

## The Influence of Group Guidance on Student Learning Attitudes

Cetrisnawati Cetrisnawati<sup>1</sup>, Ardimen<sup>2✉</sup>, Dasril Dasril<sup>3</sup>, Nursyamsi Nursyamsi<sup>4</sup>

Bimbingan dan Konseling, FTIK UIN Mahmud Yunus Batusangkar, Indonesia<sup>1,2,3</sup>

Bimbingan dan Konseling Pendidikan Islam, FTK UIN Imam Bonjol Padang, Indonesia<sup>4</sup>

email: [ardimen@uinmybatusangkar.ac.id](mailto:ardimen@uinmybatusangkar.ac.id)

DOI: 10.31958/jies.v3i2.10251

### Article info

### Abstract

#### Article History

**Received:**

02/08/2023

**Accepted:**

22/11/2023

**Published:**

30/11/2023



Corresponding author

*This research aims to evaluate the positive impact of group guidance using a muhasabah approach on improving students' learning attitudes. A strong learning attitude is considered crucial for individual success, and a lack of a good learning attitude can be a hindrance to achieving academic accomplishments. In this context, the study focuses on students identified with low learning attitudes. The research methodology employed is quantitative with a one-group pre-test-post-test experimental design. The sample consists of 15 students selected randomly using simple random sampling. Data collection is conducted through non-test techniques using a Likert scale to measure students' learning attitudes. The results indicate that group guidance with a muhasabah approach has a significant influence on enhancing students' learning attitudes. These findings contribute to our understanding of the effectiveness of this method as a strategy to boost motivation and improve students' learning attitudes in the pursuit of academic success.*

**Keywords:** Group Guidance, Muhasabah Approach, Learning Attitude.

### Abstrak

Penelitian ini bertujuan untuk mengevaluasi dampak positif bimbingan kelompok dengan pendekatan muhasabah terhadap peningkatan sikap belajar siswa. Sikap belajar yang kuat dianggap sebagai kunci kesuksesan seseorang, dan kurangnya sikap belajar yang baik dapat menjadi hambatan dalam mencapai prestasi. Dalam konteks ini, penelitian ini memfokuskan pada siswa yang ditemukan memiliki sikap belajar rendah. Metode penelitian yang digunakan adalah kuantitatif dengan desain eksperimen one group pre-test-post-test. Sampel penelitian terdiri dari 15 siswa yang dipilih secara acak menggunakan simple random sampling. Pengumpulan data dilakukan melalui teknik non tes dengan menggunakan skala likert untuk mengukur sikap belajar siswa. Hasil penelitian menunjukkan bahwa bimbingan kelompok dengan pendekatan muhasabah memiliki pengaruh signifikan dalam meningkatkan sikap belajar siswa. Temuan ini memberikan kontribusi pada pemahaman kita tentang efektivitas metode ini sebagai strategi untuk meningkatkan motivasi dan sikap belajar siswa dalam mencapai kesuksesan akademis.

**Kata Kunci:** Bimbingan Kelompok, Pendekatan *Muhasabah*, Sikap Belajar.

## INTRODUCTION

Intellectual intelligence alone is no longer reliable in achieving success, if one does not have a good learning attitude. Learning attitude can be interpreted as the

tendency of a person's behavior when he learns things that are academic (Djaali, 2015; Ismandela et al., 2023). Learning attitude is so important to be instilled in a person in achieving success (I. P. Sari et al., 2023; Syahrizal & Suratno, 2021). If someone already has a good learning attitude, of course someone will easily create achievements in learning, so that good behavior will be created that can be emulated and can be used as motivation by others in achieving their goals (Febriyenti et al., 2022; Nisak et al., 2022).

Learning attitude is a feeling of pleasure or displeasure towards a lesson (Nurhidayah, 2017). People who already have a good learning attitude will show feelings of pleasure in various learning activities. People who have a good learning attitude will easily understand every material presented, and will show an active attitude in the learning process. When someone does not have a good learning attitude, they become indifferent to the learning process so that they will fail in the future. According to Mufridah et al., (2020) learning attitude is the tendency of students to do or not do learning activities as a result of their views and feelings towards learning activities. Learning attitude is a drive in a person in academic-related activities, where this behavior is obtained from experiences in his life that lead to good and bad behavior and liked and disliked (Allison, 2023; Khamidah & Sholichah, 2022; Romauli, 2018).

