

The Influence of Group Guidance on the Behavior of Truant Students in Mal Uin North Sumatera

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Abstract: This research is an effort to overcome the truant behavior of students with group guidance services. This study aims to determine the effect of group guidance on the truant behavior of MAL UIN students in North Sumatera. As the subject of this study were students of MAL UIN North Sumatera. This research instrument used a questionnaire consisting of 20 items about the effect of group guidance on student truant behavior, with the whole questionnaire already validated according to the characteristics of the research instrument (questionnaire) and the 38 questionnaires had been tested for validity and reliability. The data analysis technique used is the hypothesis test and linearity test using the Product Moment formula. Based on data analysis, there is an influence of group guiding to overcome the truant behavior of North Sumatera UIN MAL students. The conclusion is proved by the results of the calculation of the hypothesis showing that the r count is greater than r table ($0.814 \geq 0.219$) which is acceptable at a significant level of 5%. This shows that the hypothesis established by the researcher has been verified.

Keywords: Group Guidance, Truant Behavior.

1. Introduction

Group guidance is an activity carried out by a group of people by utilizing group dynamics. That is, all participants in group activities interact with each other, free to express opinions, respond, give advice and so forth. What was discussed was all useful for the participants themselves and for all other participants.

Group guidance in schools is an activity of providing information to students to help them plan and make the right decisions. Group guidance services allow a number of students to jointly discuss specific issues to support the understanding and development of social abilities, as well as for certain decisions or actions through group dynamics, with the aim that students can obtain material and social skills development.

BK teachers have an important role to help overcome truant behavior in students, one of the efforts that counselors can do to overcome truant behavior of students is to provide group guidance services to students. The implementation of group guidance services provided by BK teachers in schools is still not optimal.

Skipping is a behavior that reflects violating school rules. Truant behavior is actually not a new thing anymore for students but often happens because many students who get rid of boredom in the classroom in that way. Truant behavior is also included in juvenile delinquency.

Skipping behavior is a form of deed done by students intentionally leaving the lesson without permission without prior explanation. Skipping behavior is one of the forms of problematic child behavior. (Mustaqim and Abdul Wahid, 2003:142).

Truant behavior will make students will make them students who are not independent, run away from responsibility, and are not disciplined. Things like this will damage the character of students in education. While the most important thing in education today is expected to be able to improve the character of students to become intelligent and dignified individuals.

Seeing the problems that occur at school namely ditching behavior, one of the ways that can be done to overcome the behavior of ditching students is through group guidance services. Group guidance services in schools are information activities for groups of students to help them get to know themselves, practice how to communicate, increase knowledge, and overcome problems experienced by both individuals and groups and take responsibility for themselves in the present and future, which is the aim to organize effective everyday life.

2. Theoretical Study

1. Group counseling

Counseling was initially individualized, but in its development arises group counseling. Even in groups, there were 8 or 20 participants. Group guidance service, which is a guidance service that allows some students to jointly obtain various materials from certain sources (especially from counselors/counselors) that are useful for supporting their daily lives both individuals and as students, family members, and the community and for consideration in decision making. Group guidance services have 3 functions, namely: 1) informative functions, 2) development functions, and 3) preventive and creative functions. (BimoWalgito, 2010:181).

LumongaNamora(2011) explained that group counseling was an implementation of the counseling process carried out between a professional counselor and several clients at once in a small group. Awang also explained that the main characteristics of group counseling are focusing on conscious thinking, behavior, and implementing open interactions.

