



Development Of An Islamic Group Guidance Model Based On KBS (Knowledge Based Society)

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Abstract

Development Of An Islamic Group Guidance Model Based On KBS (Knowledge Based Society). This research aimed to develop a model for Islamic group guidance based on the KBS (Knowledge Based Society) program. This model has significant potential for effectiveness and maximum results. The subjects were fifth-year Islamic Guidance and Counseling students. The research method used was quantitative research, with data collection aided by questionnaires, interviews, and observations. The pre-test results showed that there were 6 students with an average score of 76.16. After being given group guidance, the 6 students were asked to complete the post-test and the average result was 108.83. Based on the results of the paired sample t-test analysis, it can be obtained that the calculated t is greater than the t table, namely $37.041 > 2.571$ and $\text{Sig. (2 tailed)} = 0.000 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that the Islamic group guidance model based on KBS (Knowledge Based Society) is proven to be effective. The characteristics of the KBS (Knowledge Based Society) approach in Islamic group guidance lie in the activity stage which presents the concept of a social order which places the mastery, creation, processing and utilization of knowledge and information technology (ICT) as the main drivers of economic, social and cultural growth.

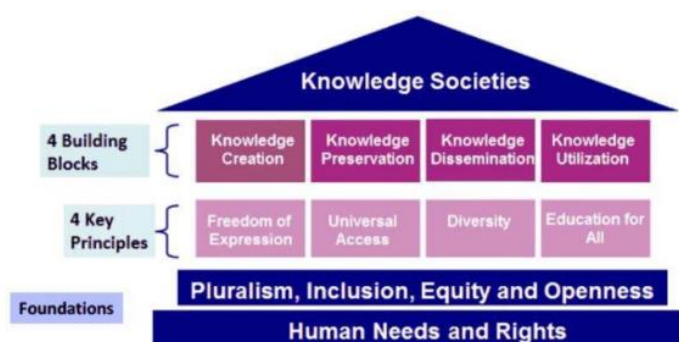
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A. Introduction

Science is knowledge that can lead the way to truth. In today's millennial era, many people are active, creative, and innovative, creating a Knowledge-Based Society. Throughout their lives, society is inextricably linked to the role of technology in navigating the currents of development and preventing them from being left behind. The development of technological mastery in developed countries has demonstrated the need for knowledge in information and communication technology. The primary needs of students in a knowledge-based society are 21st-Century Skills and Soft Skills.

Critical Thinking and Problem Solving, Students must be able to analyze information, evaluate data, and solve complex problems. Creativity and Innovation, The ability to create new solutions, especially in the creative economy. Collaboration and Communication, the ability to work collaboratively in diverse teams, including in hybrid/remote work environments. Adaptability, the ability to continuously learn (lifelong learning) and adapt to rapid change. Time Management: Effective time management for productivity (Snyder & Snyder, 2008). In short, the needs of students in this era are a combination of high-level cognitive abilities (HOTS), digital skills, and a strong character to manage knowledge to solve social problems.

Guidance and Counseling Services are unable to meet the challenges of the digital era, such as those related to Knowledge Management (Maharani & Karneli, 2025). Knowledge Acquisition, The ability to acquire knowledge from various sources, both internal and external. Knowledge Creation and Application, transforming information into new knowledge and applying it to add value. Knowledge Sharing, actively engaging in collaboration and information exchange.

Figure 1.1 UNESCO'S knowledge societies conceptual framework (2005)

A range of perspectives on intellectual capital grounded in the goals and practices of various disciplines have emerged; their definitions, approaches and assessment methodologies may be equivalent or sharply contrasting. Various perspectives on intellectual capital based on the objectives and practices of different disciplines have emerged; their definitions, approaches, and assessment methodologies may be equivalent or very contrasting.

In the 2008 global information technology report by the World Economic Forum, Indonesia's level of information technology mastery was relatively low. Indonesia ranked 76th, lagging behind Southeast Asian countries such as Singapore (5th), Malaysia (26th), and Vietnam (73rd). (Economy, Carunia, & Firdausy, 2019) In building a knowledge society (Knowledge Society), openness to information is something that is absolutely necessary for the community. In his speech at the Information and Communication Technology for Indonesia conference, Mr. Susilo Bambang Yudhoyono stated that a knowledge society is the implication of the entry of information after previously through agriculture and industry. In this society, they realize the usefulness and benefits of information and utilize information into value-added changes in improving the quality of life. At the end of 2019, Indonesia experienced extraordinary changes that had never happened in previous years, namely the entry of Covid-19 (Corona Virus Disease 19), which had a major impact on the limited interactions of people's lives. Related to limited interactions, knowledge gained during education was also affected by

