

GUIDANCE AND COUNSELLING IN THE COVID-19 PANDEMIC PERIOD **(Bimbingan Konseling Pada Masa Pandemi Covid-19)**

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Abstract

The Covid-19 pandemic that came suddenly has demanded a radical change in the learning system. Many are not ready for the change in the system, schools are constrained in providing services to their students, as well as the way teachers provide learning to their students. This problem is also faced by guidance and counselling teachers in providing services to their students. The purpose of this study was to uncover guidance and counselling teacher services, student responses, and barriers to guidance and counselling services during the Covid-19 pandemic. The method used is a qualitative approach to the phenomenological model. The results showed that the guidance and counselling services provided by teachers during the Covid-19 pandemic were not optimal. Student responses in receiving services vary. Each subject experienced different obstacles.

Keywords: Covid19, guidance and counselling, changes in the education system, virtual learning.

INTRODUCTION

Education is a means of shaping the human person to become a better person, providing lessons on manners, social norms and so on so that it can be brought to the present and future social life environment. The legal basis that discusses education legislation in Indonesia provides that the concept of education must be rooted in national culture.

In Law Number 20 of 2003 concerning the Education System, it states that: National education functions to develop capabilities and shape the character and civilization of a nation with dignity in the context of educating the nation's life. It aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, sufficient, creative,

independent and become democratic and responsible citizens.

In Indonesia, especially in the world of education, which carries out a learning process that involves students, it is often found that various kinds of personalities and different forms of behavior, such as there are often those who are good, bad, smart, less smart, naughty, obedient, and many more. they are unique. All that makes an individual unique and special to some people who look at it wisely. Basically, humans cannot be separated from various problems, both working adults, teenagers who study education, even children who are just growing up have their own problems, whether big or small. Especially in the school environment we can also find problems

that exist in students. Moreover, it is a personality problem that concerns aspects of students,

The world is currently experiencing an emergency situation for the Covid19 pandemic (Corona Virus Disease 19). According to Susilo, et al, (2020: 46) Coronavirus is an RNA virus with a particle size of 120-160 nm. This virus mainly infects animals, including bats and camels. Before the Covid19 outbreak, there were 6 types of coronavirus that could infect humans, namely alphacoronavirus 229E, alphacoronavirus NL63, betacoronavirus OC43, betacoronavirus HKU1, Severe Acute Respiratory Illness Coronavirus (SARS-CoV), and Middle East Respiratory Syndrome Coronavirus (MERS-CoV). In order to prevent the spread and also stop the transmission of the virus, the Ministry of Education and Culture as the government's representative has made a Large-Scale Social Restriction (PSBB) policy, which is applied to various sectors, such as the economy, social, culture, religion, education,

Large-Scale Social Restrictions (PSBB) was implemented in Indonesia in early 2020 as a response to the outbreak Covid19. These restrictions become local government policies with approval Ministry of Health. These include, among others, restrictions on school activities, workplaces, religious activities, and restrictions on community activities in public places. PSBB is basically all activities carried out at home. For example in education, where students take lessons from home, as well as teachers provide learning from home. So it can be said that teachers and students carry out teaching and learning activities at home by utilizing technology.

Responding to the current government regulation regarding Large-Scale Social Restrictions (PSBB), as a professional guidance and counselling teacher it is the task of educators to solve problems and provide guidance and counselling services that help students optimize their abilities and loosen up the problems they face. in accordance with the opinion of Nurhayati, & Nurfarida, (2018: 148) guidance and counselling services in an effort to help students achieve optimal, independent, successful, prosperous and happy self-development tasks in their lives. In order for this goal to be achieved, it requires collaboration and work synergy between guidance and counselling teachers, subject teachers, school leaders, administrative staff, parents, and other parties who can help smooth

the process and development of students as a whole and optimally personally and socially in learning. The need for efforts made by guidance and counselling teachers to help overcome student problems in school. According to Wendari, Badrujaman, & Sismiati, (2016: 135) in the process of alleviating student problems, guidance and counselling teachers first need to know the types of student problems and carry out needs analysis based on concrete data and the validity of the data can be justified. So, problems that students do can be solved effectively and efficiently, prevention can be done immediately, and students can develop naturally in accordance with the nature of the period of development. Guidance and counselling services in trying to help students solve problems in forming optimal, independent, successful, prosperous and happy self-development in their lives.

