



<b>Accepted:</b> April 2022	<b>Revised:</b> July 2022	<b>Published:</b> August 2022
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## **Implementation of Guidance and Counseling Services at SMPN 2 Teluk Jambe Timur Karawang**

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### ***Abstract***

*Implementation of guidance and counseling service activities in schools begins with needs assessment, program planning (RPL), activity implementation, evaluation, analysis, activity reports, and follow-up on service results. The problems that are often experienced by students are about their own personality and family background so that they have an impact on the teaching and learning process at school and affect their peers, with diverse family backgrounds, BK teachers are very productive in handling students at school to call their parents to following up, it is very necessary for the role of parents who must always pay attention to the development of children from an early age so that it does not have a negative impact on the learning process. Especially with the current complex situation, parents play an important role in guiding their children to continue learning even if only from home by only relying on student gadgets and parents are more diligent in carrying out education in order to become smart children and have good character. With this developmental task, guidance and counseling services which are an integral part of education must be able to provide color in realizing students can refine, internalize and integrate their developmental tasks optimally so that the orientation of guidance and counseling that is oriented towards individual development is usually applied in accordance with the expectations and goals of the individual. education.*

**Keywords:** *Application; Guidance and Counseling Services*

## Introduction

The role of guidance and counseling services in high schools is very important in achieving optimal student development tasks according to the abilities and skills possessed by each student. Therefore, the task of a guidance teacher / BK teacher is to facilitate and guide in optimizing the achievement of such developmental tasks. The guidance and counseling service program is an integrated part in the implementation of guidance and counseling services . In accordance with the developmental needs of students in schools, the guidance and counseling program designed refers to the student's career, academic, social and personal competencies and the maximum demean is able to achieve their developmental tasks.

High school instruction and the role of advisory services are essential to achieve optimal student development work in accordance with the instructions, and the consultation of each student is integrated into the implementation of instruction and consulting services. Depending on the development needs of the school's students, instruction and advisory programs demonstrate to achieve the greatest career, academic, social skills, and maternal, and the largest individual students, and the holly improvement of their development.

Education is an integral part of a quality state structure, a quality state practical writer, is the main author of realizing a quality education, and quality education is carried out by knowledge and technical refinement it is not enough. Skill development and management of educational staff and their own skills to meet with themselves to achieve their dreams. "Quality education is an education that integrates three main activities in the field of synergistic effects, namely existing, deformation, and student training (advisory orientation assistance).<sup>1</sup>

The development of the school counselor profession or guidance and counseling teacher in Indonesia has been started since the 1960s. Guidance and Counseling was included in the school curriculum since 1965 which states that guidance and counseling services are services that are inseparable from the entire education system in schools. Education as a guide is defined as something that every human being should have." People who have insight into science through the educational process have a high position on the side of Allah Almighty as He said in Q.S Al-Mujadallah/58: 11.

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<sup>1</sup> Jundiska Nurihsan Syamsu Yusuf &, *Landasan Bimbingan Dan Konseling* (Bandung: Remaja Rosdakarya, 2008).

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ - ١١

Meaning: O people of faith! When it says to you, "Give spaciousness in the assemblies," then say, God will undoubtedly give you spaciousness. And when it says, "Stand ye up," then stand up, undoubtedly Allah will lift up (degrees) those who have faith among you and those who are given knowledge of several degrees. And Allah is all-knowing what you do<sup>2</sup>

In government regulation No. 29 of 1990, it is stated that guidance is a guidance given to students in order to find a person, get to know the environment and plan for the future. The general purpose of guidance and counseling services is the same as the purpose of education, as stated in article 1 paragraph (1) about the national education system, which is to create a learning and learning atmosphere so that students actively develop their potential to have religious spiritual power, 1 self-control, personality, 7 intelligence, noble character and skills necessary for themselves, "society, nation and "state."<sup>3</sup>

