

Implementation of Group Guidance Program Management in Improving Cooperation Learning

Abdurrahman¹⁾, Yusuf Hadijaya²⁾, Muhammad Latif Sipahutar³⁾

^{1,2,3)} Universitas Islam Negeri Sumatera Utara, Indonesia

e-mail: abdurrahman@uinsu.ac.id, yusufhadijaya@uinsu.ac.id, muhammadlatisipahutar12@gmail.com

Received: 16-08-2021

Revised: 05-11-2021

Accepted: 17-11-2021

Info Artikel

Abstract

Keywords:

Counseling Guidance Management,
Collaborative learning,
Cooperation Learning

This article aims to describe the implementation of group counseling guidance management in increasing cooperative learning at SMPT IT Al Afkari Batang Kuis. This research method is descriptive qualitative using two data collection techniques: interviews and documentation. Data analysis techniques are data reduction, data display, conclusion, and data verification. The results show Principals are very supportive and have an important role in the process of BK service activities, such as providing a budget for BK activities themselves. The school principal is involved in the process of BK service activities and also motivates students. Counseling teachers in carrying out their duties play an active role in BK activities including group guidance activities. BK teachers carry out the process of group guidance services according to the conditions and needs of the students. In the process of implementing group guidance services carried out by BK teachers at SMP IT Al-Afkari, it is intended that students can improve collaboration in learning better with other students. Through the service process group guidance, a lot of changes occur in individual students, one of which is learning with the mediocre, to be better than before. Increasing student learning cooperation with other students through group guidance services with the material increasing cooperation with fellow students and improving the way students learn. In addition to providing material, researchers also provide various forms of games that are characterized by the intimacy between members in the group so that they are able to work together well in learning.

Abstrak

Kata kunci:

Manajemen Bimbingan konsling, kerjasama belajar

Artikel ini bertujuan untuk mendeskripsikan pelaksanaan manajemen bimbingan konsling kelompok dalam peningkatan kerjasama belajar di SMPT IT Al Afkari Batang Kuis. Metode penelitian ini adalah deskriptif kualitatif dengan menggunakan dua teknik pengumpulan data: wawancara dan dokumentasi. Teknik analisis data adalah reduksi data, display data, kesimpulan dan verifikasi data. Hasil penelitian menunjukkan Kepala Sekolah sangat mendukung dan memiliki peranan penting dalam proses kegiatan layanan BK, seperti menyediakan anggaran untuk kegiatan BK itu sendiri. Kepala sekolah ikut berkecimpung dalam proses kegiatan layanan BK dan juga memotivasi para siswa. Guru BK dalam melaksanakan tugasnya sangat berperan aktif dalam kegiatan BK termasuk kegiatan bimbingan kelompok. Guru BK melaksanakan proses layanan bimbingan kelompok sesuai dengan kondisi dan kebutuhan para siswa. Dalam proses pelaksanaan

layanan bimbingan kelompok yang dilakukan oleh guru BK di SMP IT Al-Afkari bertujuan agar siswa dapat meningkatkan kerjasama dalam belajar yang lebih baik dengan siswa lainnya. Melalui proses layanan bimbingan kelompok banyak sekali perubahan yang terjadi dalam diri individu siswa, salah satunya adalah belajar dengan yang biasa-biasa saja, menjadi lebih baik dari pada sebelumnya. Meningkatkan kerja sama belajar siswa dengan para siswa lainnya melalui layanan bimbingan kelompok dengan materi meningkatkan kerjasama dengan teman sesama siswa dan Meningkatkan cara belajar sesama para siswa. Selain pemberian materi peneliti juga memberikan berbagai bentuk permainan yang sifatnya menimbulkan keakraban antara anggota dalam kelompok sehingga mampu bekerjasama dengan baik dalam belajar.

