

# Development of an Islamic guidance and counseling module based on ethical behavior values to prevent risky social behavior among students

**Febrina Askolani**

Universitas Ibn Khaldun Bogor, Indonesia

\*febrinaaskolani@gmail.com

## **Abstract**

*This study aims to analyze the need for developing an Islamic Guidance and Counseling Module based on ethical behavior values to prevent free association among junior high school students, to formulate the module design, and to examine its feasibility. The research employed a Research and Development (R&D) approach using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. Data were collected through needs assessment questionnaires distributed to guidance and counseling teachers, document analysis of existing modules, and expert validation sheets covering linguistic, counseling, Islamic education, and design aspects. The needs analysis revealed that 100% of teachers expressed the necessity of a module integrating Islamic ethical values, while 25% had not yet possessed similar instructional materials. The developed module comprises five thematic chapters addressing causes, impacts, and preventive strategies grounded in Islamic teachings. Feasibility testing yielded an average score of 88.9%, categorized as "Highly Feasible." These findings indicate that the module is appropriate for use in Islamic guidance and counseling services to strengthen ethical awareness, reinforce religious character, and support preventive efforts among junior high school students.*

**Keywords:** *Independent Association; Islamic Guidance and Counseling; Module Development; Ethical Behavior; Junior High School*

## **Abstrak**

Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan Modul Bimbingan dan Konseling Islam berdasarkan nilai-nilai perilaku etis guna mencegah pergaulan bebas di kalangan siswa sekolah menengah pertama, merumuskan desain modul, serta menguji kelayakannya. Penelitian ini menggunakan pendekatan Penelitian dan Pengembangan (R&D) dengan menerapkan model ADDIE, yang terdiri dari tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Data dikumpulkan melalui kuesioner penilaian kebutuhan yang dibagikan kepada guru bimbingan dan konseling, analisis dokumen modul yang sudah ada, serta lembar validasi ahli yang mencakup aspek linguistik, konseling, pendidikan Islam, dan desain. Analisis kebutuhan menunjukkan bahwa 100% guru menyatakan perlunya modul

**Article Information:** Received Nov 08, 2025, Accepted Apr 28, 2026, Published Apr 30, 2026

**Copyright (c)** 2026 Tawazun: Jurnal Pendidikan Islam

This article is licensed under Creative Commons License **CC-BY-SA**

yang mengintegrasikan nilai-nilai etika Islam, sementara 25% di antaranya belum memiliki bahan ajar serupa. Modul yang dikembangkan terdiri dari lima bab tematik yang membahas penyebab, dampak, dan strategi pencegahan yang didasarkan pada ajaran Islam. Uji kelayakan menghasilkan skor rata-rata 88,9%, dikategorikan sebagai "Sangat Layak." Temuan ini menunjukkan bahwa modul ini sesuai untuk digunakan dalam layanan bimbingan dan konseling Islam guna memperkuat kesadaran etika, memperkuat karakter keagamaan, dan mendukung upaya pencegahan di kalangan siswa sekolah menengah pertama.

**Kata kunci:** Asosiasi Bebas; Bimbingan & Konseling Islam; Pengembangan Modul; Perilaku Etis; Sekolah Menengah Pertama

## Introduction

Guidance and counseling play an important role in education, particularly in helping students develop their potential and overcome personal, social, academic, and career-related problems. The guidance process is designed to assist individuals in recognizing their strengths and weaknesses and making appropriate decisions for their future. Counseling, on the other hand, emphasizes a more in-depth assistance process to help individuals understand and resolve the emotional and psychological problems they face. In the educational context, guidance and counseling services aim to develop students who possess personal, social, and academic well-being and who are able to behave in accordance with moral and ethical values.

In the implementation of guidance and counseling services, there are Independence Competency Standards (Standar Kompetensi Kemandirian/SKK) that cover various aspects of individual development, including religious life foundations, ethical behavior, emotional maturity, social responsibility, and career readiness (Satria, 2021). Among these aspects, the foundation of ethical behavior is a key factor in shaping students' character and morality. However, various studies and reports indicate a decline in ethical behavior among adolescents, as reflected in the increasing cases of risky social behavior, verbal violence, misuse of social media, and other deviant behaviors.