The implementation of guidance and counseling must be consistent and on target as one of the supporting elements of education. To support the successful implementation of this service, it should be carried out by professional users of a structured system. Your academic adviser must be able to carry out all teaching and counseling activities in accordance with the rules as the protagonist of the implementation of services, which makes it a quality service. Guidance and counseling services organized by the guidance teacher expect students to manage their own lives and ensure that optimal and responsible development is used in an adult manner, and meets the needs of students and realizes their potential. And finally, students can complete the task at hand. Jones explained that the basic purpose of guidance and counseling is to train each individual to reach the optimal limit to be able to solve his or her problems. Therefore, the decision is not the result of coercion by a person (teacher or guardian), but rather from oneself after receiving guidance and counseling services.<sup>4</sup>

Furthermore, Mortensen emphasized guidance and counseling services in schools, where it was explained that guidance in schools is an integrated activity of

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<sup>2</sup> QS.Al-Mujadalah, 58 : 11.

<sup>3</sup> PP No 29 , *TENTANG PENDIDIKAN MENENGAH*, 1990.

<sup>4</sup> Sutirna, *Bimbingan Dan Konseling* (Yogyakarta: Andi Offcet, 2013). Hal 3

the school program that helps every student to be able to develop maximum abilities and capacities. It is thus very clear that the task of providing guidance and counseling services is not a separate program from the school program, but rather as a whole unit of the school program.<sup>5</sup>

With this developmental task, guidance and counseling services which are an integral part of education must be able to provide color in realizing the student side can smooth, internalize and integrate their developmental tasks optimally so that the orientation of guidance and counseling oriented to individual development is usually applied in accordance with the expectations and objectives of education. The well-implemented guidance and counseling service program is strongly influenced by the media used, school facilities and infrastructure, as well as personnel of guidance teachers / BK teachers who are competent in their fields and are able to apply the program in its implementation. Guidance and counseling programs in schools are effectively implemented, if they are based on real needs and objective conditions of student development. Through the Developmental Task Analysis (ATP), student development profiles are obtained, both individually and in groups. Based on this development profile, a design for guidance and counseling objectives was then developed in schools, especially at SMP Negeri 2 Teluk Jambe Barat.

## Method

The method used in this study is a qualitative method. In qualitative research, the methods that are usually used are interviews, observations, and document utilization. According to Sugiyono. The qualitative research method is called a new method, because of its recent popularity, it is called post positivistic because it is based on the philosophy of post positivism. This method is also referred to as the artistic method, because the research is more *sebi* (less patterned), and is referred to as the interpretive method because the data from the research is more concerned with the interpretation of the data found in the field.<sup>6</sup>

Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural setting); is also referred to as the ethnography method, since initially this method was more widely used for research in the field of cultural anthropology; is referred to as a qualitative method, because the collected data and their analysis are more qualitative.

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<sup>5</sup> Sutirna, *Bimbingan Dan Konseling* (Yogyakarta: Andi Offcet, 2013). Hal 6

<sup>6</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

This research was conducted at SMPN 2 Teluk Jambe Karawang located on Jln. Bharata Raya Blok J Perumnas Bumi Telukjambe, Sukaluyu, Kec. Teluk Jambe Timur, Karawang Regency, West Java, With Zip Code 41361. on Tuesday, March 23, 2022, with the first step of contacting the guidance and counseling teacher at SMPN 2 Teluk Jambe Karawang, then arranging a schedule to meet and carry out interviews, and finally compiling a report related to the results of the research that has been carried out.

Data collection in this study is based on one of the characteristics of qualitative research, namely the existence of humans as tools (instruments). This research was conducted using qualitative methods, namely observation, interviews, and document review. Thus, the data obtained are data from direct observations made by researchers and data from interviews with guidance and counseling teachers at SMPN 2 Teluk Jambe Karawang.

After the data is collected, the next step is the processing of the data processed in accordance with the research code of ethics. Data inspection (Editing) is an activity to re-examine records or data records that have been collected by data seekers in a study, whether the results of the data recordings are good enough and can be prepared for further processing or whether they need to be reviewed so that they can be used for further processing. After that, the data is arranged regularly, sequentially and logically so that it is easy to understand and present by the reader.

