

Implementation of Group Guidance Services to Develop Social Interaction Ethics Among Grade VIII Students

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Article history

Submitted: 2026/08/30; Revised: 2026/09/22; Accepted: 2026/10/21

Abstract

Based on initial observations in grade VIII.5 students of SMPN 8 Palangka Raya, a small number of students still show behaviors that are not in accordance with social ethics, such as mocking each other, using derogatory language, forming groups, and mocking by mentioning parents' names. This study aims to examine how grade VIII.5 students at SMPN 8 Palangka Raya use group guidance services to develop social ethics, as well as the factors that support and hinder its implementation. This study uses descriptive qualitative design and qualitative methods. Data collection is carried out through interviews, observations, and documentation, which are then analyzed using the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that group guidance services have been planned, implemented, and evaluated. Using the group discussion method, this service was carried out in four meetings with the topic "Making Friends Fun, Respecting Each Other." The implementation process includes group formation, core activities, discussion of case cards, presentation of discussion results, and evaluation of processes and results. Supporting factors include student needs, BK teacher experience, collaboration in the school community, institutional support, and the availability of facilities and infrastructure. Limited time and variations in student participation, openness, conditions, and level of understanding are inhibiting factors. Based on the final findings, group guidance services help students realize the importance of respecting and appreciating others, speaking politely, and fostering good relationships with peers.

Keywords

Group Guidance; Socializing Ethics; Students.



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INTRODUCTION

Education has a significant impact on the quality of human resources because it shapes students' social views and character in addition to their cognitive talents. Education seeks to develop individuals who can successfully engage in social interaction in addition to providing academic knowledge so that students can develop into intellectual individuals with morality and character in daily life, schools must balance the development of cognitive, emotional, and psychomotor skills (Lubis et al., 2026). Etiquette is one of the important factors that must be

considered in the social development of students.

A person's behavior, communication, and respect for others in a social environment are all governed by social etiquette. Sociable etiquette is essential for students because it affects their ability to form positive social bonds, accept diversity, and foster a peaceful environment in the classroom. Students experience complex social and emotional developmental phases in adolescence. Adolescents' social behavior is often influenced by interactions in the school environment because they are more susceptible to being influenced by the surrounding environment, particularly by their peers (Qadir et al., 2022). To guarantee that students can exhibit positive social behaviors, it is essential that they learn social etiquette.

Interaction between students is essential for their social development in an educational environment. Students learn about cooperation, polite speaking, respect for others, and effective problem-solving through daily interactions, in fact some students still continue to behave inappropriately in social situations. The social life of students at school still often involves behaviors such as insulting others, mocking, using derogatory language, and disrespecting each other. If these issues are not addressed, it can result in conflicts between students, bullying, and social relationship tensions in the school environment.

Schools play an important role in helping students develop positive social behavior through various educational programs. At SMP Negeri 8 Palangka Raya, the learning process is carried out using the Independent Curriculum which emphasizes character development in accordance with the Pancasila Student Profile such as mutual cooperation, global diversity, and noble character, the implementation of this curriculum is also not only carried out through the learning process in the classroom but is also supported through various school support services, such as guidance and counseling, in addition to learning activities in the classroom. According to Sinambel et al. (2025), guidance and counseling services not only help students overcome emotional and academic challenges, but also help them understand social values and act in accordance with accepted norms in society and schools. Guidance and counseling services are said to help children reach their full potential and develop the social skills and social ethics necessary to adapt to the surrounding environment.

Group tutoring is a tutoring and counseling program that uses group dynamics as a teaching method. Students can practice teamwork and communication skills, share experiences, learn to empathize with others, and discuss ideas through group direction. Group tutoring provides students with the opportunity to actively learn about social values including respect, empathy, responsibility, and ethics when interacting with peers therefore, group tutoring is an important service that can help develop students' sociable ethics in the classroom.

