guidance and counselling that is useful to increase the competence of professional counsellors.

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