

Research Article

Counseling Guidance Teacher Services in Increasing Student Learning Motivation from Broken Home Families

Felia Agriani

Fakultas Agama Islam Universitas Wiralodra, feliaagriani@faiunwir.ac.id

Copyright © 2023 by Authors, Published by **Elementaria: Journal of Educational Research**. This is an open access article under the CC BY License <https://creativecommons.org/licenses/by/4.0/>

Received : March 21, 2023
Accepted : May 20, 2023

Revised : April 08, 2023
Available online : June 23, 2023

How to Cite: Felia Agriani. (2023). Counseling Guidance Teacher Services in Increasing Student Learning Motivation from Broken Home Families. *Elementaria: Journal of Educational Research*, 1(1), 1–13. <https://doi.org/10.61166/elm.v1i1.1>

Abstract. Counseling teacher services are a preventive effort so that students are not on the wrong path, students who have problems cannot solve their own problems, they need someone who can help in alleviating the problem. Especially in the case of broken home students in adolescents, where students are in a phase of searching for identity, and broken home students are different from other students, they have quite serious personal problems, one of which is loss of motivation to study. Based on the reality above, researchers are trying to explore the Service Counseling Guidance Teacher in Increasing Students' Learning Motivation Broken Home in Grade IX Students of SMP Negeri 1 Balongan. Thus, researchers can formulate problems that will be studied in the preparation of this research. First, how is the guidance and counseling teacher's service in increasing the learning motivation of broken home students? Second, how is the effectiveness of guidance and counseling teacher services in increasing the learning motivation of broken home students? The type of this research is field research using descriptive research methods with a qualitative approach. The research technique used is data collection techniques and data analysis techniques. Data collection techniques were carried out by means of observation, interviews and documentation. The results of this study are that the guidance and counseling teacher's service in increasing the learning motivation

of broken home students in class IX has been going well, the service used by the counseling teacher in this case is group guidance, but in students with weak cases the motivation to study is quite serious so causing students to be reluctant to go to school, counseling teachers use home visit services. The services provided by the counseling teacher in increasing learning motivation in broken home students in class IX at SMP Negeri 1 Balongan can be said to be effective, because in the results of the interviews the students were satisfied with the services provided by the guidance and counseling teacher, as evidenced by positive responses and changes in themselves student.

Keywords: Book Teacher, Motivation, Students

INTRODUCTION

Guidance and counseling is an activity that is preventive (prevention) and healing by guiding and assisting clients or counselees in solving their life problems and empowering individuals to be able to solve their own problems in the future by following the norms held in schools.

Guidance and Counseling is an effort to provide assistance to students so that students are able to develop according to their abilities and are also able to be independent in solving problems that exist within them. In guidance and counseling there are services that are used to help students overcome their problems such as individual counseling (individual), group counseling, group counseling, and study guidance. In a school there needs to be a counseling teacher so that they can provide guidance and counseling services to every student in need. Moreover, junior high and high school students who are entering their teenage years still really need direction and help to solve their problems.

Adolescence is a period of very complex personality development. Because there is a transition period from childhood to adulthood, the time span of adolescence is divided into 3 periods, namely early adolescence ranging from 12 to 15 years, middle adolescence ranging from 15 to 18 years, and late adolescence or commonly called adulthood. Early age ranged from 18 to 21 years. In this age span, there are many changes and developments that occur, both physical changes and very complex adolescent psychological changes.¹

In this study the authors will examine students in their early teens, where children in their teens usually have unstable emotions, are aggressive, and regressive, so that children tend to have a tough character, are difficult to manage, and are easily carried away by association. Hall views this as a period of "storm and stress". He stated that during adolescence many problems were faced because the teenager was trying to find his identity for self-actualization needs. Efforts to find

¹ Fitri Febri, *7 Facts of General Adolescent Psychology You Must Know*, <https://dosenpsikologi.com/hakpsikologi-remaja>, 2017: Accessed January 1, 2020

adolescent identity are carried out with various approaches, so that they can actualize themselves well.²

The role of parents when children enter their teens is very influential for the growth and development of children, because at this time children really need parents who are able to overcome their emotional instability, also provide love and attention to them because basically teenagers tend to need more attention so that emotions become more controlled.

