

Development of a virtual counseling room model to increase student interest in using guidance and counseling services

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Abstract: This study aims to: (1) describe the need for developing a virtual counseling room model to increase students' interest in using counseling and guidance services, (2) determine the prototype of a virtual counseling room model, and (3) find out the validity and practicality of the virtual counseling room model. This study used Research & Development (R&D) developed by Borg and Gall as the research design. Data analysis used quantitative data analysis. The subjects of this study consisted of a learning media expert, a guidance counseling expert, a guidance and counseling practitioner and ten students who all were recruited using the random sampling technique. The results of the study showed that (1) the development of a virtual counseling room model was needed by the school counselor and students; (2) the prototype of a virtual counseling room model was a medium created using Google Slides that contained several guidance and counseling services; (3) the virtual counseling room model had the utility, feasibility and accuracy values so that it is considered valid and practical to be used as a medium to provide guidance and counseling services.

Keywords: Counseling Room, Virtual, Interest, Guidance and Counseling Services

Abstract: Tujuan dari penelitian ini: (1) untuk mengetahui gambaran kebutuhan pengembangan model ruang bk virtual untuk menarik minat peserta didik mengikuti layanan bimbingan konseling, (2) untuk mengetahui prototype model ruang bk virtual dan (3) untuk mengetahui validitas dan kepraktisan model ruang bk virtual. Penelitian ini menggunakan metode penelitian dan pengembangan (*Research & Development*) yang dikembangkan oleh Borg and Gall. Analisis data menggunakan analisis data kuantitatif. Subjek dalam penelitian ini terdiri dari ahli media pembelajaran, ahli bimbingan konseling, praktisi BK dan peserta didik yang diambil menggunakan teknik *random sampling*. Hasil penelitian menunjukkan bahwa (1) pengembangan model ruang BK virtual sangat dibutuhkan oleh Guru BK dan peserta didik, (2) prototype model ruang BK virtual merupakan media yang dibuat dengan menggunakan aplikasi google slide yang berisi beberapa layanan bimbingan konseling, (3) Model ruang BK virtual memiliki nilai kegunaan, kelayakan dan ketepatan sehingga dinyatakan valid dan praktis untuk dapat digunakan sebagai media layanan bimbingan dan konseling.

Keywords: Ruang BK; Virtual; Minat; Layanan BK

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INTRODUCTION

Humans as individuals cannot be separated from education. The need for education belongs to the individual from birth, starting from the education given by parents since the individual was born. In the Act of the Republic of Indonesia Number 20 Year 2003, education is a conscious and well-planned effort that aims to help learners will actively develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that learners need for themselves, for the community, for the nation, and for the State. Education is a valuable asset for individuals and society and is an important process for achieving students' personal goals and aspirations (Hikmawati, 2016).

The primary element of education is students. According to the Act of the Republic of Indonesia Number 20 Year 2003, students refer to members of any community wishing to develop their potential through a learning process, available in a particular stream, level and type of education. Students are in the process of growth or development towards maturity or independence. Students still lack understanding and insight into themselves and their environment, even life goals; hence, they need guidance to achieve independence (Hikmawati, 2016).

Guidance and counseling services have important roles and a strategic position in all educational settings, especially in the school environment. Counseling services are an effort to help students with their personal and social lives, learning activities, and self-development in career planning and development. This kind of services is also designed to help students overcome their weaknesses, barriers, and problems. Effective and efficient services are needed to achieve the objectives of the services and the nation, which are stipulated in the Regulation of the Minister of Education and Culture Number 111 of 2014 about the need for adequate facilities, infrastructure and financing.

Still, many students are not interested in attending orientation and counseling sessions. Collected as initial data from 95 students of

several schools in Gowa district, the results of a questionnaire survey showed that 50 students had low interest while 45 students had high interest in student services. Based on these preliminary data, some students were not interested in attending orientation and counseling sessions.

Interest is a feeling of love and connection to something without being asked by anyone. Slameto explained that interest is basically to accept the connection between an individual person and the outside world. The closer the connection, the greater the interest (Puspawan & Soesilo, 2019). Interest is the desire to understand, learn, and prove. In Educational Psychology, interest is a push that drives individuals to have a tendency or curiosity in an individual, object, activity, or a positive experience driven by the activity itself. Jefkins (Rahayuningsih, 2018) stated that interest is one of the behavioral aspects besides attention, desire, belief, and behavior.