Group guidance is assistance to individuals carried out in group situations. Group guidance can take the form of delivery of information or group activities to discuss issues of education, personal work, and social. Group guidance is carried out in three groups, namely small groups (2-6 people), medium groups (7-12 people), and large groups (13-20 people) or classes (20-40 people). The provision of information in group guidance is primarily intended to increase understanding of reality, the rules in life, and ways that can be done to complete tasks, and achieve a future in study, career, or life. Group activities are directed at improving and developing self-understanding and understanding of the environment, self-adjustment, and self-development.(AchmadJuntikaNurihsan; 2009:23)

Group guidance is guidance services provided in a group setting. Gazda argued that group tutoring at school was an information activity to a group of students to help them make appropriate plans and decisions. Gazda also mentioned that group guidance was organized to provide personal, vocational, and social information

In group guidance services, two parties play roles, namely group leaders and participants or group members. Group leaders (PK) are trained counselors and authorized to carry out professional counseling practices. As for other types of counseling services, counselors have special skills in organizing group counseling. In group guidance the task of group leaders is to lead groups nuanced counseling services through "language" counseling to achieve specific counseling goals, group leaders are required to turn on group dynamics among all participants as intensely as possible leading to the achievement of general goals and specifically group guidance

In directing the atmosphere of the group through group dynamics, group leaders play a role in Forming groups of groups of (prospective) participants (consisting of 8-10 people), so that the conditions of the group can actively develop group dynamics, namely:

- a. Relationships occur between group members, leading to intimacy between them.
- b. The growth of shared goals among group members, in an atmosphere of togetherness.
- c. Development of mutual intention and purpose to achieve group goals.
- d. The independence of each group member is maintained so that each of them can speak.
- e. Maintaining group independence, so this group tries and can be different from other groups.

Various types of skills, familiarity, and relaxation, including the use of group games, need to be applied by group leaders in group formation.

- a. Structuring, namely discussing with group members what, why and how group guidance services.
- b. The phasing of group guidance service activities.
- c. Immediate assessment (laissez) results of group guidance services.
- d. Follow up service.

Group members are all or groups of people or individuals who can be made members of group guidance. For the implementation of group guidance, a counselor needs to form a group of individuals into a group that has the requirements as mentioned above. Group size (number of group members) and homogeneity/heterogeneity of group members can affect group performance

The role of group members in group guidance services from, by, and for the group members themselves. From the BMB3 strategy, each group member has direct and independent activities in the form of:

- a. Listen, understand and respond appropriately and positively (3-M)
- b. Think and think
- c. Analyze, criticize and argue
- d. Feel empathetic and behave
- e. Participate in joint activities
- f. Responsible for the implementation of the role as group members and independent individuals.

Guidance groups discuss material general topics, both "task topics" and "free topics". Task topics are topics or topics whose data are from the group leader and are "assigned" to the group to discuss it. While free topics are topics or topics that come or are expressed freely by group members. One by one the group members raise the topic freely, then choose which one will be discussed first, second and so on.

Next about mgroup guidance includes: a) introduction of attitudes and habits, talents and interests and ideals and distribution; b) the imposition of self-weaknesses and their mitigation, personal strengths and their development; c) developing communication skills, accepting opinions, behaving and social relations, both at

home, school and in the community, peers at school and outside of school and school conditions / regulations; d) the development of good learning attitudes and habits at school and at home according to students' personal abilities; e) the development of techniques for mastering science, technology and art in accordance with physical, social and cultural conditions; f) orientation and career information, the world of work, and efforts to earn income; g) orientation and information of higher education under the career to be developed;

Group guidance services are organized through four stages of activities, namely: First; the stage of formation, namely the stage to form a crowd of some individuals into a group that is ready to develop the dynamics of the group in achieving common goals.

Second; transition stage, which is the stage to divert the initial activity of the group to the next activity which is more focused on achieving the group's goals.

The third stage of the activity, namely the stage of "core activities" to discuss certain topics in group guidance.

The fourth stage of inference, namely the stage of activities to see again what has been done and achieved by the group. The group participants were asked to reflect on the discussion activities they had just participated in.

Then the fifth stage of termination, which is the final stage of all activities. The group plans further group guidance activities and a warm farewell. (Prayitno; 2015:149-171).

2. Truant Behavior

Behavior is intended to achieve the desired thing, in other words, the behavior is an action that is motivated to achieve a certain goal. Behavior is all human activities that are visible or not. Including how to talk, walk, think, remember, how to do something, how to interact with something that comes from outside himself, and from inside himself. (Mahmud; 2010:14).

