



## **An Exploration of How to Deal With Tardy and Undisciplined Students: The Counseling Teacher Guidance Paradigm**

**Nur Azizatul Haqiah<sup>1\*</sup>, Naufa Amalia<sup>2</sup>, Nur Azimah Usman<sup>3</sup>, Nurasiah<sup>4</sup>**

<sup>1</sup>Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia.

---

### **Article History:**

Received: January 01, 2023

Revised: March 22, 2023

Accepted: May 06, 2023

Published: June 10, 2023

---

### **Keywords:**

Guidance and Counseling,

Late Students,

Undisciplined

---

### **\*Correspondence Author:**

[nurazizatulhaqiah67@gmail.com](mailto:nurazizatulhaqiah67@gmail.com)

**Abstract:** This research examines the Counseling Guidance Teacher Paradigm of SMA Negeri 13 Jambi City in Overcoming Students who are Late and Undisciplined. This type of research is descriptive. The research subject was a population of 1 person, while the sample of this study was one guidance counseling teacher who was taken. Data were collected using interview techniques from documentation and interviews and then explained in detail from the data. The results of this study show that students violate the rules and need to be more disciplined with the three most important forms, namely the reprimand process (orally), the calling process (in writing), and the coaching process (accompanied by giving punishment).

---

## **INTRODUCTION**

Education is the same as the level or obligation that every human being has in life, both from ancient times to today (Adliandri & Yohana, 2016; Fatimah, 2021). Without education today's humans cannot move to the wider world as is usually imagined in the minds of each human being. The levels are from Elementary School (SD) or MI to Junior High School (SMP) or MTS to High School or SLTA/SMK/ALIYAH then the choice of each individual human being himself whether he still wants to continue or pursue higher education (Barone & Barone, 2021; Boulianne & Theocharis, 2020; Rosi Wulandari, 2020). higher education or what is commonly called a State University/High School/Private University which can make it easier for them to continue where they will continue their life and pursue higher education can make it easier for them to find jobs according to what they are interested in.

Talking about discipline, there are several kinds of discipline that we are not aware of and make violations and become a form of discipline to be indiscipline, sometimes it's not something we want, as an example, there are some people around us who make us undisciplined, namely the people around us, especially family or relatives who can force us to commit violations and make us undisciplined. Discipline is very important for the life and behavior of students Nur, 2017; Moch. Sya'roni & Rusydian, 2018; Rahmatyan, et al., 2019), but the reality emphasized by educators or counseling teachers is that there are still

many students who do not care about the implementation of discipline in the school. There are countless disciplinary violations committed by students (Rahmawati, WK, & Bibi, S, 2021; Bayu, et al., 2019). This type of dangerous behavior by students at school is shown by undisciplined behavior. In addition to internal factors, juvenile delinquency is also caused by an environment that is not good, such as joining friends to break the rules (Amar, 2020; Hasana, 2021). Discipline and attendance are related to each other because if students are disciplined then learning at school is carried out well, students who are not present at school will fall behind in lessons and harm themselves.

Based on the researchers looking at SMA 13 Jambi City, after we visited the school and conducted a few interviews with the Counseling Guidance teacher there, the teacher said there were many forms of violations committed by students there who had committed violations such as skipping school while the lesson was in progress. to the canteen while still studying, and so on. And there are several forms of sanctions that will be given by the counseling teacher at SMA Negeri 13 Jambi City, namely with those who have been recorded by him, coaching will be carried out if he commits violations more than 3 times in a row. If the student cannot discuss it, like it or not, the BK teacher must follow up by making a summons to the student's parent/guardian. From the description above, the researcher is interested in and believes in the importance of observing the paradigm of the Counseling Guidance teacher at SMA Negeri 13 Jambi City in overcoming students who are late and undisciplined.