There are concerns about students' lack of interest in using guidance and counseling services. Orientation and counseling services do not receive good responses from students. The purpose of providing guidance and counseling is to support personal, social, learning, and career development more optimally by considering students' aptitudes, interests, and problem-solving ability (Nabila & Darmanto, 2020). There are two factors that influence individual interest in using guidance and counseling services, namely internal and external. Internal factors include student spontaneity and counselor awareness. On the other hand, external factors include counselors, peers, teachers, and infrastructure (Zahara, 2017).

A study by Fajrin, Wahyuni & Muhid (2022) found that there is a relationship between students' perceptions of guidance and counseling facilities and student interest in using guidance & counseling services in schools. Moreover, the results of the study showed that 33% of students had low awareness of guidance and counseling facilities and only 27% of students had good perceptions of guidance and counseling facilities. These findings might be due to inadequate facilities for guidance and counseling services and poorly maintained counseling room that students

found uncomfortable when having counseling sessions with the school counselor. Facilities and infrastructure for teaching and counseling strongly affect students' interest in teaching and counseling services. The most significant contributor to the effectiveness of guidance and counseling was the availability of facilities and infrastructure used to provide guidance and counseling services.

In their research, Busmayaril and Andayani (2016) found that students' confidentiality was not guaranteed. This is because there was no special room to provide guidance and counseling services. Students felt ashamed to tell their problems due to fear that their problems would be known by other parties besides the school counselor. SMP 2 Sungguminasa was one of the schools that were equipped with a facility for the provision of guidance and counseling services. However, there was no guidance and counseling room that had met the specified standards. The room only consists of a few tables, chairs, and a cupboard without any group guidance room, individual guidance room, or data room. Thus, students felt that their privacy was not protected, leading to low interest in having consultations.

Based on the results of a preliminary survey using questionnaires on 14 schools, it was found that 50% had an individual counseling room, 14.3% had a group guidance and counseling room, 35.7% had a living room, 42.8% had a data room, 85.7% have a workspace, and 21.4% have an individual counseling room. The availability of facilities or infrastructure for guidance and counseling services in schools plays an important role in ensuring the implementation of guidance and counseling programs in schools (Sulistyarini & Jauhar, M. 2017).

The availability of guidance and counseling facilities and infrastructure also contributes significantly to the overall effectiveness of the services (Sugiarto, Neviyarni & Firman, 2021). The orientation and counseling room contributed to the success of the counseling services offered by an educational institution (Minister of Education and Culture, 2014). The counseling room is one of the main facilities that influence the success of counseling services in schools and

madrasas (ABKIN, 2007). The principles of guidance and counseling should be considered when creating a counseling room and the things that should be assessed before providing facilities are the layout, location, size, type, and number of dedicated rooms (ABKIN, 2007).

The size of the guidance & counseling room must be based on the needs, type & number of the room. The type of room needed is not only a workspace, but also a space for an individual, family, groups, data, libraries, and other rooms as the consulting profession develops. The room needs to provide comfort to students who visit the room to ask for advice and to school counselors who give counseling services by applying the counseling principles and code of ethics (Minister of Education and Culture, 2014). However, personal counseling process is currently not possible to take place directly at the school.

The Corona Virus (Covid-19) outbreak has greatly affected various sectors. One of which is the education sector. All learning and educational activities are carried out online or through distance learning. Aliyah, et al. explained that during the pandemic, students needed technology-based guidance and counseling services to help them overcome various problems with their learning. The collaboration between online and technology has an impact on student success (Yuniarti, Asrowi, & Yusuf, 2021). Conducted on 78 students from several schools, the results of a field survey regarding the provision of guidance and counseling services during the Covid-19 pandemic showed that 8 students received services frequently, 14 students every day, 8 students rarely, 10 students once a week, and 38 students never. The results of the survey also revealed that the types of services provided were in the forms of information, advice and rules. These results signify that guidance and counseling services were not run properly.

