



Analysis of Primary School Teacher Needs Towards Counseling and RPS Model Development Guidelines at PGMI Department of IAIN Batusangkar

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ABSTRACT

This paper departs from an initial research survey conducted at several primary schools in Tanah Datar Regency where class teachers were less able to function as guidance and counseling teachers in addition to being class teachers. This is due to a lack of teacher knowledge related to guidance and counseling services in primary schools. Furthermore, lecturers at the university also do not teach the tools of guidance and counseling services. This research aims to identify the problems of class teachers in dealing with guidance and counseling services and developing RPS guideline and counseling in the PGMI IAIN Batusangkar department. The research was conducted using research and development methods and used the four-D model, namely definition, design, development, and dissemination. The instruments used are open numbers and validation sheets. The research findings are that the RPS BK design for the PGMI IAIN Batusangkar department was declared to have met the valid criteria with a percentage of 77.5%, and based on limited trials with 5th semester PGMI students, the percentage was 76% in the valid category.

Keywords: *needs analysis, counseling and development guidelines, RPS model*

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INTRODUCTION

Education at the elementary school (SD) level is an important basis for developing students' various potentials, both in the fields of knowledge, skills, and attitudes. In order to fulfill these abilities, students are needed who are capable, healthy, and have a strong sense of self-confidence. (Evi, 2020) Then, for elementary school students, it is also appropriate to develop their personal potential and their self-confidence to live their daily lives. Here, students have started to make decisions, communicate, and learn life skills. Apart from that, students can also develop and have appropriate attitudes towards the school environment, themselves, peers, social environment, and family environment. (Suryahadikusuma & Dedy, 2019) All of these processes have been carried out since they were in elementary school, which serves to equip students to be able to adapt to new situations and develop the ability to understand themselves so that later they can be applied to future situations.

Therefore, in order to achieve the goals as described above, it is not only obtained through teaching alone, but also requires a service that is closer to them, namely a guidance and counseling (BK) service. (Ramdani et al., 2020) explained that in order to achieve good educational goals, services from various fields are needed, namely administration, curriculum, guidance, and counseling services. This service should be provided at all levels, especially at the elementary school level, which is the initial milestone for students to discover their identity and develop the various skills they have through exclusive guidance. Then, these three fields already have their own areas of work, as stated in the national education goals (Lesmana, 2018), which state that the position of a teacher is based on their nature, duties, and activities, which include class teachers, subject teachers, and guidance and counseling teachers.

As explained above, guidance and counseling services are very necessary in elementary schools, so that students' potential and personalities can develop optimally. Therefore, guidance and counseling teachers can collaborate with class teachers and subject teachers, who have a role in fostering student maturity in all aspects. (Saputra, 2022) So it is necessary that teachers who teach in elementary schools have an active role in realizing or running counseling programs in schools, where class teachers have an additional task for students who need counseling services. This is reinforced by the opinion expressed by (Khaulani et al., 2020) that students who are in elementary school are experiencing various developmental processes, but they still have an insight into the potential that exists within them, so they really need guidance and counseling services to achieve their goals. Their development is good. Then Minister of Education and Culture Regulation Number 111 of 2014, attachment point V.A., explains that guidance and counseling teachers in elementary schools can be appointed with a variety of duties at school, whose function is to help teachers develop the potential of students and help in solving problems faced by students.

Based on the explanation above, it can be understood that in order to develop guidance and counseling services in schools, there should be a guidance and counseling teacher at the school. However, it can be seen that not all cities or districts have guidance and counseling teachers in elementary schools. For example, in Tanah Datar Regency, not all schools have guidance and counseling teachers. In order to achieve guidance and counseling services in elementary schools, if they do not have a guidance and counseling teacher, then the class teachers will carry out their duties as class teachers and as guidance and counseling teachers at school. So the class teacher not only carries out the learning process but also provides guidance and guidance services. Therefore, apart from preparing the various learning programs that will be implemented, class teachers are also required to prepare and implement the BK program according to their duties and details.

