EFFECTIVENESS OF GROUP GUIDANCE SERVICES TO IMPROVE SELF ESTEEM OF GRADE VIII STUDENTS IN SMP NEGERI 7 BUKITTINGGI

Vekta Juliatrik[1], Hidayani Syam[2]

[1,2] Bimbingan dan Konseling, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sjech M. Djamil Djambek Bukittinggi
Corresponding E-mail : vektajuliantrik8213@gmail.com[1], hidayanisyam@uinbukittinggi.ac.id[2]

Abstract

The background of the study is the phenomenon that occurs in students at SMP Negeri 7 Bukittinggi, there are still some students who tend to underestimate their talents and abilities, so that this lack of self-confidence can be seen from their reluctance to try new things and being less active in class discussions. There are still students who show a sense of helplessness when facing learning difficulties or personal problems. They often feel hopeless and lack initiative to find solutions, which has an impact on low academic achievement. Some students easily follow the negative behavior of friends, such as skipping school or using bad language, without considering the consequences. There are still students who tend to avoid situations that cause anxiety, such as speaking in front of the class or taking exams, which hinders their active participation in learning. This type of research is Pre-Experimental Design using the One Group Pretest-Posttest model. The population in this study was class VIII.3. The sample of this study was 10 people who were taken using the purposive sampling technique, which means the technique of determining the sample using certain considerations. Data was collected using the esteem cell scale. The data analysis technique used was the Wilcoxon test. The results of this study indicate that: (1) the description of students' self-esteem before being given group guidance services is in the low category with a mean of 18.00. (2) the description of students' self-esteem after being given group guidance services is in the medium category with an increasing score with a mean of 23.50. (3) group guidance services are effective in increasing students' self-esteem, this statement is supported by the results of the asymp sig (2-tailed) obtained a value of 0.005 which means it is smaller than the α value of 0.05. So it can be said that Ha is accepted and Ho is rejected, meaning that group guidance is effective in improving interpersonal communication of class VIII students at SMP Negeri 7 Bukittinggi.
.
Keywords: *Group Guidance, Self Esteem*

Background

In line with developments made by the government in improving the quality of education in Indonesia, the government through the Ministry of National Education has produced standards which then increase the level of graduation for students. This is a challenge for students to improve their self-quality. Of course, this increases support from all parties, not only teachers who guide at school but also older people who provide support at home. Maximum support will increase students' self-confidence. However, the reality that exists in the field is that there are students who do not have self-confidence as a result of which students run out of encouragement to practice.

Education and guidance have a very significant role in a school body. Education and guidance services can help teachers in facilitating the activities of guiding practice (Sudamarto, 2009: 45). Education and guidance are ways of providing encouragement by seeing the face directly between the teacher and the students that allow the participants to be able to understand and accept themselves, and understand and accept their environment in a positive and energetic way, and are able to quote decisions, focus and create themselves in an efficient and productive way according to the desired contribution in the future.

On the side of the description of education and direction above, it can also be interpreted that group education is a group activity where group direction provides data and focuses on dialogue so that the group body becomes more social or to help group members achieve common goals. The purpose of this group education is so that people who are given education get self-description, self-income, self-advice and self-concretization in leading to maximum progress (Jahju Hartati, 2022: 12). To carry out education, good interaction is needed between the supervising teacher and the person concerned. But in fact, there is still a distance between the supervising teacher and the students, as a result, the students are reluctant to change their minds because the students still consider the supervising teacher to be a school police officer who deals with problematic students. The abilities that each person has are different, related to how a person improves their abilities from within themselves (Lubis, 2016: 6). This is

what influences the creation of self-confidence in students. As a result, with the self-confidence that people have, it will be very easy to relate to the close area and be able to solve problems in themselves without having to depend on others. But in reality, not everyone has the skills to solve the problems they face, such as feelings of shame, inferiority, and others that can be obstacles for someone to solve their problems. Because with these feelings, people feel insecure about the skills and abilities they have, as a result, the teaching participants are more silent and withdrawn, causing less to obtain the necessary data. Sometimes a student is in a very enthusiastic condition, especially something that cannot be tried can be tried. But sometimes a feeling of heaviness in the feet comes to limit everything. These two things are often intertwined within a student. Enthusiasm and heaviness, joy and sadness, courage and worry are various forms of feelings that always arise in every student. All of them arise from controlled anger, meaning there is no external preacher's pry that can activate all of them, except if the student has great self-confidence from himself.