Based on initial observations made by researchers at SMPN 8 Palangka Raya, grade VIII.5 students in particular need to improve their social etiquette. The use of derogatory language, the act of mocking friends, the formation of exclusive groups, and the attitude of disrespecting each other are some of the behaviors that are considered incompatible with good social ethics, in addition to the habit of calling each other by mentioning parents' names, both

in online games and in direct conversations. Given these circumstances, guidance and counseling services play an important role in helping students develop social ethics. This study aims to find out the implementation of group guidance services in developing social ethics of grade VIII.5 students at SMPN 8 Palangka Raya as well as their supporting and inhibiting factors. Students are expected to be able to develop social ethics and apply them in daily life in the classroom environment through the use of group guidance.

METHODS

In this study, the researcher uses a qualitative research method. One of the techniques or methods to gain a deep understanding of social phenomena or human behavior. Qualitative research strongly emphasizes the context and significance created from individual and group interactions (Nurhayati et al., 2023). This research was conducted at SMP Negeri 8 Palangka Raya which is located at Jl. Temanggung Tilung No. 58, Menteng Village, Jekan Raya District, Palangka Raya City, Central Kalimantan. This research is to comprehensively understand and describe how group guidance services are used to develop students' social ethics. Because it allows in-depth information about service implementation, student experiences, and factors that support and hinder the implementation of group guidance services.

This study tries to describe some of the variables related to the problem and the unit being studied, this study does not question the relationship between the existing variables because it does not attempt to attract the generation that causes a symptom, phenomenon, or social reality to occur as it is (Syahrizal & Jailani, 2023). Further in (Putri & Murhayati, 2025) He explained that there are three common techniques applied to obtain information in qualitative research, namely observation, documentation, and interviews. In (Qomaruddin & Sa'diyah, 2024) Sugiyono stated that data analysis techniques in qualitative research are more inductive. This means that the analysis begins with the data collected, elaborated into a pattern of relationships or hypotheses, and then using this hypothesis, the data is collected again continuously to arrive at the conclusion that the hypothesis is acceptable as the concept is. Miles and Huberman's model, which consists of data reduction, data presentation, and conclusion drawn.

RESULTS AND DISCUSSION

Results

Implementation of Group Guidance Services in Developing Ethics of Socializing Grade VIII Students.5

Based on research data on the implementation of group guidance services in developing the ethics of associating students in class VIII.5 at SMPN 8 Palangka Raya, it is known that group guidance services using group discussion techniques are carried out through several stages, namely planning, implementation, and evaluation.

BK teachers make observations, cooperate with homeroom teachers, and look at previous case books to determine the needs of students at the planning stage. The results of this identification are used to prepare a Service Implementation Plan (RPL), identify materials

relevant to social ethics issues, and determine students who need these services. This is in line with the theory put forward by Nugroho, Handayani, and Maulia (2022) stating that there are 3 (three) stages in the implementation of group guidance using discussion techniques, namely planning, implementation, and evaluation. The planning stage is the first step to identify the needs and direction of service implementation, while the implementation stage is the provision of services in accordance with the previously determined plan. Finally, evaluation is carried out to assess the performance and results of the service activities.

At the stage of implementing group guidance services with group discussion techniques, based on research data, service activities are carried out in accordance with the Service Implementation Plan (RPL) that has been prepared by BK teachers based on the needs of students in implementing group guidance services with group discussion techniques in developing students' social ethics. The results of the study show that at the formation stage, BK teachers build a safe and comfortable group atmosphere by opening activities through greetings and prayers, monitoring the presence of students, conveying service objectives, and carrying out activities that can make the group atmosphere fun. This is in line with Prayitno's view (quoted in Jannah, Alam, & Taufik, 2023), who states that the formation stage aims to create a conducive environment, where group members feel comfortable and ready to participate in group guidance activities.