Therefore, class teachers who do not have a BK background should have the ability to prepare BK tools well. So, in order to fulfill the duties and responsibilities that class teachers must have, universities that have PGMI/PGSD majors should facilitate and equip prospective MI/SD teachers with knowledge of guidance and counseling services. However, data found in the field from an interview conducted on Thursday, September 13, 2018 with PGMI alumni at one of the universities, namely at IAIN Batusangkar, stated that during their undergraduate education, PGMI had not been provided with courses that could help their insight into BK services. in elementary school. This is reinforced by the survey conducted, which shows that not all teachers have the ability and skills to design and carry out guidance and counseling services in schools because they do not have the provision or knowledge of guidance and counseling services. This is because class teachers do not know the skills in BK and do not know the BK facilities and infrastructure. The problem above is in line with research conducted by (Kusumaningtyas et al., 2019) where the guidance and counseling services provided by class teachers are still in the medium category because class teachers are less able to design a good guidance and guidance plan, which class teachers lack. make complete BK administration.

Based on the phenomenon that has occurred, the importance of guidance and counseling services in elementary schools. Then, in equipping class teachers to understand guidance and counseling services, class teachers must have knowledge and expertise in guidance and counseling services. So it can be concluded that when an elementary school does not have a guidance and counseling teacher, the guidance and counseling services come directly from the class teacher at the school. Therefore, it is necessary to pay close attention to the development of RPS guidance and counseling in tertiary institutions, namely in the PGMI department, so that students have the knowledge to provide guidance and counseling services when they enter the field, especially at school. Based on the explanation that has been presented, it can be stated that the problem formulation in this research is how to develop a valid BK Education RPS in the PGMI IAIN Batusangkar department. Furthermore, it can also be stated that the aim of this research is to produce valid RPS BK Education in the PGMI IAIN Batusangkar department.

LITERATURE REVIEW

Guidance and Counseling in Elementary Schools

Guidance and counseling services are part of education, one of which is very important in determining the achievement of educational goals. Therefore, BK really needs to be given from when they are still in elementary school onwards. According to (Muiz & Fitriani, 2022) there are five factors that underlie the need for guidance and counseling services in schools, namely: 1) related to student development problems, 2) problems of differences between each student, 3) problems of student needs, 4) problems of adjustment and student behavior disorders, and 5) learning problems faced by students. Then the implementation of BK in elementary schools is very different and unique, compared to middle school level. As in the Attachment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia and Secondary Education, it is stated that at the elementary level they can appoint guidance and counseling teachers to provide guidance and counseling at the school. However, structural guidance for guidance and counseling teachers has not been found in elementary schools. However, students who are still in elementary school still need guidance and counseling services.

Based on the explanation above, if there is no guidance counselor at the elementary school level, then the class teacher will take over providing guidance and counseling services according to the students' needs. MI/SD teachers essentially have the main responsibility in implementing the BK program in addition to their duties as teachers. Class teachers are also directed to prepare BK tools in addition to the learning tools that will be taught to students.

The principles that need to be considered by class teachers in implementing BK in schools (Kurniati, 2018) are:

1. BK is closely related to student behavior and attitudes, so it is necessary to understand that student attitudes and behavior are influenced by various aspects of their unique personalities.
2. Need to recognize more deeply the differences in each student who will be guided. So that we can provide appropriate guidance according to the needs of each student.
3. Guidance is provided to help students solve the problems they face.
4. Guidance should have an agreement made between the teacher and the student who will be guided.
5. Problems that cannot be solved by the teacher, then the problem is given to an individual or an institution that has the authority to solve the problem.
6. The guidance provided must begin with identifying the needs felt by the students who will be guided.
7. The guidance provided must be flexible and flexible according to student needs.
8. The BK program given to elementary school students must be adapted to the program at the school.
9. There must be regular assessments to find out how the results have been achieved and to find out whether the program is in accordance with what was planned.