## **METHOD**

Research requires a method to achieve its goals if there is no clear method, the investigation or research does not go according to plan. Therefore, this method is needed in research. This method is an effective, directed and efficient way to provide answers (Creswell, 2003; Lodico, 2010). This study examines the Counseling Guidance Teacher Pradigm of Jambi City Public High School in overcoming students who are tardy and undisciplined. The type of research that we take is descriptive. Therefore, this research was conducted through a direct survey to SMA Negeri 13 Jambi City to collect this information. The research subject was a population of 1 guidance counseling teacher who was taken. Data were collected using interview techniques from documentation and interviews. Then explained in detail from the data. The results of this study show that students violate the rules and are not disciplined with the 3 most important forms, namely the reprimand process (orally), the calling process (in writing) and the coaching process (accompanied by giving punishment).

## **RESULT AND DISCUSSION**

From the research process that has been carried out, information is obtained that there are many impacts or regulations that are actually considered in a mature and measurable way to affect student discipline. The appropriate and measurable actions are described and can be understood as an improvement in the child's character. The results of this study were obtained from the Counseling Guidance teacher documentation data which can be seen on August 3 in 2022 as in Table 1.

**Table 1.** Students who are late and not disciplined.

No	Date and time	Student's name	Class	Description	Follow-up
1.	Monday 3 August 2022	KM	XI MIPA	No hat.	Cleaning the WC
2.	Monday 3 August 2022	KN	XI MIPA3	No hat.	Cleaning the WC
3.	Monday 3 August 2022	S SN	XI MIPA 2	No hat.	Cleaning the WC
4.	Monday 3 August 2022	JP	XI MIPA 4	No hat.	Cleaning the WC
5.	Monday 3 August 2022	YM	XII IPS 2	Don't wear a hat (haven't got it yet).	Watering the flowers
6.	Monday 3 August 2022	VNS	XII IPS 2	Don't wear a hat (haven't got it yet).	Watering the flowers
7.	Monday 3 August 2022	AJ	XII MIPA 3	No hat & tie.	Court Run 3x
8.	Monday 3 August 2022	FTL	XII MIPA 3	No hat	Cleaning the WC

As for table 1 above, it is obtained data analysis of violations that are late to school and are not disciplined, totaling 8 people from several classes. this actually indicates that there is still a need for improvement, especially the child's mentality in understanding the importance of discipline, discipline is a framework in forming a complete person, a person who is able to push himself forward so that he can compete with the increasingly sophisticated and fast developments of the era, and one of them with the coaching category (accompanied by giving punishment) from the Counseling Guidance teacher. An overview of the handling of students who are late and not disciplined on August 9 2022 can also be seen in Table 2.

**Table 2.** Students who are late and not disciplined

NO	Date and time	Student's name	Class	Description	Follow-up
1.	Tuesday, August 9 2022	C	XII IPS 1	No socks	Clean up the school environment
2.		R	XI MIPA 2	Wear white shoes	Respect flag

As for table 2 above, it was obtained data that the analysis of violations that were late for school and were not disciplined consisted of 2 people from class XII IPS 1, XI MIPA 2 with the coaching category (accompanied by giving punishment) from the Counseling Guidance teacher. The description of dealing with students who are tardy and undisciplined on August 10, 2022. can also be seen in Table 3.

**Table 3.** Students who are late and not disciplined

NO	Date and time	Student's	Class	Description	Follow-up
1	Wednesday, August 10 2022	G	XII MIPA 1	Late	Cleaning the trash
2		F	XI MIPA 1	Late	Cleaning the trash
3		A	XII MIPA 3	No hat	Cleaning the WC
4		A	XII MIPA 3	No hat	Cleaning the WC
5		Z	XII MIPA 4	No hat	Cleaning the WC

As for the table above, it was found that the analysis of violations that were late to school and were not disciplined consisted of 5 people from class XII MIPA 1, XI MIPA 1, XII MIPA 3, XII MIPA 4, XII MIPA 3 with the coaching category (accompanied by giving punishment) from the Counseling Guidance teacher.

