

# **IMPLEMENTATION OF GUIDANCE AND COUNSELING SERVICES TO IMPROVE STUDENTS' ATTENDANCE AT BIRRUL WALIDAIN NW RENSING HIGH SCHOOL**

Khairi Wardi, Institut Elkatarie

## **Abstract**

Low student attendance indicates that the implementation of guidance and counseling at Birrul Walidain NW Rensing High School is not optimal, particularly the lack of full implementation of guidance and counseling activities. Efforts to improve student attendance are focused on the low level of student attendance at school, the factors causing the emergence of this problem are the lack of cooperation between related parties, such as parents, teachers, vice principals, and TU. This study was an action research study. CAR was implemented through an assessment consisting of four stages: planning, acting, observing, and reflecting. Before the study, the average student attendance rate was 94.44%. After studying in Cycle I, the average student attendance rate reached 94.64%. During the second cycle, the researcher continued with a follow-up to the first cycle by maximizing services and support services. This resulted in an increase in student attendance to 98.49%.

**Keywords:** Implementation Of Guidance and Counseling Services, Students' Attendance.

## **BACKGROUND OF THE STUDY**

Guidance and counseling services in schools are still under-recognized. Activities are typically dominated by teaching, without being balanced by guidance and counseling. Guidance and counseling services in schools aim to help students achieve optimal development for their well-being. Essentially, guidance and counseling is an effort to help students (individuals) reach their optimal level.<sup>1</sup>

The role of counselors as educators is inseparable from Article 1, paragraph (1) of Law No. 20/2003 concerning National Education, which states that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state." Therefore,

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<sup>1</sup> Nurhudaya (2004:23)

students are required to be aware of the importance of education for their survival and to achieve prosperity in this world and the hereafter.

From the hadith of the Prophet Muhammad (peace be upon him) above, it can be explained that students are required to prioritize morality in their pursuit of knowledge, namely by being physically present, which is achieved through the implementation of Guidance and Counseling services and support services. Judging from the existing conditions in the attendance summary data for May 2010, the average attendance While attendance reached 94.44%, only 60 students (53.57%) achieved 100% attendance, leaving 52 students (46.43%) of the total student body.

Birrul Walidain NW Rensing High School, as an educational institution, is also responsible for the well-being of its students. Through its educational process, it should make a meaningful contribution to helping students achieve awareness of attending school to pursue knowledge. As a manifestation of this responsibility, Birrul Walidain NW Rensing High School provides guidance and training for its students. At Birrul Walidain NW Rensing High School, student attendance for learning and instruction remains extremely low, reaching 10% to 20% per class. Many students who do attend are still absent during class changes and the final period. Many students who remain in school cause disturbances and even leave class. If this problem is allowed to persist and is not addressed promptly, it will result in students' educational failures and higher dropout and expulsion rates. Consequently, Birrul Walidain NW Rensing High School, as an educational institution, can be considered a failure in achieving its educational goals.

Low student attendance indicates that the implementation of guidance and counseling at Birrul Walidain NW Rensing High School is not optimal, particularly the lack of full implementation of guidance and counseling activities. Efforts to improve student attendance are focused solely on providing services without increasing follow-up through supporting activities.

This problem is focused on the low level of student attendance at school, the factors causing the emergence of this problem are the lack of cooperation between related parties, such as parents, teachers, vice principals, and TU due to several things as follows (1) The use of daily student attendance journals, attendance analysis, and follow-up handling of student problems that never come early through attendance are still not optimized, (2) Misconceptions about the existence of BK teachers at school, (3) The rules and regulations that are applied are not optimal because they are still adjusted to the level of community understanding that is still low with education at school,

(4) Lack of collaboration between some teachers and BK teachers, namely in relation to providing awareness about the importance of attendance at school, student absence is only doubted through subject grades, (5) Lack of community awareness in providing motivation to go to school in relation to continuing studies for students after high school, (6) Remote geographical location and the average student's house is far from school, including the lack of transportation to school.