Before the Covid19 pandemic, subject teachers and students carried out learning activities as usual in class or face-to-face classics. Likewise, guidance and counselling teachers carry out individual counselling services, group services, guidance services, and home visits, but suddenly it changed during the pandemic, only a few teachers were in school, of course teachers and students had difficulty learning. Guidance and counselling teachers have difficulty in providing guidance and counselling services, students cannot be in the school environment carrying out learning, since the implementation of Large-Scale Social Restrictions (PSBB). Concerns of teachers and students in schools regarding the Covid19 pandemic case according to Susilo, et al, (2020: 46) were first reported on March 2, 2020, totaling 2 cases. March 31, 2020 data shows that there are 1,528 confirmed cases and 136 deaths. The Covid19 mortality rate in Indonesia is 8.9%, this figure is the highest in Southeast Asia.

The implementation of education during the pandemic is quite disrupted, teachers in schools must continue to carry out learning even though it is not face-to-

face. Moreover, the counselling guidance teachers, they often mess around with the delinquency problems of students which are certainly difficult to solve online.

The purpose of this study was to reveal guidance and counselling teacher services, student responses, and barriers to guidance and counselling services during the COVID-19 pandemic. Guidance and counselling data are revealed naturally following the pattern of the child's development period, so that the data is representative, this study classifies the pattern of child development according to grade level, namely grades 7, 8 and 9.

RESEARCH METHODS

This research was conducted at SMP Muhammadiyah 1 Yogyakarta, using a qualitative approach to the phenomenological model, which is a study of the phenomenon of knowledge that comes from consciousness, or the way a person understands objects and events by experiencing them consciously. Seeing objects or events through the perspective of the individual who experiences them (Littlejohn in Prianti, 2011: 2). The research subjects included guidance and counselling teachers, some students in grades 7, 8, 9 and the parents of students who were taken randomly.

RESULTS AND DISCUSSION

The results of interviews with several teachers, including AN, HJ and LD, concluded that the implementation of guidance and counselling services during the Covid19 pandemic was running smoothly, although there were several obstacles that guidance and counselling teachers could not meet directly with their students but could still be overcome through personal creativity. each teacher.

Guidance and counselling services before the pandemic run according to procedures, usually subject teachers who find students with problems, then meet the homeroom teacher who is their responsibility, the problem is then brought to the guidance and counselling teacher to help or solve the student's problems. Suggestions, input and solutions are then brought to the deputy head of the student affairs department. If there is no change with this solution, the students are then handed over to the principal.

The guidance and counselling services provided before the Covid19 pandemic were in the form of classical guidance services, group guidance services, individual counselling services, mediation services, and case handover services. Guidance and counselling service procedures or steps during the pandemic are still being improved and planned because no prominent cases have been found, and schools may be temporarily using the online system.

The guidance and counselling teacher HJ and LD explained that the counselling services provided during the pandemic were in the form of online counselling services, adjusting the existing situation with several approaches. First, the introduction, the teacher gives greetings and an explanation of the topic to be explained. Second, implementation, the teacher explains the content of the material presented and holds a question and answer session. third, the teacher asks the students again, to find out the extent to which the students understand the material presented.

Based on the teacher's explanation of HJ and LD guidance and counselling, online learning during the pandemic was less effective, because it was difficult to form student characters directly. The guidance service provided usually uses the zoom classroom media service, by managing the time for service implementation, then students are invited to enter the zoom classroom that has been previously provided. Guidance services are carried out by discussing certain topics that have been provided. Participants include all students in grade 7, grade 8, and grade 9. Implementation time is about 30 minutes in 1 lesson.

Obstacles and constraints in implementing guidance services during the pandemic are the limited ability of students to buy pulse quotas, some students do not have cellphones, some students even have to borrow neighbors' cellphones. The hope of teachers in guidance and counselling services is that the Covid19 pandemic will soon pass, and

the world of education returns to normal as usual.