### ***Image Analysis of Overcoming Students who are Late and Undisciplined in the Reprimand Category.***

Counseling guidance teachers can be advisors. If there are students who violate it will be given counseling. Providing counseling is done with coordination. There is also counseling that is tried on a prolonged basis. This is because in order to change attitudes, it is not only necessary to apply counseling once or twice. Sometimes there are students who need to be given counseling up to 4 times before you see a change in behavior. This depends on how the effort is made by the students themselves in order to get out of the problem. This activity is sought as a vehicle for rehabilitation for students who have problems with their prosocial attitudes (Nasri et al., 2010; Patrick & Connick, 2018; Yüksel, 2006; Yusuf et al., 2022; Zakwandi et al., 2022; Zb et al., 2022). This activity is tried regularly and is always based on conventions that have been established with students.

As a counseling guidance teacher, you must be able to instill a sense of empathy so that students can tell and ask questions, increase a sense of responsibility to children through rules, train children to collaborate through games so that children are not rigid, increase awareness of the area through cleanes day, direct children to work together helping when there are children who are in trouble, loving friends by appreciating and accepting, and instilling generosity in children are efforts that can be tried to increase prosocial attitudes.

A counseling teacher must know what causes students to be unable to comply with the rules set by the school, among others, boredom in class, ineffective teacher teaching style, negative teaching habits, personal conflicts between students and class, or other means. and inadequate infrastructure. Efforts to give reprimands and other strict actions are aimed at making students get a deterrent effect and realize their mistakes by means of guidance and counseling teachers advising, warning, giving sanctions and providing solutions to students properly so that students can understand them and can also provide information related to the rules of conduct that have been implemented at school so that the student remembers the rules at school that must be obeyed. Because if discipline is

ignored by students it will have a detrimental negative impact on learning achievement and the mental attitude of students (Chhabra et al., 2022; Nelasari et al., 2022).

In dealing with undisciplined students, guidance and counseling teachers usually use stylized messages. So that when there are certain differences of opinion among students, the supervising teacher must be able to present himself as a warm, friendly and reassuring person. This attempt shows two things namely the students are at peace or at peace for a while, but still hold a grudge against each other. In the second outcome, the opportunity for a fight may arise again in the future. Counseling guidance teachers also can not avoid. But over time, if undisciplined students are continuously guided, it will definitely change for the better, as we apply that effort will never betray results.

When the counseling teacher's efforts to solve student problems do not produce satisfactory results, the counseling guidance teacher can begin to take on his role as a parent. Here the role is prioritized in terms of motivation that counseling teachers as parents make for students, so that students can move to be better. At this time, guidance and counseling teachers also often spend special time to communicate privately with undisciplined students just to provide inspiration and motivation (Chhabra et al., 2022; Nelasari et al., 2022). And this is when the counseling guidance teacher will approach, share, and discuss.

The use of language can also function to build emotional closeness to these students. The similarity of language will make it easier for teachers and students to communicate. That's where the teacher gives a lot of motivation and inspiration to students. If the motivational words given by the teacher enter the heart and can inspire students, then it will be easy for students to change for the better. If it is indeed difficult to change, the policy that can be taken is to hold a disciplinary action to improve the system or rules when class starts. This policy can be implemented in an integrated manner by involving all relevant parties, namely students, first lesson teachers, picket teachers, homeroom teachers, BP/BK teachers, and students.

### ***Image Analysis of Overcoming Students who are Late and Undisciplined in the Calling Category.***

The role of the counseling guidance teacher in dealing with students who are too late and not disciplined is to do an analysis. The calling category for students who violate the rules is to investigate the problem and work together with the class teacher and call parents or guardians so that student problems are resolved. This plays a role that the counselor in reducing undisciplined behavior is to invite students who tend to behave undisciplinedly into the counselor's room and receive directions and advice on how to change. This behavior explains that student behavior can hurt and harm others and themselves so that children are aware of their mistakes which are almost intolerable to the school. The role of the counseling guidance teacher is a healing role, that one of the counseling guidance teacher's duties is to guide students both in a preventive, maintenance, curative and healing manner. The role of the guidance counselor is a caring role, namely solving problems that arise (Mona, 2020; Chhabra et al., 2022; iepenburg & Fervers, 2022). This summoning effort is given to students who arrive late to school, namely by giving warnings and

sanctions to students who are late. as well as making time management in order to reduce student lateness to school. Not only leaders, OSIS coaches, and other teachers to reprimand these students, but the canteen, as well as the surrounding community want to reprimand students who are still hanging out when school hours have started. This needs full support from homeroom teachers and school leaders. It takes firmness and courage to give sanctions for disciplinary violations to students who are often late.