Several studies have shown that this phenomenon has reached an alarming level. Cases of risky social behavior leading to early marriage in Bogor and Jepara Regencies, for instance, indicate increasing behaviors that deviate from social and religious norms (DP3AP2KB). Similar phenomena have also been found in various other regions, including Malang (Husamah, Hudha, and Pantiwati 2018), where junior high school students exhibit unethical behaviors such as accessing pornographic content, smoking, skipping classes, and teasing their peers (Wendari et al., 2016). Data from the Indonesian Adolescent Reproductive Health

Survey (SKRRI) also reveal that adolescent dating behavior in Indonesia has exceeded the boundaries of moral and religious norms (Health, 2013).

Various studies have examined the factors that cause risky social behavior and the preventive efforts through educational approaches and guidance services. Research conducted by (Anwar et al., 2019) shows that deviant adolescent behavior is influenced by weak self-control, low religious understanding, as well as the influence of social environments and digital media. These findings indicate a gap between the achievement of the Independence Competency Standards, particularly in the aspect of ethical behavior foundations, and the actual conditions of students in the field. Furthermore, Kusmiati et al., (2022) emphasized that reproductive health education has a significant effect on increasing adolescents' knowledge about the dangers of risky social behavior. Similar findings were reported by Paezal et al., (2020), who found an increase in adolescents' knowledge and changes in attitudes after receiving structured educational interventions.

In the context of guidance and counseling services, Andriati & Maulana (2020) developed an information service model on the dangers of free sex among senior high school students using the Research and Development (R&D) method. The results of the study showed the effectiveness of the service in improving students' understanding. Meanwhile, Fithriyana (2019) found that the affective function of the family has a significant relationship with adolescents' risky social behavior, indicating the important role of environmental factors in shaping behavior.

In terms of developing ethical behavior, Rahmawati, (2023) as well as Mawah, Alim, & Al Kattani, (2021) developed ethical behavior guidance programs at the junior high school and Islamic boarding school levels. These programs were considered effective in supporting the character development of students and santri in accordance with prevailing moral values. In addition, Mbayang, (2024) through a literature review, identified several factors contributing to risky social behavior, such as the lack of comprehensive sex education, social pressure, and weak parental roles.

Although these studies indicate that educational approaches and guidance programs are effective in improving adolescents' knowledge and attitudes, most of them still focus on cognitive aspects, reproductive health, or general character development. There are still limited studies that specifically develop structured and systematic Islamic-based guidance and counseling modules as a preventive effort against risky social behavior among junior high school students. Therefore, the development of a module based on ethical behavior foundations that integrates values from the Qur'an and Hadith is important to address this gap.

Based on this gap, this study offers a novelty in the form of developing a guidance and counseling module based on ethical behavior foundations to prevent risky social behavior among junior high school students. This module is expected to serve as a practical guide for school counselors in implementing preventive services oriented toward strengthening students' moral and ethical character. Unlike previous studies that mainly focused on behavioral patterns and their causal factors, this study focuses on developing an educational intervention product that can be directly applied in school counseling practices.

In addition to providing practical contributions to the implementation of guidance and counseling services in schools, this study also provides theoretical contributions in the form of a model for strengthening ethical behavior foundations in the context of junior secondary education. Through a systematic module development approach, this study is expected to enrich the literature on guidance and counseling in Indonesia, particularly in preventive efforts against adolescents' risky social behavior.

Therefore, the objectives of this study are: (1) to analyze the need for developing a guidance and counseling module based on ethical behavior foundations in preventing risky social behavior among junior high school students, (2) to design and develop the ethical behavior-based guidance and counseling module, and (3) to examine the feasibility of the module as a medium for guidance and counseling services in schools. Through the development of this module, it is expected that school counselors will be able to strengthen the preventive function of guidance and counseling, instill moral and religious values in students, and encourage the development of ethical behavior as a manifestation of the independence competency standards of junior high school students.

## **Research Method**

This study employed a Research and Development (R&D) method using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. This model was selected because it is appropriate for developing educational learning tools such as guidance and counseling modules (Dick and Carey, 1978).

The study was conducted at a junior high school in Bogor City and involved two groups of respondents: four experts (guidance and counseling, Indonesian language, Islamic education, and design) and three guidance and counseling teachers as practitioners. The sources of research data consisted of students' and teachers' needs data, expert validation results, and practitioners' assessments of the module.