## **Results and Discussion**

### ***Guidance and Counseling Services***

Counseling guidance is a assistance provided by counselors to counseling so that counselors are able to solve the problems they face and are also able to develop their potential as optimally as possible independently. Guidance and counseling in schools can be said to be the third "soko guru" in the education system in schools other than learning (instructional) and school administration. As an educational system in schools, guidance and counseling in motion and its implementation cannot be separated from careful and systemic planning. This is the goal of achieving results in the context of their contribution to the achievement of goals,, education in schools can be seen. So it can be concluded that guidance and counseling in schools is an activity that involves a counselor in an effort to bathe students. Bathing guidance and counseling mandates the counselor to understand the counselor as a whole. By capitalizing on self-awareness and interpersonal ability to understand counseling empathetically, counselors conduct guidance and counseling interactions that care

about benefit. In the procession of guidance and counseling, the counselor facilitates the counselor to be aware of himself, explore the problems at hand and the possibilities of open options. Guidance and Counseling is defined as an activity to assist fellow human beings in solving a "problem, as God's Word in QS. Al-Ashr 103 : 1-3 :

وَالْعَصْرِ  
إِنَّ الْإِنْسَانَ لِفِي خُسْرٍ  
إِلَّا الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ

Meaning : For the sake of time. Indeed, man is really at a loss. Except those who believe and work virtue and counsel each other for truth and counsel each other for patience.<sup>7</sup>

In other words, humans are expected to give guidance to each other according to the abilities and capacities of the human beings themselves, as well as provide counseling to remain patient and resilient in facing the "real journey of life. This verse shows that man always educates himself and others, in other words guiding in the direction of which a person will be good or bad.

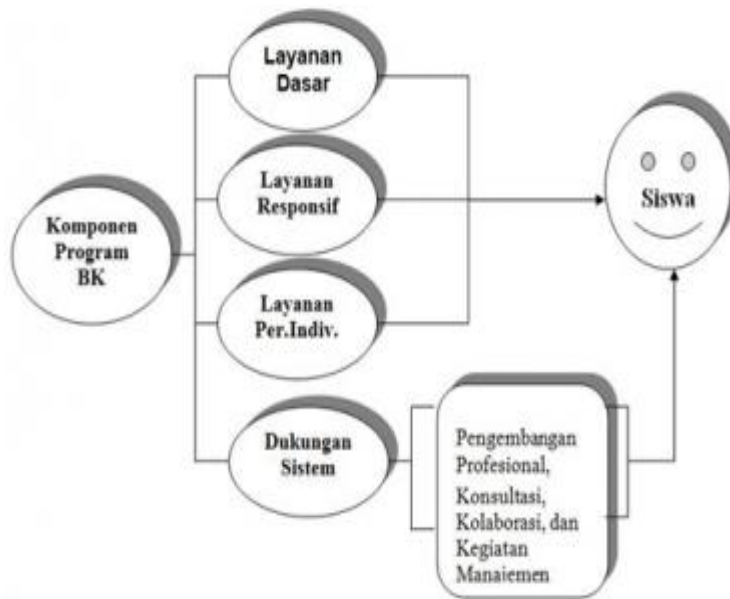
In all educational activities, especially in the school setting, counseling guidance services have a fairly important and strategic position and role. Counseling guidance has the role to , provide services to students in order to develop optimally through effective learning. Guidance and counseling services are planned activities based on need assessment which is realized in the form of guidance and counseling programs. Guidance and counseling programs in schools can be compiled macro for 3 (three) years, meso 1 (one) year and micro as operational activities and facilitating special needs. The program becomes a clear foundation of measurable professional services provided by counselors in schools. Guidance and counseling programs are structured based on the program structure and guidance and developmental counseling.

### ***Components (Structure) of Guidance and Counseling Programs in Schools***

The structure of the guidance program is classified into four types of services, namely: (a) basic guidance services; (b) responsive services, (c) individual planning services, and (d) system support services. The interrelationship of these four components of the guidance and counseling program can be depicted in the picture 1.

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<sup>7</sup> QS. Al-Ashr 103 : 1-3, .