In the transition stage, BK teachers prepare students to participate in *ice breaking* and *mindfulness* activities, this is done to help students become more prepared and focused when receiving material at the core stage, this is in line with the theory (Ningrum, Mahardikha, & Istiningsih, 2023.) which states that *ice breaking* is carried out to help create a fun learning atmosphere while increasing students' concentration and readiness in participating in learning activities. The topic of BK Teacher's group guidance service entitled "Making Friends Fun, Respecting Each Other" focuses on students' social ethics, during the core stage the information is conveyed through the lecture method to help students understand the importance of cooperation, mutual respect between peers, effective communication, and the application of appropriate behavior in social interactions. The delivery of this material aims to meet the objectives of group guidance services as stated by Sinkmeyer and Muro (quoted in Mery et al. 2023), which is to help students develop social and interpersonal skills so that they can effectively handle developmental responsibilities in their social and personal lives, therefore the provision of material on social ethics is the first step to help students build understanding before they engage in group discussions to practice these social skills. This way of delivering material also supports the idea of Sri Muhyati (quoted in Aprilia, 2022), who states that social ethics are behavioral norms or manners that determine what is appropriate and inappropriate in social situations. This ethics provides guidance on how to live life with the right attitudes and actions.

Thus the topic "Friends Are Fun, Respecting Each Other" helps students develop an awareness of proper interaction with peers. Students are expected to be able to recognize appropriate interaction behaviors and apply them in relationships with peers based on the

knowledge they have acquired.

At the end of the activity or at the end of the material, the BK teacher conveyed information about social ethics. Then students were divided into groups for discussions about problems related to peer association through case cards. In this activity, students had the opportunity to talk, listen to friends, respect the group's opinions, work together, and find solutions to the problems discussed. The implementation of this activity is in line with the goals of the group discussion technique as explained by Hasanah et al. (2022), which include efforts to help counselors clarify and overcome problems in a group context, as well as foster self-awareness and understanding of others, self-insight, new perspectives on interpersonal relationships, communication skills, leadership skills, and independent learning skills.

The ethical principles of sociable ethics according to Mulyaningtyas (in Mery et al., 2023), namely rights and obligations, order and discipline, politeness, simplicity, honesty, fairness, and care are also relevant to the discussion activities. Students learn to apply the principles of politeness, responsibility, honesty, fairness, and care in group interactions as they express their opinions, listen to peers, respect different points of view, and work together to solve various challenges.

This is in line with Azizah and Muridan (quoted in Nuzuli & Ayumi, 2020), peer ethics is a set of principles, norms, and guidelines that govern relationships and communication among peers. This ethics strongly emphasizes the importance of proper attitude, effective communication, responsibility, care, respect, compassion, honesty, and the courage to act morally. Thus, students can learn to apply these characteristics directly in their relationships with peers through discussion activities. After the discussion is over, each group presents what they discussed, and the BK teacher provides comments that support the results of the discussion. As a result, group discussion activities using case cards help students learn to collaborate, appreciate different points of view, communicate effectively, and understand peer relationships, in addition to discussing social ethical issues. This shows that the use of the group discussion approach by guidance and counseling teachers is in line with the purpose of the technique in encouraging students' social and personal development (Hasanah et al., 2022).

In the final stage, BK teachers direct students to reflect on what they have done, tell what they understand, and emphasize the importance of having a good attitude when interacting with peers. This is in line with the theory put forward by Prayitno (as quoted in Jannah, Alam, & Taufik, 2023). The formation stage, transition stage, activity stage, and end stage are some of the stages in the implementation of group guidance services. In order for members to feel comfortable and ready to be involved in the activity, the group leader creates a conducive atmosphere during the formation stage. Before participating in the core activity, members are prepared in advance at the transition stage. Furthermore, in the activity stage, members are given the opportunity to communicate with each other, share experiences, express opinions, and discuss various topics. In the termination stage, members are helped to summarize and reflect on the experiences they have gained during the activity.

