

# The Effect of Group Guidance Using Group Exercise Techniques on the Career Selection Ability of High School Students

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## Abstract

The purpose of the study was to describe the profile of the career selection ability of students in the science department of SMA Negeri 7 Bekasi before and after group guidance services were carried out with group exercise techniques and the effect of group guidance with group exercise techniques on the career selection abilities of students in science majors at SMAN 7 Bekasi City. The research method used is an experimental design with a nonequivalent (pretest-posttest) control group design. The population is 180 students and the sample is 40 students taken by random sampling. The data collection technique is a questionnaire with a Likert scale. The data analysis technique used is the Independent Samples Test. The results showed that there was a significant effect of providing group guidance with group exercise techniques on the career selection skills of students majoring in science at SMAN 7 Bekasi City.

## Keywords

group guidance; group exercise techniques; career selection skills

## Abstrak

Tujuan penelitian untuk mendeskripsikan profil kemampuan pemilihan karier siswa Jurusan IPA SMA Negeri 7 Bekasi sebelum dan sesudah dilakukan layanan bimbingan kelompok dengan teknik *group exercise* dan pengaruh bimbingan kelompok dengan teknik *group exercise* terhadap kemampuan pemilihan karier siswa jurusan IPA SMAN 7 Kota Bekasi. Metode penelitian yang digunakan adalah eksperimen dengan desain *nonequivalent (pretest-posttest) control group design*. Populasi berjumlah 180 siswa dan sampel berjumlah 40 siswa yang diambil dengan random sampling. Teknik pengumpulan data adalah angket dengan skala Likert. Teknik analisis data yang digunakan adalah dengan *Independent Samples Test*. Hasil penelitian menunjukkan terdapat pengaruh yang signifikan pemberian bimbingan kelompok dengan teknik *group exercise* terhadap kemampuan pemilihan karier siswa jurusan IPA SMAN 7 Kota Bekasi.

## Kata kunci

bimbingan kelompok; teknik *group exercise*; kemampuan pemilihan karier

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## INTRODUCTION

Students who are at the high school (SMA) level are generally 15-18 years old, which is in the adolescent phase, according to Havighurst. One of the most important developmental tasks completed during adolescence is choosing and preparing for a career or job. High school graduates are generally directed to continue their education to college. In contrast, vocational high school graduates (SMK) equip students with the skills and expertise to be ready to face the world of work. Ginzberg (Kristiani et al., 2019) argues that the career selection process takes time because this process is not only limited to a specific period but is a process that takes time a person's lifetime in the world of work. The choice of a person's career is influenced by several factors, including the reality factor; namely, the selection of job results from environmental pressure, then the educational process factors. Because the career field is determined by the quality and quantity of education obtained by a person, emotional factors; career choice depends on aspects of one's personality, and personal value factors; is a factor that determines the type of work that someone will choose.

Career knowledge in school is very influential on career knowledge in adolescence because, at this time, students must at least know about further education and work or careers for their future. The new preparation is mainly done when students graduate from high school or vocational school, which leads to a specific field. Before class XII, students should have been given career or job knowledge. If students have understood career information, they will surely be able to choose study programs at universities and fields of work according to their expertise and skills.

Conditions as above, following preliminary results that researchers to students of class XI science have carried out at SMA Negeri 7 Bekasi stated that 72% of students did not have sufficient information about further study options. This phenomenon is in line with the research results conducted by Kristen (Kristiani et al., 2019) at SMK Negeri 29 Jakarta stated that 75% of students make career decisions based on opportunity, and only 55% of students have prepared themselves to make career choices. From the data above, we can conclude that without a process of providing good career selection information, it is not surprising that they will choose a career or job that is not following the interests and abilities of students. Researchers to do Observations regarding students' lack of interest in the science department, the reduced selection sees this condition in science classes over the last two years. One of the class X students stated that choosing the Social Sciences major is because he thinks studying in the Science major is more complicated. Even though these students enter high school through the academic achievement path and have a higher science score in junior high school than the social studies score. The observations above show that students' career selection based on their personality characteristics is still not optimal.