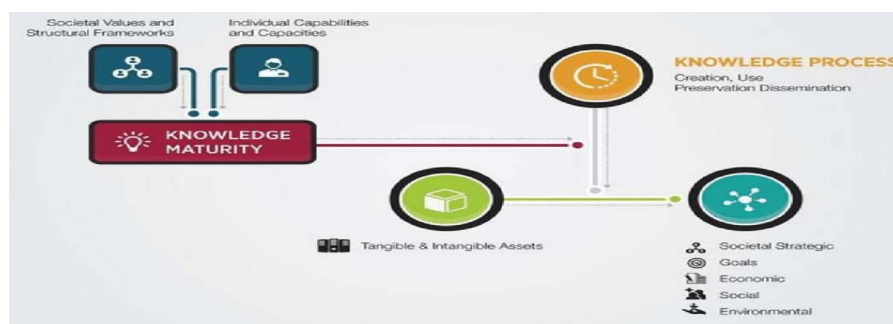
the presence of Covid-19. However, before the impact spread further, the Minister of Education and Culture issued a Circular Letter regarding Study From Home (SFH).

This policy aims to prevent the spread of COVID-19 while continuing to maintain productive learning activities. The COVID-19 outbreak has not only forced students to study from home, but also required teachers to be more creative in working, teaching, and providing services from home (Tilak & Kumar, 2022). This also applies to guidance and counseling teachers, who, before the COVID-19 pandemic, were able to provide services to students easily, face-to-face in the counseling room and easily read students' body language (Pedroso et al., 2022). Now is the time for guidance and counseling teachers to innovate more actively and creatively in providing services to students, of course, through online services. The development of learning concepts produced by a counselor is a form of professional competence. Self-development is like a seedling that can grow abundantly and bear fruit, the results of which can be felt. The potential of a guidance and counseling teacher or counselor that can be developed can range from physical abilities, knowledge, emotions, empathy and sympathy, religious abilities, conscience, and others. All of this is carried out through self-will as an integrity of self-improvement (Hartini et al., 2016).

From an educational perspective, the role of guidance and counseling teachers is inseparable from the task of student development. Growth and development have different meanings. The term "growth" is defined as a quantitative change, visible in numbers, related to physical changes such as a child's height. The term "development" is specifically defined as changes in a person's mental and psychological well-being, such as those related to aspects of knowledge or insight, intelligence, social skills, manners, religious beliefs, and so on (Setyawan, 2019). It is evident that information and communication technology (ICT) is the key driver for Socio-economic development. As a result, the Namibian government is committed to promoting the ICT sector as a pillar to create a digital economy and knowledge-based society (Kamutuezu, 2020).

According to Natawidjaja, the definition of guidance is a process of providing assistance to individuals which is carried out continuously, so that in the future the individual can understand himself, so that he can and is able to direct himself, and can act naturally, in accordance with the demands and conditions of the madrasah environment, family, society, and life in general (Natawidjaja, 2019). Meanwhile, according to Prayitno (2004), mentoring is assistance provided by an expert to one or more individuals, including children, adolescents, and adults. The goal is for the individuals being mentored to develop their own abilities by utilizing their own knowledge and available resources (Aryani et al., 2022). Meanwhile, Winkel (2005: 32) defines guidance as an effort to equip individuals with knowledge, experience and information about themselves to understand and use efficiently and effectively all the opportunities they have for their personal development; determine choices and set goals appropriately, and draw up realistic plans to adapt to the environment in which they live (Lopez & Snyder, 2012). Wibowo (2019) defines group guidance as a group activity, where the group leader provides information and directs discussions so that group members become more social, to help group members in achieving the desired shared goals. Group guidance is a guidance service provided in a group setting (Len et al., 2020).

The definition of knowledge proposed by Machlup (1962, p. 7) is characterized by a broad and downright simple recognition of the term, ie anything that is known by someone. "Knowledge is both what we know and our state of knowing it. Information as that which is being communicated becomes identical with knowledge in the sense of that which is known" (Machlup, 1962: 15). He identified five types of knowledge – practical, intellectual, small-talk and pastime, spiritual and "un-wanted" (Machlup, 1962: 22-23) (Rafa, 2015).