## **LITERATURE REVIEW**

### **Guidance and Counseling Services**

Guidance is a method of providing specific assistance using specific tools when the counselor uses a specific form for their guidance.<sup>2</sup> When using this specific form, the work methods and technical requirements specific to that method/tool must be considered. Another name for this specific form of guidance is guidance service.

In essence, guidance and counseling are efforts to help students (individuals) achieve their optimal level of development.<sup>3</sup> The goal of implementing guidance and counseling is clearly to achieve optimal student development.

These guidance and counseling goals must be achieved for the happiness of the students as the subjects of guidance. Therefore, various direct efforts are necessary to achieve this. Concrete efforts to achieve these goals are implemented in various types of guidance and counseling services.

### **The Importance of Guidance and Counseling Services**

Guidance and counseling are efforts to help humans achieve their optimal development. By achieving optimal development, humans will find happiness in life. Efforts to assist students in achieving this optimal development are carried out in a dignified manner.

Guidance and counseling services are crucial because they represent a concrete manifestation of the actions taken to achieve the goal of guidance, namely optimal student development. Achieving

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<sup>2</sup> W.S. Wingkel (1978:22)

<sup>3</sup> Nurhudaya (2004:23)

optimal development will lead to a happy life for students. Without this concrete effort, this goal will never be achieved.<sup>4</sup>

### Aspects of Guidance and Counseling Services

Experts have proposed several forms of Guidance and Counseling services. These services include: 1) Inventory Service, 2) Information Service, 3) Placement Service, 4) Counseling Service, and 5) Evaluation and Follow-Up Service. Meanwhile, learning services are considered part of tutoring services. Ahmad Juantika and Akur Sudianto (2005: 18) describe these services in four main activities: 1) Basic Guidance Services, 2) Responsive Services, 3) Individual Planning Services, and 4) Curriculum Center System Support (tt: 19). They also include content mastery, consultation, and mediation within the guidance and counseling services.

### Group Guidance Services

Group Guidance is a guidance service provided in a group setting. Group guidance in schools is an informational activity for a group of students to help them develop appropriate plans and decisions. Group guidance in schools is an informational activity for a group of students to help them develop appropriate plans and decisions. Group guidance is provided to all students on a regular schedule, using indirect efforts to change the attitudes and behavior of students (clients) through the presentation of accurate information or emphasizing encouragement to function cognitive or intellectual abilities in the individuals concerned.

Through group guidance services, students can be invited to jointly express opinions and discuss important topics, develop values related to these issues, and develop joint steps to address the problems discussed within the group. This, in addition to fostering good relationships among group members, fostering interpersonal communication skills, and understanding various situations and environmental conditions, can also develop concrete attitudes and actions to achieve the desired goals as expressed within the group.

### Individual Counseling Services

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<sup>4</sup> (Agus Mulyadi, 2004:23)

Individual counseling services are guidance and counseling services that allow students (clients) to receive direct, face-to-face (individual) support with a counselor to discuss and resolve personal issues they are experiencing.

Counseling services are organized, directed, and controlled and are not provided haphazardly or haphazardly. The goals, objectives, conditions, and methodology for providing these services are clearly outlined. These serve as basic guidelines for implementing counseling services. There are three fundamental principles of counseling ethics: (a) confidentiality, (b) openness, and (c) the client's personal responsibility.<sup>5</sup>

#### Guidance and Counseling Service Support

Guidance and counseling service support activities are expected to support the effective and efficient delivery of various types of guidance and counseling services. For example, individual counseling services will not be effective without comprehensive data on the child, resulting from instrumentation applications and data collection. In this case, individual counseling services include interviews about the students' circumstances and family circumstances.<sup>6</sup>

Supporting activities are generally not aimed directly at solving or alleviating client problems, but rather at enabling the acquisition of data and other information as well as facilities or commitments that will help ensure the smooth running and success of service activities for students/clients.<sup>7</sup>

#### Supporting Aspects of Guidance and Counseling Services

The main aspects of guidance and counseling support activities are as follows: 1) Application of Guidance and Counseling Instrumentation, 2) Data Collection, 3) Case Conferences, 4) Home Visits, and 5) Case Transfer. Literature is presented as one aspect of guidance and counseling support activities.