A student has the power to carry out a Self Esteem evaluation on himself. What type suits him? Students who have high self-esteem can be categorized as students who have good self-control, have courage, respect themselves and love themselves. Students with low Self Esteem will tend to lack self-monitoring, lack self-respect, and lack love for themselves(Veriza et al., 2023 : 2). As Allah SWT says in QS. Al-Ra'd verse 11 which means: "For him (man) there are angels who always guard him in turns, from the front and behind him. They guard him by Allah's command. Indeed, Allah will not change the condition of a people until they change the condition of themselves. And if Allah desires evil for a people, then no one can resist it and there is no protector for them except Him." From the above section, it can be concluded that each person can change themselves of their own will and not because of pressure from others. Therefore, self-evaluation (Self Esteem) is very necessary for a student as a form of self-regulation in supporting learning skills at school. Self Esteem is a self-assessment that is broad in nature. (Santrock, 2002: 63)

School is the second educational institution where children learn and develop their personality. Students view school as an institution that can create their dreams. Teachers as educators have a big role in being cheerful and as adults for students in schools who help students achieve their developmental goals and shape their character. In the Republic of Indonesia Law no. 14 of 2005, article 8, teacher competency includes character competency, pedagogical competency, social competency, and professional competency that must be obtained when pursuing vocational education. From the four teacher competencies above, it can be seen that the competencies possessed by a good teacher, namely character, pedagogical, social, and also professional, are very related to the self-esteem of students or the self-worth of students, where by creating a warm atmosphere in the category based on the competencies possessed by a teacher, it will encourage students to have self-confidence in the future in the category.

School can be said to be the 2nd area for children, where school is a very functional area for children after the family area at home. Schools provide space for children to express their self-confidence to their peers. (Asnita & Syawaluddin, 2023). The four competencies above are holistic and integrative in nature in teacher abilities. Therefore, in a complete way the form of teacher competence includes; Identification of teaching participants in depth, the ability of good research aspects according to science or teaching materials in the school curriculum, cheerful coaching, and character development and professionalism in a sustainable way. Teachers who have competence will be able to carry out their duties professionally.

John W. Santrock reported that Self Esteem is an outline evaluative format of the self. Self-esteem is also referred to as self-value or self-view (Santrock, 2002: capacity). Self Esteem is a person's evaluation of the results achieved by analyzing how far the perfect attitude fulfills himself, or the person considers himself as a person who has expertise, significance, value, and professionalism (Yusri, 2014: 188). In Self Esteem there are some characteristics of a person who has high Self Esteem, including acting independently, accepting responsibility, feeling proud of his achievements, being happy with current challenges, and also being able to have skills in influencing others. In the joint decree of the Minister of Education and Culture and the Head of BAKN Number. 0433 or P or 1003 and Number. 25 or 1993 concerning instructions for implementing the functional position of teachers and their credit values, it is stated: "a supervising teacher is a teacher who has full obligations, responsibilities, authority and rights in educational activities and guidance to several teaching participants" (Sunaryo & Ahmad, 2015: 5).

Education and guidance are ways of encouragement or assistance given by a mentor (consultant) to a person (counselee) through face-to-face meetings or reciprocal relationships between the two, so that the counselee has the skills or abilities to see and solve his/her problems and is able to solve his/her own problems, or a way of providing analytical encouragement or assistance from a mentor (consultant) to the counselee (student) through face-to-face meetings or reciprocal relationships between the two to uncover the counselee's problems so that the counselee is able to see his/her own problems, is able to accept himself/herself according to his/her potential, and is able to solve the problems he/she faces himself/herself (Tohirin, 2009: 26). Teachers need to be a form of bond care. The teacher-student bond can share the context for individual development that students use to focus on giving attention to themselves and others (Depdiknas, 2003: 40). Educational and guidance services in schools are carried out by

supervising teachers. Depdiknas assumes that supervising teachers are teachers who have full obligations, responsibilities, authority, and rights in educational activities and guidance to several teaching participants. In the implementation of education and guidance in schools, it includes 6 aspects of education, namely: individual education aspects, social education aspects, training education aspects, work education aspects, family life education aspects, and faith education aspects (Amirah Diniaty, 2008: 7).