INTRODUCTION

Cooperation in learning is one of the important things in a learning process. According to Sobry Sutikno (Dwitagama and Wijaya, 2012: 212) states to achieve optimal learning outcomes, it is recommended that teachers get used to using multi-way communication or communication as a transaction, namely communication that does not only involve dynamic interactions between teachers and students but also involves interaction. dynamic between one student to another student. Piaget's theory of development reinforces the above opinion that cognitive development is largely determined by the manipulation and interaction of students with their environment. Knowledge comes from action. Piaget believed that physical experiences and manipulation of the environment were important for individual developmental change. They have more opportunities to talk, take initiative, make choices, and generally develop good habits. Zaltman et.al (Isjoni, 2009: 36) students who work together in groups will lead to close friendships, which are formed among students, it turns out to be very influential on the behavior or activities of each individually. With collaboration in learning, students can develop their knowledge, abilities, and skills fully in an open and democratic learning atmosphere. turned out to be very influential on the behavior or activities of each individually. With collaboration in learning, students can develop their knowledge, abilities, and skills fully in an open and democratic learning atmosphere. turned out to be very influential on the behavior or activities of each individually. With collaboration in learning, students can develop their knowledge, abilities, and skills fully in an open and democratic learning atmosphere.

Efforts to increase student cooperation are not easy. According to Yamin and Ansari (2009: 14) students have differences from one another. Differs in interests, abilities, pleasures, experiences, and ways of learning. Likewise different in terms of cooperation. In addition, in teaching and learning activities in the school environment, several problems are often encountered. Lack of student participation in learning is an obstacle in establishing cooperation. This makes students not willing to cooperate in solving the problem. Related to that, in working together to improve learning, namely knowledge, Allah will raise his degree.

One of the learning innovations that can improve student collaboration is group guidance. Group guidance service is one type of guidance and counseling service provided to a group of people (clients) by utilizing group dynamics to obtain new information and understanding of the problems (topics) they discuss.

The group guidance service aims to encourage the development of feelings, thoughts, perceptions, insights and attitudes that support the realization of more effective behavior, namely increasing the ability to cooperate in student learning. Thus, group guidance makes an important contribution in improving student communication, where the problem of lack of student cooperation is a condition that is experienced by many students.

As one of the educational institutions, SMP IT Al Afkari Batang Kuis is very concerned about improving student learning, this can be seen from the available counseling service programs including group guidance which is run well, through group guidance services students can learn and cooperate in learning to adapt to their friends and their environment such as compiling a roster of tomorrow's lessons, making study schedules, discussing or cooperating in learning as well as possible, both at school and at home.

Based on the initial observations of researchers at SMP IT Al-Afkari, that researchers found various problems faced by students, these conditions arise from various factors, both internal and external. Among the problems faced by students are not doing homework, not daring to ask questions, and so on.

Group conseling

According to the Big Indonesian Dictionary, guidance is defined as instructions (explanations) on how to do something. Guidance is a translation of the term "Guidance". Literally "Guidance" comes from the root word "guide", which means (1) directing (to direct), (2) guiding (to pilot), (3) managing (to manage), and (4) driving (to control). streer).

In the Indonesian education system, Government Regulation No. 28/1990 Article 25 states that guidance is assistance given to students in order to find themselves personally, regarding the environment and planning for the future. From the explanation of the meaning above, it can be concluded that guidance can have many meanings, namely directing, guiding, managing and driving students to get to know themselves, their environment and their future.

Group guidance service is one type of service in the guidance and counseling service. Group guidance can be interpreted as assistance to individuals carried out in group situations. Group guidance can be in the form of delivering information or group activities that discuss educational, work, personal and social issues.

Hellen in Syafaruddin (2019: 62) explains that group guidance services are services that allow students to jointly express opinions about something and discuss important topics. Group guidance refers to activities that focus on providing information or experience through a planned and organized group activity. This is also almost in line with the opinion of Prayitno (1995: 95) Group guidance is an activity carried out by a group of people by utilizing group dynamics, this means that all participants must be involved in group activities, namely interacting with each other, expressing opinions freely and openly, respond, make suggestions, and so on. This free and open interaction starts from the formation stage to the termination stage. This is in line with the opinion of Romlah (2006: 3), namely "group guidance is the process of providing assistance given to individuals in group situations. This means that in providing assistance to individuals, a group approach is used so that each individual can interact with one another.