#### Student Attendance at School

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<sup>5</sup> Prayitno dan Erman Amti (1994; 309)

<sup>6</sup> Munro dkk (1979)

<sup>7</sup> (Agus Muliadi, 2004:25)

In Ibn 'Atha 'illa as-Sakandiri's (d. 709 AH/1309 CE) book, explaining Al-Hikam, he explains Hadlarah (presence of the heart before God). Ibn 'Atha 'illah explains its ethics by quoting a student at the beginning. He said, "How foolish is the one who wishes to appear at a time other than with the appearance that Allah presents, and that appearance."<sup>8</sup>

### The Importance of School Attendance

Student attendance is required to foster direct interaction. The teacher-student relationship (educational interaction) is a crucial factor in the teaching and learning process. No matter how good the teaching materials are, or how perfect the methods used, if the teacher-student relationship is not harmonious, it can lead to undesirable outcomes.

### Relevant Studies

1. LL. Moh. Thurmudzi (2009) conducted research on the use of the Guidance and Counseling Unit (Satlan) and the Guidance and Counseling Unit (Satkung) to improve the fulfillment of developmental tasks among junior high school students at the HAMZANWADI Pancor Laboratory. He assisted students through the utilization of Service Units and Support Services.
2. Ridwan, Musifudin, and Marjan (2007) conducted research on the development of a guidance and counseling network management model for junior high and high school students to correct misconceptions and optimize their development. The sample size of 17 junior high schools and 10 senior high schools in East Lombok concluded that: (1) the overall level of student developmental task achievement was approaching level IV, namely self-awareness. Therefore, it was one level below societal expectations, namely level V, the careful level. (2) the aspects of religious life foundations and ethical behavior foundations were in the range of levels III-IV, namely between the conformist and self-aware levels.
3. L. Makripudin (2008) conducted a survey on efforts to fulfill children's developmental tasks at SMPN 6 Mataram, a school with national standards, concluding that the achievement of developmental tasks for all schools is essentially the same, but there is still no benchmark for the achievement of children's developmental tasks.

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<sup>8</sup> (Ahmad bin Muhammad bin Ajibah al-Hasani, 2007:93)

3. Wardatul Jannah (2008), conducted research on parent-teacher collaboration to improve children's religious behavior at Selong Islamic Kindergarten, concluding that after being given collaborative teacher-parent actions to improve and enhance the religious behavior of group A1 students at Selong Islamic Kindergarten in the 2008/2009 academic year, students' religious behavior can be improved.

## **METHODOLOGY**

The study took place at Birrul Walidain NW Rensing Senior High School, East Lombok Regency. The research period lasted for three months, from January to March during the 2024/2025 academic year. The subjects were 10th-grade students of Birrul Walidain NW Rensing Senior High School. This study was an action research study. CAR was implemented through an assessment consisting of four stages: planning, acting, observing, and reflecting. Broadly speaking, there are four common stages: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection.

## **RESULTS AND DISCUSSION**

The research results are presented in the form of a description of the results of Cycles I and II, as well as the results of the action hypothesis testing. The research results attempt to identify the root of the problem and answer the research objectives. The stages of classroom action research will be outlined sequentially, including: (1) Description of the subjects' initial conditions before the intervention, (2) Implementation process and results of Cycle I, (3) Implementation process and results of Cycle II, (4) Verification of the action hypothesis.