The low learning attitude of students cannot be left alone, therefore, innovations made by guidance and counseling teachers to be able to realize students with character, and have a good learning attitude are through group guidance services for positive learning attitudes (Sa'diah et al., 2022; Saparida et al., 2020). The relationship between learning attitudes and learning motivation towards mathematics learning achievement (Jemudin et al., 2019), a picture of a positive learning attitude (Mufridah et al., 2020), the relationship of learning attitudes and self-efficacy to learning outcomes (W. N. I. Sari, 2017), learning attitudes are related to learning outcomes (Ilhamdi et al., 2021), teachers' efforts to improve self-learning attitudes (Krismawati, 2020; Warmansyah et al., 2022).

So far the study of learning attitudes has covered several things, namely: the influence of technical group guidance services *role playing* Towards changes in learning attitudes in terms of aspects *teacher approval* (Rahman et al., 2023). Effect of engineering group guidance service delivery *Home Room* towards improving students' active learning attitudes (Hasibuan, 2020; Nuha & Munawaroh, 2022). Effectiveness of technical group guidance services *role playing* towards changes in student learning attitudes (Ardiani et al., 2018; Batubara, 2018; Sa'diah et al., 2022; Warmansyah et al., 2023).

Based on the many studies above that discuss learning attitudes, researchers have not found about the influence of group guidance with *a muhasabah* approach in improving student learning attitudes. On that basis this study becomes interesting to discuss as a response to cover up one of the shortcomings of the existing study. Another reason is to see if the use of group guidance is effective in improving students' learning

attitudes. This study used a group guidance services approach *Muhasabah* in helping students to improve their learning attitude. The selection of BKp-M in this study was based on the following reasons, Ardimen et al., (2019) that one of BKp-M's goals is to improve attitudes. Among them is improving this attitude is the attitude of learning. Group guidance with approach *muhasabah* (BKp-M) is a model of guidance and counseling through integrated group guidance services related to the approach *muhasabah* Group dynamics to facilitate optimal and thorough personal development conditions in various aspects of personal development to face the changing challenges in life (Ardimen et al., 2019).

Previous research in the field of the influence of group guidance on student learning attitudes still has some identifiable gaps. For example, Fajri et al. (2023), examined various learning methods but paid minimal attention to group guidance as a factor influencing learning attitudes. In addition, the study did not delve deeply into the context and characteristics of group guidance that may have a significant impact on students' learning attitudes. This research will fill this void by exploring in detail the types of group tutoring that are effective and contextual in influencing student learning attitudes. In addition, previous research by Harmaliss (2023), highlighted the importance of using group guidance in learning, but did not provide adequate information about the factors that modulate the influence of group guidance on learning attitudes. This study will attempt to fill this void by identifying and analyzing certain variables that may amplify or mitigate the impact of group guidance on student learning attitudes.

This research will bring innovation by giving a special focus on group guidance as a learning strategy that can shape student learning attitudes. In contrast to previous studies that have leaned more towards individual learning methods, this study will provide a deeper perspective on how interactions in group guidance can stimulate changes in learning attitudes. By combining the psychological theories of group learning Arsad et al., (2018) with empirical results, this research will provide a stronger foundation for the development of group-based learning strategies. Through this approach, this research is expected to make a significant contribution to our understanding of the role of group guidance in shaping student learning attitudes.

In addition, services provided specifically to deal with the low learning attitude of these students through group guidance services of *the Muhasabah* approach do not yet exist. Based on these facts, the purpose of this study is to see The Influence of Group Guidance on Student Learning Attitudes.

## **METHODS**

The type of research that researchers use is quantitative research using experimental methods. The population of this study was students of SMP N Lintau Buo Utara, to represent the population of researchers taking samples with *a simple random sampling* technique, namely 15 students. Research instruments used to measure student

learning attitudes describe research results in quantitative form. The interval criteria can be seen in the table below:

Table 1. Interval criteria

No	Interval (%)	Category
1	81-100	Very High
2	61-80	Tall
3	41-60	Keep
4	21-40	Low
5	0-20	Very Low

Source: Riduwan & Kuncoro (2011: 22) modified according to research needs.