The rapid development of information technology has prompted efforts to transform the system of guidance and counseling services in schools. Triyono and Febriani (2018) stated that technology plays a crucial role in the process of guidance & counseling services for school counselors. Information technology is employed

in order to push school counselors to be more creative, innovative and diverse in seeking the latest information in the process of providing guidance and counseling services.

According to the Regulation of the Minister of Education of the Republic of Indonesia Year 2018, teacher competence standards are formulated into four educator competencies, namely pedagogic competence, personal competence, social competence and professional competence. School counselors should acquire mastery of pedagogic and professional competencies to be able to deeply understand the counselees who will use the services, and mastery of the theoretical and procedural repertoire, including technology in guidance and counseling (Prasetyawan and Alhadi, 2018). It is stated in the Regulation of the Minister of Religion of the Republic of Indonesia Number 38 of 2018 concerning continuous professional development of teachers that innovative work can be used to support the counseling process. Innovative work includes creating learning guides and evaluation tools, preparing learning media and resources, and developing or discovering learning technologies.

A study by Romadhon (2016) found that the factors influencing students' interest in using counseling services were both internal and external. Internal factors include arising problems, self-motivation, and attitudes. Meanwhile, external factors include family, school counselors, guidance and counseling service facilities, friends and media. Arsyad revealed that the word "media" comes from the Latin word "medius" and is the plural form of "medium", which means a "link". The word "link" is what experts refer to as the role of media that is the link between the sender and the receiver of a message or information (Basri, 2018). The media in in this regard is the media for guidance and counseling. The use of guidance and counseling media is intended to prevent boredom among students, improve students' attentiveness, and enhance students' understanding of what the counselor has communicated in guidance and counseling sessions. This is because media vary in types, such as video, sound, images, which are interesting for students (Prasetyawan, 2017).

To be able to provide optimal services in the midst of the COVID-19 pandemic, which has encouraged remote learning, media needs to be created. The development of a virtual guidance and counseling room as a medium is an effort to provide optimal guidance and counseling services to students in the midst of the Covid-19 pandemic and the current advancement of technology. The virtual guidance and counseling room should allow students or counselees to visit the virtual room any time and make use of guidance and counseling services as needed.

According to the Great Indonesian Dictionary, the word "virtual" has three meanings: 1) something real, 2) similar or very similar to those described, and 3) displayed or presented using computer software such as the internet. The virtual counseling room is a platform for students to provide support both individually and in groups and is an ideal place for students to be independent in developing their personal and social lives, study skills, and career planning through various ways to support services and activities based on applicable standards using information technology and the internet.

A research by Alwi, Pandang and Aryani (2019) about the development of an Android-based problem box e-counseling application found that not all students had the courage and confidence to meet counselors; thus, schools needed online counseling media. The application received positive responses from students and school counselors at SMA Islam Athirah I Makassar. Thus, the virtual guidance and counseling room can serve as a medium to overcome time and place limitations and address a larger ratio of students for each school counselor. This is in accordance with the results of interviews with school counselors who explained that they had to handle 11 classes with 32 students in each class.

Based on the aforementioned explanation, the researchers were interested in conducting a study with the title "Developing a Virtual Counseling Room Model to Increase Students' Interest in Using Guidance and Counseling Services".

METHOD

This study employed a research design called Research and Development (R&D) where a medium called a virtual counseling room was developed. It would later be used as a means of providing guidance and counseling services to the counselees.

The procedures by Borg and Gall were adopted in developing the medium, which are aligned with the research needs, namely:

1. Preliminary Study (Research and Information Collecting)

Preliminary study was conducted to study, investigate and collect information.

2. Product Development Plan (Planning)

This stage began by making design plans for research product development. The design plans were comprised of the formulation of the objectives and benefits of developing a virtual counseling room model, the subjects of the virtual counseling room as the product users, the reasons for the importance of the development of the virtual counseling room model, and the steps of the virtual counseling room model development process.

3. Developing the Preliminary Form of the Product

The product developed in this research was a virtual counseling room model that contained several counseling guidance services.

4. Preliminary Field Testing/Expert Validation

After developing the preliminary product, the next stage was expert validation. At this stage, content validation was performed through expert judgment. Content validation was executed by a learning media expert and a guidance and counseling expert.