This condition is following that stated by Supriatna & Budiman (Supriatna & Budiman, 2009) that in concrete terms, the career problems felt by students include: (1) Students do not understand how to choose a study program that matches their abilities of interest; (2) Students do not have sufficient information about the world of work; (3) Students are still confused about choosing a job; (4) Students are still unable to choose jobs that match their abilities of interest, (5) Students feel anxious to get a job profession after finishing school; (6) Students do not have a choice of higher education or specific further education if after graduation they do not enter the world of work; and (7) Students do not yet have an idea about the characteristics, requirements, abilities, and skills needed in the job, as well as job prospects for their future careers.

Ginzberg's career development in the career selection process during high school is called the tentative period. With a classification of grades (15-16 years), namely the stage where the interests and capacities will be interpreted simply by individuals who begin to realize that there is a content of values certain types of work, both the content of personal values and a series of social values. Moreover, the transition stage (17 – 18 years) is At this age, individuals are aware of their decisions about career choices and the responsibilities that accompany those careers.

Therefore, career choice becomes an important thing to optimize one's potential and achieve optimal development tasks, and it should be in this phase teenager. In this case, students in schools in determining their future careers are assisted by the Counselor to determine the initial plan for choosing a career. In addition, career Guidance and Counseling Services should assist with problems that have and will arise and help acquire the knowledge, attitudes, and skills needed. One of the Counseling Guidance Service strategies is group guidance. Group guidance assists individuals in group situations to prevent problems or difficulties for the counselee (students). The provision of information in group guidance is intended to increase understanding of reality, the rules in life, and ways that can be done to complete assignments and reach a future in studies, careers, or life. Group activities aim to improve and develop self-understanding and environmental understanding, self-adjustment, and self-development (Nurihsan, 2006).

Group guidance has a variety of properties, ranging from informative to therapeutic. In practice, group guidance can be done through: various techniques, including discussions, simulations, exercises, field trips, homeroom programs, and socio-drama. One method or technique in group guidance can be oriented to structured, planned, and measurable activities in duration, material, and risk. Group exercises involve methods or techniques that involve this kind of activity (Rusmana, 2019). This group exercise technique includes various other techniques in group guidance, including discussion, simulation, and socio-drama. According to Rusmana (Rusmana, 2019), the term exercise refers to a group's activities to achieve a specific goal. An Exercise can be a simple activity of forming dyads and discussing a topic or activity that is a bit complicated.

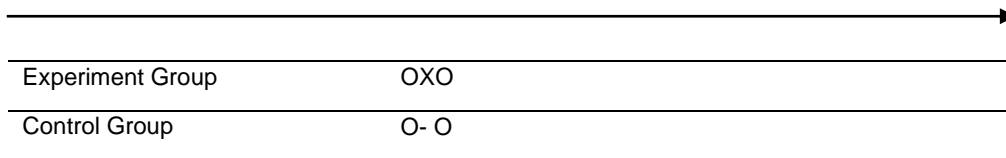
Research that discusses the effect of group guidance with group exercise techniques on students' career selection skills is still seldom conducted. Therefore, the researchers formulate research problems, namely, 1. What is the profile of the career selection ability of students in the Science Department of SMA Negeri 7 Bekasi before and after group guidance services carried out with group exercise techniques? And 2. Is there an effect of group guidance with group exercise techniques on the ability to choose careers of students majoring in science at SMAN 7 Bekasi City?