Although as the smallest unit in society, the family has a significant role in shaping society. The good and bad of a society can be measured or examined from the level of harmony of each household in the community unit. That is, from the family everything begins. This departs from an understanding that most of each person's attitude is formed in his family, while a small part is obtained from the environment. In this way, the family unit is the first and foremost space that determines the process of forming the character of a nation.³

In today's life, many parents neglect their children, do not give proper love and attention to their children. There are parents who choose to divorce when their children are small or teenagers (broken home), even though at that age the child needs someone who is able to guide and educate well, there needs to be cooperation in the household otherwise the child becomes a victim. With an intact family, of course, children feel safe and calm. there are also parents who are busy working because of economic demands.

Many parents prefer to keep themselves busy with work (workaholic) and choose to leave their children, what parents do is busy working only for the happiness of their children, so that in the future children do not feel difficult and all their needs are fulfilled, but every action is not always true, there are negative impacts that children can feel from parents who are busy working, namely the lack of affection they get from their parents, especially now that many mothers are going abroad to look for work so that their family's economic life is more secure. There are also parents where both mother and father choose to be busy working outside the home while they usually entrust the child to a maid, their parents or their siblings. Finally, many children who are not old enough live without the supervision of their parents. This certainly greatly affects the growth and psychological development of the child.

The habit of parents entrusting their children to helpers or siblings does not necessarily guarantee that the child will grow and develop properly, because they are not the parents of the child who have a high sense of affection for the child, so children are often neglected and not cared for properly. . For example, when the child is entrusted by the maid, his needs can be taken care of properly, but he is not

² Sunarto, B. Agung Hartono, *Student Development*, (Jakarta: Rineka Cipta, 2008), 68

³ Anindya Puspita, *Save Your Family from a Broken Home*, (Yogyakarta : Saufa, 2015), 12

given good education and knowledge like when he was raised by his own parents. Or when they are entrusted to their grandmother, the grandmother is of course very vulnerable to taking care of small children or teenagers, so that everything is very, very limited, and not necessarily better than a maid. Children who are loved by others will have little difficulty accepting themselves. Meanwhile, children who feel unwanted, unaccepted, and unloved tend to experience great difficulties in accepting themselves. children who being rejected will learn to distrust the world.⁴

Many parents are divorced and busy working so they don't supervise their children, so now there are many children who have problems because there are no parents who accompany them, juvenile delinquency is one example. There are so many teenagers today who have social, personal, career and study problems due to a lack of attention from their parents. The closeness of parents to children is an important basis for the growth and development of children. The closeness of parents and children will also be useful in building children's character. Children who do not have closeness with their parents, children will be more inclined not to listen to what their parents say and only want to listen to what their heart says. Because they are not close to their parents, children can do whatever they want without thinking about anything else. Moreover, at the age of teenagers, they are very vulnerable to promiscuity which leads to negative things. That is the importance of the close relationship between parents and children.

The many bad events between parents and children, this is not in line with what is prescribed in Islam as the word of Allah SWT in Al-Qur'an letter At-Tahrim: 06 which means: "O you who believe! Take care of yourselves and your family from the fires of hell whose fuel is man and stone, guardians of angels who are rough and hard, who do not disobey Allah in what He commands them and always do what is commanded.

Allah commands believers to protect their families from the fires of hell. Which means avoiding bad, useless, heinous and evil deeds that can lead us to the torment of hell fire. These troubled children are one example of the failure of a family to protect family members from bad deeds. Therefore, the existence of guidance and counseling services is a preventive effort in addressing concerns about behavioral deviations, education and guidance for adolescents.⁵

services allow individual students to solve their problems as much as possible. Therefore the role of the counselor or mentor in guidance and counseling service activities is needed, especially in directing activities in a positive direction so that clients can develop themselves in overcoming their problems.

⁴ Gerald Corey, *Theory and Practice of Counseling & Psychotherapy*, (Bandung: PT Refika Aditama, 2013), 22

⁵ Prayitno, Ennan Amti, *Fundamentals of Guidance and Counseling*, (Jakarta: PT. Rianeka Cipta, 2015),280

In the initial observations conducted by researchers at the school found that most of the class IX students at Balongan 1 Public Middle School had a lot of problems and did not have motivation to study at school due to a lack of love and attention from parents towards their children, because the students' parents there are those who choose to separate and there are those who are busy working to make a living to fulfill their daily needs.

Many of these children often skip school when class starts, often do not go to school even though the statement from their parents or relatives at home gives them permission to go to school, smokes, gets drunk, is lazy and is not enthusiastic about listening to the teacher explaining lessons at school. front of the class, also fighting with other class mates. These various events are proof that these children are seeking attention through bad actions, even though there are many other alternatives that can be done. This is because adolescents are still immature in thinking and are often unstable in making decisions. In this regard, an effort is needed to overcome problems related to children who have problems at school, so as to avoid unwanted events such as behavioral deviations and so on. Efforts that can be made to overcome this problematic child is to provide guidance and counseling services.

