

## The development of mobile learning application-based comprehensive guidance and counseling media in basic service (EDasbk) for elementary school teachers

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(Received: 15-11-2022; revised: 24-05-2023; published: 01-06-2023)

**Abstract:** This research is aimed to know; (1) the need for comprehensive guidance and counseling media based on a mobile learning application (EDasbk) for teachers in basic services; (2) an appropriate prototype of comprehensive guidance and counseling media based on a mobile learning application (EDasbk); (3) the validity and practicality of comprehensive guidance and counseling media based on a mobile learning application (EDasMuhambk) for elementary school teachers. This is a research and development study with interview and questionnaire as data collection technique. The data was analyzed quantitatively and qualitatively. This study found that (1) most classroom teachers could not conduct guidance and counseling optimally and did not completely know their task to guide, so this mobile application-based comprehensive guidance and counseling media (EDasbk) was needed by elementary school teachers (2) there was an appropriate prototype of comprehensive guidance and counseling media developed through an andromo-mobile app builder for Android, and mobile learning application (EDasbk) of the 1.0.4 stable version. (3) the validity and practicality of the mobile learning application (EDasbk) through the first product testing was implemented in a small group and involved two experts showing a very high result. It means that the mobile learning application (EDasbk) is accepted and can be used by classroom teachers to give guidance and counseling to the elementary school students.

**Keywords:** Mobile Learning Application; Comprehensive Guidance & Counseling; Elementary School.

**Abstrak:** Tujuan penelitian yakni mengetahui; (1) gambaran kebutuhan media bimbingan konseling komprehensif berbasis aplikasi *mobile learning* (EDasbk) bagi guru dalam layanan dasar; (2) prototipe media bimbingan konseling komprehensif dalam layanan dasar berbasis aplikasi *mobile learning* (EDasbk); (3) validitas dan kepraktisan media bimbingan konseling komprehensif dalam layanan dasar berbasis aplikasi *mobile learning* (EDasbk) bagi guru sekolah dasar. Penelitian ini adalah penelitian pengembangan, dengan instrumen pengumpulan data menggunakan wawancara dan angket. Analisis data dilakukan secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa (1) sebagian besar guru kelas belum dapat melaksanakan layanan bimbingan dan konseling secara optimal dan belum terlalu memahami tugasnya sebagai pembimbing, sehingga media bimbingan konseling komprehensif berbasis aplikasi ini menjadi produk yang dibutuhkan bagi Guru Sekolah Dasar. (2) Prototipe media informasi bimbingan dan konseling komprehensif dikembangkan pada aplikasi *andromo-mobile app builder for android*, dan aplikasi *mobile learning* (EDasbk) versi 1.0.4 *stabel*. (3) Validitas dan kepraktisan aplikasi *mobile learning* (EDasbk) melalui uji coba produk awal terhadap dua orang ahli menunjukkan hasil yang sangat tinggi, serta hasil tanggapan dua guru dalam uji coba kelompok kecil menunjukkan hasil yang sangat tinggi. Hal ini menunjukkan bahwa aplikasi *mobile learning* (EDasbk) diterima dan dapat digunakan oleh guru kelas dalam memberikan bimbingan kepada siswa umur sekolah dasar.

**Kata Kunci:** Aplikasi *Mobile Learning*; Bimbingan Konseling Komprehensif; Sekolah Dasar.

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## INTRODUCTION

Education plays an important role in improving the quality of students, especially in developing the potential of students in elementary schools. Education in elementary schools is an important foundation for developing attitudes, knowledge, and basic skills that each student needs to become a healthy, competent, and self-confident student and to prepare for further study (Dina & Farozin, 2020; Tria Finishia et al., 2020).

Elementary school students are faced with threats and problems from themselves and their environment. Student independence problems, such as playing while the teacher is explaining the lesson, refusing to do homework, fighting with friends, getting angry with friends who make mistakes, skipping school, swearing, giving bullying threats, committing sexual harassment, and being addicted to online games, can all interfere with a child's development (Wolke et al., 2013).