Referring to Skinner's concept, the process of forming behavior is influenced by several factors originating from within and from outside the individual. These factors include the central nervous system, perception, motivation, learning process, environment and so on.

The central nervous system plays an important role in human behavior because it is a form of movement from stimuli that enter into actions or actions. This transfer is carried out by the central nervous system with its basic units called neurons. Neurons move the energies in the sensory nerve impulses channeled from the site of the stimulus through the nerve impulses of the central nervous system. Thus that behavior is a concept that is not simple, something complex that is an organization of psychological processes that are very much influenced by the ability of the soul. Abu Bakar M. Luddin, (2016:29).

Skipping out is leaving school without the knowledge of the school. Skipping here basically they go to school dressed in uniform from home but they don't come to school they go somewhere. They said goodbye to their parents went to school, but in another way, they often gathered at the roadside. Circumstances like this often occur because they feel bored with the atmosphere of the school, some are reasoning that they finally decide to skip class. (Imam Musbukin; 2013:13-15).

Skipping out can also be interpreted as irregular attendance and is a big problem in schools today. This absence may be caused by factors from outside or within the student, academically those who are absent will suffer because of this absence. Children who can go to school, but often play truant will run the risk of experiencing failure in learning.

Truant behavior is a form of deeds done by students intentionally leaving the lesson without prior permission without explanation. Skipping behavior is one of the forms of problematic child behavior. Skipping is a way for a child to avoid an issue that causes anxiety. Only with patience, the perseverance of all such problems can be above. Weapons in the form of mocking, scolding, punishing can not be used to overcome problems. If the weapon is forced to also be used it will result in increased anxiety and new fears that arise in the child.

From some of the above understanding, it can be concluded that skipping is an act or behavior of students who do not go to school for reasons that are not clear or can be interpreted absenteeism with unclear reasons, as well as students who leave certain class hours without permission from the teacher concerned.

Truant behavior will make the students who are not independent, run away from responsibility, and are not disciplined. Things like this will damage the character of students in education. Meanwhile, the most important thing in education today is expected to be able to improve the character of students to become intelligent and dignified individuals.

According to various sources that the characteristics of students who play truant include:

- a. Often absent from school
- b. Not paying attention to the teacher in explaining the lesson
- c. Having excessive behavior or, among others, in talking or in the way to dress

- d. Leave school before class ends
- e. No responsibility for the study
- f. Less interested in the subject
- g. Likes to be alone
- h. Don't have ideals
- i. Come like late
- j. Didn't take lessons
- k. Not doing the assignment
- l. Do not respect the teacher in the class

There are several symptoms of students skipping class, including:

- a. For days absent from school
- b. Do not enter school without permission
- c. Often out at certain class hours
- d. Do not reenter after requesting permission
- e. Going to school changes days
- f. Inviting friends to come out on subjects that are not liked
- g. Ask for permission to leave by pretending to be sick or other reasons
- h. Sending permission letters do not come with fabricated reasons
- i. No more class after break

These various symptoms are symptoms that are generally shown by most students who have the habit of ditching school. However, in this case between students showing different symptoms or not the same in ditching behavior.

Skipping behavior is influenced by many factors. Several factors influence students to play truant, including:

- a. Not happy with the teacher's attitude and behavior
- b. Feeling less attention from the teacher
- c. Feeling discriminated by the teacher
- d. Feeling cornered by the teacher
- e. The teaching and learning process is boring
- f. Feeling a failure in learning
- g. Less interested in learning
- h. Influenced by friends who like to play hooky
- i. Fear of entering because they do not make assignments
- j. Do not pay obligations (SPP) on time. (Prayitno dan ErmanAmti; 2004:61)

According to Gunarsa, the factors that influence students who play truant are divided into 2 groups, namely: because within the child itself a) in general, children do not go to school because of illness, b) the inability of children to take lessons in school, c) intellectual abilities that are more advanced higher than his friends, and d) lack of motivation to learn.

While those from outside the child, among others; are a family situation. The family situation does not always make it easier for students to use the time to learn as they wish. Many families still need the help of their children to carry out tasks at home, and it is not even uncommon to see students who help their parents make a living.