Based on the explanation above, class teachers who will run the BK program at school need to know and understand the principles of BK so that providing services to students can be carried out optimally. Then the class teacher should also collaborate with other parties, so that later they can help the teacher in mastering various skills related to the guidance and counseling services that will be provided to students.

RPS Development

1. Definition of RPS

RPS is one of the curriculum development products in which there is an outline of material related to learning, both in terms of material, teaching and learning activities and assessment. In line with the expression stated by (Nurdin, 2017) RPS is a description of basic competencies and competencies in the form of main material, learning processes, as well as assessment indicators, time allocation and various learning resources. (Julianto et al., 2022) RPS is a plan, regulations for implementing learning and assessment that have been prepared systematically, namely components that are interconnected to achieve mastery of basic competencies. Then the RPS should contain: a) the name of the study program, the name and code of the course, semester, credits, name of the teaching lecturer, b) CPL charged for the course, c) the final abilities that have been designed at each learning stage to meet CPL, d) study materials related to the abilities to be achieved, e)

learning methods, f) time prepared to achieve student abilities in each lesson, g) student experience in learning expressed in a description of the assignments that must be completed by students in one semester, h) criteria, indicators and assessment weights, and i) list of references used (Setiadi et al., 2022).

Based on the explanation above, it can be concluded that RPS is a learning plan for a group of subjects with a certain format as well as rules for implementing learning and assessment that are prepared systematically which contain several components that are related to each other.

2. RPS Development Principles

There are several principles for RPS development, namely relevant, flexible, effective, efficient, consistent and adequate. In accordance with the opinion of (Karomah et al., 2024) the principles of RPS development are scientific, taking into account student needs, systematic, relevant, consistent and adequate. Therefore, RPS development should be relevant to student needs, effective and efficient in future use, and the scope of material included is adequate for use in subsequent development.

3. Understanding Validity

Validity is defined as testing something that will be used for research. As stated by (Budiastuti & Bandur, 2020) validity leads to the correct idea of measuring what is intended to be measured. This means a variety of tasks are carefully selected to represent important developmental milestones and behaviors. (Hendryadi, 2017) Then validity is related to how far the test measured from what it should measure. The next step that must be taken so that something being tested has high validity is by conducting a trial.

Therefore, it can be concluded that validity is a concept that measures the truth and validity of an instrument used in research appropriately. The validity referred to in this research is the validation of the BK RPS which has been designed based on identifying the needs of class teachers in implementing BK in schools.

METHOD

The type used in this research is development research. (Magdalena et al., 2020) Development research is research that produces something, namely a product that has been tested for the effectiveness of the product. So development research is research that produces or perfects a product. So this research was carried out to perfect a product in the form of RPS for BK courses in the PGMI IAIN Batusangkar department. The development research was carried out using the Four-d development model. Four-D development research follows the rules of Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I Semmel, namely consisting of several stages, namely: define, design, develop and disseminate. For more details, see the chart below.

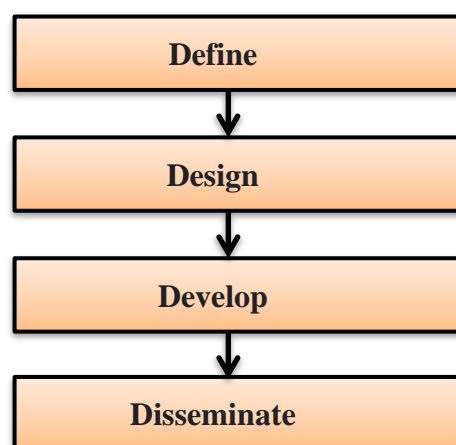


Figure 1. Research Flow

The procedure in this research begins by analyzing various problems faced by class teachers in implementing BK, designing the development of the RPS, and then following the steps for developing the RPS, which can be described below:

1. Define stage, this stage consists of two activities, namely:
 - a. Analysis of the existing Education BK RPS on the aspects of achievement indicators and study materials