The evaluation stage of the implementation of group guidance services with group

discussion techniques in developing students' social ethics is carried out to find out the process and results of services that have been provided to students. Based on research data, BK teachers evaluate the process of implementing group guidance services with group discussion techniques by seeing how active and involved students are in participating in discussions, expressing opinions, listening to friends, working together in groups, and providing responses to the problems discussed. BK teachers also evaluate the results of group guidance services with group discussion techniques through LKPD and final assessment. LKPD measures students' understanding of the material and issues of social ethics discussed in discussion activities, and the final assessment measures students' understanding of the entire group guidance service program. This is in line with the findings of Ramadhan, Kardo, and Usman (2022), who explain that process evaluation and outcome evaluation are part of the evaluation of group guidance services.

Process evaluation is carried out to assess the level of enthusiasm and involvement of students in activities, the quality of service implementation in accordance with the established protocols, and the suitability of the implementation schedule with the initial plan. Meanwhile, the evaluation of the results aims to determine the achievements of students after participating in the service, especially related to their understanding, attitude, and actions related to the purpose of the service. BK teachers can use the results of this evaluation as a basis to evaluate the implementation of services and determine the necessary follow-up steps. Therefore, the evaluation carried out by BK teachers includes both the process during the activity and the results received by students after receiving group guidance services.

Based on the overall findings of the research and discussion on the implementation of group guidance services with group discussion techniques to develop social ethics for grade VIII.5 students at SMPN 8 Palangka Raya, the results of the study show that this service is a forum for students to gain direct experience in interacting with peers, as well as fostering an understanding of social ethics. Students have the opportunity to practice social and interpersonal skills which are the goals of the group guidance service through various activities such as expressing opinions, listening, respecting the opinions of others, cooperating, understanding others, and finding solutions to ethical problems in association, therefore the significance of the findings of this study lies in the fact that the development of social interaction ethics in group guidance services occurs as a result of efforts to encourage direct interaction experiences during the group process as well as fostering understanding of these ethics. This illustrates how the group discussion method contributes to social experiences that help students develop good manners, effective communication skills, teamwork, compassion, and constructive relationships with peers.

Supporting and Inhibiting Factors for the Implementation of Group Guidance Services in Developing Sociable Ethics

As an effort to implement group guidance services with group discussion techniques in developing student social ethics, supporting and inhibiting factors were found, based on the results of research on supporting and inhibiting factors for the implementation of group

guidance services in developing student social ethics as follows:

Supporting Factors

The implementation of group guidance services in developing students' social ethics. There are several factors that support the implementation of group guidance services with group discussion techniques, these supporting factors include the needs of students, the experience of BK teachers and the support of the school.

Student needs are a component that supports the implementation of group guidance services. Based on the results of the research, BK teachers first identify students' conditions through observation, cooperation with homeroom teachers, and looking at case book records owned by the school. The results of the identification are used to find out the problems faced by students, especially those related to social ethics, such as how to communicate, mutual respect, and relationships with peers. BK teachers can choose materials and services that suit students' conditions by knowing their needs. This is in line with research conducted by Hasanah, Marfu'atun, and Mahyatun (2024), which states that BK teachers use student needs analysis when creating their guidance and counseling programs, so that the services provided can be tailored to student needs. As a result, the identified student needs are very helpful for BK teachers to determine and implement group guidance that is appropriate to students' problems.

This is also in line with Prayitno (quoted in Jannah, Alam, & Taufik, 2023) who stated that group tutoring services are organized to discuss certain topics that are beneficial for the development of group members, therefore guidance and counseling teachers determine materials related to students' social development based on the identification of student needs. These results also support Sri Muhyati's idea of social ethics (cited in Aprilia, 2022), who states that social ethics provide guidelines for individuals regarding appropriate attitudes and actions in social situations. Group tutoring services that emphasize social ethics are highly relevant to students' needs, given that problems that have been identified are related to peer relationships, communication, and mutual respect.

Furthermore, another factor that supports the implementation of group guidance services is the experience of BK teachers in guidance and counseling services. Based on the results of the research, BK teachers have conducted group guidance services before, including using brainstorming techniques and group discussions, as well as discussing issues of social ethics and discipline. This experience helps BK teachers understand the characteristics of students, control group dynamics, and choose the right techniques. BK teachers also help guide students during the group guidance service process. This is in line with research conducted by Aisah and Herawati (2021), which shows that BK service programs are supported by BK teachers' readiness and their ability to provide various services, as well as the use of appropriate strategies and methods. Because BK teachers have knowledge and experience in handling students' problems and dynamics, their experience helps in conducting group guidance well.