The analysis stage was carried out by distributing needs assessment questionnaires to students and guidance and counseling teachers to identify problems, service needs, and expectations regarding the module. In addition, an analysis of similar products was conducted to examine their strengths and weaknesses as a basis for designing the module.

At the design stage, the researcher developed the module structure, which includes service objectives, main materials, guidance activities, and evaluation instruments. A draft of the module layout and assessment instruments was also prepared as a reference for the development process. The development stage was conducted through validation by experts. Each expert assessed the feasibility of the module in terms of content, language, and design using a Likert scale questionnaire ranging from 1 to 5. The experts' suggestions were used to revise and improve the module, resulting in a better prototype.

The implementation stage involved guidance and counseling teachers as practitioners. The practitioners evaluated the practicality of the module, the attractiveness of its appearance, the completeness of its components, and the applicability of the module in guidance services. The practitioners' feedback was then used as the basis for further revisions.

The evaluation stage was conducted by analyzing the results of the expert and practitioner questionnaires using a percentage formula. The percentage results were interpreted based on the feasibility criteria proposed by Riduwan, (2012), namely very feasible, feasible, fairly feasible, not feasible, and very unfeasible. These data were used to determine the level of product feasibility and to produce the final prototype of the guidance and counseling module.

## **Results And Discussion**

### **A. Results**

This section presents the results of data analysis based on the three objectives of the study: analyzing the need for module development, designing and developing the module, and evaluating the feasibility of the module.

#### ***1. Needs analysis for module development***

The needs analysis was conducted involving 32 guidance and counseling teachers and 35 junior high school students using a questionnaire distributed through Google Forms. The data were analyzed using percentage calculations and categorized based on the level of need.

**Tabel 1.** Results of the guidance and counseling teachers' needs analysis

Statement	Percentage of Agreement	Description
Need for an ethical behavior-based module	100%	Highly needed
Support for the use of the module	100%	Full support
Already have a similar module	75%	Not evenly available
Do not yet have a module	25%	Development needed

All guidance and counseling teachers (100%) stated that there is a need for a module based on ethical behavior values. Although some teachers already have similar modules, none of them are systematically integrated with Islamic values.

**Tabel 2.** Results of Students' Needs Analysis

Statement	Percentage of Agreement
Aware of the impacts of risky social behavior	91.4%
Have witnessed risky behavior	51.4%
Need guidance from teachers	91.4%
Understand the importance of religious norms	100%
Have not received specific services	42.9%

The majority of students understand the risks of risky social behavior and express the need for guidance from teachers. However, 42.9% of students stated that they have not yet received specific services related to the prevention of risky social behavior.

## 2. Analysis of relevant modules

An analysis was conducted on two previously published modules on the prevention of risky social behavior, namely the *Free Association and Prevention Education Module* (Lutfiana et al., 2022) and the *Protect Your Dignity and Soul Module* (Iswanto, 2018). The analysis aimed to identify the strengths and limitations of these modules as a basis for product development.

**Tabel 3.** Comparative Analysis of Two Risky Social Behavior Prevention Modules

No	Aspect	Free Association and Prevention Education Module	Protect Your Dignity and Soul Module
1	Content Feasibility	Discusses the prevention of risky social behavior, but Islamic values are not yet integrated	Discusses self-protection and social interaction without the integration of Islamic values
2	Language	Contains several typing and punctuation errors	Some sentences are less effective
3	Presentation	Limited illustrations and less attractive	The structure is not yet fully systematic
4	Graphics	Layout is less consistent	Simple appearance and dominated by text

5	Integration of Islamic Values	Does not include Qur'anic verses or hadith	Does not yet contain a religious foundation
6	Junior High School Context	Not specifically targeted to the characteristics of junior high school students	The language tends to be formal

Based on the analysis results, both modules discuss the theme of preventing risky social behavior. However, they do not fully meet the characteristics of guidance and counseling service modules based on Islamic values. The main limitations lie in the absence of the integration of Qur'anic verses or hadith as the foundation of ethical behavior, the lack of contextual relevance to the characteristics of junior high school students, and the presentation aspect, which remains informative and less interactive. These findings indicate the need to develop a module that is more comprehensive, integrative, and relevant to the needs of guidance and counseling services in junior high schools, particularly in strengthening the foundation of ethical behavior based on Islamic values.