Student discipline can be improved through intensive counseling services provided by school counselors, who can also provide positive reinforcement and display model behavior (Nisa, 2016; Widada, 2018). Muslida et al., (2020) argued that school counselors in elementary schools face several obstacles. One of the problems found is the absence of school counselors. Ideally, every elementary school has a school counselor, as outlined in the Guidelines for the Implementation of the Guidance and Counseling in Elementary Schools (Farozin, 2016; Dina & Farozin, 2020).

However, this has not been fully translated into technical policies for the regional education offices to school units, so the organizers of counseling services have so far been charged to teachers/classroom teachers, as explained in the Regulation of the State Minister of Administrative Reform and Bureaucratic Reform (MENPAN and RB) No. 16 of 2009 Article 13 on the details of 15 classroom teachers activities. (PermenPANRB, 2009) The integration between the guidance and counseling services and the responsibilities of classroom teachers is affirmed in Article 3 of Minister of State Law No. 84 of 1993 concerning the status of teacher functions and credits. According to (Sholeha et al., 2023), classroom teachers are responsible for developing, implementing, evaluating, and analyzing the counseling program for students. Elementary school students need guidance and counseling in line

with their developmental stages and hence a collaborative effort is required among teachers, the principal, the school counselor, and parents (Tria Finishia et al., 2020; Setiowati & Nuryanto, 2022).

According to Dina & Farozin (2020), having duties and responsibilities requires teachers to understand the concept of guidance and counseling. Classroom teachers are expected to be able to provide effective and efficient guidance and counseling services in elementary schools. The guidance and counseling in elementary schools has been focused only on administrative and clerical activities, such as managing students' attendance and giving disciplinary sanctions to students who are tardy and deemed unruly (Prasetiawan, 2016).

According to (Mashudi, 2018), *the developmental guidance and counseling approach* or the *comprehensive guidance and counseling* is based on the effort to achieve developmental tasks, potential development, and alleviation of counseling issues. Outwardly, this means that individuals navigate their personalities sequentially and positively towards self-development (Gralewski, 2019).

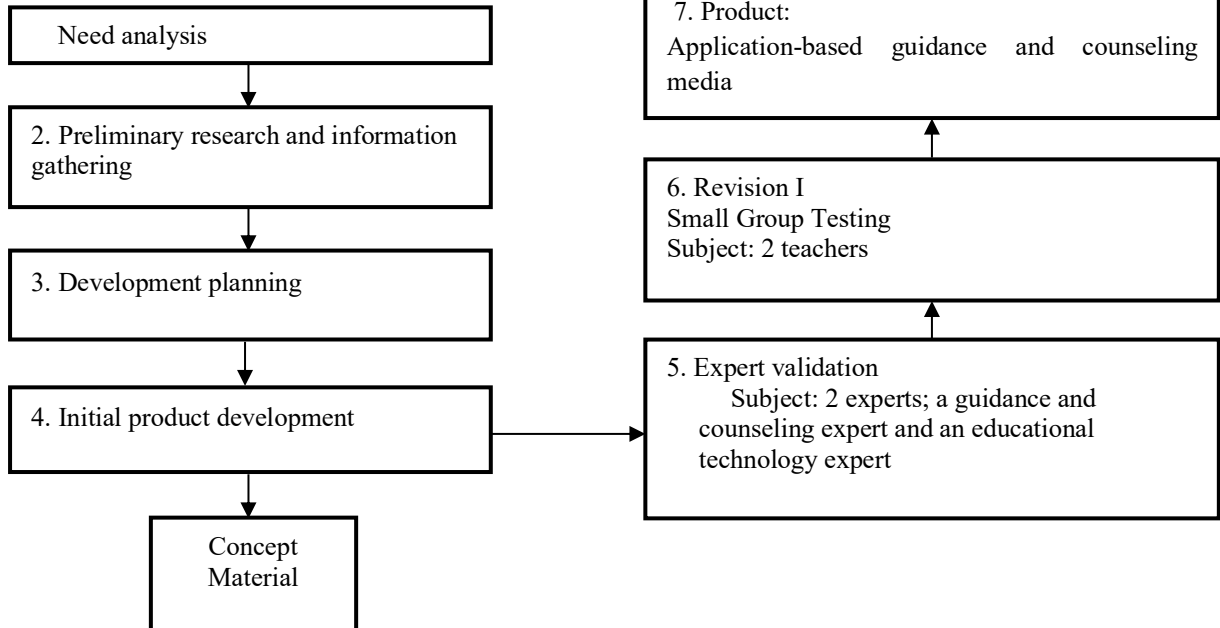
According to (Hidayat et al., 2019), the developmental (comprehensive) guidance and counseling is designed to respond to various issues that arise. This approach underlines that the assistance provided to students, whether in their vocational, educational, or socio-personal experiences, focuses on their whole life in relation to their current development.