From the above opinion, it can be concluded that group guidance services are a way of providing assistance (guidance) to individuals (students) through group activities, in this service group activities and dynamics must be realized to discuss various things that are useful for developing or solving individual problems. students) who are participants in the service. Meanwhile, another opinion states that group guidance is a guidance and counseling service that allows students to jointly obtain various materials from certain useful sources to support their daily lives, both individually and as students, family and community members as well as for consideration in decision making. " Therefore,

Mungin Eddy Wibowo (2005) Group guidance is a group activity that provides information and directs discussion so that group members become more social or to help group members to achieve common goals. Hatinah (2009: 104) expresses the meaning of group guidance services in more detail, namely: "Guidance and counseling services that allow a number of students together, through group dynamics to obtain various materials from certain sources (especially from the supervising teacher) and to discuss them in detail. together certain topics (topics) that are useful for supporting understanding and daily life and or for their development, both as individuals and as students, and for consideration in decision making and or student actions.

From this opinion it can be concluded that group guidance is a joint process of trying to provide information from each individual in the group so that with the information from each, all individuals in the group can share information or solutions. Gazda (1978) suggests that group guidance in schools is an information activity for the remaining groups to form them to plan and make the right decisions. And group guidance is held to provide personal, vaccineal and social information.

Achmad Juntika (2006:23) Group guidance is carried out in three groups, namely small groups (2-6 people), medium groups (7-12 people) and large groups (13-20 people) or classes (20-40 people). The information in group guidance is intended to increase understanding of reality, the rules in life, ways that can be done to complete assignments, and reach a future in studies, careers or life.

From the conclusion regarding the understanding of group guidance above, group activities in schools are activities to get natural information, to make plans and appropriate decisions through various materials from guidance and counseling teachers or other resource persons so that they can support individual personal development in everyday life.

Purpose of Group Guidance

In general, group guidance services aim to develop social skills, especially the communication skills of service participants in groups. More specifically, group guidance services aim to encourage the development of feelings, thoughts, perceptions, insights, knowledge and attitudes that support the realization of more effective behavior, namely improving students' verbal and nonverbal communication skills.

Group guidance services are intended to enable students to jointly obtain various materials from resource persons (especially tutors) that are useful for daily life both as individuals and as students, family members and the community. The intended material can also be used as a reference for making decisions. (Abu Bakar M Luddin, 2010: 47). A similar opinion is expressed by Prayitno (2004: 3). The purpose of group guidance is the goal to be achieved in receiving information. The information will be used to plan and make decisions, or for other purposes relevant to the information provided.

Group Guidance Service Functions

The functions of group guidance services include the following: 1) Provide broad opportunities for each individual to have an opinion and provide feedback about various things that are happening in the surrounding environment. 2) Have a broad, precise, effective, objective, understanding in various ways about what they are talking about. 3) Cultivate a positive attitude towards themselves and their environment related to the various things they

discuss in the group. 4) Develop activity programs to realize a rejection of bad things and provide support for good things. 5) Carry out real activities and immediately take action to produce results as they originally planned.

Contents of Group Guidance Services

Group guidance services discuss general material or topics, both assignment topics and free topics. What is meant by task topic is the topic or discussion given by the supervisor (group leader) to the group to be discussed in group guidance. While the free topic is a topic or subject that is freely expressed by group participants, group members take turns presenting the topic freely, then choose what will be discussed first and so on.

The topics discussed in group guidance services, both free topics and assignment topics, can include areas of personality development, social relations, career education, family life, religious life, and so on. The topic of discussion of the above fields can be expanded into relevant sub-fields. For example, the development of the field of education can include problems on how to learn, learning motivation, interest in learning, even learning difficulties, failing exams, and so on

Cooperation can eliminate mental barriers due to limited experience and a less broad perspective. So you will be more likely to discover your own strengths and weaknesses, learn to respect others, listen with an open mind, and build cooperative agreements by working together. By working together small groups or teams will be able to overcome various forms of obstacles, act independently and with full sense of responsibility, rely on the talents or thoughts of each group member, trust others, express opinions and make decisions.