### **Description of Subjects' Initial Conditions Before the Action**

The level of student attendance before the intervention can be seen from the daily recapitulation and the students' level of learning motivation in the study habit test, which was conducted manually and supported by a special program using the scoring recapitulation of SMA Birrul Walidain NW Rensing.

1. 62 students achieved 100% attendance.
2. 21 students achieved 94.44% attendance.
3. 13 students achieved 88.84% attendance.
4. 8 students achieved 83.33% attendance.

5. 6 students achieved 77.78% attendance.

6. 2 students achieved 72.22%.

The percentage ratio of students with 100% attendance to those without is 55.36% (62 students) and 44.64% (50 students). The above scores are based on the provisions in the school's disciplinary scoring system, which was established based on a deliberation between the Principal, Vice Principal, School Committee, and Guidance and Counseling Coordinator at SMA Birrul Walidain NW Rensing. The scoring calculation is as follows:

1. Attendance percentage is a positive score as a prerequisite for taking the Semester Exam, at least 75%, calculated over one semester (Positive Score).
2. Students who are absent without a written explanation from home will be considered absent. Five points are awarded for each absence. (Negative Score)

#### Cycle I Implementation Process and Results

Cycle I was implemented from January 15, 2010, to March 5, 2024. Each intervention was implemented based on class hours for group guidance and information services. Individual counseling services and other supporting activities were implemented outside of class hours. The implementation of these interventions is outlined in detail as follows:

##### a. Meeting I

Meeting I covered the importance of seriousness in learning. This material was provided through group guidance services for 2 lesson hours (2 x 45 minutes). This information was supported by data collection activities and the application of non-test instrumentation in the form of observation guidelines.

##### b. Meeting II

Meeting II covered the topic of School Rules. This material was provided through group guidance services for 2 lesson hours (2 x 45 minutes). This information was supported by data collection activities and the application of non-test instrumentation in the form of observation guidelines.

##### c. Individual Counseling

Individual counseling was provided to students with low attendance and high unexcused absence scores. In January, 15 students had low attendance rates and a high unexcused absence rate.



Individual counseling was conducted outside of class hours and during the last period for six days. Counseling continued into the following month as some students required special attention.

#### d. Data Collection

Data collection was conducted daily from the beginning of the study to the end.

#### e. Home Visits

Home visits were conducted if students were absent for two consecutive days or if their attendance was very low.

#### f. Instrumentation Application.

The Instrumentation Application was conducted daily from the beginning to the end of the study and was implemented through the Daily Attendance Recapitulation.

#### g. Observation

Observations in Cycle I were conducted to obtain data on the level of implementation of BK services (Group Guidance and Individual Counseling) and BK support services (Instrumentation Application, Data Collection, Home Visits, Case Conferences, and Case Transfers).

Based on the percentage results above, group guidance services reached 62.5%, and individual counseling reached 72.72%. Therefore, the average percentage of service implementation reached 67.61%, thus interpreting that BK service implementation is still not optimal. For BK support services, Instrumentation Application reached 81.81%, Data Collection reached 100%, Home Visits reached 100%, Case Conferences reached 12.5%, and Case Transfers reached 14.28%. Therefore, the percentage of support service implementation reached 61.72%. Therefore, it can be interpreted that the implementation of support services is not optimal.

Specifically, to determine the percentage of student attendance, a daily attendance recapitulation is used, which is collected monthly using a computer. Data and The information obtained during the observations will be evaluated for analysis, reflection, and subsequent action. Furthermore, the observation results obtained from the observation guidelines regarding the level of implementation of the guidance and counseling service units and support units in Cycle I are listed in Table II.

Based on the data obtained from Cycle I, there was an increase in attendance compared to before the actions were taken.

1. 69 students had an attendance rate of 100%.
2. 20 students had an attendance rate of 93.33%.
3. 14 students had an attendance rate of 83.67%.
4. 5 students had an attendance rate of 80%.
5. 2 students had an attendance rate of 73.33%.
6. 1 student had an attendance rate of 60%.
7. 1 student had an attendance rate of 40%.