***Description Analysis of Overcoming Students Who Are Late and Undisciplined in the Coaching Category (Accompanied by giving punishment).***

The result of giving punishment at school that is tried by the teacher on students is to shape the personality of students, so that they have good behavior and attitudes at school. There are also things that affect student discipline at school as a result of giving punishment, which is the beginning of obedience in comply with school regulations. Order is the realization of student success in achieving achievements, where this order forms behavior and attitudes that are obedient and obedient to existing norms, both in the family environment, at school, or in the community. Second, student discipline in learning at school. Discipline in learning is a discipline that is realized by students to receive lessons well, because discipline is a condition that reflects the existence of order and a balance between rights and obligations in obeying existing rules so that harmony is formed in the association between school communities including teachers(Mona, 2020; Piepenburg & Fervers, 2022). and students, to be aware of their respective rights and obligations, because everyone has certain rights, including the right to life, the right to express comments, the right to housing and the right to property.

When living together in society, most of the individual rights are no longer free, but it is mandatory to get used to social norms or applicable legal norms. School discipline is one of the aspects that must exist in an effort to improve a conducive school atmosphere. The rules that apply in schools include school rules which include rights, obligations, sanctions, awards as well as for students, principals, teachers and other school communities. Without exception, the entire school community must comply with these regulations and comply with them with full responsibility. Order, therefore, refers to behavior and attitude that is honest, principled, does not change, and has a certain systematic which is a picture of discipline. This matter is expressed in an attitude that is clear, calm and able to explore all tendencies, after which this attitude is manifested in relation to oneself. Third, student obedience in observing the rules that are inaugurated at school, obedience is the behavior of accepting and fulfilling something that is intended for someone in good faith and full of responsibility, without coercion from anyone. Obedience and compliance with applicable orders means the behavior of accepting applicable orders and carrying them out sincerely, without coercion from anyone. the school area and produce a conducive learning atmosphere so that harmony is realized between school students, namely regulations that are followed apply without being demanded by anyone, whether teachers or students. Fourth, the persistence of students in experiencing learning difficulties. Intensity in learning is one of the school learning strategies that students carry out to comply with the rules that apply in the school environment, because students will

certainly be bound by school rules, because orderly learning is absolute direction and therefore cannot be ignored. Fifth. Determination of students in learning outcomes. Persistence is a person's persistence to experience various problems in order to achieve his achievements. Generally this is motivated by existing motivation, both motivation that comes from within or motivation that comes from outside. It is known that motivation has 3 important things for a person, so motivation is a drive to achieve goals, where goals are related to needs while needs are things that must be fulfilled both for the present and the future. So everyone should try to record their toughness before it's a problem in themselves, their family and society.

Efforts to give this punishment are given so that students who violate them realize their mistakes, are able to learn from the mistakes that have been made, are able to take responsibility for their mistakes, so that they are able to avoid or not repeat the same mistakes in the future. Punishment in this school has been regulated in such a way that students are not harmed especially physically harmed. Punishment is given so that students are able to realize mistakes and from that punishment they learn not to repeat those mistakes again. The punishment given will always be coordinated with the leadership, the OSIS coach, or the teachers.

The provision of this punitive action, one of which is to make a statement message accompanied by the punishment to be obtained if you still carry out the same act on stamped paper. As has been implemented by the school as follows "If there are students who have problems, they generally make a statement message first. That 's what makes the student division, later the students will handle it. The contents he did not want to repeat it again. Giving strict educational action lies in the authority of the vice principal for student affairs who coordinates with the guidance and counseling teacher and the OSIS coach. This action is to emphasize to students that what is being tried is something that is not good so that students can realize their mistakes. If students who have bad behavior still cannot be directed, we are forced to give a summons to their parents. The use of mandatory communication, such as how to call parents, usually changes the behavior of problematic students. Written communication with parents serves two purposes. First, parents know the behavior of their students at school. Sometimes the behavior of students at home is different from at school. Through this appeal, parents can get information that they did not know before. Second, the supervising teacher conducts written communication to understand how communication is established between students and parents at home. Parents are invited to school in two separate sessions.