This supports the idea put forward by Hasanah et al. (2022) that group discussions

provide opportunities for participants to interact, voice their views, understand others, and improve their interpersonal skills. The BK teacher's expertise in guiding group activities ensures that the activities run in accordance with the objectives of the group guidance service.

School support is another factor that supports the implementation of group guidance services. According to the findings of the study, this support is reflected in collaboration and coordination between BK teachers, homeroom teachers, subject teachers, and the school in the implementation of group guidance services. In addition, the allocation of time for the implementation of services, the division of tasks among BK teachers, the provision of necessary facilities and infrastructure, and the existence of school policies and regulations that encourage good social ethics among students are forms of support from the school.

These results are in line with the research of Amalianingsih and Herdi (2021), which found that the support of the principal is one of the components that helps run guidance and counseling programs in schools. Principals, homeroom teachers, and subject teachers are some of the parties involved in the implementation of guidance and counseling services, which are part of the support. To support the implementation of guidance and counseling services, the cooperation between BK teachers, homeroom teachers, subject teachers, and principals at SMPN 8 Palangka Raya shows support from the school. This is because each party has a role in helping BK teachers collect information about students' conditions and handle student problems.

In addition, Aisah and Herawati (2021) said that the division of duties of BK teachers and the availability of facilities and tools that support guidance and counseling programs support the implementation of the program. The division of duties makes it clear what BK teachers must do to run the service program, and the availability of facilities and infrastructure helps to carry out guidance and counseling services. According to research conducted at SMPN 8 Palangka Raya, this theory shows that cooperation between personnel is not only part of school support, support also includes the division of BK teachers' duties, the provision of time to provide services, and the provision of BK spaces and support facilities. In addition, school policies and rules on social ethics help BK teachers educate students to behave in accordance with the standards that apply in schools.

This assistance is related to how the educational environment shapes students' social ethics. According to Ali (quoted in Defio Diarma et al., 2025), education and especially schools have a role in encouraging social ethics, because schools need to create an environment that supports student development. Based on this research, the efforts of guidance and counseling teachers in fostering student social ethics are easier thanks to the cooperation of school staff, the availability of resources and time, and school policies.

Inhibiting Factors

The limited time allocated for this service is one of the factors that hinder the implementation of group guidance services with group discussion techniques, in addition to other supporting factors mentioned earlier. Based on the results of the study, group guidance services last for 1 hour of lessons, or about 45 minutes. All stages from opening, forming a

group atmosphere, and presenting material, to group discussions, exchange of views, presentations, and final assessments must be covered in this time duration. Therefore, BK teachers must manage their time carefully to ensure that the entire series of activities can be completed.

Given that group tutoring services demand opportunities for children to speak, express their views, listen to peers, and discuss topics cooperatively, this time constraint is a challenge. According to Hasanah et al. (2022), group discussion techniques provide opportunities for students to improve their communication skills, understand interpersonal relationships, and solve problems in groups. Due to time constraints, students have fewer opportunities to participate in this process, therefore BK teachers must manage each stage of the activity efficiently.

These results are also in line with research conducted by Safitri and Hasgimianti (2021), which found that the implementation of group guidance services is constrained by the limited time allocated for guidance and counseling sessions, as the material cannot be discussed completely in one meeting. As a result, time constraints make it difficult to provide adequate opportunities for students to fully participate in every aspect of the service activities. The variety of situations and levels of student participation during group guidance service sessions presents its own obstacles in addition to time constraints. Based on research, while some students actively communicate their thoughts, experiences, and answers, other students tend to be passive and less open, thus requiring support from BK teachers. In addition, students' understanding of social ethics materials also varies, so some of them require further explanation and direction from BK teachers.