**METHOD**

The quasi-experimental design used a nonequivalent (pretest-posttest) control group design. The research design can be described as follows:

Table 1. Research Design

nonequivalent (pretest-posttest) control group design Time



Source: (Creswell, John, 2012)

Information:

- O = Result *Pre-Test* Experimental Group
- O = Result *Post-Test* Experimental Group
- O3 = Result *Pre-Test* Control Group
- O = Control Group Post-Test Results
- X = Treatment in the experimental group
- = No, there is a treatment

**Population and Sample**

The population in this study were students of Class X, majoring in science, SMA Negeri 7 Bekasi, Year 2020/2021 lessons with a total amount 180 student. The sample in this study amounted to 40 students identified as having the ability to choose a career in the medium category and low category, with each sample members 20 for the control group and 20 for the experimental group. Following what was conveyed by Sugiyono (Sugiyono, 2015), for simple experimental research, the number of sample members is between 10-20 people each. The sampling technique used was random sampling.

**Instrument**

The questionnaire used to measure students' career choice majoring in science at SMA Negeri 7 Bekasi is a Likert scale model. The scale in this study is the career selection ability scale with three-choice response alternatives, namely 3 for appropriate, 2 for unsuitable, and 1 for unsuitable for positive statements and 1 for appropriate, 2 for unsuitable, and 3 for not appropriate for negative statements. The questionnaire used to measure students' career choice skills has two dimensions, namely. First is the dimension of self-understanding, with indicators that students understand their interests, know career information, and understand their strengths and weaknesses. Second. The influence of social environment Dimensions with indicators the influence of the family environment, the influence of the community environment, and the influence of peers. Researchers tested the validity and reliability of the student career choice questionnaire. The result is the numbers 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, and 30.

**Data analysis**

The researcher used descriptive and inferential analysis. The descriptive analysis used is to calculate the average flat, median, mode, standard deviation, range, smallest value, and most significant value. The inferential analysis used is to calculate the normality test, homogeneity test, and hypothesis testing. Researchers used the SPSS program.

**RESULT AND DISCUSSION**

Profile of the career selection ability of students in the Science Department of SMA Negeri 7 Bekasi before and after group guidance services were carried out with group exercise techniques. The researcher presents data on the career selection abilities of the students of the Science Department at SMA Negeri 7 Bekasi in the experimental class as follows:

Table 2. Experimental Class Student Career Selection Ability Data

No	Student Career Selection Score	Category
1	77	High
2	75	High
3	75	High
4	75	High
5	74	High
6	73	High
7	73	High
8	72	High
9	72	High
10	71	High
11	71	High
12	70	High
13	70	High
14	69	High
15	69	High
16	68	High
17	68	High
18	67	High
19	67	High
20	66	High

Data table 2 explains that 100 percent of the experimental class students have a high category of students' career choice ability scores. Based on the data above, the mean, median, mode, standard deviation, variance, range, smallest value, and most significant value can be seen below.

Table 3. Description of Experimental Class Data

Statistics		Experiment
N	Valid	20
	missing	0
mean		71.10
median		71.00
Mode		75
Std. Deviation		3.144
Variance		9, 884
Range		11
Minimum		66
Maximum		77

a. Multiple modes exist. The smallest value is shown

Based on the data experimental class students' career-selection ability scores have an average of 71.10, a median of 71.00, a mode of 75, a standard deviation of 3.144, a variance of 9.884, a range of 11, the smallest value of 66, and the most significant value of 77. The researcher presents data on the career choice ability of the students of the Science Department of SMA Negeri 7 Bekasi in the control class as follows:

Table 4. Career Selection Ability Data for Control Class Students

No	Student Career Selection Score	Category
1	77	High
2	75	High
3	74	High
4	73	High
5	73	High
6	71	High
7	73	High
8	70	High
9	69	High
10	69	High
11	67	High
12	67	High
13	65	High
14	65	High
15	62	Medium
16	62	Medium
17	59	Medium
18	59	Medium
19	67	High
20	65	High

The data above explains that 80 percent of the control class students have a high category career choice score, and 20 percent have a medium career choice ability score. Based on these data, the mean, median, mode, standard deviation, variance, range, smallest value, and most significant value can be seen below.