To obtain data in this study, preparation for the implementation of services was first carried out with the following steps: *first*, preparation, namely: researchers provide everything needed in the implementation of group guidance services *with a muhasabah approach, including developing group guidance RPL with a muhasabah approach, validating service implementation plans (RPL), and obtained research permits from LP2M UIN Mahmud Yunus Batusangkar and from SMP N 04 Lintau Buo Utara. Second*, the implementation of the initial *test (pre-test)*. The test consists of an initial test (pre-test) *and a final test (post-test)*. (*pre-test*) is a test conducted before treatment is given in the implementation of group guidance services approach *muhasabah*. Group guidance services are held six times. *Third*, treatment with group bimbingan services *muhasabah* approach is carried out according to the schedule that has been prepared previously as in table 2 below.

Table 2. Schedule of group guidance activities with a *muhasabah* approach

No	Day/Date	Topic
1	Friday, 27 January 2023	Distribute instruments to all classes
2	Saturday, 28 January 2023	Processing instrument results
3	Thursday, 02 February 2023	Doing BKp-M with the topic "Feeling good about the task"
4	Saturday, 11 February 2023	Doing BKp-M with the topic "Feeling good about the task"
5	Thursday, 16 February 2023	Conducting BKp-M with the Topic "Feeling good about learning in class"
6	Friday, 24 February 2023	Conducting BKp-M with the topic "Feeling good about facing the test/exam"
7	Friday, 03 March 2023	Conducting BKp-M with the topic "Feelings of pleasure towards teachers"
8	Saturday, 11 March 2023	Conducting BKp-M with the topic "Feelings of pleasure towards the subject"
9	Tuesday, 14 March 2023	Giving <i>Post-test</i>

Fourth, carry out a final test (*post-test*). After group guidance was carried out with a *muhasabah* approach as many as 6 meetings, then collected student data. In addition, the collected data is analyzed inferentially in the form of hypothesis testing. Test the hypothesis using the t-test technique, as for the research hypothesis, namely:  $H_a$  = there is a significant difference between students' learning attitude scores before and after the implementation of group guidance services approach with *muhasabah*.  $H_o$  = there was no significant difference between students' learning attitude scores before and after the implementation of group guidance services approach with *muhasabah*.

Based on the research hypothesis above, the criteria for testing the proposed hypothesis can be formed, namely:

If the sig value  $< 0.05$  then  $H_o$  is rejected,  $H_a$  is accepted

If the sig value  $> 0.05$  then  $H_o$  is accepted,  $H_a$  is rejected

## RESULTS AND DISCUSSION

### Research Findings

Pre-test and post-test data from research results on the effect of group guidance on *muhasabah approach* on student learning attitudes are presented in the following table 3.

Table 3. Pre-Test and Post-Test Descriptive Statistics Data

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistics	Statistics	Statistics	Statistics	Std. Error
Pretest	15	67	150	91.00	7.764
Posttest	15	95	165	130.07	5.826
Valid N (listwise)	15				

The data in table 3 above shows that the average student learning attitude score (*pre-test data*) is 91.00, if referring to the standard deviation value of 30.069, there is an indication that the data is quite heterogeneous with the nature of the data tends to spread. Then, the average student learning attitude score for *post-test data* is 130.07, if referring to the standard deviation value of 22.563.

When viewed from the variation of *pre-test and post-test data* can be grouped into several criteria, as shown in table 4. From table 4 it can be seen that in the *pre-test* there were no students who had a very low learning attitude. While students who have a high category learning attitude as many as 2 people (13.33%), medium as many as 3 people (20%), and low as many as 10 people (66.66%). Then the *post-test* results showed that after the treatment through experiments, it was found that students' learning attitude scores generally increased. In detail the data can be seen in the following table 4.

Table 4. Distribution of *pre-test* and *post-test* data

No	% Interval	Category	Pre-test Data		Post-test Data	
			f	%	F	%
1	81-100	Very high	0	0	2	13,33
2	61-80	Tall	2	13,33	8	53,33
3	41-60	Keep	3	20	5	33,33
4	21-40	Low	10	66,66	0	0
5	0-20	Very low	0	0	0	0
Sum			15	100%	15	100%

From the data of table 4 *post-test* above, it can be seen that none of the students have very low and low learning attitudes. All (100%) students have medium, high and very high learning attitudes. This shows the learning attitude of students who have followed group guidance services with the *muhasabah* approach being in the medium, high and very high categories.