The attendance rate of students at 100% increased from 62 to 69, while those at levels below 100% decreased from 50 to 43. If a comparison is made between the number of students who attended overall compared to those who did not. The resulting percentages were 61.61% and 38.39%. Analysis and reflection in Cycle I was conducted in collaboration with the action consultant. Observations revealed that the actions taken in Cycle I were effective in improving student attendance, indicating that the actions taken were appropriate.

From the analysis and reflection above, it can be concluded that significant changes were observed in several students. However, further research is needed to improve the results.

There were several obstacles and weaknesses in implementing Cycle I actions, including:

1. The level of collaboration with the homeroom teacher was still very low.
2. The approach used
3. Not all supporting activities were implemented, resulting in low results.

Therefore, researchers need to provide a plan for further action, particularly for students who still show low attendance rates and high scores for unauthorized absences. Researchers need to consult with a consultant regarding the implementation and improvement of the actions to be taken in Cycle II.

## Cycle II Implementation Process and Results

### a. Meeting I

Meeting I focused on the importance of seriousness in learning. This material was provided through group guidance and information services for 2 lesson hours (2 x 45 minutes). This information was supported by data collection activities and the application of non-test instrumentation in the form of observation guidelines.

#### b. Meeting II

Meeting I focused on the importance of school discipline. This material was provided through group guidance and information services for 2 lesson hours (2 x 45 minutes). This information was supported by data collection activities and the application of non-test instrumentation in the form of observation guidelines.

#### c. Individual Counseling

Individual counseling was provided to students with low attendance and high unexcused absence scores. In July, there were 15 students with low attendance and high unexcused absence scores. Individual counseling was provided outside of class hours and during the last lesson for 6 days. Counseling continued into the following month because some students required special attention.

#### d. Data Collection

Conducted daily from the beginning of the study to the end.

#### e. Instrumentation Application

Instrumentation application was conducted daily from the beginning to the end of the study, implemented through daily attendance recapitulation.

#### f. Home Visits

Home visits were conducted to obtain more accurate and comprehensive information about students and their environment, particularly for students with high attendance rates and high unexcused absence rates.

#### g. Case Conferences

Case conferences were conducted to gather more in-depth information about research subjects with the lowest attendance rates and high unexcused absence rates. This case conference involved the

principal, consultant, homeroom teacher, history teacher, religious affairs teacher, vice principal, parents/guardians, the student in question, and the researcher.

#### h. Case Handover

Conducted for a student to a competent party due to the student's low attendance rate due to unstable health conditions.

#### i. Observation

Observations in Cycle II were conducted to obtain data on the level of implementation of BK services (Group Guidance and Individual Counseling) and BK support services (Instrumentation Application, Data Collection, Home Visits, Case Conferences, and Case Transfers). Based on the percentage results above, group guidance services reached 83.33%, and individual counseling reached 90.90%. Therefore, the average percentage of service implementation reached 87.12, thus interpreting BK service implementation as Good.

For BK support services, Instrumentation Application reached 90.90%, Data Collection reached 100%, Home Visits reached 100%, Case Conferences reached 87.5%, and Case Transfers reached 100%. Therefore, the average percentage of service implementation reached 95.68%. Therefore, it can be interpreted as Good.

Observing the data from observations and reflections in Cycle II, the attendance of 11th-grade students at SMA Birrul Walidain NW Rensing has increased. The details are as follows:

1. Before the intervention, 62 students (55.36%) had a 100% attendance rate, while the remaining 50 students (44.64%) were below 100%. After the intervention in Cycle I, the attendance rate increased to 69 students (61.61%), while absences decreased to 43 students (38.39%). The average comparison of attendance rates before and after Cycle I was 94.44% (before) and 94.46% (cycle I).
2. During Cycle II, attendance increased to 97 students (86.61%), while absences decreased to 15 students (13.39%). The average comparison of attendance rates between Cycle I and Cycle II was 94.46% (cycle I) and 98.49% (cycle II).