According to Robert L. Clitrap in Roestiyah (2008:15) states "Cooperation is an activity in groups to work on or complete a task together", in this collaboration usually occurs interaction between group members and has the same goal to be achieved together. -same. From some of the definitions above, it can be concluded that cooperation is the desire to work together or work together with other people as a whole and be part of a group in solving a problem to achieve a goal.

Cooperation in the context of learning that involves students according to Huda (2011: 24) is when students work together in completing a group task, they provide encouragement, advice and information to their group friends who need help. When working together, students who understand better will have the awareness to explain to friends who don't understand, so students who don't understand can finally understand.

From the opinions of several experts above, it can be concluded that cooperation is an interaction process that involves all members in a group to build cohesiveness, solidarity by interacting in certain ways, so that a person's behavior or achievements can affect the achievements or behavior of others. Cooperation in the context of this research is cooperation in mastering teaching materials in order to achieve good cooperation in learning.

Cooperation indicator

Collaboration between students in learning activities according to Harmin (in Isjoni, 2009: 36) can provide various experiences, because they have more opportunities to speak, take initiative, make choices, and in general develop good habits. Sutikno (2012:212) explains that in order to achieve optimal learning outcomes, it is recommended that teachers get used to using multi-way communication or communication as a transaction, namely communication that does not only involve dynamic interactions between teachers and students but also involves dynamic

interactions between students at the same time. with other students as a form of cooperation in an effort to understand the material.

From the opinions of the experts mentioned above that in order to achieve optimal learning outcomes, it is recommended that teachers get used to using multi-way communication or communication as transactions, in order to get various kinds of speaking experiences, take initiative, and students dare to take action.

Factors that encourage collaboration

To increase cooperation, it is necessary to teach social skills. This is because with social skills the values in cooperation will be internalized in students by habituation. According to Johnson & Johnson (in Huda, 2011:55) the social skills that students must have to improve their collaboration skills

Understanding Learning

Learning is a human process to achieve various kinds of competencies, skills, and attitudes. Slameto (2003:13) states "learning is a business process carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment". To get something a person must try himself so that what he wants can be achieved, the effort can be in the form of independent or group work in an interaction.

Learning is a business process carried out by a person to obtain a new change as a result of his own experience in interaction with his environment. Learning relates to changes in a person's behavior towards a certain situation caused by repeated experiences in a situation.

In the perspective of psychology, learning is a basic process of the development of human life. By learning, humans make qualitative changes to individuals so that their behavior can develop. All activities and achievements in human life are nothing but the result of the learning process. And the notion of learning in the perspective of Islam, namely learning is an obligation for every Muslim and Muslim woman in order to gain knowledge so that the degree of life increases.

Based on these various understandings, the author concludes that learning is a process of acquiring knowledge, and a relatively lasting change in the ability to react as a result of training that is strengthened by human development and this will increase its degree both on the human side and on the side of the human Creator.

RESEARCH METHODS

This research was conducted using a descriptive qualitative approach, Qualitative research is a research method that aims to gain an understanding of reality through inductive thinking processes. (Basrowi, 2008:1) This study examines and examines the facts that exist in the implementation of guidance and counseling services, especially group guidance at SMP IT Al Afkari Batang Kuis.

Data collection techniques in this study used observation, interviews, and document studies (records or archives). In qualitative research methods, the researcher is the main instrument (key instrument). Data analysis techniques use data reduction, data presentation, conclusions (1) credibility, (2) transferability, 3) dependability, 4) komfirmability (comfirmability) (Moeleong, 2000: 90)