According to HJ and LD, the implementation of guidance services during the pandemic has been running smoothly, various obstacles include difficulties in contacting students, teachers also do not know the extent to which students pay attention and understand teachers in providing guidance and services. Guidance service steps before the pandemic have actually been carried out in accordance with the procedure. The subject teacher found several students who had problems, the problems were then brought to the homeroom teacher, the problems that could not be resolved were then brought to the guidance and counselling teacher to help solve student problems. If then the student does not change, the problem is usually handed over to the Principal. Prior to the pandemic, guidance services were usually in the form of classical services, group guidance services,

Guidance service measures during the pandemic are still being improved, there are no serious and urgent cases to be resolved. Schools are not yet fully active, the guidance services provided during the pandemic include classical guidance services, according to existing guidance and counselling guidelines with several stages. the preliminary stage, the core activity stage, and the completion stage.

The opinion of guidance and counselling teachers about online learning during the pandemic generally considered it less effective, because it was difficult to form the character of students directly. Guidance services provided during a pandemic sometimes still use classical methods, only undergo changes in form, namely delivered in the form of classroom media. By adjusting the time for the implementation of the service, then certain class students are welcome to enter the classroom that has been previously provided by the guidance teacher, then classical guidance services are carried out by discussing certain topics that have been prepared by the guidance teacher.

Students who are provided online tutoring services during the pandemic are all students covering grade 7, grade 8, and grade 9. The duration of the implementation of the guidance service provided usually lasts about 30 minutes in 1 time online. The constraints in implementing the guidance service are limited quota, internet network disruption, some students do not have

cellphones, and some others have to borrow cellphones belonging to their siblings or their parents.

KR, one of the 7th grade students, stated that during the pandemic, students felt that there was not much change, because every day there were many tasks that had to be done by students, which made students rarely leave the house. Pre-pandemic guidance services worked well as well as during the pandemic. The guidance teacher always provides suggestions that can be accepted by students. Services received by students under guidance are services in the classical form, namely by discussing certain material related to the development and behavior of adolescents. Student response to guidance services during the pandemic was also quite good. Students receive advice and include always maintaining cleanliness both when going out and returning home, wearing a mask and always washing their hands before eating. Guidance service during a pandemic involving guidance and counselling teachers, the implementation of guidance and counselling services during the pandemic according to class schedules, the duration of time students receive guidance and counselling services is approximately 30 minutes. While the obstacles or constraints in the implementation of guidance and counselling service activities are in the form of a slow internet network so that students become disturbed in learning and guidance and counselling teachers rarely provide services to students, have limited time and have difficulty contacting students.

The results of an interview with IL, one of the 9th grade students on October 26, 2020, regarding guidance and counselling services during the pandemic, students feel quite confused when there are assignments at school, students find it difficult to understand the material, sometimes late in joining online guidance and counselling services, no such as direct learning which is explained face to face.

In general, guidance and counselling services during the pandemic for grade 9

were good enough. Services provided to students in schools are in the form of online guidance services, student opinions or responses to guidance and counselling services carried out by teachers during the pandemic are very useful because teachers guide their students quite patiently, respond quickly when there are students who ask questions or do not understand something the material given, the guidance and counselling teachers are more familiar with protecting students. Guidance and counselling services during the pandemic involve guidance and counselling teachers who always communicate with students, if in the implementation of guidance and counselling services during the pandemic, students need help because they are constrained by problems with students' personal circumstances,

Obstacles or constraints in guidance and counselling service activities during the pandemic, namely the first obstacle is the inadequate student data package, secondly, they do not understand the explanation of the guidance service material when learning online. Suggestions and impressions of students about guidance and counselling services during the Covid-19 pandemic, the impression is that hopefully the guidance and counselling teachers do not get bored of guiding students to become better individuals, the advice is that the lessons provided are useful.