Further results for each indicator of student learning attitude, both *pre-test* and *post-test*, can be seen below.

Table 5. *Pre-test* and *Post-test* scores for each indicator of student learning attitude

No	Indicators	<i>Pre-test</i>		<i>Post-test</i>		Difference
		Average	Criterion	Average	Criterion	
1	Consider that doing tasks is important	52,66	Keep	65,67	Tall	13,01
2	Realize the benefits of doing tasks	48,33	Keep	67,33	Tall	19
3	Enjoying learning in class even though the atmosphere is not comfortable	49	Keep	63,67	Tall	14,67
4	Pay attention to the teacher's description	43,66	Keep	65,67	Tall	22,01
5	Face the test with a feeling of pleasure and calm	45	Keep	64	Tall	19
6	Follow the test responsibly	45	Keep	68	Tall	23
7	Respect teachers and respect teachers	41	Keep	63,33	Tall	22,33
8	Realize that the teacher's information is very important to pay attention to	40,66	Low	65,67	Tall	25,01
9	Realize that all subjects matter	46,66	Keep	63,33	Tall	16,67
10	Love subjects	43,33	Keep	63,67	Tall	20,34
<b>Average</b>		<b>45</b>	<b>Keep</b>	<b>66</b>	<b>Tall</b>	<b>21</b>



The data in table 5 above shows that in detail the pre-test results *show that, while* the post-test results of ten indicators are in the high category. From these data, it can be seen that in the *post-test* there was an increase in the average learning attitude of students in each indicator with the largest difference found in indicator 8 of 25.01, and indicator 7 of 22.33.

After obtaining pre-test and post-test data, hypothesis testing is carried out. The hypothesis proposed in this study is whether or not there is a significant influence on the experimental treatment of group guidance with a *muhasabah approach* to the learning attitudes of students of SMP N 04 Lintau Buo Utara. The results of the hypothesis test using t-test statistics can be seen in the table below.

Table 6. Normality Test Results between *Pree-test* and *Post-test* Learning Attitude

<b>One-Sample Kolmogorov-Smirnov Test</b>		
Unstandardized Residual		
N	15	
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	15.61476487
Most Extreme Differences	Absolute	.123
	Positive	.123
	Negative	-.073
Static Test		.123
Asymp. Sig. (2-tailed).200 <sup>c,d</sup>		
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Table 7. Pre-test and post-test homogeneity test results of student learning attitudes

Test of Homogeneity of Variances			
Pretest posttest results			
Levene Statistic	df1	df2	Sig.
2.933	1	28	.098

Table 6 shows that a data can be said to be normally distributed if  $\text{sig.} > 0.05$  and if  $\text{sig.} < 0.05$  then the data is abnormally distributed. Based on the results of the normality test above, it is known that the significance value is  $0.200 > 0.05$ , so it can be concluded that the residual value is normally distributed. So based on the normality test, it is known that the data is normally distributed and has met one of the requirements of the t-test.

Based on table 7, the data in this study is already homogeneous. This is proven by the homogeneity result achieved, namely, 098. In determining its homogeneity, a data must be larger than 0.05.

## Discussion

Group tutoring services with an approach *muhatabah* Become an option for researchers in *Treatment* (treatment) given, because of group guidance with an approach *muhatabah* Seen as able to improve students' learning attitudes. It is evident from the results of this study that group guidance services approach *muhatabah* Significantly affect student learning attitudes at a significant level of 5%. The results of this study are in line with the results of the study Fadilla (2022), where is the group guidance model with an approach *muhatabah* Significant effect on student learning motivation. While the findings Fajri (2022) demonstrate group guidance with an approach *muhatabah* Significant effect on the spiritual intelligence of students. In addition, the results of the study Rozalina, (2022), It also shows that group guidance with an approach *muhatabah* Significant effect on students' integrity. Research Ramadhani, (2022) demonstrate that group guidance services approach *muhatabah* Significant influence on student self-regulation, and also the results of research conducted by Puspita, (2021) also shows group guidance by method *muhatabah* Significant effect on students' interest in learning.