Figure 2.1 Knowledge Based Society

Research on knowledge-based development from the developed world context may have limited relevance to developing countries which have been shaped by different historical, cultural and political forces and mindsets (Hector, 2018).

The terms 'information society' and 'knowledge society' are frequently used interchangeably to denote a society where knowledge has become the most important production factor, there exists a culture of knowledge production supported by a higher level of education especially teacher education and the focus is not only on the use of modern Information and Communication Technology, but also on content, meaning and knowledge and knowledge-based skills (Kumar, 2020).

B. Method

This research can be used to determine the form of innovation in guidance and counseling learning in the pandemic era based on a knowledge-based society. The type of approach used in this research on innovation in guidance and counseling learning is the RnD (Research and Development) Method. The steps taken in this research and development only use 7 of the 10 stages developed by Borg and Gall, including: preliminary study, planning, development of a hypothetical model, review of the hypothetical model, revision, limited trial, revision of the trial results (Setyawan, 2016).

Population is the total number of analysis units whose characteristics will be estimated. The population in this study is all 5th semester Islamic Education Guidance and Counseling students of the Faculty of Tarbiyah, totaling 103

students. According to Suharsimi Arikunto, if the research subjects are less than 100, it is better to take all of them, but if the population is more than 100, then 10% - 15% or 20% - 25% or more can be taken. The sample in the study is a portion of the population that represents all the characteristics of the population. Sampling in this study, the researcher used the sampling technique, namely Proporsional random Sampling, where this sampling technique is carried out by selecting members as samples without differentiating the opportunities that exist in the population.

Key Pillars of Measurement Knowledge Based Society (KBS). According to research, measuring a knowledge-based society is often based on four or five key pillars: ICT Infrastructure: Access to the internet, computers, and information technology, Human Capital: Education level, literacy, and technical skills, Content and Innovation: Production, collection, and distribution of knowledge, including the number of patents and scientific publications, Affordability: Economic accessibility to technology and knowledge, Institutional Environment: Policies that support innovation and knowledge dissemination.

C. Discussion

1. Research and Development Stages

This development research refers to the development model and Borg & Gall, which is limited to a few stages. These stages include data collection, planning, development, validation, and validation revision. The following explains each stage of this development research:

a. Research and Information Collecting(research and data collection)

The results of the analysis and problems in this study were carried out by means of field studies to schools in the Pati residency and its surroundings by interviewing BK teachers, then the data obtained from the problems that occurred focused on evaluating the implementation of learning and providing Guidance and Counseling services after the Covid-19 pandemic. The renewal of guidance and counseling service delivery models following the COVID-19 pandemic

requires guidance and counseling teachers to master various new technologies. Students also acquire new skills following the implementation of online learning. This situation has led to innovations in guidance and counseling services, including Islamic group guidance services, utilizing the Knowledge-Based Society (KBS) theory.

b. Planning

In the planning stage, researchers developed an initial draft of the Islamic Group Guidance Model based on KBS (Knowledge-Based Society). Planning is necessary to ensure systematic development.

c. Develop Preliminary form of Product (product development)

NO	SERVICE ACTIVITIES
1	A. Formation Stage <ol style="list-style-type: none"> 1. Accept openly and say thank you 2. Pray 3. Explaining the meaning of group guidance 4. Explain the purpose of group guidance 5. Explain how to implement group guidance 6. Explain the principles of group guidance 7. The introduction continued with a game (name sequence)
2	B. Transitional Stage <ol style="list-style-type: none"> 1. Re-explain group activities 2. Make an agreement on the duration of the activity 3. Questions and answers about members' readiness for further activities 4. Provide examples of topics that are put forward and discussed in groups.
3	C. Activity Stage <ol style="list-style-type: none"> 1. The group leader presents the prepared discussion topic. 2. Explaining the importance of the topic being discussed in groups 3. Questions and answers about the topic presented by the group leader 4. A thorough discussion of the topic 5. Confirming the commitment of group members (what will be done immediately regarding the topic that has been discussed)
4	D. Final Stage <ol style="list-style-type: none"> 1. Explain that the group guidance activities will end

	<ol style="list-style-type: none"> 2. Group members express their impressions and assess the progress each has achieved. 3. Discussion of follow-up activities 4. Messages and responses from group members 5. Thank-you note 6. Pray 7. Farewell.
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d. Preliminary Field Testing(initial field trials/product validation)

The validation stage aims to obtain an assessment of the resulting product before conducting a large-scale field trial. Validation data was obtained by administering a questionnaire to each validator. The validators assessed the KBS-based Islamic group guidance product based on the material aspects of the questionnaire, which contained responses or assessments of the content, including theory, background, objectives, and other aspects.