In the first session only teachers and parents were present, maybe another teacher was in charge of explaining grades to students. In the second session, participating parents, guidance counseling teachers and these students. At this stage, the counseling guidance teacher will have two different roles, namely, as a teacher and parent. The pattern of communication is carried out in an open dialogic manner. In this communication the BK teacher also shows notes or written evidence to give a serious and formal impression in front of parents. This note explains more about the description of students' academic grades in a certain period. At the end of the discussion the counseling teacher also began

conveying information regarding the potential sanctions that students would receive if after the meeting no significant changes were seen from the students.

Another aspect shown by the counseling teacher in presenting himself in front of troubled students is non-verbal messages or not in the form of conversation. Student behavior can be shaped or carried out by *modeling* or setting an example ( Chhabra et al., 2022; Nelasari et al., 2022). The implementation of this role model is carried out by composing strong non-verbal messages. This message was also conveyed by the counseling teacher to other teachers. The counseling teacher also understands that the role model impression given cannot possibly be formed if it is not supported by relevant non-verbal symbols. Therefore, the BK teacher also prepared his performance well. Several symbols are prepared to support their appearance, such as maintaining neat hair by paying attention to the short length of hair (for men), wearing a headscarf for Muslim female guidance counselors, wearing neat official clothes, speaking soft and polite language, and maintaining good behavior. This symbol is very important in order to create an impression on students that the counseling teacher deserves to be an example in dressing neatly.

Another non-verbal aspect that is carried out by the counseling teacher at the front stage is to avoid using excessive accessories and minimizing the use of gadgets in front of students. Thus, all of this can build a sense of openness in students to communicate directly. Teachers can also pay more attention to students carefully. In presenting ourselves we also have to set a good example for children such as sweeping, throwing trash in its place, minimizing the use of gadgets in front of students, applying the three S (smile, greeting and greeting), helping students, praying, dressing neatly, and so on. . BK teachers really understand that students spend between 4 and 7 hours at school during this time, the parents they see at school are teachers. So it is at this stage that the teacher must be able to present himself as well as possible verbally or non-verbally. It is undeniable that in dealing with students who have problems, the counseling teacher requires extra energy or strong energy. In the backstage area, counseling teachers can share their complaints with one another. This complaint was submitted in order to find a joint solution to overcome problematic students. So the counseling teacher can compare or compare the treatment patterns that have been carried out and also how to determine indicators of the success of these patterns.

If on the front stage the counseling teacher must be able to show a strong, strong and friendly attitude in dealing with problems. So on the backstage or backstage they can be the other way around. There are nuances of fatigue, burden of mind, and other things that can also affect the psychology of the counseling teacher. The refore in this area, the appearance of the counseling teacher will be much different than when in front of students. For example, in terms of language use, Bk teachers tend to use informal language and regional languages. The choice of language style can make them more relaxed, they can also throw jokes that invite laughter, this atmosphere can strengthen them one another. In the backstage, the guidance and counseling teachers will also discuss with each other, exchange opinions, regarding their communication patterns with each other in dealing with problem students.

The backstage is also used by the counseling teacher as an observation room. So, in identifying students who have problems, the counseling teacher first makes observations of students. This supervision is closed, when there is a student dispute, the counseling teacher does not immediately intervene to mediate the dispute, except at a level that contains high vigilance, the counseling teacher will intervene directly. For those who do not contain high alertness, the counseling teacher will first observe the dispute from a distance, without the students concerned knowing. Then the results of these observations are communicated to the class teacher, later the counseling teacher and class teacher will carry out intensive discussions and determine the pattern of handling. Furthermore, the backstage is also used by the counseling teacher as a preparation room to find complete information about the background of troubled students. This information can be sourced from internal as well as external (inside and outside).