#### Discussion

Classroom action research has proven to be optimal for improving guidance and counseling activities. The results were very significant in each cycle implemented by teachers, who directly acted as researchers, and were increasingly challenged to develop their profession in the fields of research and guidance. Classroom action research using guidance and counseling services and support services to improve student attendance at school empirically demonstrated an increase in grade XI students at SMA Birrul Walidain NW Rensing in the 2024/2025 academic year.

After implementing the action through Cycles I and II, changes were observed, with an increase in the percentage of student attendance compared to the previous year. This means that the implementation of classroom action in both Cycles I and II resulted in an increase in student attendance. Changes in student attendance in Cycles I and II can be seen in the table comparing student attendance before the action with Cycle I (Table IV) and the Comparison of Student Attendance Levels in Cycle I with Cycle II.

Quantitatively, the figures in the table indicate an increase in the percentage of attendance from Cycle I to Cycle II. The magnitude of this increase is as follows:

1. Before the intervention, the number of students with attendance below 100% was 50. After the intervention of Cycle I, this number increased to 43, resulting in 7 students showing an improvement of 6.25%.
2. In Cycle II, the number of students with attendance below 100% in Cycle I increased from 43 to 15, resulting in 28 students showing an improvement of 25%.
3. Comparison of the study habit checklist in Cycle I showed that the number of students with attendance below 0% was reduced to 2 in Cycle II. Therefore, the two students were assisted by maximizing support for case transfer services and case conferences, and there was a change, although not significant. Meanwhile, the number of students with attendance above 100% increased from 10 to 5.
4. The average attendance percentages before the intervention, in Cycle I, and Cycle II were 94.44% (before), 94.46% (Cycle I), and 98.49% (Cycle II), respectively.

Achievement of Attendance Improvement: Ideally, high school students are aware of the need for education, especially school, their responsibilities, and their motivation to pursue knowledge. However, a small number of students lack awareness of the importance of education and lack the motivation to attend school and pursue knowledge. This is due

to environmental influences, parental education level, and the level of student developmental tasks, and these changes take time. Therefore, ongoing follow-up efforts will be carried out on the results of this study, as this research indicates an improvement.

## **CONCLUSION**

1. Before the study, the average student attendance rate was 94.44%.
2. After studying in Cycle I, the average student attendance rate reached 94.64%.
3. During the second cycle, the researcher continued with a follow-up to the first cycle by maximizing services and support services. This resulted in an increase in student attendance to 98.49%.

## **RECOMMENDATIONS**

1. Students are encouraged to continue their efforts to attend school, as there has been a proven increase in attendance and changes in learning motivation related to changes in good study habits. This will enhance the meaning and quality of their education.
2. Supervisory teachers are encouraged to continuously improve their professionalism and develop their skills by continuously monitoring and improving their competencies to increase student attendance, thereby fulfilling their obligations to pursue knowledge and fulfilling their developmental tasks.
3. Homeroom teachers and teachers at Birrul Walidain NW Rensing High School are expected to increase cooperation and be proactive in improving student education, especially in improving student attendance in their daily lives.
4. Parents are expected to be proactive in fostering cooperation with the school to provide guidance and support to students, especially regarding school attendance, as parents are the first and primary educators. In this way, all parties will work according to their respective roles and functions.
5. The Principal of Birrul Walidain NW Rensing High School should use the results of this study as a guideline to motivate teachers to innovate in learning strategies and guidance in various areas of student development to achieve optimal student development.
6. Other researchers are expected to explore other undiscovered factors in efforts to increase student attendance at school. This will lead to improvements in the research results.

7. For further research, it is hoped that several variables that influence efforts to improve student attendance at school will be added, particularly other service units involved in increasing student attendance at school. This will allow for follow-up to this research to improve it, as the various influencing factors are complete and more comprehensive.

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