Based on the description that has been presented above, it can be concluded that the role of parents is very influential for the psychological and cognitive growth and development of children. There are many cases of parents who prefer to work hard rather than take care of their children and it affects the psychological and cognitive condition of the child which ultimately affects their future life, so the role of the counselor is felt to be necessary to help the child get out of the problems he is facing through the services that are in Guidance and counseling.

METHOD

In accordance with the formulation and objectives to be discussed in this study, this research uses a case study qualitative research method. Qualitative research method is a research method that is used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, sampling of data sources is carried out purposively and snowball, collection techniques are triangulation (combined), data analysis is inductive /qualitative, and the results of qualitative research emphasize meaning rather than generalization.⁶This study aims to determine the counseling services provided by counseling guidance teachers in increasing the learning motivation of broken students home.

⁶ Sugiyono, *Educational Research Methods (Quantitative, Qualitative and R&D Approaches)*, (Bandung: Alfabeta Publisher, 2018), 15

RESULTS AND DISCUSSION

Guidance and counseling is a translation of "guidance" and "counseling" in English. Literally the term "guidance" from the root word "guide" means: (1) direct (2) guide (to pilot), (3) manage (to manage), and (4) drive (to steer) .⁷ Rochman Natawidjaja defines guidance as a process of providing assistance to individuals that is carried out on an ongoing basis, so that the individual can understand himself, so that he is able to direct himself and can act naturally in accordance with the demands and conditions of the school environment, family, community, and life in general.⁸

Guidance is part of a regular and systematic educational process in the form of providing assistance to individuals who are carried out on an ongoing basis in making wise choices and adjustments so that the individual can understand himself so that he is able to direct himself and act naturally according to the demands and circumstances of his environment.

Etymologically the definition of counseling, the term counseling comes from the Latin, namely "consilium" which means with or together which is arranged by accepting or understanding. Whereas in the Anglo-Saxon language, the term counseling comes from "sellan" which means "to submit" or "to convey". The division of Counseling Psychology reveals that counseling is a process to help individuals overcome obstacles to their own development, and to achieve optimal development of their personal abilities, this process can occur at any time.⁹

By looking at the description of guidance and counseling above, it can be formulated about the meaning of guidance and counseling (BK), namely a series of activities in the form of assistance carried out by an expert in face-to-face counseling, either individually or several people by providing additional knowledge to overcome problems experienced by the counselee in a continuous and systematic way.¹⁰

The purpose of guidance services is so that counselees can: (1) plan study completion activities, career development and life in the future, (2) develop all their potential and strengths as optimally as possible, (3) adapt to the educational environment, the community environment as well as the work environment, (4) overcoming obstacles and difficulties encountered in studies, adjustments to the educational environment, society, and work environment.¹¹

⁷ Syamsu Yusuf, Juntika Nurihsan, *Guidance and Counseling Foundation*, (Bandung, PT Remaja Rosdakarya, 2012), 5

⁸ Prayitno, Erman Amti, *Fundamentals of Guidance and Counseling*, (Jakarta: PT. Rianeka Cipta, 2015), 95

⁹ Prayitno, Erman Amti, *Fundamentals of Guidance and Counseling*, 100

¹⁰ Nasir, *Fundamentals of Guidance and Counseling*, 4

¹¹ Directorate General of Quality Improvement of Education and Education Personnel, Signs of Implementation of Guidance and Counseling in the Formal Education Pathway, (Ministry of National Education, 2007), 13

There are several benefits of guidance and counseling according to Nasir, namely:

- a. Guidance and counseling will make us feel better, feel happier, calm and comfortable because counseling helps us to accept every side that is within us.
- b. Counseling guidance also helps to reduce or even eliminate the levels of stress and depression that we experience because we are assisted to find the source of the stress and also assisted in finding the best way to solve the unresolved problem.
- c. Counseling guidance helps us to understand and accept ourselves and others so that we will improve effective relationships with others and be able to make peace with ourselves.
- d. Personal development will increase positively because of counseling guidance.¹²

RESEARCH RESULT

In this study, researchers conducted interviews with students online or online, through a message-based application, namely WhatsApp. while interviews were conducted with guidance counseling teachers and school principals conducted face to face. Based on the results of observations with counseling guidance teachers that: "guidance counseling services for broken home students at SMP Negeri 1 Balongan" consists of several stages, namely:

1. Guidance and counseling teachers dig up information about broken home students who have problems through stories of students who came to the guidance and counseling teacher with their own will to solve the problem with the counseling teacher, but if broken home students who have these problems are reluctant to tell or come to the guidance and counseling teacher with of his own accord, then Guidance and counseling teachers seek information through homeroom teachers, subject teachers, and their class mates.
2. After digging up information about the broken home students, then the counseling teacher approaches the students, usually this approach to students is done by providing services. The services provided by the counseling teacher depend on the problems experienced by students, there are some broken home students who do not want their problems to be known by many people, so the guidance and counseling teacher conducts individual or individual counseling services. For students who have frequent cases of skipping school, the counseling teacher and homeroom teacher usually conduct home visits directly to the student's home. As for students with mild problems such as having a few problems with learning motivation, the counseling teacher provides group guidance and group counseling services.

¹²Nasir, Fundamentals of Guidance and Counseling, 15-16

3. Furthermore, to find out the progress of broken home students who have been given services, the counseling teacher seeks information again through the homeroom teacher, subject teacher, and classmates or close friends. If the development is good and there are changes in the student, then the guidance and counseling teacher is sufficient to carry out monitoring. However, if there is no change in the student, the counseling teacher will evaluate and provide further services to the student.¹³

From the results of the description of the observations made on August 24, 2020, when the researchers visited the counseling guidance teacher to make observations on class IX children who experienced cases of broken homes. It can be concluded that the services provided by the counseling teacher in increasing the learning motivation of broken home students in terms of service or follow-up of the guidance and counseling teacher are good, because it can be seen from the guidance and counseling teacher's attention to children who often play truant, the counseling teacher responds quickly to reports reports from homeroom teachers, subject teachers, and friends of the truant children, information was collected about these students and then they were given home visit services, most of these truant students after the home visit made significant changes, students wanted to go to school returned, and the response from the student's family was very good, the family was very grateful to the counseling guidance teacher because the student wanted to go to school again.

From the results of interviews conducted by researchers with 3 students to find out how the guidance and counseling teacher's services improve the learning motivation of broken home students, the researcher found an explanation from the broken home students, namely:

a. Students who have been interviewed by researchers have been given services. The services provided to the three students are group services, such as group counseling or group guidance. Because the three students who were examined did not have serious cases. As students said during interviews when students were asked whether the counseling teacher had provided special services in increasing learning motivation, the student's answers were: "Once, my classmates and I were given group services by the counseling teacher.¹⁴ And reinforced by the narrative from the principal when interviewed, namely: "Students with broken home backgrounds have been given services by the guidance counseling teacher, the services provided depend on the problem, but if there is a problem of learning motivation, what is provided by the guidance and counseling teacher is a service

¹³ Dwi Indrianingrum, Counseling Teacher at SMP Negeri 1 Balongan, Interview with Counseling Guidance Teacher, 24 August 2020

¹⁴ SF, RJA, BA, Class IX Student of SMP Negeri 1 Balongan, Student Interview, 28 August 2020

group".¹⁵ All three are like students in general, it's just that all three have problems with learning motivation not enough. Therefore, guidance and counseling teachers as well as homeroom teachers and subject teachers work together in overcoming the lack of motivation to learn from broken home students. The homeroom teacher monitors students also conducts class guidance giving advice and directions to their class students, the subject teacher provides information to the homeroom teacher counseling guidance regarding student academic achievement scores, and the counseling guidance teacher receives information from the homeroom teacher and subject teacher if any students who must be given services, then the guidance and counseling teacher provides services to students who are recommended by the homeroom teacher and the subject teacher, so the three work together.

- b. The three students have problems in learning motivation. The three students had various strong reasons for their lack of motivation to learn, some because of their aspirations, disliked one subject, and also lack of encouragement from within themselves or from outside. The lack of motivation to learn from these three students comes from intrinsic or from within themselves, so they need encouragement from outside or extrinsic motivation that can increase their learning motivation. But after the counseling teacher provides services, motivates and also embraces students who do not have motivation to learn, students become more motivated in pursuing their goals, do not violate the rules that exist in school and are also more enthusiastic about learning. From the explanation above it is evident that the guidance and counseling teacher plays an important role in broken home students who lack motivation to learn, it can be seen from the guidance and counseling teachers who are responsive in handling cases or providing services needed by students. Therefore, the improvement of guidance and counseling services must continue to be improved in guiding, directing, and motivating students so that they can be enthusiastic and have strong motivation in learning. In addition to services in counseling guidance that must be improved, school institutions must also see and understand how the conditions and position of counseling guidance are in schools, so that all parties can understand and work together in solving student problems.