The results of an interview with ND, one of the parents of students at Muhammadiyah Middle School on October 28, 2020, the student felt depressed, forcing every new habit to be more strict in terms of cleanliness and refrain from various kinds of activities outside the home, of course this is not an easy thing for students and parents. According to the parents, the guidance and counselling services before the pandemic were already running well, but it was very different after the pandemic came, this made all activities restricted. The opinion and response of parents regarding guidance and counselling services during the pandemic is that parents feel a lack of understanding of service materials, do not have enough time to accompany children to study because parents have to work, besides that they are also constrained by the range of internet service connections.

The results of an interview with AP, the parents of grade 8 students on November 2, 2020

stated that they began to adjust to the situation, tried to implement health protocols according to government advice, regarding the provision of counselling guidance services they also learned to adjust online. AP revealed that guidance and counselling services during the pandemic every guidance and counselling teacher in schools provide guidance and counselling services during guidance and counselling lesson hours with a short duration of about 30 minutes. Obstacles or obstacles that are often experienced in guidance and counselling service activities do not exist, but instead the close communication relationship between teachers and parents of students is getting closer and more harmonious because teachers always monitor and ask questions about student activities.

The success of the learning program is not solely determined by the teacher's creativity, teachers are required to understand the vision and mission of the school so that the activities carried out by each teacher can be in sync with the school's mission. The design of teacher activities needs to be prepared based on planning, organizing, implementing and evaluating patterns by following the management pattern that has been programmed by the school. Likewise with the learning patterns that should be carried out by guidance and counselling teachers. Thus the personal activities of teachers will become sub-activities that are integrated with the school development strategy driven by the principal (Wening, Santosa, 2020: 56-64; Fitriyah, Santosa, 2020: 65-70).

Guidance and counselling services have the aim of providing knowledge to students even though they are at home, both to always maintain health, cleanliness, talents, interests and others. According to Winkel, & Hastuti (in Mukhtar, Yusuf, & Budiamin, 2016: 7) counselling is guidance given to a number of students who are members of a learning activity unit. Meanwhile, according to Fatimah, (2017: 28) class guidance is a service provided to all students in the class.

According to AD, MH, AH's opinion about the form of guidance and counselling services carried out during the pandemic generally thinks positively, both from the way the guidance and counselling teachers provide guidance services and give assignments to find out how far students understand the material described, quick response when there are students who ask questions or do not understand something related to lessons, as well as the attitude of the teacher who is more familiar as a protector of students, and can help emergently to anyone in need. Guidance and counselling services during a pandemic are divided into several stages, first, preliminary at this stage the guidance and counselling teacher provides greetings and an explanation of the topics to be explained, the second stage is the core stage or activity. At this stage the guidance and counselling teacher explains the content of the material, holding a question and answer session. Furthermore, the third stage is the ending or closing. The guidance and counselling teacher asks the students again, to find out how far the students understand the material presented.

Guidance and counselling services during the pandemic are mostly carried out through online or online learning models. According to Maulana, & Hamidi, (2020: 224) online learning is the application of online or online distance education. This learning aims to increase access for students to get better and better quality learning. During the pandemic, according to AN and LD, a teacher of guidance and counselling services is provided to students through online services in the form of classroom media. The guidance and counselling teacher arranges the time for the implementation of the service, then certain class students are invited to enter the classroom that has been previously provided by the guidance and counselling teacher. Then online guidance services are carried out to discuss certain topics that have been provided by the guidance and counselling teacher. Furthermore, students who are provided with guidance and counselling services through online or online learning are all students, be they grade 7, grade 8, or grade 9. The duration of time given during the implementation of guidance and counselling services is about 30 minutes in one online time.

Services in the form of online or online learning during the pandemic are less effective according to AN and JD exposure. The real difficulty is in character building, education is not

just a transfer of knowledge but also needs to pay attention to the affective and psychomotor side. Direct learning has many constraints because teachers need a varied approach, especially if it has to be online, while many teachers and students have not mastered information technology. This opinion is in accordance with Aji, (2020: 197) that the problems that hinder the implementation of online learning include the limited mastery of information technology by teachers and students, the condition of teachers in Indonesia do not fully understand the use of technology, this can be seen from teachers born before 1980. Constraints in their mastery of information technology limit their use of online media. Likewise with students whose conditions are mostly almost the same as teachers in understanding the use of information technology.