Revisions were made to improve the Islamic counseling model. These improvements were based on validation results by subject matter experts and practitioner experts. In addition to assessing the questionnaire data, the validators also provided comments, criticisms, and suggestions to the developers as guidance for improvements or revisions. The changes are as follows.

Table 4.2 Product Revisions

No	Improvement Suggestions	Realization of Improvement
1	There needs to be motivation to condition the group atmosphere so that each participant is truly ready to enter the core stage of the activity.	Added conditioning of the group atmosphere so that each participant is truly ready to enter this stage of the activity.

e. Main Field Testing(Main Product Field Test)

The product trial of the KBS-based Islamic group guidance model was conducted in three stages: introduction, model trial, and questionnaire completion. During the trial, participants were asked to provide feedback on the product being developed.

f. Operational Product Revision(Product Revision)

NO	SERVICE ACTIVITIES
1	A. Formation Stage <ol style="list-style-type: none"> 1. Accept openly and say thank you 2. Pray 3. Explaining the meaning of group guidance 4. Explain the purpose of group guidance 5. Explain how to implement group guidance 6. Explain the principles of group guidance 7. The introduction continued with a game (name sequence)
2	B. Transitional Stage <ol style="list-style-type: none"> 1. Re-explain group activities 2. Make an agreement on the duration of the activity 3. Questions and answers about members' readiness for further activities 4. Recognizing the situation when members as a whole/some are not ready to enter the next stage and dealing with this situation (additional) 5. Provide examples of topics that are put forward and discussed in groups.
3	C. Activity Stage <ol style="list-style-type: none"> 1. The group leader presents the prepared discussion topic. 2. Explaining the importance of the topic being discussed in groups 3. Questions and answers about the topic presented by the group leader 4. A thorough discussion of the topic 5. Confirming the commitment of group members (what will be done immediately regarding the topic that has been discussed)
4	D. Final Stage <ol style="list-style-type: none"> 1. Explain that the group guidance activities will end 2. Group members express their impressions and assess the progress each has achieved. 3. Discussion of follow-up activities 4. Messages and responses from group members 5. Thank-you note

	6. Pray 7. Farewell.
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Table 4.5 Paired Sample T-test

Paired Samples Statistics

		Mean	N	Standard Deviation	Std. Error Mean
Pair 1	pretest	76.1667	6	3.71035	1.51474
	posttest	108.8333	6	4.53505	1.85143

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Standard Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	32.66667	2.16025	.88192	34.93371	30.39963	37,041	5	.000

Table 4.5 above (Paired Sample Statistics) shows that of the six respondents used in this study, the average pre-test score was 76.16 with a standard deviation of 3.71. Meanwhile, the average post-test score after being taught using the Islamic group guidance model based on the KBS method was 108.83 with a standard deviation of 4.53. The statistical hypothesis is as follows:

Ho: The Islamic group guidance model based on KBS (Knowledge Based Society) has proven to be ineffective.

Ha: The Islamic group guidance model based on KBS (Knowledge Based Society) has proven to be effective.

The basis for decision making is based on the calculated t value with the t table

If $t_{hitung} > t_{tabel}$, then Ho is rejected and Ha is accepted

If $t_{hitung} < t_{tabel}$, then Ho is accepted and Ha is rejected.

Based on table 4.5 regarding the t-test (paired sample t-test) above, it shows a significant difference between the results before and after being given the KBS-based Islamic group guidance model. To see the t-table value, it is based on the degrees of freedom (dk), which is N-1, namely $6-1 = 5$. The dk value = 5 at a significance level of 5% obtained t-table = 2.571. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that t count is greater than t table, namely $37.041 > 2.571$ and Sig. (2 tailed) = $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that the KBS-based Islamic group guidance model (Knowledge Based Society) is proven to be effective.