Effectiveness of Counseling Teacher Services in Increasing Broken Home Students' Learning Motivation.

Effectiveness is the success of an activity carried out in an institution or organization, effectiveness greatly influences the results obtained. Counseling teacher services can be said to be effective if the responses obtained from students

¹⁵ Mohammad Taufik, Principal of Balongan 1 Public Middle School, Principal Interview, 25 August 2020

are positive, such as changes in attitudes and behavior of students who have received services, openness from students to counseling guidance teachers, increased motivation or enthusiasm of students in academic and non-academic activities, as well as other positive responses that prove that students are satisfied and happy with the services provided by the guidance and counseling teacher.

With the existence of services by counseling guidance teachers, students are greatly assisted in the process of alleviating their problems. Moreover, junior high school students who at that age are still in search of identity, therefore the role of guidance and counseling teachers in schools is very helpful in the process of finding their identity. However, the services provided by this counseling will not be successful without cooperation and an important role between the school, family, as well as the environment, both the school and the community, which can influence behavior, attitudes, and enthusiasm or motivation for student learning.

From the results of observations made during the research, SMP Negeri 1 Balongan, especially counseling teacher services in increasing broken home students' learning motivation applied to class IX students, shows that with the services of counseling teachers for broken home students in the form of group guidance, group counseling, individual counseling and home visits. Before students are given services, students feel lack of motivation to learn, lack of interest in one or many subjects, some even do not want to continue or go to school, students do not have motivation from within themselves and need motivation or encouragement from outside, but after counseling teachers provide services, students feel there is a change in themselves even though it is not significant, therefore the counseling guidance teacher always monitors progress until the student achieves the desired change. This was also reinforced by the results of interviews with 1 student and 2 students in class IX who have a broken home background and have been given group guidance services by the counseling teacher as the results of the interview are as follows: "The counseling teacher once provided group guidance services, I participated in the service with great enthusiasm" When students were asked whether the services provided by the guidance teacher counseling has been effective and what changes are felt by students so that it can be said to be effective, student answers namely: "Effective, the change that I feel is to be more active in learning". In addition, a class IX student with the initials BA, when asked whether he felt motivated after being provided with services by the guidance and counseling teacher, BA answered: "Yes, very motivated, not doing things that are prohibited at school is also motivated to be even more enthusiastic about learning." "

From this it can be seen that students give a positive response to the services provided by the counseling teacher, students also feel helped in increasing their learning motivation. In carrying out services, guidance and counseling teachers certainly expect a change in the broken home students who were originally lack the motivation to learn so that they are not enthusiastic when going to school or

following certain subjects change to become a better person, have the motivation to learn and be enthusiastic in pursuing their goals.

Counseling teachers can provide encouragement to students in the form of guidance or direction, embrace students, and provide motivation regarding learning to class IX students who have broken homes, confirming to students that having enthusiasm and motivation in going to school and learning can improve the quality of the knowledge they have and will very useful for himself in the future later, as well as beneficial for the family and the wider community. That way students will think more deeply about their future and feel satisfied with the services provided by guidance and counseling teachers at school. As the guidance and counseling teacher said: "Implementation of services by counseling guidance teachers at SMP Negeri 1 Balongan which is intended to increase motivation the learning of broken home students is going well, even though there are students who do not see any change at all, there are more students who have significant changes. Students also feel satisfied with the services provided by the counseling teacher marked by changes, among the changes is that they are more enthusiastic in school and learning. But the guidance and counseling teacher's duties do not end there, the guidance counseling teacher must continue to monitor students who have been given services so that they do not return to the way they were before being given the service. Therefore, it is the task of the guidance and counseling teacher to continue to strive for and help students overcome their problems, including increasing motivation to learn."¹⁶

In addition, one of the class IX students with the initials SF who was interviewed also said that: "I feel satisfied with the services provided by the guidance and counseling teacher, because what the guidance and counseling teacher says can encourage me to be better, I also feel motivated to learn more. I am very active so that I can achieve my goals, but I also still need other encouragement from outside in the form of encouragement so that my motivation to study does not easily disappear"¹⁷