Research conducted by Muslima, (2021) There is a significant influence of group guidance with the approach *muhatabah* against student self-adjustment. The results of the study prove that group guidance services with an approach *muhatabah* is one of the right strategies to improve various psychological aspects of students, especially in increasing achievement motivation, spiritual intelligence, self-integrity, self-regulation, interest in learning, self-adjustment and student learning attitude. Other studies related to this study are kConcept of Application of Religious Foundations and Approaches in Counseling Services (Afnilaswati et al., 2021).

This study is a strategic effort in developing students, especially improving student learning attitudes, because student learning attitudes have a significant effect on student learning achievement at school (Samsilayurni & Sumarni, 2018). Learning attitudes have contributed to the interest in learning where learning attitudes are characteristics or ways of learning that each student has, which are different between students with each other. Learning attitude is a description of the high or low interest in learning that students have (Yanti & Fitria, 2019).

Many efforts to improve student learning attitudes have been carried out by previous researchers with different approaches, for example, Ardimen et al., (2019) uses *role playing* techniques, the results of these studies show an increase in changes in student learning attitudes after group guidance services are carried out using *role playing* techniques. While researchers use group guidance with a *muhataba approach*.



## CONCLUSION

The results of this study concluded that it turns out that group guidance with a *muhasabah* approach has a significant influence on student learning attitudes. This influence can be seen from students considering that doing assignments is important, students realize the benefits of doing assignments, enjoy learning in class even though the atmosphere is uncomfortable, students pay attention to teacher statements, face tests with a feeling of pleasure and calm, follow tests responsibly, like teachers and respect teachers, realize that teacher information is very important to pay attention to, realize that all subjects are important, and students enjoy the subject.

Some of the implications of this study are; *First*, it is recommended that guidance and counseling teachers / counselors can use group guidance services with a *muhasabah* approach to develop students from various aspects, including to improve learning attitudes, achievement motivation, spiritual attitudes, and improve student integrity. *Second*, students to actively and continuously participate in guidance and counseling service activities carried out by BK teachers / counselors, especially group guidance service activities with a *muhasabah approach*. *Third*, researchers can further follow the limitations of this study by conducting similar research with different objects and subjects.

## REFERENCES

- Afnilaswati, A., Meldawanti, M., & Ardimen, A. (2021). Konsep Aplikasi Landasan Dan Pendekatan Religius Dalam Pelayanan Konseling. *Jurnal Al-Taujih : Bingkai Bimbingan Dan Konseling Islami*, 2(2). <https://doi.org/10.15548/atj.v7i2.3260>
- Allison, S. Z. (2023). Islamic Educational Provisions in South Korea and Indonesia : A Comparison. *Journal of Islamic Education Students*, 3, 50–61. <https://doi.org/10.31958/jies.v3i1.8772>
- Ardiani, D. V., Kurnianto, R., & Ariyanto, A. (2018). Strategi Guru Mengatasi Kenakalan Siswa Berbasis Kedisiplinan (Studi Kasus di MI Darul Fikri Bringin, Kauman, Ponorogo). *TARBAWI: Journal on Islamic Education*, 2(2), 40. <https://doi.org/10.24269/tarbawi.v2i2.177>
- Ardimen, A., Neviyarni, N., Firman, F., Gustina, G., & Karneli, Y. (2019). Model bimbingan kelompok dengan pendekatan muhasabah. *Ta'dibuna: Jurnal Pendidikan Islam*. <https://doi.org/10.32832/tadibuna.v8i2.2232>
- Arsad, S. S., Rosila, N., Yaacob, N., & Othman, M. H. (2018). Integration of Muhasabah Concept and Scaling Question Technique in Counselling This research discusses about the integration of muhasabah concept and scaling question technique . The integration is made based on the integrative model combining Western and. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 3(4), 23–29.
- Batubara, H. H. (2018). Aplikasi Program Bimbingan Dan Konseling Di Sekolah Dasar.

*Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3(4), 447–452.