This internal refers to obtaining information from fellow teachers. While external sources come from parents or the closest person in the student's environment. One way that can be done is when welcoming students before entering school in the morning, the guidance counselor will observe the students and who is delivering them. Occasionally short communications can also be made by the counseling teacher to the introductory students, but the message does not directly lead to student behavior. This accumulated information will later be used by the BK teacher to make conclusions or initial conclusions about students with problems. This conclusion or conclusion will affect how self-presentation will be made by the counseling teacher in front of students with problems. In dealing with students who have bad behavior, we must make observations so that they have knowledge of these students. Later it will be classified or grouped which ones need to be monitored more and which ones need to be measured before further behavior. They understand that student education is not only related to intellectual aspects, but also character building. Both are an integral part for the sake of creating a better and more useful future generation.

## **CONCLUSION**

Sanctions or punishments are a form of control given by the teacher to students or students who do not comply with school rules. Some of these sanctions are in the form of sanctions that have been regulated according to school discipline procedures, and there are also sanctions for direct punishment or aesthetic sanctions, for example reprimands or mild physical harm. The forms of disciplinary sanctions in schools are Written Sanctions which are sanctions made and approved by school members (principals and teaching staff) to students who violate school rules. These sanctions are in the form of teacher reprimands, assignments, cleaning, BP, BK teacher reprimands, suspensions, calling parents/guardians of students and even expulsion from school if violations cannot be tolerated. And physical or aesthetic treatment sanctions, namely sanctions that are directly given to students who commit violations or violate the code of conduct and ethical norms towards teachers. The form of this sanction is in the form of pulling ears, pinching, or insulting words in warning students. The limits in imposing sanctions based on the Child Protection Act are those which do not result in physical disability or serious injury to students, which do not cause

trauma and mental and mental disabilities to students, and which do not conflict with the provisions on Juvenile Crimes. It is suggested for future researchers to pay attention to benchmarks and indicators in assessing the description of students who are late and undisciplined: Pradigm of guidance and counseling teachers at SMA Negeri 13 Jambi City.

## REFERENCES

- Adliandri, AE, & Yohana, N. (2016). Self Presentation of Fashion Icon Hijab Syari, City of Pekanbaru through Instagram Social Media. *Journal of Students of the Faculty of Social and Political Sciences*, University of Riau, 3(1).
- Barone, D., & Barone, R. (2021). Exploring Bullying : Fifth Graders ' Interpretations and Understandings. *Journal for the Education of Gifted*, 44(1), 81–103. <https://doi.org/10.1177/0162353220978302>
- Boulianne, S., & Theocharis, Y. (2020). Young People, Digital Media, and Engagement: A Meta-Analysis of Research. *Social Science Computer Review*, 38(2), 111–127. <https://doi.org/10.1177/0894439318814190>
- Chasana, Nur. (2017). Efforts to Overcome Student Lateness to Class Through Content Mastery Services Using Time Management Techniques. *Jurnal Empati*. 4(2), <http://journal.upgris.ac.id/index.php/EMPATI/article/view/1534>
- Chhabra, M., Ribeiro, M. A., & Rossier, J. (2022). Introduction to the special section: life design interventions (counseling, guidance, education) for decent work and sustainable development. *International Journal for Educational and Vocational Guidance*, 22(3), 577–579. <https://doi.org/10.1007/s10775-022-09549-9>
- Creswell, J. W. (2003). *Research Design Quantitative, Qualitative, and Mixed Method, Approach Second Edition* (p.246)
- Dewi, Y., Fatimah, S., & Pahlevi, R. (2021). Application of Role Playing Techniques in Group Guidance on Students' Prosocial Behavior during the Covid-19 Pandemic. *FOKUS (Guidance & Counseling Studies in Education)*, 4(4), 269–278.30
- Hassan, Moch. Sya'roni & Hanifa Rusydiana. (2018). Application of Educational Sanctions in Improving Student Discipline at Mts Semesta Kedungmaling Sooko Mojokerto. *CENDEKIA: Journal of Islamic Studies*, 4(2).
- Lodico, M. . S. D. & V. K. (2010). Methods in Educational Research: From Theory to Practice, 2nd Edition. In *The Canadian Journal of Action Research* (Issue 3).
- Mona, N. (2020). Konsep Isolasi Dalam Jaringan Sosial Untuk Meminimalisasi Efek Contagious ( Kasus Penyebaran Virus Corona Di Indonesia). *Jurnal Sosial Humaniora Terapan*, 2(2), 117–125.
- Nasri, N. M., Yusof, Z. M., Ramasamy, S., & Halim, L. (2010). Uncovering problems faced by science teacher. *Procedia - Social and Behavioral Sciences*, 9, 670–673. <https://doi.org/10.1016/j.sbspro.2010.12.215>
- Nelasari, N., Hartanti, J., & Ardika Mifta Farid, D. (2022). The Effectiveness Of Group Counseling With Positive Reinforcement Techniques In Reduce Student Procrastination. *Jurnal Ilmiah Bimbingan Dan Konseling Undiksha*, 13(1), 40–48. <https://doi.org/10.23887/jibk.v13i1.45012>