Table 5. Description of Control Class Data

Statistics		Control
N	Valid	20
	missing	0
mean		68.10
median		68.00
Mode		65a
Std. Deviation		5.230
Variance		27, 358
Range		18
Minimum		59
Maximum		77
a. Multiple modes exist. The smallest value is shown		

Based on the data above, the control class students' career choice scores averaged 68.10, median 68.00, mode 65, standard deviation 5.230, variance 27, 358, range 18, smallest value 59, and most significant value 77.

### Normality test

Researchers tested the normality of the data using the SPSS program, and the results are as follows:

Table 6. Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
		Experiment	Control
N		20	20
Normal Parameters	mean	71.10	68.10
	Std. Deviation	3.144	5.230
Most Extreme Differences	Absolute	.098	.126
	Positive	.098	.083
	negative	-.093	-.126
Kolmogorov-Smirnov Z		.438	.562
asympt. Sig. (2-tailed)		.991	.911
a. Test distribution is Normal.			

Based on the table above, the significant value for the data on the ability to choose careers in the experimental class is  $0.991 > 0.05$ . It is declared normal, and the significant value for the data on the ability to choose careers in the control class is  $0.911 > 0.05$ , which means it is normal.

### Homogeneity Test

Researchers tested the homogeneity of the data using the SPSS program, and the results are as follows:

Table 7 Results of Data Homogeneity Test

Test of Homogeneity of Variances			
A1			
Levene Statistics	df1	df2	Sig.
1, 890	5	9	.192

Based on the table above, a significant value of  $0.192 > 0.05$  is obtained. It is stated that the two data come from a homogeneous population.

### Hypothesis testing

The results of hypothesis testing are presented by the researcher as follows:

Table 8. Analysis results-test

Independent Samples Test									
	Levene's Test for Equality of Variances			t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
NKPR Equal variances assumed	5.385	.026	2.198	38	.034	3,000	1.365	.238	5.762
Equal variances not assumed			2.198	31,144	.035	3,000	1.365	.217	5.783

Based on the results of hypothesis testing above, obtained a significant value of  $0.034 < 0.05$  was obtained from degrees of freedom  $N1 (20) + N2 (20) - 2 = 38$  with an alpha of 5% because the significant value is  $0.034 < 0.05$ .  $H_0$  is rejected, and  $H_a$  is accepted, which means a significant effect of group guidance with group exercise techniques on the ability to choose a career in science majors at SMAN 7 Bekasi City. Experimental class with a score of 100 percent of students' career choice abilities in the high category. The experimental class students' career choice scores had an average of 71.10, a median of 71.00, a mode of 75, a standard deviation of 3.144, a variance of 9.884, a range of 11,

the smallest value of 66, and the most significant value of 77. Control class students have a score of 80 percent of students' career selection ability scores in the high category, and 20 percent have students' career selection ability scores in the medium category. Control class students' career choice ability scores averaged 68.10, median 68.00, mode 65, standard deviation 5.230, variance 27.358, range 18, smallest value 59, and most significant value 77. The average value of students' career selection skills in the experimental class is higher than the average value of the career choice ability of the control class students, which is  $71.10 > 68.10$ .

Because the significant value is  $0.034 < 0.05$ ,  $H_0$  is rejected, and  $H_a$  is accepted. It means a significant effect of group guidance with group exercise techniques on the ability to choose a career in science majors at SMAN 7 Bekasi City. The study results are supported by research from Nurul Hikmah (2017) which stated that the intervention of group guidance was effective for developing adolescent self-regulation. Moreover, group guidance with group exercise techniques was practical for developing self-regulation of eight adolescents in the experimental group at the Ciumbuleuit Children's Social Protection Home, marked by an increase in the score of the experimental group before and after the intervention. The increased score of the experimental group before and after the intervention dynamics of behavior change at each intervention session. Erna Krisnawati (2016), group guidance on group exercise techniques can improve students' interpersonal relationships. This group exercise guidance has many exercises that can be applied to students based on; their goals, such as writing, reading, motion, circle, dyad and triad, creative props, arts and crafts, fantasy, general reading, feedback, experiential, moral dilemma, group decision, and touch. The many types of group exercises that can be applied in group guidance are expected to increase interaction and dynamics within the group. Such as the purpose of group guidance so that students can choose a career well according to their talents, interests, and abilities.