- Djaali. (2015). *Psikologi Pendidikan* (Tarmizi (ed.)). PT. Bumi Aksara.
- Fadilla, H. D., Ardimen, Syafwar, F., & Hardi Emeliya. (2022). Pengaruh Bimbingan Kelompok dengan Pendekatan Muhasabah Terhadap Motivasi Berprestasi Siswa. *Ta'dibuna Jurnal Pendidikan Islam*, 3(2).
- Fajri, E. Y., Ardimen, A., & Silvianetri. (2022). Efektivitas Bimbingan Kelompok Pendekatan Muhasabah Dalam Meningkatkan Kecerdasan Spiritual Santri. *Jurnal Pendidikan Dan Konseling*, 4(1), 1349–1358.
- Fajri, E. Y., Ardimen, A., & Silvianetri, S. (2023). Efektivitas Bimbingan Kelompok Pendekatan Muhasabah Dalam Meningkatkan Kecerdasan Spiritual Santri. *Jurnal Pendidikan Dan Konseling*, 5(1), 5738–5746.
- Febriyenti, D., Elvita, Y., & Martavia, W. (2022). Manajemen Kurikulum dalam Meningkatkan Mutu Pendidikan di MTsN 6 Tanah Datar. *Jurnal Manajemen Pendidikan Islam*, 1(1), 1–7.
- Harmalis. (2023). The Effectiveness of Content Mastery Services with a Muhasabah Approach in Reducing Bullying Behavior in Students. *PPSDP International Journal of Education*, 2(2), 193–202.
- Hasibuan, N. U. R. A. (2020). Pengaruh Pemberian Layanan Bimbingan Kelompok Teknik Home Room Terhadap Sikap Belajar Aktif Siswa Kelas X di SMA Negeri 1 Batang Kuis. *Jurnal Abdimas Bina Bangsa*, 2(3), 35–44.
- Ilhamdi, M. L., Al Idrus, A., & Santoso, D. (2021). Sikap Belajar Kaitannya dengan Hasil Belajar IPA Siswa Madrasah Tsanawiyah Al Maarif Praya Timur Kabupaten Lombok Tengah. *Jurnal Pijar Mipa*. <https://doi.org/10.29303/jpm.v1i1.2316>
- Ismandela, A., Nabila, D. F., Wulandari, R., Halif, A., Rusadi, P., Saputri, N., Putri, W., & Warmansyah, J. (2023). Strengthening Early Childhood Teacher Services In Creativity To Make Inspirational Educational Tools. *Journal Outreach*, 2(2), 191–200.
- Jemudin, F. DE, Makur, A. P., & Ali, F. A. (2019). Hubungan Sikap Belajar Dan Motivasi Belajar Terhadap Prestasi Belajar Matematika Siswa Smpn 6 Langke Rembong. *Journal of Honai Math*, 2(1), 1–12. <https://doi.org/10.30862/jhm.v2i1.53>
- Khamidah, A., & Sholichah, N. I. (2022). Digital Pop Up Learning Media for Early Childhood Cognitive. *Indonesian Journal of Early Childhood Education Research*, 1(1), 11–19. <https://doi.org/10.31958/ijecer.v1i1.5833>
- Krismawati. (2020). Upaya Guru Untuk Mengembangkan Sikap Belajar Mandiri Siswa Pada Pembelajaran Tematik Di Masa Pandemi Covid-19 Sdn Singgahan 01 Kecamatan Kebonsari Madiun Semester Genap. *Journal for Lesson and Learning Studies*, 3(2), 1–58.

