

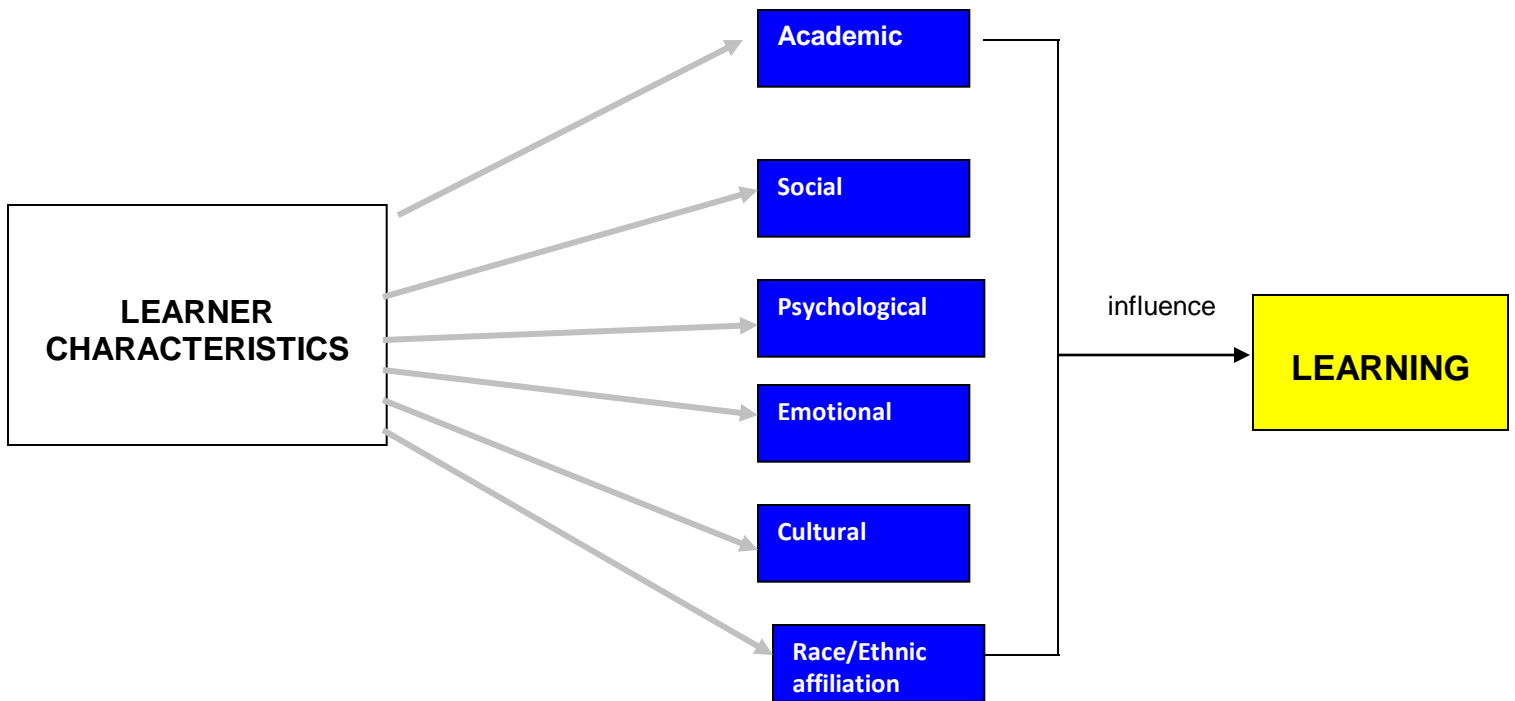
# PARADIGMA BIMBINGAN DAN KONSELING DI PERGURUAN TINGGI



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# Understanding the Higher Education Learner

- The shift from secondary to higher education begins with a **period of transition** → characterised by a lot more freedom
- diversity in students' entry socio-economic, cultural background and academic profiles → differential in their behaviour patterns



*Learner Characteristics Influencing Learning*

# *Psychosocial Factors in Student Learning*

## **PSYCHOLOGICAL FACTORS**

Intelligence  
Motivation  
Self-concept  
Level of cognitive  
development  
Emotional state

## **SOCIOLOGICAL FACTORS**

Family background  
Birth order  
Sibling position  
Family size  
Peer pressure  
Societal  
expectations  
School  
characteristics