RESULTS AND DISCUSSION

Results

Until now, the role and function of BK teachers in educational institutions, both schools and madrasas, have not yet seen their role and function. This is not because of the difficulty of a university in producing graduates of guidance and counseling study programs who are truly professional and proportional and have the capability to carry out their duties. Many universities in foreign countries, even public and private, each year produce scholars of counseling and guidance study programs who are truly professional and ready to enter all institutions, especially the world of education. BK teachers basically have a crucial role. As is well known, BK teachers handle various areas of development such as personal, social, learning, career, family, etc. These various fields are conveyed through various services in guidance and counseling such as orientation services, information, placement and distribution, content mastery, individual counseling, group guidance, group counseling, consultation, mediation, and advocacy services. Coupled with various supporting activities that can be carried out by BK teachers such as instrumentation applications, data collection, case conferences, home visits, case transfers and finally the library display. Regarding therapy, not all of these noble tasks can be carried out as expected. This is due to special hours for BK teachers in school group counselling, consultation, mediation, and advocacy services. Coupled with various supporting activities that can be carried out by BK teachers such as instrumentation applications, data collection, case conferences, home visits, case transfers and finally the library display. Regarding therapy, not all of these noble tasks can be carried out as expected. This is due to special hours for BK teachers in school group counselling, consultation, mediation, and advocacy services. Coupled with various supporting activities that can be carried out by BK teachers such as instrumentation applications, data collection, case conferences, home visits, case transfers and finally the library display. Regarding therapy, not all of these noble tasks can be carried out as expected. This is due to special hours for BK teachers in schoolnot carry out their duties optimally.

Such is the condition that occurs in various schools/madrasas, including at SMP IT Al Afkari Batang Kuis. In fact, if we look further, there are regulations that regulate this problem. That in Permendikbud No. 18.A of 2013 concerning Curriculum Implementation. Appendix IV explains in detail about the implementation of BK in schools such as the type of service, the format of the service, the obligation to attend class 2 hours/week/study group. However, due to certain reasons these regulations were not implemented. Of course, with this situation, it is very difficult for a BK teacher to maximize the provision of existing counseling services, including placement and distribution services and the service materials in it. This situation also causes the operationalization of existing services to be disabled. Whereas service operations should be carried out in a planned and orderly manner following systematic procedures and steps. Such as planning, implementation, evaluation, evaluation analysis, follow-up, and reports.

The absence of special hours given to BK teachers also certainly makes the functions of counseling services not fully achieved, especially services that are classical. This situation makes the function of counseling guidance seem idly by which only plays a role when students/clients get into trouble, even though the function of counseling guidance is not only a function of alleviation but also has the function of understanding, prevention, and maintenance and development.

Not only that, a school/madrasah still often suffices and forces BK teachers to handle their students. Many are found in madrasah BK teachers only consist of 2-3 people to handle hundreds of students

BK teachers must give maximum efforts to help overcome problems that occur in students, especially problems related to cooperation in learning at school. Students must get good attention so that they work together in learning/discussion to be better, both in the learning process and not in the learning process. In addition, BK teachers are also expected to be able and able to assist students in fostering good cooperation and overcoming problems that occur in each individual and group such as cooperation in learning at the school where he devotes himself.

As one of the educational institutions, SMP IT Al Afkari Batang Kuis is very concerned about improving student learning, this can be seen from the available counseling service programs including group guidance which is run well, through group guidance services students can learn and cooperate in learning to adapt to their friends and their environment such as compiling a roster of tomorrow's lessons, making study schedules, discussing or cooperating in learning as well as possible, both at school and at home.

DISCUSSION

The implementation of group guidance requires good cooperation from various parties in the school, both the cooperation between the guidance counselor and the principal, the cooperation between the counseling teacher and the teacher in the field of study, as well as the counseling teacher and the students themselves as participants in group guidance service activities. Cooperation is intended to achieve the objectives of implementing group guidance properly, so that it really provides benefits for schools, especially for students in helping carry out learning activities/tasks at school.

Group guidance is one of the services in the counseling guidance program that allows students to have the opportunity to discuss material problems or topics through group dynamics. The material, topic or problem discussed is a general problem that can be obtained from the provisions of the group leader (task topic) or from group member agreement (free topic).

Because, group guidance services are intended to enable students to jointly obtain various materials from resource persons (especially tutors) that are useful for daily life both as individuals and as students, family members and the community. The intended material can also be used as a reference for making decisions. (Abu Bakar M Luddin, 2010: 47). A similar opinion is expressed by Prayitno (2004: 3). The purpose of group guidance is the goal to be achieved in receiving information. The information will be used to plan and make decisions, or for other purposes relevant to the information provided.

The implementation of group guidance at SMP IT Al Afkari is due to the needs of the students themselves. With the implementation of group guidance, it is hoped that each student will gain a broader insight into personal, social, learning and career.