For Sunaryo, comprehensive education and guidance is a form that positions consultants (BK teachers) to place full attention on all students, working together with adults, teachers (categories), school administrators (principals) and other school stakeholders. Ahmad further added that comprehensive education and guidance combines various approaches and multi-cultural orientations, so that not uprooting consumers from their cultural roots, not going to the extreme of denying philosophy, but rather concocting the best of each treatment and more importantly examining how each treatment is useful for consumers and families (Sunaryo & Ahmad, 2015: 3). Comprehensive Education and Guidance are programmed for all learning participants, meaning that all learning participants must receive education and guidance services, so that the assumption that the focus of education and guidance is only on students who have problems will disappear.

Therefore, comprehensive education and direction need to observe the scope in a global way, designed to be more directed at prevention and the purpose of developing the abilities of teaching participants. Through comprehensive education and direction, teaching participants are expected to master and be able to recognize life that encompasses academic life, work and social individuals. The important focus in comprehensive education and direction is the actualization of teaching participants' abilities to grow optimally. The service section of this comprehensive education direction program includes: 1) Bottom Service; As a way of providing encouragement to all learning participants through organized packaging activities in a classical or group manner, 2) Responsive Service; As a way of providing encouragement to learning participants who experience desires and problems that require assistance, 3) Individual Planning; As a way of encouraging learning participants to be able to formulate and carry out activities related to future programming based on a description of their strengths and weaknesses, 4) System Support; system support is a service section, management activities, activity rules and development of reliable consultant skills by indirectly providing encouragement to students or facilitating the smooth development of learning participants. The four sections above are the provision of education and direction services to learning participants directly.

Of the 4 services, there is also one that is the focus of the research that the author wants to try, namely a lower level service in the form of group education services. Group education is an effort to help someone in a group atmosphere that focuses on providing data or experience through planned or organized group activities with the aim that someone can control themselves, avoid problems, be able to justify themselves, and make progress in a maximum way. (Gibson & Mitchell, 2011) Group education services in an abstract way are estimated to be efficient in providing positive interventions to students. Because the nature of group education itself starts from being informative to being therapeutic. As explained by Rusmana, methods that can be tried in group education include providing data, group dialogue, problem solving (dilemma solving), games, field trips, and dialogue. (Rusmana, 2009) With the existence of educational services and groups in schools, it will be one of the services that can be carried out to overcome and eradicate cases felt by students, such as the occurrence of low self-esteem owned by students at school. Incidents related to self-esteem or self-esteem in students were also found by the author at SMP Negeri 7 Bukittinggi.

At SMP Negeri 7 Bukittinggi, the author creates students who face problems regarding students' self-esteem when they are in a category, which has an impact on students' learning activities. Because basically, self-esteem or self-esteem that students have greatly determines the progress and income that students get in taking the learning process. To get a more detailed explanation, the author conducted a Q&A and monitoring of some students in category VIII and Education and Guidance teachers at SMP Negara 7 Bukittinggi. From the Q&A that the author tried with the BK teacher, the author got an explanation that there were some students in category VIII who had problems with their self-esteem. The BK teacher also explained that the self-esteem problems that were often encountered were when they wanted to appear in front of or in practice dialogues. When the BK teacher asked the reason, the student responded, "I feel like my answer is wrong, ma'am, and I'm even less brave to respond because there are no friends who respond." From the explanation of the BK teacher, the author interviewed some students in category VIII. Based on the research of the introduction that the author did at SMP N 7 Bukittinggi, the author found a problem with several students in class VIII which showed that several students had problems related to their Self Esteem.

Research methods

This research is listed as a Pre-Experimental Design research type using the One Group Pretest-Posttest form, namely research that is tried only on one group without any control group (Sugiyono, 2013: 72). The point in this research is students in category VIII. 1 consisting of 32 students. The withdrawal of illustrations was attempted

using the purposive sampling method, namely the method of collecting illustrations attempted based on special estimates (Arikunto, 2010: 183). There are also the number of illustrations from this research which are 10 students and 2 students as observers.

Information collection was attempted by using self-esteem supplies. Questionnaires were submitted related to students' self-esteem of 40 statement items. The information analysis method used was the Wilcoxon experiment with SPSS type 26 support.