The attitude of parents who are indifferent to school, which certainly does not help encourage children to attend school. Parents easily give a sick certificate to school, even though the child is ditching to avoid repetition.

Likewise with the relationship between the child and the school can be seen from other children which causes him to be unhappy at school and then play truant. Children are not happy about going to school because they are not happy with their teacher. (GunarsaSinggih D; 2006:119.

Truant behavior is done by students is not only motivated by school factors but other factors also cause truant behavior.

Besides the factors that support the existence of truant behavior in students in schools, among others: parents who do not pay enough attention to their children's education, teachers who are not pleasant, lessons that are considered difficult, bad influence from their friends, students who are less aware of the importance of education, and students who do not have a sense of responsibility and low self-esteem.

Based on observational behavior ditching can be sourced from various factors both internal and external. Internally, truant habits come from within students which are closely related to potential and actual skill factors, developmental maturity, attitudes and habits, interests, emotional stability, experience, independence, achievement motivation, quality of personality, and so on. External factors that influence truant habits can be sourced from family, school, community, and peer relationships. Factors in the family that are the source of the emergence of truant habits, namely a less supportive family atmosphere, limited family facilities, lack of harmony in family relationships.

Furthermore, there are possible causes and background of this case, among others: Parents pay less attention to their children, parents are too spoil their children, parents are too harsh on their children, the influence of friends, the influence of mass media, children who are not aware of the usefulness school, as well as children who are not yet responsible for their studies. Through the various explanations stated above, it can be understood that three main factors cause the emergence of truant behavior. These factors are personal, family factors, and school factors.

3. Research Methodology

This research was conducted at MAL UIN North Sumatra which is located at Jln. William Iskandar Pasar V Medan Estate Medan. The school consists of 6 locales, namely 2 locales for class X, 2 locales for class XI, and 2 locales for class XII and the total number of students is 214 students. By the data collection techniques used, the instrument used in this study is in the form of observation, interviews, questionnaires, and documentation. The Data were analyzed by using correlation and regression.

4. Research Results

After the analysis requirements are fulfilled, the next step is to test the hypothesis by using correlation analysis to examine the relationship of each variable Guidance Group (X) and Student Discipline (Y). This correlation test uses SPSS Version 20. Correlation analysis is used to test the relationship of each of the Group Guidance (X) service variables with Student Discipline (Y). This correlation test uses the Product Moment Correlation, which is a simple correlation. With the test criteria accepted if $r_{xy} > r_{table}$ at a significant level of 5%.

The measurement results using the assessment criteria are expressed in the form of a Likert scale questionnaire score. The highest score weights are 4 and the lowest score weights are 1, thus the highest score on the questionnaire is 76 obtained from 19 x 4 and the lowest score is 19 obtained from 19x1. Data recapitulation of variable use of group guidance services.

To make it easier to understand the use of group guidance services for MAL UIN SU students and find out the average value of using group guidance services so that the categories can be determined whether good, very good, enough, based on the questionnaire that has been filled by respondents can be seen from the following table:

Tabell
Group Guidance Implementation

NO	Score								Total		Average
	F4		F3		F2		F1				
	F	SC	F	SC	F	SC	F	SC	F	SC	
1	6	24	20	60	30	60	23	23	79	167	2.1
2	21	84	25	75	27	54	6	6	79	219	2.8
3	15	60	30	90	20	40	14	14	79	204	2.6
4	23	92	25	75	17	34	14	14	79	215	2.7
5	18	72	23	69	21	42	17	17	79	200	2.5
6	13	52	29	87	22	44	15	15	79	198	2.5
7	15	60	27	81	22	44	15	15	79	200	2.5
8	8	32	28	84	23	46	20	20	79	182	2.3
9	12	48	32	96	19	38	16	16	79	198	2.5
10	19	76	21	63	22	44	17	17	79	200	2.5
11	18	72	28	84	16	32	17	17	79	205	2.6
12	16	64	27	81	15	30	21	21	79	196	2.5