UPT SDN 12 Rappang is one of the elementary schools in Panca Rijang sub-district, Rappang Regency. As mentioned before, classroom teachers are required to master the comprehensive guidance and counseling to reduce various problems that occur in students' development. In reality, however, few have understood or even become aware of the roles and responsibilities of a school counselor in providing comprehensive counseling and guidance, so the implementation has not been optimal. Therefore, classroom teachers should understand the developmental or comprehensive model of guidance and counseling.

One of the efforts that can be made to provide information about comprehensive guidance and counseling to classroom teachers is to use technology, specifically a mobile learning-based application. Mobile learning is an alternative to educational services that allows learning to take place anywhere at any time.

According to (Ninghardjanti et al., 2021; Puspitosari & Lokananta, 2021), the development of a mobile-based educational media allows flexibility in accessing information because the application can be accessed for free on a smartphone and does not require long time.. According to Aripin (2018) a mobile learning-based model can be student-centered learning in nature with the teacher as a facilitator and provider of learning media, such as texts, videos, animations, and multimedia (Aditia, 2020). Based on the above explanation, the researchers were interested in conducting a study with the title “Development of a Mobile Learning Application-Based (EDasbk) Comprehensive Guidance and Counseling Media in Basic Services for Elementary School Teachers”. EDasbk is a mobile-based media to facilitate

Figure 1. Research Flowchart



elementary school teachers in learning and understanding comprehensive guidance and

### Location and Subject of the Research

This development study was conducted on the fifth-grade and sixth-grade teachers at SD Negeri 12 Rappang (State Elementary School of Rappang 12), Rappang village, Panca Rijang sub-district, Sidenreng Rappang Regency.

### Types of the Product Testing Data

The product testing data was in the form of qualitative and quantitative data. The qualitative data came from comments, critiques, and suggestions from experts and the group. On the other hand, the quantitative data was about

counseling to be applied to students, so as to reduce and prevent various problems in elementary schools, and promote the optimal development of students.

## METHOD

### Research Approach

This research was conducted by using a research and development approach using a development strategy from Borg and Gall (Bakhtiar, 2018). This approach was utilized to produce a mobile learning application-based media for primary school teachers.

### Development Procedures

The procedures for developing a mobile learning application-based comprehensive guidance and counseling media (EDasbk) for

elementary school teachers are as follows

mobile learning application-based media of EDasbk.

### Instruments for Data Collection

The data collection techniques used in this study were a questionnaire and an interview. The questionnaire was used to obtain data from responses or evaluations from the teachers of SD Negeri 12 Rappang.

The interview with classroom teachers to obtain information about the needs of mobile learning application-based comprehensive

guidance and counseling media (EDasbk) for elementary school.

### **The Prototype of Mobile Learning Application-Based Comprehensive Guidance and Counseling Media (EDasbk) for Elementary School Teachers**

The prototype of the mobile learning application (EDasbk) as comprehensive guidance and counseling information media was developed and designed by using andromo-mobile app builder for Android and the mobile learning application (EDasbk) used the 1.0.4 stable version. Darmawan (Aripin, 2018) stated that as technology advances, there are more alternative media arise and it can be used to learn and teach certain school subjects. These days, one of the technologies widely used by people is mobile learning using their own smart phone (Ardiansyah & Nana, 2020).