- Patrick, S., & Connick, P. (2018). Psychometric properties of the PHQ-9 depression scale in people with multiple sclerosis: A systematic review. *BioRxiv, Mdd*, 1–12. <https://doi.org/10.1101/321653>
- Piepenburg, J. G., & Fervers, L. (2022). Do students need more information to leave the beaten paths? The impact of a counseling intervention on high school students' choice of major. *Higher Education*, 321–341. <https://doi.org/10.1007/s10734-021-00770-z>
- Rahmatyana, N., Mustifah, C. & Fatimah, S. (2019). The Role of Guidance and Counseling Teachers in Improving Student Helping Behavior. *FOCUS (Guidance & Counseling Studies in Education)*. 2(3),114–124.
- Pundra, Amar. 2020. Percentage of Self Guidance Counseling Teachers with Problem Students at SD Negeri 1 Jeporo. *Journal of Communication Studies*. Vol 4. pp. 109-123
- Rahmawati, Hasana. 2021. *Sanctions (Penalties) Against Students Entering School Late As an Effort to Form Discipline Character*. *Indonesian Journal of Teacher Education*. Vol 2. No 1. Pgs 236-245
- Rahmawati, WK, & Bibi, S. (2021). The relationship between students' perceptions of the guidance and counseling teacher's performance with confidence in doing individual counseling. *Guidance: Journal of Guidance and Counseling*, 18(12), 1–9.
- Rosi Wulandari, G. (2020). Pemerolehan Bahasa: Kajian Aspek Fonologi Pada Anak Usia 2-2,3 Tahun. *Imajeri: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(2), 129–136. <https://doi.org/10.22236/imajeri.v2i2.5084>
- Satana, Bayu et al. 2019. The Role of Guidance and Counseling Teachers in Handling Students' Aggressive Behavior at SMKN 5 Singkawan. *Indonesian Counseling Guidance Journal*. Vol 4. No2. ISSN 2477-5916. pp. 60-64
- Yüksel, S. (2006). The Role of Hidden Curricula on the Resistance Behavior of Undergraduate Students in Psychological Counseling and Guidance at a Turkish University. *Asia Pacific Education Review*, 7(1), 94–107.
- Yusuf, I., Zb, A., & Rozal, E. (2022). The Understanding Mathematical Communication Concepts and Skills: Analysis of the Ability of Prospective Physics Teachers? *International Journal of Education and Teaching Zone*, 1(2), 8–10. <https://doi.org/https://doi.org/10.57092/ijetz.v1i2.34>
- Zakwandi, R., Wulansari, P., Maula, A. R., & Hasan, S. (2022). Learning Reflection During Covid-19 Pandemic: Teacher Perception Toward Google Form Based Test. *International Journal of Education and Teaching Zone*, 1(2), 8–10. <https://doi.org/https://doi.org/10.57092/ijetz.v1i2.42>
- Zb, A., Ananda, R., & Mensah, B. (2022). The Effect of the STAD Type Cooperative Learning Model With The Help of Crossword Worksheet on Biology Learning Outcomes, Especially The Cognitive Domain. *International Journal of Education and Teaching Zone*, 1(2), 8–10. <https://doi.org/https://doi.org/10.57092/ijetz.v1i2.31>