At this stage, the researcher carried out an analysis of the RPS that had been used in the lecture process on aspects of achievement indicators and study materials including material and skills. This stage was carried out by studying the old RPS and adapting it to the needs of teachers in the field and the demands of POP BK in SD/MI

- b. Analysis of problems faced by class teachers regarding aspects of knowledge and skills regarding guidance and counseling in schools

At this stage the researcher tried to inventory the problems faced by class teachers in elementary schools related to their knowledge of the pattern of implementing BK in elementary schools. This inventory stage was carried out by distributing questionnaires developed from related theories, distributed to teachers in several elementary schools in Batusangkar, then processed and analyzed so that an overview of the problems faced by teachers in implementing BK in elementary schools was obtained.

2. Design Stage

This stage was carried out by designing the RPS for the BK course in the PGMI IAIN Batusangkar department. The RPS development that will be designed includes:

- a. The designed RPS contains KKNi,
- b. The designed RPS is integrated with the faculty's vision and mission,
- c. The RPS was designed based on analysis of existing RPS and the needs of elementary school teachers whose data was obtained through distributing and processing questionnaires.

3. Development Stage

The development stage consists of a validity test, namely the designed RPS is validated by experts in their field. RPS validation consists of content validation and construct validation. The main part of the RPS that is validated in the designed RPS contains KKNi and the designed RPS is integrated with the faculty's vision and mission. If the results of the expert analysis state that the RPS is not yet valid, improvements will be made to the RPS according to the validator's input

4. Dissemination Stage

This stage aims to obtain input, corrections, suggestions and assessments on the RPS so that it is hoped that the RPS can meet the needs of class teachers in implementing BK in elementary schools, both in terms of knowledge and skills. This stage was carried out with a limited trial for PGMI students who had taken the BK Education course. Then it can be explained that the research instruments are questionnaires and validation sheets. The questionnaire used is an open questionnaire which aims to obtain data relating to the problems faced by class teachers in implementing BK in schools which includes knowledge and skills. Meanwhile, the validation sheet aims to obtain assessment data from the validator regarding the RPS design relating to the formulation of learning objectives, presentation of lecture material, lecture activities, selection of learning resources and assessment.

Next, the data analysis technique used is descriptive data analysis, namely describing the level of validity of the RPS, which can be described as follows:

1. Validity Instrument Data Analysis

Validity instrument data analysis was carried out to see data results from the validity of the instrument from the RPS validation instrument. This data analysis carried out calculations, namely:

$$\text{Validity Value} = \frac{PS}{SM} \times 100\%$$

Information : PS = Score Acquisition

SM = Maximum score

2. Analysis of RPS Validity Data for BK Courses, PGMI IAIN Batusangkar Department

Data obtained from RPS validation results were analyzed for all aspects presented in table form using a Likert scale, using the following formula:

$$\text{Validity Value} = \frac{PS}{SM} \times 100\%$$

Information : PS = Score Acquisition

SM = Maximum score

RESULTS AND DISCUSSION

This development research was carried out with the aim of developing the RPS for the BK Education course in the PGMI department. The development of the RPS was carried out based on the needs of class teachers, in this case the implementation of BK in schools. (Setyaningrum et al., 2020) This needs to be done because the role of the class teacher is dual, namely the class teacher acts as a teacher who teaches learning material and as a guidance and counseling teacher who will carry out guidance and counseling services to his students. To make it clearer, the research results can be described as follows:

1. Definition Stage

- a. Analysis of the existing Education BK RPS on the aspects of achievement indicators and study materials

The results of the existing RPS analysis are related to achievement indicators and study materials including materials and skills as well as credits provided. In the material aspect, additional material regarding the study of human aspects is needed. The skills aspect is added related to the material being studied, where in the old RPS there was no such thing. In the SKS aspect, it is hoped that there will be an increase in the number of credits from 2 credits to 4 credits. (Witono et al., 2021) It is hoped that the findings obtained will provide provisions for PGMI IAIN Batusangkar students to gain more knowledge about guidance and counseling services at school in the future.