The mobile learning application (EDasbk) included comprehensive guidance and counseling material which is described as follows:

- (1) Personal development: preparing oneself to have character education, showing male and female roles as well as the danger of smoking for health.
- (2) Social development: showing the information on friendship, life values, and ethics on using social media.
- (3) Study development: increasing motivation and learning skills as well as effective learning style.
- (4) Career development: improving oneself to get better and investigating one's talent and interest.

The mobile learning application (EDasbk) was an Android application made to help elementary school teachers in doing their job as a guide. This application could work without any internet network, unless when the user wanted to

use a video feature which was connected to YouTube. The home display of this application was provided with a sign in feature to help teachers access the information.

### **Data Analysis Technique**

The data was analyzed qualitatively (content analysis) and quantitatively (descriptive analysis).

## **RESULTS AND DISCUSSION**

### **The Need for Mobile Learning Application-Based Comprehensive Guidance and Counseling Media (EDasbk) for Elementary School Teachers**

The interview conducted in this study revealed that most elementary school teachers in Sidrap Regency, especially in Panca Rijang sub-district had not fully delivered guidance and counseling services optimally due to the number of tasks and huge responsibilities they had. Classroom teachers also have not fully understood their function and main assignment as the students' guide, so the guidance and counseling program had been conducted haphazardly.

### **The Validity and Practicality of Mobile Learning Application-Based Comprehensive Guidance and Counseling Media (EDasbk) for Elementary School Teachers**

#### **The First Product Testing (Expert Validation)**

The purpose of expert validation was to get an assessment regarding some aspects of the developed media which were utility, feasibility, and appropriateness, in order to ascertain that the developed media was able to improve the target behavior.

The first product testing has been conducted by two experts, which were: Suciani Latif, S. Pd., M. Pd and Dr. Arnidah, S. Pd., M. Pd. (Guidance and counseling expert and educational technology expert)

Table 1. Results of Utility Assessment of Group Guidance Video Media by Expert 1 and 2.

Statements	Level of Utility		Total	Percentage (%)
	Expert 1	Expert 2		
1	3	3	6	75%
2	3	4	7	87.5%
3	3	4	7	87.5%
4	3	3	6	75%
5	4	3	7	87.5%
6	4	3	7	87.5%
Total	20	20	40	
%	83.3%	83.3%		83.3%

Source: Utility Test Result from Acceptability Statements

Table 1 showed that there were 6 (six) acceptability statements to assess the utility of the EDAsbk application for elementary school. The first expert gave 20 points with a percentage of 83.3% (very high) and the second expert also

gave 20 points with a percentage of 83.3% (very high). Based on the data, it can be seen that the EDAsbk application was seen as having utility for elementary school teacher

Table 2. Results of Feasibility Assessment of Group Guidance Video Media by Expert 1 and 2.

Statements	Level of Feasibility		Total	Percentage (%)
	Expert 1	Expert 2		
1	3	3	6	75%
2	3	4	7	87.5%
3	3	4	7	87.5%
4	3	4	7	87.5%
5	3	2	5	62.5%
6	3	3	6	75%
7	3	3	6	75%
8	3	3	6	75%
9	3	3	6	75%
10	4	4	8	100%
Total	31	33	64	
%	77.5%	82.5%		80%

Source: Feasibility Test Result from Acceptability Statements

Table 2 showed that from the feasibility test result, there were 10 (ten) acceptability statements to assess the feasibility of the EDAsbk application for elementary school teachers. The first expert gave 31 points with a percentage of

77.5% (very high) and the second expert also gave 33 points with a percentage of 82.5% (very high). Based on the data, it was known that the EDAsbk application was judged as feasible for elementary school teachers

Table 3. Results of Appropriateness Assessment of Group Guidance Video Media by Expert 1 and