Services by guidance and counselling teachers aim to provide knowledge to students even though they are at home both to maintain health, cleanliness, interests, talents, and others. Guidance services that are carried out during pandemic by means of online learning through the Google Classroom platform for 30 minutes. However, online or online learning is considered less effective because in terms of technology, many do not understand how to use computers or cellphones. Economic problems are also the reason some students cannot take part in online learning, so they end up having to borrow cellphones from their parents and siblings. In general,

Student response in receiving guidance and counselling services

The opinion of RA student, one of the students at SMP Muhammadiyah Yogyakarta, was that during the pandemic, students felt that it was normal that they did not change much, every day there were many tasks that had to be done, making students rarely leave the house. In contrast to the results of interviews with MH students, this student felt quite confused when there was a task at school, it was difficult to understand the material because it was often disturbed by loud noises

around the house and sometimes weak signals that even disappeared when online, not as good as direct learning. Different from the results of interviews with AH students, researchers asked their feelings during the pandemic, AH felt depressed because he had to have new, more stringent habits in terms of cleanliness and was forced to refrain from doing activities outside the home.

The opinions and responses of guidance and counselling services during the pandemic according to the parents of students generally have been going well, being able to provide advice and understanding of the importance of maintaining health and hygiene, using masks when leaving the house, always washing hands with soap, and keeping a distance to avoid disease. This opinion is also in accordance with IL, one of the parents of students, for guidance and counselling services, learning during the pandemic is very useful because the teacher is able to guide students very well. The opinion of ND parents regarding the response to guidance and counselling services during the pandemic states that students often feel cared for because guidance and counselling teachers always encourage students to maintain health, and to always implement health protocols.

Guidance and counselling services during a pandemic involve guidance and counselling teachers. According to JD, one of the students said that the guidance service was running well, giving advice and suggestions for maintaining cleanliness and good health in the form of wearing a mask when leaving the house, and always washing hands and keeping a distance. This opinion is also in accordance with MH who stated that guidance services are very useful for services because they can guide students patiently in the midst of a pandemic. Furthermore, according to AH's opinion regarding student responses to guidance and counselling services, students feel depressed because guidance and counselling teachers always encourage students to maintain cleanliness and apply health protocols when traveling.

Guidance and counselling services during a pandemic according to the opinion of JD, MH, AH are always asked to take advantage of online guidance services. The teacher delivers guidance and counselling service materials according to class schedules, and if students need help or when

students have problems with personal circumstances, they can consult and communicate with the teacher. In accordance with the opinion according to Mukhtar, Budiman, & Yusuf, (2016: 8) the purpose of guidance services is to provide accurate information and can help individuals to plan decision making in their lives and develop their potential optimally.

The duration of time students receive assistance with limbingan and counselling services provided during the Covid-19 pandemic at SMP Muhammadiyah Yogyakarta, during the guidance and counselling learning for approximately 30 minutes online or online. Exposure from JD students at SMP Muhammadiyah Yogyakarta about guidance and counselling services running less effectively during the Covid-19 pandemic, because according to students, the teacher guidance and counselling rarely provide services to students online or online in the classroom.

According to Maulana, & Hamidi, (2020: 224) online learning is the application of online distance education. This learning aims to increase access for students to get better and better quality learning. One of the factors is due to limited time with the teacher or other obstacles in contacting students. Furthermore, according to MH, guidance and counselling services were effective during the Covid-19 pandemic in terms of time. While the opinion from AH, guidance and counselling services run effectively during the pandemic because guidance and counselling teachers still care for students.

According to statements from 3 students of SMP Muhammadiyah 1 Yogyakarta about how the response was in receiving guidance and counselling teacher services during the pandemic, the students thought that there were different answers because they received many assignments both before the pandemic occurred and after the pandemic. Some expressed confusion during learning because they were accustomed to face-to-face or face-

to-face and some felt depressed because of strict rules to maintain cleanliness, health, and stay at home during this time.