### 1. Basic Guidance Services

Basic guidance services are defined as "the process of providing assistance to all students (for all) through classical or group activities that are presented systematically in order to help their optimal development". This service aims to help all students to acquire normal development, have a healthy mentality, and acquire the basic skills of their lives, or in other words help students so that they can achieve their developmental tasks. In detail the purpose of the service is formulated as an effort to help students in order to : (1) have an awareness (understanding) of oneself and his environment (education, work, socio-cultural and religious), (2) be able to develop skills to identify responsibilities or a set of behaviors that are worthy of self-adjustment to his environment, (3) be able to handle or meet his needs and problems, and (4) be able to develop himself in order to achieve his life goals. Materi

To achieve such goals, to students are presented service materials that concern personal, social, learning and career aspects. All this is closely related to the efforts to assist the student in achieving his developmental tasks. Basic guidance service materials can be drawn from a variety of sources, such as magazines, books, and newspapers. The material provided, in addition to issues related to socio-personal development, and learning, is also material that is considered main for junior high school students, namely those related to careers.

These materials, among others: (a) religious functions for life, (b) strengthening the choice of study programs, (c) professional work skills, (d) personal readiness (physical-psychic, physical-spiritual) in facing work, (e) the development of the world of work, (f) the climate of work life, (g) how to apply for jobs, (h) criminal cases, (i) the danger of mass fights (brawls), and (j) the impact of promiscuity. Other materials that can be given to the students are as follows:

- a Development of self-esteem.
- b Development of outstanding motives.
- c Decision-making skills.
- d Problem-solving skills.
- e Interpersonal relationship skills or communication.
- f Understanding cross-cultural diversity.
- g Responsible conduct.

#### Basic Forms of Guidance Services

- a. Collaborate with the Subject Teacher or Homeroom Teacher
- b. Collaborating (Cooperation) with Parents
- c. Classic Guidance Group Guidance

## 2. Responsive Service

- a. Responsive services are "providing assistance to students who have immediate needs and problems that require immediate assistance". The purpose of responsive services is to help students to be able to meet their needs and solve problems they are experiencing or help students who experience obstacles, failures in achieving their developmental tasks. The purpose of this service can also be put forward as an attempt to intervene in the problems or personal concerns of the student that arise immediately and are felt at that time, with regard to socio-personal, career, and or educational development problems.

### b. Materials

Responsive service materials depend on the student's problem or needs. The problems and needs of students are related to the desire to understand about something because it is seen as important for his positive self-development. This need is like a desire to obtain information about the dangers of illegal drugs, liquor, narcotics, promiscuity and so on. The other problems of the student are those related to various things that are experienced or perceived to interfere with the comfort of his life or hinder his positive self-development, because his needs are not met, or fail in achieving



his developmental tasks. Students' problems in general are not easily known directly but can be understood through the behavioral symptoms they display.

Problems (symptoms of problems) that students may experience include: (a) feeling anxious about the future, (b) feeling humble, (c) behaving impulsively (childish or doing something without considering it carefully), (d) skipping school, (e) being lazy to study, (f) lacking positive study habits, (g) lacking in getting along, (h) low learning achievement, (i) lazy to worship, (j) problems of promiscuity (free sex), (k) brawling problems, (l) stress management, and (m) problems in the family.

To understand the needs and problems of students can be pursued by analyzing student data, both sourced from the inventory of developmental tasks (ITP), student questionnaires, interviews, observations, sociometry, student attendance lists, legers, psychological tests and student problem lists or problem disclosure tools (AUM).

- c. Forms of Responsive Service
  - 1) Consulting
  - 2) Individual or Group Counseling
  - 3) Referral (Referral or Transfer of Hands)
  - 4) Peer Guidance (Peer Facilitation)
- 3. Individual Planning Services

This service is defined as "the process of helping students to be able to formulate and carry out activities related to their future planning based on an understanding of their strengths and weaknesses, as well as an understanding of the opportunities and opportunities available in their environment". Individual planning services aim to help students to (1) have an understanding of themselves and their environment, (2) be able to formulate goals, planning, or management of their development, both regarding personal, social, learning, and career aspects, and (3) be able to carry out activities based on the understanding, goals, and plans they have formulated.