Statements	Level of Appropriateness		Total	Percentage (%)
	Expert 1	Expert 2		
1	3	3	6	75%
2	4	4	8	100%
3	3	4	7	87.5%
4	3	3	6	75%
5	4	4	8	100%
6	4	3	7	87.5%
7	3	3	6	75%
Total	24	24	48	
%	85.7%	85.7%		85.7%

Source: Appropriateness Test Result from Acceptability Statements

Table 3 showed that from the appropriateness test result, there were 7 (seven) acceptability statements to assess the appropriateness of the EDAsbk application for elementary school teachers. The first expert gave 24 points with a percentage of 85.7% (very high) and the second expert also gave 24 points with a percentage of 85.7% (very high). Based on the data, it was known that the EDAsbk application was judged as appropriate for elementary school teachers.

Based on the data of those acceptability assessments of the mobile learning application's (EDAsbk) content and user guide utility,

feasibility, and appropriateness from the two experts, It can be concluded that all of those aspects or structures constituting the mobile learning application (EDAsbk) and its practical user guide was judged as easy to use and having proper conceptual feasibility so it was ready to be used in field testing by initially getting some revisions based on the expert judgment.

Suggestion from Suciani Latif, S.Pd., M.Pd., as an expert in guidance and counseling:

- 1) Position of the features needs to be rearranged: User Guide → Development Task → Basic Service Material → Contact Us.

- 2) The language needs to be adjusted with elementary school students' age.
- 3) On the discussion and evaluation part, interesting picture needs to be added.
- 4) Every service's feature, such as the introductory materials, discussion and evaluation, and learning achievement needs to be separated.

Suggestion from Dr. Arnidah, S. Pd., M.Pd., as media expert:

- 1) The content needs to be more interactive, showing audio or video for example.
- 2) The menu icons need to be adjusted with the theme.

- 3) Brief instructions are needed.

The experts' suggestions were implemented in the **revision 1 (initial revision)**.

#### **Small Group Testing**

There were 2 teachers involved in the small group testing. They were Sahida, S.Pd. as a fifth-grade teacher and Muhammad Syamsuryadi Syamsuddin, S.Pd. as a sixth-grade teacher. This small group testing was aimed to analyze the level of classroom teachers' acceptability toward mobile learning application (EDasbk) as a information media to know the responses and comments on the developed applicatio

Table 4. The Analysis of the Sixth-Grade Teacher's Responses to Mobile Learning Application (EDasbk)

No.	Question Item	Results of Assessment		Percentage (%)
		Yes	No	
1.	Is this EDasbk application interesting to use?	1	0	100%
2.	Is this EDasbk application easy to understand and to use?	1	0	100%
3.	Is the letters, writings, color of this EDasbk application appropriate and interesting?	1	0	100%
4.	Is this EDasbk application easy to access?	1	0	100%
5.	Is the design and component display of this EDasbk application appropriate and interesting?	1	0	100%
6.	Is the components layout of this EDasbk application appropriate and good?	1	0	100%
7.	Can this EDasbk application be used as information media for classroom teachers to do guidance and counseling in elementary school?	1	0	100%
Total		7	0	
%		100%		100%

Source: The Analysis of the Sixth-Grade Teacher's Responses to Mobile Learning Application (EDasbk)

Table 4 informed that the results of the analysis of the sixth-grade teacher' responses to the 7 closed questions showed a positive response with a percentage of 100% (very high). Moreover, the teacher response to the first open question regarding the development of the application was "interesting and really great to apply in school, especially elementary school".

The second open question asking his response after using the application which showed that "the children were more motivated to follow the teaching and learning process." The last open question was about the benefit of using the application in which responded with "the children more understood about the benefit of guidance and counseling service.