Guidance and counselling services during a pandemic were also confirmed by students in the form of online guidance services using classroom media with a duration of approximately 30 minutes. The implementation of guidance and counselling services during the pandemic opinion from JD was ineffective because according to students, guidance and counselling teachers rarely provide services to students in the classroom, one of the factors is due to limited time with other teachers or obstacles in contacting each student. Meanwhile, according to MH, guidance and counselling services were effective during the pandemic in terms of time duration. According to the opinion of AH, guidance and counselling services run effectively because guidance and counselling teachers still care and care for students.

As for the AD response of the students' parents regarding guidance and counselling services during the pandemic, the parents felt that there was a lack of understanding of service materials, they did not have enough time to accompany students to study because parents had to be busy working and there were obstacles related to internet service coverage. Furthermore, in the opinion of other parents, it is actually different from the existence of counselling services, the closeness of communication between teachers and parents of students is getting closer and more harmonious because the teacher always monitors and asks about student activities so that it makes parents feel helped to jointly monitor children's development. .

Barriers To carrying out guidance and counselling

Obstacles in implementing guidance and counselling services during the pandemic at SMP Muhammadiyah Yogyakarta, according to the opinion of one guidance and counselling teacher, stated that some students did not have cellphones, students had limited internet quota and there were also students who borrowed cellphones belonging to their older siblings or their parents. Furthermore, according to JP's opinion, one of the guidance and counselling teachers as well as the counselling guidance teacher coordinator added barriers and obstacles including disruption of the internet network or internet access. In accordance

with the opinion according to Aji, (2020: 197) the problem that hinders the implementation of the effectiveness of learning with the online or online method is the inadequacy of budget provision, costs are also something that can hamper the welfare aspects of teachers and students are still far from expectations. When,

Obstacles or obstacles that were found by students in guidance and counselling service activities during the pandemic according to the explanation from JD, MH, AH were in the form of weak internet network access so that students became distracted in learning, inadequate data packages, there were some students who did not understand the explanation of the material guidance when learning online. According to Aji, (2020: 197) the problems that hinder the implementation of the effectiveness of learning with online or online methods include inadequate facilities and infrastructure, technology supporting devices are clearly expensive.

Barriers raised by parents in guidance and counselling service activities during pandemic according to explanations from AD and AP are lack of understanding of service materials, not having enough time to accompany children to study because parents have to be busy working and constraints related to internet service coverage. Furthermore, other parents' opinions, precisely with the existence of counselling services, the closeness of communication between teachers and parents of students is getting closer and more harmonious because teachers always monitor and ask about student activities, making parents feel helped to jointly monitor children's development.

CONCLUSION

In general, the guidance and counselling services implemented at the Muhammadiyah Yogyakarta Junior High School during the pandemic ran smoothly. The guidance and counselling services provided aim to provide knowledge to students even though they are at home via

online. Guidance and counselling service for 30 minutes.

The response of parents about guidance and counselling services during the pandemic felt that they had a lack of understanding of service materials, did not have enough time to accompany students to study because parents were busy working and problems related to internet service coverage problems. Indeed, some parents actually argue that with the counselling service, the closeness of communication between teachers and parents of students is getting closer and more harmonious because teachers always monitor and ask about student activities so parents feel helped to jointly monitor children's development.

The main obstacle or obstacle in guidance and counselling services during the pandemic from the school is the inadequate budget availability for the procurement of data packages and slow internet network access so that students become disrupted in learning.

SUGGESTION

From several findings in this study, there are several recommendations that need attention so that guidance and counselling activities can run effectively, namely that:

1. Counselling guidance teacher still have to be consistent to help alleviate the burden of psychological problems experienced by students. Teachers should provide guidance and counselling services by adjusting health protocols, and providing an understanding of the service mechanisms.
2. For students If there are problems, you should be proactive in consulting with the counselling guidance teacher, so that the problems faced do not become a burden on the mind, which if left unchecked can certainly hinder the learning process.
3. For parents, they should still take the time, support, provide assistance to children in the home environment, because children are usually more responsive if there is attention and support from parents.
4. Schools need to facilitate adequate wifi facilities so that online learning programs can be implemented more effectively.

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