13	17	68	24	72	18	36	20	20	79	196	2.5
14	9	36	24	72	27	54	19	19	79	181	2.3
15	20	80	25	75	19	38	15	15	79	208	2.6
16	20	80	16	48	24	48	19	19	79	195	2.5
17	25	100	21	63	18	36	15	15	79	214	2.7
18	18	72	24	72	19	38	18	18	79	200	2.5
19	15	60	25	75	25	50	14	14	79	199	2.5
Total										3777	47.81
Average										3.19	

explanation :

F = Frequency Score

Sc = Frequency X Answer score

Based on the description above, it can be concluded that the use of group guidance services at MAL UIN SU is categorized very well as evidenced by the average value of the questionnaire answer distribution of 3.19.

To find out the use of truant behavior questionnaires at MAL UIN SU. In this study, the researchers submitted a questionnaire of 19 items about truant behavior that was submitted to research respondents. The respondents were students of MAL UIN SU.

The measurement results using the assessment criteria are expressed in the form of a Likert scale questionnaire score. The highest score weights are 4 and the lowest score weights are 1, thus the highest score on the questionnaire is 76 obtained from 19 x 4 and the lowest score is 19 obtained from 19x1.

Tabel2
The scale of Truant Behavior

Interval	Category
1,0 – 1,6	Very Bad
1,7 – 2,4	Bad
2,5 - 3,2	Good
3,3 – 4,0	Very Good

To make it easier to understand using truant behavior questionnaires on MAL UIN SU Tenggara students and know how much the average value of using the questionnaire can be determined whether the categories are good, very good, sufficient, not good or very bad based on the questionnaire that has been filled out by respondents can be seen from the following table:

Table 3
Variable (Y) Use of Skipping Questionnaire

NO	Answer score								amount		Average
	F4		F3		F2		F1		F	SC	
	F	SC	F	SC	F	SC	F	SC			
1	13	52	29	87	20	40	17	17	79	196	2.5
2	29	116	19	57	21	42	10	10	79	225	2.8
3	21	84	14	42	30	60	14	14	79	200	2.5
4	31	124	18	54	21	42	9	9	79	229	2.9
5	9	36	23	69	28	56	19	19	79	180	2.3
6	20	80	16	48	29	58	14	14	79	200	2.5
7	12	48	27	81	23	46	17	17	79	192	2.4
8	15	60	16	48	34	68	14	14	79	190	2.4
9	14	56	20	60	30	60	15	15	79	191	2.4

10	16	64	28	84	24	48	11	11	79	207	2.6
11	14	56	18	54	31	62	16	16	79	188	2.4
12	10	40	28	84	26	52	15	15	79	191	2.4
13	19	76	19	57	27	54	14	14	79	201	2.5
14	12	48	26	78	27	54	14	14	79	194	2.5
15	22	88	20	60	29	58	8	8	79	214	2.7
16	22	88	20	60	30	60	7	7	79	215	2.7
17	26	104	19	57	20	40	14	14	79	215	2.7
18	24	96	21	63	24	48	10	10	79	217	2.7
19	10	40	27	81	27	54	15	15	79	190	2.4
TOTAL										3835	48.54
AVERAGE											4.85

So the linear regression equation of the two variables is:

$$Y = a + bX = 4926883 + 0.85759$$

The interpretation of this regression equation is that every increase of one unit of variable X will be followed by an increase in variable Y of 0.857 units.

Furthermore, in the data analysis stage, questionnaires were filled out by respondents processed into statistical data to determine the effect of group guidance services on the behavior of truant students of MAL UIN SU. To find out the correlation between the two variables, namely variable X (Group Guidance Services) and variable Y ((Skipping Behavior) is obtained based on the recapitulation of the X and Y variable scores contained in the appendices of the two variables.

From the calculation of the correlation coefficient between X and Y above obtained $r_{count} = 0.814$ while $r_{table} = 0.219$ at a significant level of 5%. This shows that $t_{observed} \geq t_{table}$. Thus on a significant correlation between the use of group guidance services with the behavior of ditching students of MAL UIN SU.