Results and Discussion
Results

After obtaining information through distributed questionnaires, the research results are presented through information stories, information testing and assumption experiments as follows.
1. **Data Description**
a. **Description of Students' Self-Esteem Before Being Given Treatment**

Table 1. Pretest Self esteem data

No	Initials	Score	Information
	DH	17	Low
	IH	19	Low
	DF	12	Very Low
	VM	20	Currently
	SF	17	Low
	FA	23	Currently
	IS	22	Currently
	RJ	9	Very Low
	AG	20	Currently
	AV	21	Currently
Amount		180	
Average		18	Low

Based on the chart above, it can be seen that the number of illustrations before being given the self-esteem level treatment was 2 students had very low self-esteem levels, 3 students had low self-esteem, and 5 students had more self-esteem. There is also a total number for this pretest which is 180 and generally 18 is listed in the small type.

Table 2. Results of Students' Self-Esteem Pretest
Statistics

Pretest

N	Valid	10
	Missing	0
Mean		18.00
Std. Error of Mean		1,406
Median		19.50
Mode		17a
Std. Deviation		4,447
Variance		19,778
Range		14
Minimum		9
Maximum		23
Sum		180

Chart 2 proves that the pretest results with a total of 10 people before being given group education services, in the Mean section 18.00 Median 19.50, Variance 19.778, Maximum 23, Minimum 9, Std. Digression 4.447, and Std. Error 1.406. So it can be concluded that in general, the pretest figures before being given treatment using group education services, the students' self-esteem is listed in the small category, which means that there are still some things related to self-esteem that are not yet known by the students.

b. **Description of students' self-esteem after being given treatment**

Table 3. Posttest data on self-esteem

No	Initials	Score	Information
	DH	22	Currently
	IH	27	Tall
	DF	18	Low
	VM	23	Currently
	SF	20	Currently
	FA	24	Currently
	IS	30	Very high
	RJ	17	Low
	AG	27	Tall
	AV	21	Currently
Amount		233	
Average		23.30	Currently

Based on the chart above, it can be seen that the number of illustrations after being given the treatment of self-esteem levels, 2 students have small self-esteem, 5 students have more self-esteem, 2 students have large self-esteem and 1 student has very large self-esteem. There is also a total of 223 posttest numbers with 23 generally included in the type again.

Table 4. Posttest Self-esteem Results

Statistics

Posttest

N	Valid	10
	Missing	0
Mean		23.30
Std. Error of Mean		1,317
Median		23.50
Mode		27
Std. Deviation		4,165
Variance		17,344
Range		13
Minimum		17
Maximum		30
Sum		233

Chart 4 proves that the posttest results with a total of 10 people after being given group education services, in the Mean section 23, 30 Median 23, 50, Variance 17, 344, Maximum 30, Minimum 17, Std. Digression 4, 165, and Std. Error 1, 317. So it can be concluded that in general, the post-test figures after being given treatment using group education services, the students' self-esteem is listed in the type again with increasing figures.

c.   **Comparison of Pretest and Posttest**

Table 5. Comparison of Pretest and Posttest

No	Initials	Pretest		Posttest	
		Score	Caption	Score	Caption
	DH	17	R	22	S
	IH	19	R	27	T
	DF	12	SR	18	R
	VM	20	S	23	S
	SF	17	R	20	S
	FA	23	S	24	S
	IS	22	S	30	ST
	RJ	9	SR	17	R
	AG	20	S	27	T
	AV	21	S		
Amount		180		233	21
Average		18	R	23.30	S

From the chart above, it can be seen that the comparison of the results of the pretest and posttest self-esteem figures of students before being given treatment and after being given the group education service treatment shows that there is an increase in the self-esteem figures of students in the research group.

Table 6. Frequency Distribution of Pretest and Posttest Scores

Score	Category	Pretest		Posttest	
		F	%	F	%
X ≤ 15	SR	2	20	-	-
15 < X ≤ 14	R	3	30	2	20
14 < X ≤ 22	S	5	50	5	50
22 < X ≤ 24	T	-	-	2	20
X > 24	ST	-	-	1	10
Amount		10	100	10	100

Based on the chart above, it is known that in the pretest results there are 2 very small waves, 3 small waves, 5 more waves. On the other hand, in the posttest results there are 2 large waves, 5 more waves, 2 large waves and 1 very large wave.