From this description it can be seen that the services provided by the counseling teacher in increasing learning motivation in broken home students in class IX at SMP Negeri 1 Balongan can be said to be effective, because in the results of the interviews the students were satisfied with the services provided by the counseling teacher, as evidenced by the positive response and change in students. Counseling guidance teachers also pay attention to students, embrace students and regard students as friends, based on the results of observations while researchers see students do not hesitate to come to the counseling guidance room to consult and solve problems with the counseling guidance teacher. Guidance and counseling

¹⁶ Dwi Indrianingrum, Counseling Teacher at SMP Negeri 1 Balongan, Interview with Counseling Guidance Teacher, 24 August 2020

¹⁷ SF, Class IX K Student at SMP Negeri 1 Balongan, Student Interview, 28 August 2020

teachers respond swiftly to students who come to their room and provide the necessary services so that students feel comfortable and can solve problems quickly. Because the guidance and counseling teacher is open and friendly to students, students also regard the counseling guidance teacher as a friend who can be trusted.

CONCLUSION

Based on the results of research at Balongan 1 Public Middle School, with the title "Counseling Guidance Teacher Services in Improving Broken Home Students' Learning Motivation" which refers to the main research problem formulation, results of data presentation, and analysis of collected data, the researchers compiled several conclusions as follows:

1. Counseling Teacher Services in Increasing Broken Home Students' Learning Motivation in class IX has been going well, the service used by the counseling teacher in this case is group guidance, but in students with weak cases the motivation to study is serious enough so that it causes students to be reluctant to enter school, counseling teachers use home visit services.
2. The services provided by the counseling teacher in increasing learning motivation in broken home students in class IX at SMP Negeri 1 Balongan can be said to be effective, because in the results of the interviews the students were satisfied with the services provided by the counseling teacher, as evidenced by the positive response and change on students.

Based on the conclusions above, the following suggestions can be given:

1. For guidance and counseling teachers, the services provided by counseling teachers should not only be limited to group guidance, the services provided are even more enhanced, by providing more intensive services such as tutoring, so that students can maintain their learning motivation and can continue to be enthusiastic about pursuing a better future.
2. As students, it is appropriate that they have to go to school well and have achievements to be proud of, for this reason students should have more motivation to study, associate with good friends in order to improve the quality of learning motivation, and make the best use of study time

BIBLIOGRAPHY

- Anindya Puspita, 2015, *Save Your Family from a Broken Home*, Yogyakarta: Saufa
- Ayyara Yuan Nisaka, 2018, *What is meant by a broken home family ?* 116255
- Aina Mulyana, 2020, *Student Learning Motivation, Understanding Forms and Factors Influencing Student Learning Motivation*, <https://ainamulyana.blogspot.com/2012/02/motivasi-belajar.html>

- Azam, Ulul, 2016, *Development Guidance and Counseling in Schools* , Yogyakarta: CV Budi Utama
- Corey, Gerald, 2013, *Theory and Practice of Counseling & Psychotherapy* , Bandung: PT Refika Aditama
- Directorate General of Quality Improvement of Education and Education Personnel, 2007, *Signs of Implementation of Guidance and Counseling in the Formal Education Path* , (Ministry of National Education
- Imron Muttaqin, Bagus Sulisty, 2019, *Analysis of the Causes and Impact of Broken Home Families* , <https://core.ac.uk/download/pdf/291677054.pdf>
- Juntika Nurihsan, Achmad, 2017, *Guidance and Counseling Service Strategy*, Bandung: PT Refika Aditama
- Nasir, 2016, *Fundamentals of Guidance and Counseling* , Yogyakarta: Kmedia Publisher
- Prayitno, and Erman Amti, 2015, *Fundamentals of Guidance and Counseling* , Jakarta: PT. Rianeka Cipta
- Rahmi Fauziah, 2019, <http://repository.uinsu.ac.id/id/eprint/8084>
- Sardiman, 2018, *Interaction and Motivation for Teaching and Learning* , Depok: PT Rajagrafindo Persada
- Sunarto, and B. Agung Hartono, 2008, *Student Development* , Jakarta: Rianeka Cipta
- Sugiyono, 2018, *Educational Research Methods (Quantitative, Qualitative and R&D Approaches)* , Bandung: Alfabeta Publisher
- S. Willis, Sofyan, 2013, *Individual Counseling, Theory and Practice*, Bandung: PT. Rineka Cipta
- Syamsu Yusuf, and Juntika Nurihsan, 2012, *Guidance and Counseling Foundation* , Bandung, PT Remaja Rosdakarya
- Shochib, Moh, 2010, *Parenting Style (In Helping to Develop Self-Discipline as a Person with Character)*, Jakarta: Rineka Cipta