The implementation of the group guidance service program by BK teachers has a positive impact on students. Various changes occur in individual students. This proves that BK teachers have had a role in fostering students' personal, social, learning, and career skills through the implementation of group guidance services. Students believe that they can work well together, especially with various friends at school. Students never feel ostracized in the association or feel

not accepted in the association in the school environment. Each student grows confidence to try to establish a good relationship by trying to cooperate with each other.

At this point, guidance and counseling service programs really need to be held for students in schools, especially group guidance services programs to help students work together with their peers in learning and become better not only in the classroom but also outside the classroom. This is also related to the purpose of group guidance services. This is where the supervising teacher plays the most active role even though he only acts as a group leader, but the supervising teacher must pay attention to the course of the group guidance activities and see the changes that occur to group members.

In addition, based on interviews conducted by researchers with several students who were the research samples, it can be explained that these students were very happy and enthusiastic about participating in the group guidance service activities that had been carried out, from these activities they were able to work together in learning well, able to express opinions in front of the group. Other people, then they get new experiences that they have not gotten in the learning process in the classroom, with the provision of group guidance services in the form of topics/materials and games that researchers provide, students can understand the importance of working together in learning with fellow students so that the learning process it could go even better in the future.

CONCLUSION

From the results of research that has been carried out by researchers at SMP IT Al Afkari, the following conclusions can be drawn: Principals are very supportive and have an important role in the process of BK service activities, such as providing a budget for BK activities themselves. The principal is involved in the counseling service activity process and also motivates the students. BK teachers in carrying out their duties play an active role in BK activities including group guidance activities. BK teachers carry out the process of group guidance services according to the conditions and needs of the students. In the process of implementing group guidance services carried out by BK teachers at SMP IT Al-Afkari, the aim is that students can improve collaboration in better learning with other students. Through the process of group guidance services, there are many changes that occur in individual students, one of which is learning with the ordinary, becoming better than before. Improving student learning collaboration with other students through group guidance services with the material increasing cooperation with fellow students and improving the way students learn. In addition to providing material, researchers also provide various forms of games that are characterized by intimacy between members in the group so that they are able to work together well in learning.

REFERENCES

- Achmad Juntika Nurishan, 2006. *Guidance and Counseling in Various Backgrounds of Life*
Bandung: Aditama Replica
- Abu Bakar M. Luddin, 2012 *Individual & Group Counseling Applications in Counseling Practice*, Medan : Cita Pustaka Media Pioneer.
- Syafaruddin et al, 2019. *Basic Guidance and Counseling, Concept Study, Theory and Practice*
Medan : Perdana Publishing
- Mochamad Nurussalim, 2015 *Professional Development of Guidance and Counseling*, Jakarta:
Erlangga Publisher