Table 7. Comparison of Pretest and Posttest Averages

	Pretest	Posttest
N	10	10
Mean	18.00	23.30
Std. Error Of Mean	1,406	1,337
Std. Deviation	4,447	4,165
Sum	180	233

From the chart above illustrates the comparison of the results obtained from the pretest and posttest of the research group of 10 people, the illustration includes in general the pretest is 18.00 and the posttest is 23.30. Std. Error pretest is 1.406 and posttest 1.337. Std. Digression pretest is 4.447 and posttest 4.165. Sum pretest is 180 and posttest 233. There is also a general analogy meaning that the pretest and posttest of the two test results prove that there is an increase in students' self-esteem after exploring group education services.

2. Hypothesis Testing

The collected information was analyzed using the Wilcoxon test, this analysis explains whether or not there is a significant comparison of the research group before and after the treatment was given, this is in accordance with the assumption put forward regarding the effectiveness or ineffectiveness of group education services to improve students' self-esteem communication. The results of the assumption test were searched using SPSS type 26 with non-parametric.

Table 8. Wilcoxon Test

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0a	,00	,00
	Positive Ranks	10b	5.50	55.00
	Ties	0c		
	Total	10		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

The chart above proves that the positive rank or positive difference between the results of students' self-esteem from the pretest and posttest is 10 positive information which means that there are 10 students who experience an increase in self-esteem, the mean rank is 5.50 and the sum of ranks is 55.00. The negative rank information here is 0, meaning that there is no decrease in self-esteem after being given treatment, the mean rank is 0.00 and the sum of ranks is 0.00. Ties are the match between the pretest and posttest numbers, ties in this test are 0 which means that there are no similar numbers in the pretest and posttest. From the description above, it can be said that there is an increase in the students' self-esteem.

Table 9.
Test Statistics

	Post Test - Pre Test
Z	-2,812b
Asymp. Sig. (2-tailed)	,005

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From the results of the Wilcoxon experiment calculation, the significance number of p value is 0.005. Based on the legal determination, the results of the Wilcoxon Sig. p-value $0.005 < (\alpha = 0.05)$ are known, which means that Ha is obtained. Based on the results of the Wilcoxon experiment above, it can be concluded that Ha is obtained and Ho is rejected with the assumptions submitted:

Hey rejected if the probability value < 0.05 means that there is an influence of group guidance services to increase student self-esteem.

Ha accepted if the probability value > 0.05 means there is no influence of group guidance services to improve student self-esteem.

So, it can be concluded that this group guidance service is effective in improving students' self-esteem at SMP Negeri 7 Bukittinggi.

Discussion

Based on the results of research using group education services to improve students' self-esteem at SMP Negeri 7 Bukittinggi, a comparison of pretest and posttest results can be observed. Based on the results of the pretest and posttest of the research group with a total of 10 people before being given group education services, in the Mean section 18.00 Median 19.50, Variance 19.778, Maximum 23, Minimum 9, Std. Digression 4.447, and Std. Error 1.406. So it can be concluded that in general the pretest figures before being given treatment using group education services, the self-esteem of students is included in the small type. In contrast to the results of the information processing on the posttest with an illustration of 10 students, there are also posttest results after being given group education services, in the Mean section 23, 30 Median 23, 50, Variance 17, 344, Maximum 30, Minimum 17, Std. Digression 4, 165, and Std. Error 1, 317. So it can be concluded that in general the posttest

figures after being given treatment using group education services, students' self-esteem is listed in the type again with increasing numbers. The results of the Wilcoxon experiment prove that the positive rank or positive difference between the results of students' self-esteem from the pretest and posttest is 10 positive information which means that there are 10 students who experience an increase in self-esteem, the mean rank is 5.50 and the sum of ranks is 55.00. The negative rank information here is 0, meaning that there is no decrease in self-esteem after being given treatment, the mean rank is 0.00 and the sum of ranks is 0.00. Ties are the match between the pretest and posttest numbers, ties in this test are 0 which means that there are no similar numbers in the pretest and posttest. From the explanation above, it can be said that there is an increase in the students' self-esteem.