The objectives of this individualized planning service can also be formulated as an effort to facilitate the student to plan, monitor, and manage educational, career, and socio-personal development plans by himself or herself. The content or material of individual planning are things that the student needs to understand specifically about his own development. Thus although individual planning is aimed at guiding the whole student, the services provided are more individualized because they are based on the planning, goals and decisions

determined by each student. Through individualized planning services, students can: Prepare for further education, plan a career, and develop socio-personal abilities, which is based on his knowledge of himself, information about his school, the world of work, and his society; Analyze his strengths and weaknesses in the framework of achieving his goals; Measuring the degree of achievement of his goals; Making decisions that reflect his self-planning.

Individual planning service materials are closely related to the development of academic, career, and socio-personal aspects. Material for the development of aspects (a) academic includes: utilizing learning skills, selecting further education or major choices, choosing the right additional courses or lessons, and understanding the value of lifelong learning; (b) career includes: exploring career opportunities, exploring job exercises, understanding the need for positive work habits; and (c) socio-personal includes : the development of a positive self-concept, and the development of effective social skills.

#### 4. System Support Services

The three components of the program are the provision of BK services to students directly. Meanwhile, system support is a component of management services and activities that indirectly provide assistance to students or facilitate the smooth development of students. System support is management activities aimed at establishing, maintaining, and improving the overall guidance program through professional development; public and staff relations, consultation with teachers, expert/advisory staff, the wider community; program management; research and development.

This program provides support to the guidance teacher in facilitating the implementation of the above services. Meanwhile, other teaching personnel are to facilitate the implementation of educational programs in schools. This system support includes two aspects, namely: (1) service delivery, and (2) management activities.

#### ***Purpose Of Guidance And Counseling***

According to Tohirin, the purpose of consling guidance is to gain a better understanding of the client with the potential he has, be able to“ solve the problems faced by the client himself, be able to adjust more effectively both to himself and his environment so as to gain happiness in his life.<sup>8</sup>

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<sup>8</sup> Tohirin, *Bimbingan Dan Konseling Di Sekolah Dan Madrasah (Berbasis Integrasi)* (Jakarta: Rajawali Press, 2009).

The purpose of providing guidance services is so that individuals can: a) plan their completion activities, career development and life in the future; b) develop all the potential and strengths it has as optimally as possible; c) adjusting to the educational environment, the community environment and the work environment; d) overcoming obstacles and difficulties faced in studies, adjusting to the educational environment, society, and work environment.

The Need for Guidance and Counseling in Schools If reviewed in depth, there are at least three main things behind the need for guidance, namely general review, cultural socioy and psychological aspects. In general, the background of the need for guidance is closely related to the achievement of the goals of national education, namely: improving the quality of Indonesian human resources, namely human beings who have faith and devotion to God Almighty, have noble character, personality, discipline, work hard, tough, responsible "responsible, independent, intelligent and skilled and physically and spiritually healthy. To realize this goal, of course, it is necessary to integrate the existing components in / education, one of which is the guidance component. When examined from a cultural socio1 point of view, what is behind the need for a guidance process is the rapid development of science and technology so that it has an impact on every dimension of life. This is further exacerbated by the high rate of population growth, while the pace of employment is relatively sedentary. According to Widoyoko, Eko Putra has five things behind the need for guidance services in schools, namely:

1. Problems of development of the individual,
2. Iindividual difference problem,
3. Problems of individual needs,
4. Problems of self-adjustment and behavioral differences, and
5. Learning problems.<sup>9</sup>

### ***Implementation of Counseling Guidance Services***

The implementation of guidance and counseling services in schools in this development is quite encouraging, in general schools have realized the importance of guidance and counseling services. Guidance and counseling can be organized through1 guidance and counseling activities over time increasing both in terms of "quantity and quality" of its officers and services.

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<sup>9</sup> Eko Putro Widoyoko &, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media Group, 2013).