From the calculation, it is known that $t_{observed} = 12.313$ and t_{table} at a significant level of 5% = 1.99045 if $t_{observed} \geq t_{table}$ then H_0 is rejected and H_a is accepted. Then it can be said that there is a significant influence between group guidance services with the behavior of ditching students of MAL UIN SU.

Furthermore, to find out how much influence group guidance services to overcome the truant behavior of MAL UIN SU students can be calculated using the coefficient of determination (D) test, namely:

$$\begin{aligned} D &= (r)^2 \times 100\% \\ &= (0.814)^2 \times 100\% \\ &= 66.25\% \end{aligned}$$

The results of the correlation coefficient of determination above show the effect of the use of group guidance services to overcome the behavior of truant students MAL UIN SU 66.25% while 33.75% influenced by other factors.

5. Discussion of Research Results

Based on the results of data analysis there are a positive influence between-group guidance services on the behavior of truant students MAL UIN SU. this is shown from the results of $r_{count} = 0.814$ while $r_{table} = 0.219$ at a significant level of 5% table interpretation of product-moment correlation then the price of $r_{count} = 0.814$ is in the very good category.

The data obtained in this study implies that if the group guidance provided is good, then the behavior of students' truant will decrease as well. This shows that the research hypothesis is accepted and stated by the existence of a significant influence between-group guidance with the behavior of truant students of MAL UIN SU with a relationship known to $t = 12.313$ and t_{table} at a significant level of 5% = 1.99045 if $t_{observed} \geq t_{table}$ ($12.313 \geq 1.99045$).

In line with the results of research conducted by Nurhayati Siregar, entitled: "The effect of providing individual counseling services with a behavioral approach to the behavior of the contracting behavior on the behavior of truant school in class VIII SMP Negeri 6 Medan 2014/2015 school year". Individual counseling with this approach is illustrated by the results of Wilcoxon test conducted with the results obtained $t_{observed} = 0$, with $\alpha = 0.05$ and $n = 5$, then based on the list, $t_{table} = 0$. From these data it can be seen that the calculated T is equal to t_{table} , then H_0 is rejected. This is reinforced by the formula Z because the calculated Z value is -2.022

and it is smaller than the Z table value of 1.96. Then the hypothesis is accepted means that there is a difference between before and after being given treatment so that the student's truant behavior is reduced.

The same result was also revealed by the results of Adi Prayuku's study in 2013 on: "The effect of group guidance services in tackling truant behavior in class X students of 45 Sumbawa Besar SMKS in the academic year 2013/2014". The results of the analysis obtained t_{observed} of 4.094 and a table value at a significant level of 5% with $N = 25$ obtained 2.064. Based on the results of the study, the t_{observed} is greater than t_{table} or $4.094 > 2.064$, meaning that H_0 is rejected and H_a is accepted which says There is an Effect of Group Guidance Services in Overcoming Truant Behavior in Class X Students of SMPN 45 Sumbawa Besar 2013/2014 Academic Year. This means that the results of this study are "significant".

Although the influence of using group guidance services is very good to carry out these achievements are not enough to be provided through group guidance services, but there must be cooperation between teachers and parents, the environment, and the methods used by teachers in interacting with students.

The researcher realizes that in this study there are limitations and deficiencies even though various efforts have been made to achieve maximum results to reveal the objectives of this study. This limitation can be in the form of difficulty to measure precisely the influence of group guidance services to overcome the student's truant behavior is only measured using a questionnaire totaling 38 items, and there is a possibility that students are not serious in filling out the questionnaire.

6. Conclusions

Based on the results of the study it can be concluded that there is an influence of group guidance services to overcome the truant behavior of MAL UIN SU students. $0.84 \geq 0.219$) so that it can be concluded "significant". To further validate group guidance, it influences the truant behavior of the student conducting a "determination test". Based on the determination test, it is known that group guidance has an effect on students' truant behavior of 15.16%, the intention is that not only does the group influence in truant student behavior, but there are other factors at 84.84%.

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