5. Main Product Revision (Revision I)

Based on the results of the preliminary product testing, the first revision of the product was carried out.

6. Small Group Testing (Main Field Testing)

Small group testing was conducted after the completion of the first revision. This testing involved one school counselor and ten students.

7. Operational Product Revision (Revision II)

Based on the results of small group testing, the second phase of product revision was carried out.

Recruited using the random sampling technique, the subjects in this study consisted of a learning media expert, a guidance and counseling expert, a guidance and counseling practitioners and ten students.

The types of data obtained were quantitative and qualitative, including rating scales and notes from research subjects. The quantitative data were the assessment questionnaire results. Meanwhile, the qualitative data were suggestions and comments obtained from the expert judgment and the field testing results.

The instruments adopted in this study were interviews, a student interest questionnaire and an assessment questionnaire. On the other hand, the data were analyzed using the descriptive quantitative technique by describing the quantitative data obtained from the questionnaires.

The questionnaire used by the learning media and guidance and counseling experts to give assessments was in the form of a checklist with four answer choices. The scoring for each category is as follows:

Table 1. Categories in the Assessment Questionnaire for Learning Media Experts and Counseling Guidance Experts

Category	Score
Very Good/Strongly Agree	4
Good/Agree	4
Poor/Disagree	4
Very Poor/Strongly Disagree	4

Table 2. Level of Validity and Feasibility

Levels of Validity and Feasibility	Criteria
3.01 to 4.00	Very Feasible
2.01 to 3.00	Feasible
1.01 to 2.00	Less Feasible
0.01 to 1.00	Not Feasible

On the contrary, the assessments by the guidance and counseling practitioner and the students was using a YES-and-NO questionnaire. The scoring

of the responses was using the Guttman scale shown as follows:

Table 3. Categories in the Assessment Questionnaire for the Guidance and Counseling Practitioner and the Students

Alternative Answer	Score	
	Positive	Negative
Yes	1	0
No	0	1

RESULTS AND DISCUSSION

1. The necessity of developing of a virtual counseling room model to increase student interest in using guidance and counseling services

The results of the field survey conducted on 78 students from several schools about the provision of guidance and counseling services during the Covid-19 pandemic showed that 8 students received services frequently, 14 students every day, 8 students rarely, 10 students once a week, and 38 students never. Meanwhile, the results of the questionnaire about student interest showed that 50 out of 95 students had low interest in attending guidance and counseling sessions. Crow and Crow in their book "Educational Psychology", as cited by Abror (1989), stated that interest is related to the driving force that encourages individuals to have the tendency or attraction to an individual, an object, an activity, or an active experience stimulated by the activity itself. These results suggest that low interest caused students to feel unmotivated or uninterested in making use of guidance and counseling services.

Students' low interest in using guidance and counseling services was influenced by several factors. According to Nugraha & Azizah (2019), there are external and internal factors that influence students' interest in using guidance and counseling services. In the interviews with BK teachers, it was revealed that during the Covid-19 pandemic, the services provided were only limited to tutoring and consulting services via WhatsApp messages. Other services could not be provided due to limitations on media used to provide services.

Based on the results of the needs assessment through questionnaires and interviews with the school counselors, several conclusions related to the

implementation of guidance and counseling services in schools can be drawn as follows. First, students' interest in making use of guidance and counseling services was still low. Second, only tutoring and consulting services were given to students during the Covid-19 pandemic. Third, a media that contains several services was needed by students to take full advantage of counseling guidance services. Technology-based guidance and counseling services provide convenience to students, save time and energy during counseling sessions, and prevent boredom that usually occurs among students when general methods are used (Attika dan Sukardi, 2021).

2. The prototype of a virtual counseling room to foster student interest in using guidance and counseling services.

The virtual counseling room is a medium that can be used by school counselors to provide guidance and counseling services to students and by students to receive guidance and counseling services. This medium is a guidance and counseling room which is operated virtually and contains guidance and counseling services. The virtual counseling room has several types of rooms, namely the waiting room, living room, counselor booth, and expression booth. Each room consists of several guidance and counseling services that can be accessed virtually. Some of these services consist of posters and guidance boards, classical guidance services along with ice breaking videos, individual counseling services that can directly connect students to the school counselors' Whatsapp application, biblio-counseling services that offer books, relaxation, music and dance contents.