1. Guidance and Counseling Program In accordance with the description, each field of activity has a purpose. "Likewise, the field of guidance and counseling to achieve or on a predetermined goal requires a series of activities that are interrelated with one another. A series of these activities are often called a program in the Indonesian dictionary, "guidance has the meaning of 1 design of the principles and efforts to be continued."<sup>10</sup>
2. According to Djumhur, the counseling guidance program 1 must be arranged in the same direction and systematically, because then it will have the following advantages: 1) The purpose of each counseling guidance program will be clearer. 2) Every counseling guidance officer is aware of the responsibility. 3) The provision of facilitation will be more perfect. 4) The provision of services will be more regular and adequate. 5) Enabling closer communication with various parties interested in guidance activities. 6) There is clarity of guidance activities among all school program activities.<sup>11</sup>
3. Steps for Implementing Guidance and Counseling Services In planning guidance and counseling, a counselor needs to know the steps for preparing services as follows: 1) Identifying the actual needs of learners (need assessment) according to the level of their development officers. 2) Identify existing facilities, with a view to determining the range of guidance activities that "should use the tool. 3) Determine personnel and division of duties and responsibilities in planning guidance services. 4) Priority of the problem, meaning that in planning counseling guidance, the counselor must be able to provide a sequence of problems that immediately obtain guidance / counseling services. 5) Determining the organization, meaning that in the planning of the guidance program should be as clear as possible so that the organizational structure can be determined 6) Evaluate the activities of the implementation of guidance and counseling services that are already running In general, school guidance and counseling services include and service objectives, work procedures, complementary organizations and financing. c. Implementation of Guidance and Counseling Services After the guidance and counseling services are arranged in a directed and systematic manner, the next step is the implementation of these services in other words the realization of the program. This is what is meant by the implementation of the connection and consulting

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<sup>10</sup> im Penyusun Kamus Pusat Bimbingan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 1997).

<sup>11</sup> Djumhur, *Bimbingan Dan Penyuluhan Di Sekolah* (Bandung: Ilmu, 1999).

program. An ideal activity program includes three stages, namely: planning, implementing (realizing), and evaluating. Likewise with the guidance and counseling program after the plan is realized and then evaluated. The purpose of evaluating the counseling guidance program is "to determine whether the guidance program is good, not good, successful. The implementation of guidance and counseling services must be in collaboration with other staff. As is the case with the principal, subject teacher, "TU staff and others as. In addition to the existence of a relationship, everything is interrelated and makes it easier to identify problems. Once identified, the BK teacher can provide appropriate assistance or guidance for the problem.<sup>12</sup>

SMPN 2 Teluk Jambe Timur has diverse students with different backgrounds and cultures, making the school colorful and also the problems that exist in students are very diverse. What I observe here is the problem that is often experienced by students, namely about self-concern and family background so that it has an impact on the teaching and learning process at school and affects their peers, with diverse family backgrounds, BK teachers are very productive in handling students at school to call both parents to follow up, Therefore, the role of parents who must always pay attention to the development of children from an early age is needed so as not to have a bad impact on the learning process. Especially with the current situation that is so complex, parents play an important role in guiding their children to continue learning even from home by only relying on student gadgets and parents are more hard-founded in carrying out education to become smart and good-character children. Then from what I observed specifically to the guidance and counseling teachers in this school is very professional and competent in dealing with all problems that occur to students both directly and indirectly (Online). During this pandemic, BK teachers also play an important role in guiding students to become exemplary students and have good ethics.

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<sup>12</sup> Nyani Munawar, "Hubungan Layanan Bimbingan Dan Konseling Dengan Kedisiplinan Di Sekolah Menengah Pertama Muhammadiyah 13 Surabaya," *UIN Sunan Ampel* (Surabaya, 2016).

## Conclusion

Guidance and counseling are essentially special assistance given to students by paying attention to the uniqueness of individuals / students in order to develop the potential of students optimally and be able to adjust to their environment. As the final result of the implementation of services, students are expected to be able to carry out their developmental tasks properly, so as not to experience difficulties in the implementation of subsequent developmental tasks. The implementation of services can be carried out properly if all parties support the program that has been made. Therefore it can be suggested as follows:

1. To the principal in order to be able to meet the necessary facilities and infrastructure.
2. To the homeroom teacher to work together in developing the potential of students

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