This condition supports the idea put forward by Sinkmeyer and Muro (cited in Mery et al., 2023) that the goal of group tutoring services is to help students improve their interpersonal and social skills. Students need the opportunity to interact in groups to achieve these goals. Opportunities to improve interpersonal and communication skills become uneven when some students are passive or less open, therefore BK teachers must motivate each student to engage in group activities.

These results are also in line with research conducted in 2023 by Exdiyanti, Rahmi, Afrinaldi, and Jasmienti, which found that there are students with low levels of involvement, infrequent participation in group tutoring service sessions, and incomplete attitudes. These conditions indicate that differences in student participation levels can hinder the development of group dynamics. To ensure that each student participates in activities, BK teachers need to provide assistance and encouragement.

In addition to differences in student engagement rates, student health issues and the process of students' adaptation to group tutoring service sessions are also related to challenges faced during the implementation of services. The results showed that while some students needed time to get used to group tutoring service activities, others were unable to participate fully due to health issues. Because they are not used to being involved in activities in a tutoring and counseling environment, some students initially seem nervous, rigid, and introverted,

these conditions likely affect their level of involvement during the group tutoring service sessions.

This is in line with the research of Habsy et al. (2024) who noted that various challenges can still arise during the implementation of group tutoring services, including the lack of awareness and active involvement of students, as well as their varying levels of understanding and attention. In order for students to adapt and utilize the services effectively, guidance and counseling teachers need to provide support to students gradually.

According to Prayitno (as quoted in Jannah, Alam, & Taufik, 2023), this condition is related to the formation stage in the group guidance service. In order for members to feel comfortable and ready to participate in the activity, the group leader must create a conducive environment during the formation stage. The fact that the students in this study remained tense, rigid, and closed suggests that the group needs time to reach a comfortable and prepared state. Guidance and counseling teachers need to consider this in order to ensure optimal group dynamics.

Student needs, BK teachers' experience, and school support are factors that support the implementation of group guidance services aimed at developing social ethics for grade VIII.5 students at SMPN 8 Palangka Raya. On the other hand, time constraints, differences in student participation and openness, health conditions, and adaptation processes are factors that hinder the implementation of these services. These findings indicate that the effectiveness of group guidance programs designed to develop student social ethics depends not only on the techniques used, but also on the extent to which the program meets the needs of students, the readiness of BK teachers in managing group dynamics, and the level of support of the school environment.

The existing challenges also show that each student has different conditions and levels of involvement, therefore time management, group environment, and guidance support need to be adjusted to the specific conditions of the students so that these services can be provided effectively. The existence of these supporting and inhibiting factors shows that the process of developing social ethics through group guidance services requires student participation, the expertise of BK teachers, and support from the school environment.

CONCLUSION

Based on the results of the research on the implementation of group guidance services in developing the social ethics of class VIII.5 students at SMPN 8 Palangka Raya, it can be concluded that: The stages of planning, implementation, and evaluation of group guidance services are implemented to help students of grade VIII.5 develop their social ethics. Planning is based on the needs of students identified through case books, cooperation with homeroom teachers, and observations. The implementation of activities uses group discussion techniques that include four meetings with various methods, such as presentations, the use of case cards, discussions, and the provision of materials. Evaluation is carried out using student worksheets, process evaluation, and final evaluation. The results of the study show that this

group guidance service provides opportunities for students to learn and practice social ethics through participation in various activities, such as expressing opinions, listening, respecting the opinions of others, cooperating, understanding others, and finding solutions to problems related to friendships. The needs of students, the experience of BK teachers, collaboration and school support, and the availability of facilities and infrastructure are factors that can support or hinder the implementation of group guidance services. The obstacles faced include time constraints, differences in student participation and openness, gaps in understanding, health problems, and the process of student adaptation to group guidance activities.

Based on the results of research that has been conducted on the implementation of group guidance services in developing social ethics for students in grade VIII.5 at SMPN 8 Palangka Raya, the author provides several suggestions that researchers in the future will develop research on group guidance services by researching various aspects or methods to foster student social ethics.

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