Experiment of pretest and posttest assumptions, with the conversion of Z numbers up to -2,812 obtained a significance number of p value of 0.005. Based on the legal determination, the results of the Wilcoxon Sig. p-value $0.005 < \alpha(\alpha=0.05)$ experiment are known, which means Ha is obtained. Based on the results of the Wilcoxon experiment above, it can be concluded that this group of educational services is effective in increasing the self-esteem of students at SMP Negeri 7 Bukittinggi. This is in accordance with Dachmiati and Amalia's research that through group education services can increase students' self-esteem. (Dachmiati & Amalia, 2017) This proves that the results of providing group education services to students can support the opinion put forward by Tohirin

The purpose of group education services is, developing social skills, especially speaking skills of service participants (students). (Tohirin, 2009) In a more specific way, group education services aim to encourage the development of feelings, thoughts, opinions, questions and answers and actions that support the concretization of more efficient popular actions, namely increasing the speaking skills of both verbal and nonverbal students. From the results of Mujiyati's research, it also explains that students who have low self-esteem levels also tend to be victims of bullying for their friends who feel older and stronger. (Mujiyati, 2015) On the other hand, Adiputra's research explains that self-esteem contributes 13% to learning outcomes. (Mujiyati & Adiputra, 2013) As a result, self-esteem becomes an important part of every student's daily life and needs to be owned by all students. Efforts are needed to help students improve their self-esteem. The group education services provided can be a substitute for the efforts attempted, because proven group education services can improve students' self-esteem.

Until the research results tried by the author are in line with the research results tried by Dachmiati & Amalia, Mujiyati and Adiputra who reported that this group education is effective in increasing students' self-esteem. There are also strategies or efforts tried in increasing students' self-esteem at SMP Negeri 7 Bukittinggi, one of which is by carrying out an education program and direction in this case is group education. So it can be concluded that group education services can be a substitute for increasing the self-esteem of students at SMP Negeri 7 Bukittinggi.

Conclusion

Based on the results of research that has been Based on the results of research that has been carried out at SMP Negara 7 Bukittinggi, it can be concluded that group education services are effective in increasing students' self-esteem at SMP Negara 7 Bukittinggi. This result was obtained from the assumption test using the Wilcoxon test which obtained a figure of 0.005 which means it is smaller than the number α 0.05. This shows that group education services are effective in increasing students' self-esteem at SMP Negara 7 Bukittinggi.

REFERENCES

Amirah Diniaty. (2008). Penilaian dalam Edukasi serta Pengarahan. UIN SUSKA Press.

Asnita, R., & Syawaluddin. (2023). Pola Komunikasi Penjaga kepada Anak Membimbing dalam Tingkatkan Keyakinan Diri Di Panti Ajaran. 3, 79–80.

Dachmiati, S., & Amalia, R. (2017). Layanan Edukasi Golongan buat Anak didik Tingkatkan Self- Esteem. 3 (2), 148–153.

Depdiknas. (2003). Bimbingan Jasa Edukasi serta Pengarahan. Balitbang Depdiknas.

Gibson, R.., & Mitchell, Meter. H. (2011). Edukasi serta Pengarahan. Pustaka Siswa.

Jahju Hartati. (2022). Edukasi Golongan. UD Delegasi Cap.

Lubis, N. L. (2016). Pengarahan Golongan. Emas.

Mujiyati. (2015). Kenaikan Self Esteem Anak didik Korban Bullying Lewat Metode Assertive Training. Harian Fokus Pengarahan, 1 (1).

Mujiyati, & Adiputra, S. (2013). Cognitive Restructuring Techniques to Improve Self Esteem of Students. In MALINDO: International Kolokium. Universitas Muhammadiyah Magelang.

Rusmana, N. (2009). Edukasi serta Pengarahan Golongan di Sekolah (Bentuk. Metode serta Aplikasi). Rizki Press.

Santrock, J. W. (2002). Kemajuan Anak. Erlangga.

Sudamarto. (2009). Kemampuan serta Pengembangan Kompetensi SDM. Pustaka Siswa.

Sugiyono. (2013). Tata cara Riset Pembelajaran Pendekatan Kuantitatif, Kualitatif serta R &D. Alfabeta, cv.

Sunaryo, & Ahmad. (2015). Edukasi serta Pengarahan di Sekolah. Rajawali Press.

Tohirin. (2009). Edukasi serta Koseling di Sekolah serta Perguruan. Rajawali Press.

Veriza, E., Rosa, E., & Pahrurazi. (2023). Bentuk Interverensi Perubahan Sikap Self Esteem Dalam Merendahkan Sikap berbahaya Pada Kesehatan Anak muda. PT. Pen Persada Kerta Penting.

Yusri, F. (2014). Instrumentasi Non Uji dalam Pengarahan. IAIN Bukittinggi.