- Suharsimi Arikunto, 2002. *Research Procedure A Practical Approach*. Rev.ed V. Jakarta: Rineka Cipta
- Syamsu Yusuf, 2017. *Developmental Guidance and Counseling: A Comprehensive Approach*, Bandung: Refika Aditama
- Abu Bakar M. Luddin, 2010. *Basics of Counseling Review of Theory and Practice*, Bandung: Pioneer Media Citralibrary
- Samsul Munir Amin, 2010. *Islamic Guidance and Counseling*, Jakarta: Amzah,
- Prayitno, 2015. *Types of Counseling Supporting Services and Activities*, Padang:
- Dewa Ketut Sukardi, 2008. *Introduction to the Implementation of Guidance and Counseling Programs in Schools*, Jakarta: PT. Rineka Cipta
- Sitti Hartinah, 2009. *Basic Concepts of Group Guidance*, Bandung: PT. Refika Aditama
- Romlah Tetik, 2006. *Theory and Practice of Group Guidance*, Malang: State University of Malang
- Dewa Ketut Sukardi, 2000 *Education Management*, Jakarta: PT. King Grafindo Persada
- A, Hallen, 2005. *Guidance and Counseling. Revised Edition*, Jakarta: Quantum Teaching
- Dedi, Dwitagama, 2012. *Wijaya Kusumah, Introduction to Classroom Action Research*. West Jakarta: PT Index.
- Prayitno Erman Amti. 2004. *Basics of Guidance and Counseling Revised Edition*. Jakarta : Rineka Cipta
- Prayitno. 2015. *Guide Series on Types of Counseling Supporting Services and Activities Padang: Counselor Professional Education Program*, UNP.
- Isjoni. 2009 . *Cooperative Learning Develops Group Learning Ability*. Bandung: Alfabeta
- Yamin, M and Ansari, BI 2009. *Techniques for Developing Students' Individual Ability*. Jakarta: Echoing Persada Press
- Prayitno. 2005. *Group Guidance and Counseling Services*, (Jakarta: Ghalia Indonesia
- Slamet. 2013. *Learning and Influencing Factors*. (Jakarta: Rineka Cipta
- Hatinah, 2009. *The basic concept of group guidance*, Bandung: Refika Aditama
- Gaza. 1978. *Group Counseling a Developmental Approach*, London : Allyn & Bacon
- Ahmad Juntika. 2009. *Guidance and Counseling service strategy*, (Bandung: Refika Aditama,
- Prayitno. 1995. *Group Guidance and Counseling Services (base and profile)*. Padang: Ghalia Indonesia.
- Sukardi, Dewa Ketut. 2008. *Introduction to the Implementation of Guidance and Counseling Programs in Schools*. Jakarta: PT Rineka Cipta
- God Ketut. 2002. *Introduction to the Implementation of the Guidance and Counseling Program in Schools*. Jakarta : Rineka Cipta.
- Prayitno. 2012 *Types of Counseling Supporting Services and Activities*. Padang: Faculty of Education, Padang State University
- Lewis Thomas & Elaine B Johnson 2014 Bogdan, Robert and Tylor, Steve J. 1992. *Introduction to Qualitative Research Methods: A Phenomenological Approach to the Social Sciences*, translation by Arief Furchan. Surabaya : National Effort
- Djamarah. 2002. *Learning Psychology*. Jakarta : Rineka Cipta
- Moreno in Zulkarnain 2013
- Sutikno. 2012. *Education Management: Practical Steps to Realize Excellent Educational Institutions*. Jakarta : Holistica

- Zulkarnain. 2013. *Group Dynamics: Educational Leadership Exercises*. Yogyakarta: Earth Literacy
- Moloeng, Lexy. 2006. *Qualitative Research Methodology*. Bandung: PT Pemuda Rosdakarya.
- Denzyme & Lincoln. 1994. *Handbook of Qualitative Research, cet. I* (London: Sage Publications
- Amti and Marjohan. 2006. *Guidance and Counseling in Various Life Backgrounds*. Bandung: Rineka Aditama
- Armawati Arbi. 2012. *Psychology of Communication and Tablighi.*: Amzah. Jakarta.
- Basrowi. 2008. *Understanding Qualitative Research*. Jakarta : Rineka Cipta.
- Ministry of Religion of the Republic of Indonesia. 2009. *Al-Qur'an Three Languages*. Depok: Al Huda Echo Human Group.
- Dewa Ketut Sukardi, 2000. *Education Management*, Jakarta: PT. Raja Grafindo Persada
- Dewa Ketut Sukardi and PE Kusmawati Nila urged. 2008. *Guidance and Counseling Process in Schools*. Jakarta : Rineka Cipta
- Lexy, J. Moleong. 2000. *Qualitative research methodology*, Bandung: Remaja Rosdakarya.
- Ludin, ABM. 2010. *Fundamentals of Counseling*, Bandung: Pioneer Media Cita Libra.
- Margono S. 2004. *Educational Research Methodology*. Jakarta : Rineka Cipta.
- Prayitno. 2012. *Activity Guide Series and Counseling Support*. Padang: Counselor Professional Education Program Guidance and Counseling Department, Faculty of Education, State University of Padang.
- Prayitno and Erman Amti. 2008. *Fundamentals of Guidance and Counseling*, Jakarta: Rhineka Cipta.
- Salim and Syahrums. 2007. *Qualitative Research Methods*, Bandung: Cita Libra Media.