## **STUDENT LEARNING**

Physical  
Emotional  
Cognitive  
Psychomotor  
Affective

# Need and Focus of Guidance and Counselling in Higher Education

Need	Focus of Guidance and Counselling
<b>To improve the internal efficiency of the system</b>	<b>Academic guidance for;</b> <ul style="list-style-type: none"><li>- less able students thus reducing repetition, dropout and wastage</li><li>- average students to sustain stability, and improve;</li><li>- able students to enhance progress from one level (class) to the other.</li></ul>
<b>to reduce/eliminate anti-social activities on campus</b>	<ul style="list-style-type: none"><li>- Advice on social and academic clubs to join</li><li>- counselling and dialogue on matters that can generate friction and students' unrest</li></ul> <b>Counselling on emotional problems</b>
<b>To enhance career and job prospects of learners</b>	<ul style="list-style-type: none"><li>- job and career advising</li><li>- Relationship between course of study and world of work.</li></ul>

# Guidance is/as:

- a broad term that is applied to a school's programme of activities and services
- a process, developmental in nature,
- an educational construct, involves those experiences,
- as a programme of services to people based upon the need of each individual

# Counseling...

- *Counselling is learning-oriented process which usually occurs in an interactive relationship with the aim of helping the person learn more:*
  - *about the self;*
  - *about others*
  - *about situations and events related to given issues and conditions*
  - *and also to learn to put such understanding to being an effective member of the society*
- *Counselling is a process in which the helper expresses care and concern towards the person with a problem to facilitate that person's personal growth and positive change through self-understanding.*

# The major service areas of guidance and counselling are:

- ***Educational guidance and counselling*** which assists students in their curriculum and school life choices.
- ***Vocational guidance*** which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes.
- ***Personal and social guidance*** which assists the individual to behave appropriately in relation to other members of the society.
- *Counselling could be conceived as an interactive relationship between two or more persons that can take a variety of forms.* It may address non-educational issues or even non-counselling concerns. Counselling should be seen as a service provided to normal individuals to assist them remove or cope with frustrations and obstacles that interfere with their development.



# Guidance and Counselling in Teaching

- guidance and counselling should address learners' difficulties → t encompass the whole spectrum of student life → may have negative impact on the teaching/learning process.
- Counselling should probe what students' difficulties are and then approach them systematically
- Diagnosing learning difficulties the lecturer should focus on the following aspects:
  - *Difficulties that arise during instruction*: these may be related to the content, the lecturer or the way of presentation.
  - *Difficulties after instruction*: these may be related to social activities of the student or they may be related to the facilities themselves.

# Guidance and Counselling Activities at Three Points in Higher Education

	<b>Guidance Functions/Activities</b>	<b>Counselling Functions/Activities</b>
Guidance & Counselling at Point of Entry	<ul style="list-style-type: none"> <li>• Orientation,</li> <li>• Registration</li> <li>• Choice of electives</li> <li>• Familiarisation with important sites and locations on campus (library, dining, health centre etc.) students unionism</li> </ul>	<ul style="list-style-type: none"> <li>• Self understanding</li> <li>• Individual counselling</li> <li>• Understanding others including lecturers and significant others in the institution</li> <li>• Group counselling in the three areas of academic, personal-social, career.</li> </ul>
Guidance & Counseling during the Course /Programme	<ul style="list-style-type: none"> <li>• Advanced Effective study habits</li> <li>• Intensive library use and search</li> <li>• Course changes</li> <li>• Strategies of keeping steady academically, socially etc.</li> <li>• Test taking behaviours; examination behaviour etc</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships between courses/programmes subject selection and future plans</li> <li>• Academic counselling in various forms</li> <li>• Stabilising inter-personal relationships etc.</li> <li>• The ethics of examinations</li> </ul>
Guidance & Counselling on Exit	<ul style="list-style-type: none"> <li>• Seeking a job</li> <li>• Writing applications and gathering information about openings</li> <li>• Interview attending skills</li> <li>• Exit Orientation</li> <li>• Steps and stages in getting clearance, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Life as a young graduate</li> <li>• The realities of the world of work</li> <li>• Frustrations of seeking for employment</li> <li>• Coping with the labour market; Alternatives to paid employment etc.</li> </ul>