Winkel & Sri Hastuti (2004: 565) also mentions the benefits of group guidance services are getting the opportunity to contact many students; provide the information needed by students; students can be aware of the challenges that will be faced; students can accept themselves after realizing that their friends often face the same problems, difficulties, and challenges; and are more daring to express their views when in a group; given the opportunity to discuss something together; more willing to accept a view or opinion when put forward by a friend than that expressed by a counselor. Group exercise technique is a technique that can be used in group guidance so that the services provided are action-oriented because it makes group members active, moving,

Research by Chan et al. (2003) towards adolescents transitioning to a new place or school shows that adolescent self-development programs through group exercises are very effective in helping adolescents interact with their classmates. In other studies that support group exercises, Rosidah's research (2013) shows that the game technique in group guidance effectively improves the adjustment of junior high school students. Moreover, Sukma's research (2011) shows that the simulation game technique is effectively used to improve the adjustment of high school students. The results of this study on the use of group exercises are relevant to the opinion of Jacobs et al. (2012, p. 219) that "exercise that is well thought out and used properly can be of great benefit in almost all groups." The use of group exercises that are well thought out and correctly can benefit the group guidance process, so it is hoped that group guidance can help students improve their self-adjustment abilities.

Jacobs et al. (2012) suggest the following types of exercises (exercise): written exercises, movement exercises, Dyads and triads, rounds, creative props, arts and crafts exercises, fantasy exercises, common reading exercises, feedback exercises, trust exercises, experiential exercises, moral dilemma exercises, group-decision exercises, and touching exercises. Exercises (exercises) that are well thought out and used properly are beneficial for almost all groups. Some experts also agree with exercises (exercise) as a technique that plays an important role in creating meaningful groups (Corey, 2003).2008; gladding, 2008; Yalom, 2005in Jacobs et al., 2012). This research is an effort to utilize exercises in creating groups that can determine their careers well. So that students can continue higher education according to their talents and interests and determine the career path that suits them appropriately without any coercion from other parties.

## CONCLUSION

Based on the research and discussion results, the conclusions of the research results are as follows: Experimental class students who have a score of 100 percent of students' career choice abilities in the high category. The experimental class students' career choice scores had an average of 71.10, a median of 71.00, a mode of 75, a standard deviation of 3.144, a variance of 9.884, a range of 11, the smallest value was 66, and the largest score was 77. The control class students had a career choice ability score. Eighty percent of students are in the high category, and 20 percent can choose a career in the medium category. The control class students' career-selection ability scores averaged 68.10, median 68.00, mode 65, standard deviation 5.230, variance 27, 358, range 18, smallest value 59, and largest value 77. The average value of the career selection ability of the experimental class students is higher than the average score of the control class students' career choice skills, which is  $71.10 > 68.10$ . There is a significant effect of group guidance with group exercise techniques on the career selection ability of students majoring in science at SMAN 7 Bekasi City. Because the significant value is  $0.034 < 0.05$  and  $t$  count is  $2.198 > t$  table 1.68. Based on research results, the researchers provide suggestions for related parties. As the leader and manager of the school who has the highest authority in the school, the principal should consider the benefits of group guidance services using this group exercises technique to improve the career choice skills of students majoring in science. Counselors are expected to use group guidance techniques for students majoring in Science and Social Sciences for students' career choice skills. Further researchers are advised to use a stratified random sampling technique so that the sample can represent the diversity or variation of the research population. Further researchers can use interviews, and expand the research sample with the characteristics of different research samples and can develop research by including factors that can improve students' career development.

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