### ***3. Results of module design and development***

The developed product is entitled Guidance and Counseling Module on Ethical Behavior Foundations to Prevent Risky Social Behavior among Junior High School Students. The development process followed the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) up to the product evaluation stage. During the design and development stage, the product was developed through three prototype stages (Prototype 1, Prototype 2, and Prototype 3). Each prototype was revised based on feedback from instructional design experts, guidance and counseling experts, language experts, Islamic education experts, and guidance and counseling practitioners.

The module is organized into three main sections: the introduction, the main content, and the closing section, which are systematically designed to support students' understanding and character development. The introduction section consists of the cover page, foreword, module objectives, instructions for use, concept map, and table of contents, all of which provide initial guidance and orientation for students before engaging with the learning materials. The main content section contains five major chapters, namely Causes of Risky Social Behavior, Understanding Puberty for Self-Protection, Facts and Consequences of Risky Social Behavior, Adultery from the Islamic Perspective, and Maintaining Self-Control as an Act of Worship and Responsibility.

Each chapter is structured with several important components, including an introduction, developmental competencies, developmental objectives, main materials, reflection activities, and attitude assessment. These components are

intended not only to deliver knowledge but also to foster students' self-awareness and moral responsibility. The closing section includes references and the author's biography, providing supporting academic sources and information about the module writer. In terms of characteristics, the module is specifically designed by integrating the values of the Qur'an and Hadith as the fundamental basis for ethical behavior formation. It is also structured in accordance with the developmental achievements and learning objectives of junior high school students, ensuring its relevance to their psychological and educational needs.

The use of communicative and contextual language makes the content easier to understand and more applicable to students' daily lives. In addition, the module incorporates self-reflection activities and attitude assessments to strengthen the internalization of values and encourage positive behavioral change. To improve students' interest and readability, the module is complemented by visual illustrations that make the content more engaging and accessible. Through a gradual revision process, these improvements resulted in the third prototype of the module, which was declared feasible for implementation in guidance and counseling services at the junior high school level.

#### **4. Module feasibility test**

The feasibility test was conducted at the evaluation stage in the ADDIE development model to assess the final quality of the product (prototype 3) before wider implementation. The assessment was carried out through a validation questionnaire using a Likert scale of 1–4 (4 = very feasible; 3 = feasible; 2 = less feasible; 1 = not feasible). The feasibility percentage was calculated and interpreted using the feasibility criteria according to Riduwan, (2012), with the category "Very Feasible" assigned if the percentage is  $\geq 80\%$ .

The results of the design expert validation showed that all indicators obtained the maximum score (4), with a feasibility percentage of 100% (Very Feasible). The module was considered to have consistent formatting, an attractive visual appearance, relevant illustrations, and ease of use in guidance and counseling services. Validation by the guidance and counseling expert showed a feasibility percentage of 87.5% (Very Feasible). The module was considered to be in accordance with the scientific principles of guidance and counseling, systematic, relevant to the needs of junior high school students, and capable of integrating ethical and religious values within the service.

The results of validation by the Islamic Education expert showed a percentage of 89% (Very Feasible). The module was considered to include relevant Qur'anic verses and Hadith, to be consistent with Islamic teachings, and to encourage the

development of students' morals and ethical behavior. The language validation obtained a percentage of 76.5% (Feasible). The language was considered communicative and appropriate to the developmental level of junior high school students, although minor improvements were still needed in terms of readability and consistency of terminology.

The feasibility test conducted by three guidance and counseling teachers demonstrated that the developed module was considered appropriate for implementation in school counseling services. The first guidance and counseling teacher (BK Teacher 1) gave a feasibility score of 75%, which falls into the feasible category, indicating that the module is suitable for use with minor improvements. Meanwhile, the second and third guidance and counseling teachers (BK Teacher 2 and BK Teacher 3) each provided a score of 100%, placing the module in the very feasible category. These results indicate that the module has strong relevance, clarity, and practicality in supporting guidance and counseling activities, particularly in helping students understand and prevent risky social behavior. Overall, the high feasibility scores from the three evaluators confirm that the module is highly appropriate and effective for implementation at the junior high school level. The average result of practitioner validation was 91.7% (Very Feasible). These findings indicate that the module is considered practical, easy to use in classroom guidance services, and appropriate to the characteristics of junior high school students.