2. Development Results

a. Development Process

The results of the research on the development of the Islamic group guidance model based on KBS were carried out through 7 stages of development, namely Research and Information Collecting (research and data collection), namely by identifying existing problems in schools throughout the Pati residency and its surroundings related to the evaluation of Distance Learning BK during the Covid pandemic. Planning (Planning) this stage conducted a study regarding guidance and counseling services that allowed and compiled the development of an Islamic group guidance model based on KBS (Knowledge Based Society). Develop Preliminary form of Product (product development) this stage the researcher made a KBS product by making a group guidance guide, namely the formation, transition, core, and ending stages. Preliminary field Testing (initial field testing / product validation) this stage the researcher validated the product using a product feasibility assessment questionnaire validated by material experts from academics, namely Lecturer of Guidance and Counseling at Semarang State University Mr. Dian Purbo Utomo, M.Pd., Kons. with a score of 90. Main Product Revision (product revision) at this stage the researcher improves the product according to the assessment given by the validator,

namely adding conditioning of the group atmosphere to ensure that each participant is truly ready to continue to the core activity. Main field Testing (Main Product Field Test) the implementation of the trial was carried out by providing participants with group guidance and providing a satisfaction questionnaire regarding the group guidance provided with a score of 92.5 which indicates a high level of satisfaction. Operational Product Revision (Product Revision) this revision was improved based on the evaluation of the group guidance that had been given and the assessment questionnaire from participants, namely about conditioning the group atmosphere before entering the core activity.

This model development process was carried out in stages to produce a feasible model for Islamic group guidance based on KBS. Validation was conducted by a validator during this development process. This validation was intended to obtain data that could then be revised or improved to achieve a model that is feasible and useful for users.

The results of this study indicate that the model development conducted is feasible for use, based on the validation results by the validator as a trial product of the model development, namely the development of a KBS-based Islamic group guidance model. The stages in this group guidance include forming groups by accepting each participant or group member openly. This is then continued with establishing group dynamics as a transition before entering the core activity. Once the group dynamics have been formed, the next step is to enter the core stage, namely discussing the topic thoroughly. What distinguishes this KBS-based Islamic group guidance model is that group members are given the freedom to express their thoughts. This demonstrates and reflects a knowledge-based society. Once the topic has been discussed, the final stage is the closing and follow-up planning for the next activity.

Freedom of thought in the Islamic context, often associated with intellectual tradition and *ijtihad*, synergizes deeply with the principle of *Shura* (deliberation). *Shura* is not simply a decision-making mechanism, but

rather a space that liberates, empowers, and guarantees the right of every individual to voice their opinions (freedom of thought/expression) without fear.

Here's how freedom of thought synergizes with the principle of shura in Islam: Shura as a Forum for Freedom of Opinion: Shura demands participation, consultation, and openness, where each participant has the right to express their thoughts or *ijtihad*. This aligns with the Islamic principle of not restricting freedom of expression as long as it seeks the truth.

Foundation for Decision-Making, Shura is founded on the principles of justice, equality, and freedom of thought, ensuring that decisions are based on consensus (Nasda, 2023). Intellectual Freedom (*Ijtihad*), Islam encourages freedom of thought and intellectual exploration (Hashish, 2010). In the context of shura, this freedom is used to debate or provide input, even to leaders, which is recognized as part of Islamic tradition (Rahman, 1984). Constructive Limits, This synergy does not mean going too far. Freedom of thought in shura is limited by sharia principles which aim for the public good (*al-maṣlahat al-'ammah*) and prevent social division or conflict.

b. Effectiveness of Islamic Group Guidance Model Based on Knowledge Based Society

Testing the effectiveness of the KBS-based Islamic group guidance model was carried out by conducting a pre-test and post-test by giving a questionnaire of 30 questions filled out by 6 BKPI students of class A5KIR. Based on the pre-test results, there were 6 students with an average score of 76.16. After being given group guidance, the 6 students were asked to fill out the post-test and the average result was 108.83. It can be seen that the KBS-based group guidance model has proven effective as evidenced by the results of a very significant decrease, namely a decrease of 32 points. So it can be said that this KBS-based Islamic group guidance model is effective.

D. Conclusion

This research has successfully developed a Knowledge-Based Society (KBS)-based Islamic group guidance model through seven stages of the Borg and Gall method that has been tested as highly feasible by experts with an average score above 90. The implementation of this model has proven effective in improving students' knowledge-based behavior, as indicated by a significant increase in the average score from 76.16 (pre-test) to 108.83 (post-test) as a solution to the low literacy of KBS and the challenges of post-pandemic guidance and counseling evaluation. Although very effective, this model is still limited to the higher education level, so it is recommended for future researchers to adapt the material to elementary and secondary education levels and continue the development stages to mass production to expand the use of the model in guidance and counseling practices more widely.

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