In addition to the virtual counseling room model as the main product developed in the research, a manual was also created. The manual contains information on how the school counselors and students can access

every service content in the virtual counseling room. In their research, Nabila and Darmanto (2020) revealed that media can help material delivery and the provision of guidance and counseling services provide richer experience and prevent boredom. Attika, S., & Sukardi, T. (2021) pointed out that the use of technology can increase the productivity and quality of guidance and counseling services during the pandemic.

The following is the product prototype for the virtual counseling room model:



Waiting Room



Living Room



Counselor Booth



Expression Booth

3. The validity and practicality of the virtual counseling room model

Preliminary Field Testing

The validity of the virtual counseling room model can be seen based on the results of the acceptability testing conducted by two experts who had fulfilled the criteria to test the product. The validity testing was carried out to measure the utility, feasibility, and accuracy of the virtual counseling room. The following are the results of the validity testing conducted by two experts:

- a. The average score of the utility of the product was 4.75. Both experts gave an average score of 4.75 in the utility test. These results showed that the media being developed, along with its manual, fulfilled the requirements for being a useful product for school counselors as the main user and students as second users. Based on the average utility score, the virtual counseling room model has a high utility value.

- b. The average score of the feasibility of the product. The first expert gave a score of 4.75 while the second expert gave a score of 3. The average score of the feasibility testing results indicate that the virtual counseling room model has a high feasibility and is feasible to be tested on school counselors and students at school.
- c. The average score of the accuracy of the product. The average scores of the accuracy were 4 and 3 given by the first and second experts respectively. These results signify that the virtual counseling room satisfied the

requirements for being accurate to be used in fostering student interest in taking advantage of guidance and counseling services.

Small Group Testing

The results of the validity testing of the virtual counseling room model were then followed up by the execution of small group testing involving a guidance and counseling practitioner (a school counselor) and ten students as the research subjects. With a score of 7 (100%) given by the school counselor and a score of 5 (100%) given by the students, the product's acceptability was in the high category. Based on these results, it can therefore be assumed that the application of the virtual counseling room model to increase student interest in using guidance and counseling services has a significant impact on the school counselor and students.

Based on the results of the validity and practicality testing, it can be concluded that the application of the virtual counseling room model to

increase student interest in using guidance and counseling services has a significant impact on the school counselor and students. According to Hartono (Attika and Sukardi, 2021), offering guidance and counseling services using technology poses many benefits. One of the benefits is that students become more interested in

using guidance and counseling services. Similarly, Nabila and Darminto (2020) explained that the use of media in guidance and counseling services can attract an individual's attention and increase interest in using guidance and counseling services.

Table 4. Expert Validation

Expert Validation	EXPERTS	
	EXPERT 1	EXPERT 2
Utility Testing	4.75 (Very Feasible)	4.75 (Very Feasible)
Feasibility Testing	4.75 (Very Feasible)	3 (Feasible)
Accuracy Testing	4 (Very Feasible)	3 (Feasible)

CONCLUSION AND SUGGESTIONS

Based on the results and the discussion of the study, some conclusions can be drawn:

1. Based on the results of the needs assessment on the school counselor and students, it can be concluded that the virtual counseling room model is a medium that the school counselor and students needed to increase student interest in using guidance and counseling services.
2. The prototype of the virtual counseling room model developed to attract students' attention in guidance and counseling services is a PPT-format medium that was created using Google Slides and contains guidance and counseling services.
3. The validity and practicality of the virtual counseling room model is valid and practical to be used as a medium for guidance and counseling services used by the school counselor and students. The virtual counseling room model can be a medium for the school counselor to provide guidance and counseling services and for students to receive guidance and counseling services.

Regarding these conclusions, some suggestions are offered as follows:

1. Considering the low interest of students in using guidance and counseling services, the competence of school counselors in creating media to provide services should also be increased in order to foster students' interest in using guidance and counseling services.
2. School counselors should be more innovative in providing guidance and counseling services.
3. Also, school counselors are recommended conducting self-development activities to

develop or increase competence.

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