- b. Analysis of problems faced by class teachers regarding aspects of knowledge and skills regarding guidance and counseling in schools

Based on a questionnaire distributed to various elementary schools in Batusangkar, namely SDN O6 Cubadak (25 May 2019), SDN 19 Parambahan (22 June 2019), SDN 03 Lima Kaum (29 June 2019), Elementary Islamic Integrated School Mesjid Raya Laintai Batu (6 July 2019), SDN 05 Baringin (13 July 2019), and SDN 21 Lima Kaum (20 July 2019). The results of the questionnaire analysis based on several schools are that teachers know that teachers have a dual role in schools, namely as class teachers and guidance and counseling teachers, but these teachers do not yet understand the role of guidance and counseling teachers, such as what guidance and counseling materials are appropriate to students' needs, because teachers carry out services. BK according to one's own wishes is not in accordance with the analysis of student needs. (Chairunnisa & Hasibuan, 2018) therefore, class teachers are needed who understand guidance and counseling services as a whole, starting from the concept of guidance and counseling to its implementation. (Rahima & Herlinda, 2017) so that if everything has been fulfilled the services that will be provided to students will be directed according to the existing instruments.

Based on the results of the analysis above, it is necessary to prepare prospective MI/SD class teachers by providing understanding and skills regarding the implementation of guidance and counseling services in schools provided in the Education Guidance and Guidance subjects and this material is described in the RPS design. Therefore, because of the needs of teachers in schools regarding the implementation of BK, the researchers tried to develop it into a RPS design that would be studied by prospective MI/SD teachers in lectures in the BK Education course.

2. Design Stage

At the design stage, researchers tried to design the RPS based on the results of the analysis of the old RPS and the needs of teachers in schools, and this was also reinforced by (Rahmad, 2021) which can be explained as follows:

- a. Course identity, contains identity related to department, level of education, course name, course code, course group, credit weight, semester, and name of course supervisor.
- b. Learning description, contains an overview of the BK Education lecture process by PGMI students.

- c. CPPS contains achievements that must be mastered by students based on the institute's vision and mission.
- d. CMPK contains learning objectives that will be achieved by PGMI students in the Education Guidance and Guidance courses.
- e. Description of the learning plan, which consists of meetings, course learning achievement indicators, study materials, learning models/methods, learning experiences, time, assignments and assessments, learning resources.
- f. Details of course assignments related to weekly resumes and reports.
- g. The assessment weight is in terms of percentage marks for scheduled face-to-face attendance, participation in class/group activities, assignments, written exams.
- h. Learning material sources contain a list of reading sources that students can use in learning.

3. Development Stage

After designing the RPS, the researcher continued with activities to validate the RPS design with the two experts. This is strengthened by the opinion (Yunianto, 2021) that the RPS that has been designed must be validated by experts in the field, if the results are valid then the RPS can be carried out to the next stage. The two experts are BK experts related to BK services in elementary schools, namely the BK lecturer at IAIN Batusangkar and the BK lecturer at IAIN Bukittinggi. The following are the validation results based on the assessment indicators that have been given to the validator in the table below:

Table 1. Validation Results of RPS Assessment Indicators

No	Indicator	Value	Categori
1	Conformity of lecture objectives with indicators	80%	Valid
2	Suitability of indicator formulation with KD	80%	Valid
3	Conformity of lecture material with indicators	80%	Valid
4	Suitability of learning experiences with curriculum demands	80%	Valid
5	Compliance with time allocation with lecture material	60%	Less Valid
6	Conformity of lecture activities with indicators	70%	Valid
7	Suitability of learning experiences with curriculum demands	80%	Valid
8	Suitability of learning resources with lecture material	80%	Valid
9	Conformity of learning resources with indicators	80%	Valid
10	Suitability of tools or materials with lecture material	80%	Valid
11	Suitability of tools or materials with indicators	80%	Valid
12	Suitability of assessment of competency achievement indicators	80%	Valid

The table above illustrates that there are 11 valid indicators and only 1 indicator that is less valid, namely the indicator related to "Conformity with time allocation to lecture material". Then the validator also provides input in the form of: a) adding material related to human concepts according to psychological theory, b) the material presented is too dense, c) adding contextual learning in the form of case studies or problems that occur in schools, d) there are demands that are felt to be too high on course learning outcomes.