- Mufridah, M., Hendriana, H., & Alawiyah, T. (2020). Gambaran Sikap Belajar Positif Siswa Kelas VIII di SMPN 3 Batujajar. *Journal Ashil: Jurnal Pendidikan Anak Usia Dini*, 3(4), 140–150.
- Muslima, H. (2021). *Pengaruh bimbingan kelompok pendekatan muhasabah terhadap penyesuaian diri siswa SMP negeri 1 kecamatan akabiluru.*
- Nisak, F. F., Munawaroh, H., & Abbas, S. (2022). The Effect of “ Kids Moderations ” Interactive Multimedia on Religious Moderation Attitudes in Early Childhood. *Indonesian Journal of Early Childhood Education Research*, 1(1), 38–47. <https://doi.org/10.31958/ijecer.v1i1.5811>
- Nuha, A. U., & Munawaroh, H. (2022). Effectiveness of Rural Youth Tutoring Activity in Increasing Children’s Learning Motivation in Pandemic Era. *Indonesian Journal of Early ...*, 1(1), 20–28. <https://doi.org/10.31958/ijecer.v1i1.5808>
- Nurhidayah, D. (2017). Psikologi Pendidikan. *Universitas Negeri Malang*, 1–179.
- Puspita, A. (2021). *Pengaruh bimbingan kelompok metode muhasabah terhadap minat belajar siswa.*
- Rahman, D., Arnelis, & Masril. (2023). *Pengaruh Layanan Bimbingan Kelompok Teknik Role Playing Terhadap Perubahan Sikap Belajar Ditinjau Dari Aspek Teacher Approval.* 9, 143–149.
- Ramadhani, D. S. (2022). Pengaruh layanan bimbingan kelompok pendekatan muhasabah terhadap regulasi diri siswa MTsS muhammadiyah batu bulat. *Jurnal Abdi Pendidikan*, 3(2), 3–14.
- Romauli, H. (2018). Meningkatkan Sikap Belajar Dan Hasil Belajar Pak Melalui Penerapan Model Pembelajaran Think Talk Write Pada Siswa Kelas Vii-1 Smp Negeri 1 Babalan Tahun Pelajaran 2018/19. *Jurnal Tabularasa Pps Unimed*, 15(3), 328–338.
- Rozalina, D. (2022). Pengaruh layanan bimbingan kelompok pendekatan muhasabah terhadap integritas diri siswa di smp n 3 tanjung raya. *Jurnal Bimbingan Dan Konseling Sekolah Dasar*, 2(3), 44–54.
- Sa’diah, H., Zuhendri, Z., & Fadriati, F. (2022). Development of Learning Videos with Kinemaster-Based Stop Motion Animations on Thematic Learning in Elementary Schools. *Journal of Islamic Education Students (JIES)*, 2(2), 91. <https://doi.org/10.31958/jies.v2i2.5615>
- Samsilayurni, S. (2018). Pengaruh sikap Belajar Terhadap Hasil Belajar Siswa di Sekolah Menengah Atas (SMA) Negeri 2 Keluang Kabupaten Musi Banyuasin. *Jurnal Abdimas Ilmiah Citra Bakti*, 1(2), 7–10.
- Saparida, R., Sobari, T., & Alawiyah, T. (2020). Layanan Bimbingan Kelompok untuk Sikap Belajar Positif Siswa SMP KELAS IX. *Jurnal Fokus*, 3(6), 228–237.
- Sari, I. P., Warmansyah, J., Yuningsih, R., & Sari, M. (2023). The Effect of Realistic

- Mathematics Education ( RME ) Learning Approach on the Ability to Recognize Number Concepts in Children Aged 4-5 Years. *Journal of Islamic Education Students*, 3, 38–49. <https://doi.org/10.31958/jies.v3i1.8654>
- Sari, W. N. I. (2017). *Hubungan Sikap Belajar Dan Efikasi Diri Terhadap Hasil Belajar Matematika Siswa Kelas V Sdn Gugus Ahmad Yani Kabupaten Kudus Skripsi*.
- Syahrizal, S., & Suratno, S. (2021). Pengembangan Kemampuan Berwudhu Anak Usia Dini Melalui Metode Bernyanyi di RA An-Najwan Bandar Lama Labuhan Batu Utara. *EduInovasi: Journal of Basic Educational Studies*, 1(2), 231–238. <https://doi.org/10.47467/edui.v1i2.1030>
- Warmansyah, J., Amalina, A., & Febriyani, E. (2022). Self-Efficacy Guru Paud Dalam Penggunaan Teknologi Dengan Kesiapan Mengajar Secara Online. *MAP Journal*, 5(1).
- Warmansyah, J., Anriani, R., Sari, D. P., Eliza, W., & Sabri, A. (2023). The Effect of the Number Dice Game on the Logical-Mathematical Intelligence in Children 5-6 Years Old. *International Journal of Multicultural and Multireligious Understanding*, 527–534.
- Yanti, M., & Fitria, L. (2019). Bimbingan Konseling berbasis Kelompok. *Jurnal Pendidikan Teknologi Informasi*, 6(1), 80–86.