Table 5. The Analysis of the Fifth-Grade Teacher to the Mobile Learning Application (EDasbk)

No.	Question Item	Results of Assessment		Percentage (%)
		Yes	No	
1.	Is this EDasbk application interesting to use?	1	0	100%
2.	Is this EDasbk application easy to understand and to use?	1	0	100%
3.	Is the letters, writings, color of this EDasbk application appropriate and interesting?	1	0	100%
4.	Is this EDasbk application easy to access?	1	0	100%
5.	Is the design and component display of this EDasbk application appropriate and interesting?	1	0	100%
6.	Is the components layout of this EDasbk application appropriate and good?	1	0	100%
7.	Can this EDasbk application be used as information media for classroom teachers to do guidance and counseling in elementary school?	1	0	100%
Total		7	0	
%		100%		100%

Source: The Analysis of the Fifth-Grade Teacher's Responses to Mobile Learning Application (EDasbk)

Table 5 informed that the results of the analysis of the fifth-grade teacher's responses to the 7 closed questions showed a positive response with a percentage of 100% (very high). The response to the first open question about the development of the application was "the application was quite beneficial for elementary school teachers" and "this application also helped the teacher regarding continuous program in guidance process". The second question about the response after using the application resulted in an answer that "the students were quite interested to some information stated in the application so they more understood about new things regarding the guidance and counseling process in elementary school". The last question was about the benefit of using the application in which the answer was "commonly, when the students got a gadget on their hands, they were more interested, [and] if this EDasbk application had been fully developed, surely the students prioritize the gadget learning".

The small group testing showed an acceptance to the mobile learning application (EDasbk) as a guidance and counseling media for classroom teachers in elementary school, so it is safe to conclude that the research had

achieved a final product of mobile learning application (EDasbk).

The development of mobile learning application-based comprehensive guidance and counseling media (EDasbk) was needed to be conducted. Darmawan (Aripin, 2018) stated that as technology advances, there are more alternative media arise and it can be used to learn and teach certain school subjects. These days, one of the technologies widely used by people is mobile learning using their own smart phone. In line with it, the development of mobile learning application-based guidance and counseling media (EDasbk) for elementary school teachers at UPT SD Negeri 12 Rappang may contribute to the students' problem solving effort.

The mobile learning application (EDasbk) as the developed guidance and counseling media was a guidance and counseling media in an application and served as a practical guide for elementary school teachers. This application contained development tasks of students in elementary school age as well as basic services materials consisting of four aspects, which were personal, social, learning, and career.

The idea of the development was realized in the mobile learning application (EDasbk) as a

comprehensive guidance and counseling media. After the revisions, the application was judged as valid and practical as a comprehensive guidance and counseling media for elementary school teachers at UPT SD Negeri 12 Rappang.

The assessment from the expert judgment had been done and resulting in a very high category with a 100% score. It shows that there was an acceptance to the mobile learning application (EDasbk) as a guidance and counseling media for elementary school teachers to help them in delivering the materials of basic services so the final product of mobile learning application (EDasbk) had been achieved.

## CONCLUSION AND SUGGESTIONS

Based on the results, discussion, and guideline development stages, it can be concluded that:

1. Classroom teachers of UPT SDN 12 Rappang had a very high need for the mobile learning application (EDasbk) as an information media of comprehensive guidance and counseling.
2. The prototype of the mobile learning application EDasbk as an information media of comprehensive guidance and counseling was developed and designed using andromo-mobile app builder for Android, and the mobile learning (EDasbk) application used the 1.0.4 stable version.
3. Regarding validity and practicality of the comprehensive guidance and counseling media, the guidance and counseling media expert and educational technology expert shows a positive (very high) response so the mobile learning application (EDasbk) was accepted and can be used by classroom teachers in delivering guidance and counseling to the elementary school students.

This study provides suggestions in the form of :

1. The development of science and technology. The results of this study can contribute to the development of the guidance and counseling science, especially at the elementary school level.
2. Ministry of Education and Culture or relevant parties should encourage classroom teachers in elementary schools to use the mobile learning application (EDasbk) integrated with subjects to help them actualize their duties as counselors.
3. Elementary school teachers should socialize and use the mobile learning

application (EDasbk) in schools to prevent student problems and promote student development in a better direction.

4. Future researchers should continue this study so that the mobile learning application (EDasbk) and its guidelines can be used in designs that have more benefits. Future researchers may have the opportunity to continue this study by conducting tests on a larger scale on subjects with more diverse backgrounds and characteristics.

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