Based on the validation results and input, the researcher revised the RPS design again according to the suggestions given by the validator. As stated by (Kusmanto & Siregar, 2019), if there are indicators that are not yet valid, it is recommended that they be revised again, so that the RPS developed is suitable for testing. After revising and being revalidated by the validator, the RPS validation results meet the valid criteria and are rated **good**.

4. Dissemination

After the RPS was revised based on input and suggestions from the validator, the researcher conducted a limited trial on PGMI IAIN Batusangkar students who had taken the BK Education lectures. In this activity the researcher explained the RPPS and students provided suggestions and input using a simple instrument that

the researcher had provided. The following is a presentation of the results based on the assessment indicators that have been given to PGMI semester 5 students, which can be seen in the table below:

Table 2. RPS Limited Trial Results from PGMI IAIN Batusangkar Students

No	Indicator	Value	Categori
1	Conformity of lecture objectives with indicators	78,2%	Valid
2	Suitability of indicator formulation with KD	78,2%	Valid
3	Conformity of lecture material with indicators	83,4%	Very Valid
4	Suitability of learning experiences with curriculum demands	85,2%	Very Valid
5	Compliance with time allocation with lecture material	59,1%	Less Valid
6	Conformity of lecture activities with indicators	79,1%	Valid
7	Suitability of learning experiences with curriculum demands	73,1%	Valid
8	Suitability of learning resources with lecture material	77,4%	Valid
9	Conformity of learning resources with indicators	75,7%	Valid
10	Suitability of tools or materials with lecture material	73%	Valid
11	Suitability of tools or materials with indicators	72,1%	Valid
12	Suitability of assessment of competency achievement indicators	76,5%	Valid

Based on the data above, it shows that there are 2 indicators in the very valid category, 9 indicators in the valid category and only 1 indicator which is less valid. So the results of the analysis above can be concluded that the limited trials carried out provide the same picture as the validation results provided by the validator, and the revision of the RPS is in accordance with the results of the first revision. Then the students also provided some input and suggestions regarding the RPS that the researchers had designed, namely:

- a. Learning models or methods are more varied so they are more interesting according to the topic or material discussed.
- b. The Suitability of time allocation is further considered.

Suggestions given by students will become input for improving the RPS that researchers have completed. (Pinem, 2019) It is true that learning models and methods that are attractive to students will make students more active in learning, then in carrying out lectures it is necessary to pay attention to time allocation, adjust it to student needs in carrying out the learning process, also adjust it to the required indicators .

The development of the Education Guidance and Guidance RPS is expected to be very beneficial for students as prospective class teachers, where students will be able to become class teachers and have knowledge of guidance and counseling services for their students when they enter the field. They are able to face and solve student problems, and are able to understand the various characteristics of behavior and attitudes of elementary school students which are unique and different for each student.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research on the development of the RPS for Education Guidance and Guidance courses which was preceded by a study of the needs of class teachers for the implementation of guidance and counseling services in MI/SD, it can be concluded as follows.

1. The importance of preparing prospective MI/SD teachers with knowledge, understanding and skills related to BK services in schools.
2. The RPS developed was validated by experts and received a valid RPS BK with a percentage of 77.5% and was suitable for testing. The results of the limited trials carried out obtained a percentage of 76% in the valid category.
3. Limited trials were carried out on PGMI students, and received positive responses from students.

The recommendations given in this research are that prospective MI/SD teachers must not only understand how the learning tools will be provided to students, but also be able to provide full service to each student, solve student problems, understand the various characteristics of each student. Each student, through

the development of RPS BK Education, becomes an illustration for universities to see the needs that exist in the field and update various tools that can equip students to be able to enter the workforce later.

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