**Tabel 4.** Recapitulation of Module Feasibility

<b>Validator</b>	<b>Percentage</b>	<b>Category</b>
Indonesian Language Expert	76,5%	Feasible
Guidance and Counseling Expert	87,5%	Very Feasible
Islamic Education Expert	89%	Very Feasible
Design Expert	100%	Very Feasible
Guidance and Counseling Teachers	91,7%	Very Feasible

Total average feasibility: 88.9% (Very Feasible).

Based on the feasibility interpretation criteria, the module obtained an average score of 88.9%, which is categorized as Very Feasible. This result indicates that the developed module has successfully met several important aspects required for effective implementation in guidance and counseling services. These aspects include the feasibility of content and its alignment with guidance and counseling scientific principles, the integration of Islamic values as the moral foundation of the material, the quality of design and visual presentation, the accuracy and clarity of language used, and its suitability with the developmental characteristics of junior high school students. The high score reflects that the module is not only academically appropriate but also practically

relevant and engaging for students. Furthermore, the integration of ethical values based on Islamic teachings strengthens the module's role in fostering students' moral awareness and self-control in preventing risky social behavior. Although minor improvements are still needed, particularly in the language aspect to enhance clarity and readability, overall, the Guidance and Counseling Module on Ethical Behavior Foundations to Prevent Free Association is declared feasible and appropriate to be used as a supporting medium for guidance and counseling services at the junior high school level.

## **B. Discussion**

The high percentage of guidance and counseling teachers' needs (100%) indicates that counseling services in junior high schools require more systematic and value-based supporting tools. During early adolescence, students are in the identity development stage and are highly vulnerable to peer influence. Therefore, preventive approaches based on ethical behavior are relevant to strengthen self-control and moral awareness. The finding that 42.9% of students have not received specific services indicates a gap in counseling services. This suggests the need for a structured module so that services are not merely incidental but systematic and sustainable.

The use of the ADDIE model allows a gradual and systematic revision process. The integration of Qur'anic values and hadith within the module expands the preventive approach from merely delivering information to establishing moral and spiritual foundations. Conceptually, this approach aligns with the paradigm of Islamic education, which emphasizes moral development as the core of education. The module not only provides knowledge about the risks of risky social behavior but also internalizes the values of responsibility and religious awareness.

The average feasibility score of 88.9% indicates that the module meets standards in terms of content, design, and language. High validation results from guidance and counseling experts and practitioners demonstrate that the module is both theoretically relevant and practically applicable. These findings are consistent with previous studies on guidance and counseling module development, which state that systematic service tools improve the effectiveness of preventive counseling services in schools. However, this study has an advantage in the explicit integration of Islamic values as the foundation of ethical behavior, which has rarely been developed in previous counseling modules. Thus, this module functions not only as a counseling service medium but also as an instrument for strengthening character based on religious values.

This study enriches the development of guidance and counseling service media by incorporating the dimension of integrating religious values as the foundation of ethical behavior. The module demonstrates that preventive approaches can be strengthened through the internalization of spiritual values, not only through risk education. Practically, this module can be used as a guide for classroom counseling services in junior high schools to prevent risky social behavior. The module can also serve as a reference for guidance and counseling teachers in developing service programs based on character and religious values.

## **Conclusion**

This study produced a Guidance and Counseling Module on Ethical Behavior Foundations to Prevent Free Association among Junior High School Students through the ADDIE development model. The results of the needs analysis indicate that guidance and counseling teachers and students highly require guidance media that are more comprehensive, contextual, and integrated with Islamic values. All guidance and counseling teachers supported the development of the module, while some had not yet possessed similar service materials, indicating the importance of providing relevant preventive guidance media. The module development process was carried out systematically through the stages of analysis, design, development, implementation, and evaluation. The resulting module consists of five main chapters related to ethical behavior, puberty, the causes and impacts of free association, as well as the Islamic perspective on adultery and efforts to maintain self-control. Validation from experts and feedback from practitioners indicate that the module is easy to use, communicative, and appropriate to the characteristics of junior high school students. The feasibility test showed that the module falls into the very feasible category with an average feasibility percentage of 88.9% across various aspects, including content, language, design, and Islamic values. These findings confirm that the developed module can be used as a preventive guidance medium to help students understand ethical behavior and prevent free association. The final product of the module is declared feasible to be implemented in guidance and counseling services at the junior high school level.

## **References**

- Anwar, H. K., Martunis, M., & Fajriani. (2019). Analisis faktor-faktor penyebab terjadinya pergaulan bebas pada remaja di Kota Banda Aceh. *Jurnal Ilmiah Mahasiswa Bimbingan*, 4(2), 9.
- Dick, W., & Carey, L. (1978). *The systematic design of instruction*. Scott, Foresman and Company.

- Fithriyana, R. (2019). Hubungan fungsi afektif keluarga dengan pergaulan bebas remaja di MTs Swasta Nurul Hasana Tenggayun. *Edukatif: Jurnal Ilmu Pendidikan*, 1(2), 72. <https://doi.org/10.31004/edukatif.v1i2.8>
- Detik Health. (2013). BKKBN: Banyak saling raba, kualitas pacaran remaja memprihatinkan. *Detik Health*. Retrieved from <https://health.detik.com/anak-dan-remaja/d-2406219/bkkbn-banyak-saling-raba-kualitas-pacaran-remaja-memprihatinkan>
- Husamah, H., Hudha, A. M., & Pantiwati, Y. (2018). Pendampingan guru SMPN 8 Kota Malang dalam mengembangkan perilaku etis siswa berbasis model pembelajaran OIDDE. *International Journal of Community Service Learning*, 2(2), 43. <https://doi.org/10.23887/ijcsl.v2i2.14185>
- Iswanto, H. (2018). *Modul tema 10: Jagalah martabat dan jiwamu*. Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan Ditjen Pendidikan Anak Usia Dini dan Pendidikan Masyarakat, Kementerian Pendidikan dan Kebudayaan.
- Kusmiati, M., Ramadani, F. N., Nadia, M., & Nursyam, R. (2022). Pendidikan kesehatan: Bahaya pergaulan bebas remaja. *Jurnal Pemberdayaan dan Pendidikan Kesehatan (JPPK)*, 2(01), 1. <https://doi.org/10.34305/jppk.v2i01.441>
- Lutfiana, A. N., Dewi, R. S., Indria, K., & Anggraeni, N. (2022). *Modul pergaulan bebas dan edukasi pencegahan*. Politeknik Kesehatan Kementerian Kesehatan.
- Mbayang, C. M. (2024). Pergaulan bebas di kalangan remaja. *JLEB: Journal of Law, Education and Business*, 2(1), 366. <https://doi.org/10.57235/jleb.v2i1.1669>
- Mawah, S. R. R., Alim, A., & Wardi, A. H. A. K. (2021). Program bimbingan perilaku etis di pesantren. *Jurnal Pendidikan Islam*, 5(1), 75.
- Andriati, N., & Maulana, R. (2020). Pengembangan model layanan informasi tentang bahaya seks bebas pada siswa SMA Walisongo Pontianak. *Jurnal Bimbingan dan Konseling Ar-Rahman*, 6(1), 62.
- Paezal, M., Husen, M. S., & Haerani, B. (2020). Analisa tingkat pengetahuan dan sikap tentang pergaulan bebas pada remaja di SMA Nurul Falah Perina. *Jurnal Indonesia Sosial Sains*, 1(3), 1.
- Rahmawati, S. (2023). Program bimbingan konseling perilaku etis siswa SMP. *Reslaj: Religion Education Social Laa Roiba Journal*, 5(4), 1143. <https://doi.org/10.47476/reslaj.v5i4.2138>
- Riduwan. (2012). *Skala pengukuran variabel-variabel penelitian*. Alfabeta.
- Satriah, L. (2021). *Panduan bimbingan dan konseling pendidikan*. Fokus Media.
- Wendari, W. N., Badrujaman, A., & Sismiati, A. S. (2016). Profil permasalahan siswa sekolah menengah pertama (SMP) negeri di Kota Bogor. *Insight: Jurnal Bimbingan Konseling*, 5(1), 134–135. <https://doi.org/10.21009/insight.051.19>