

APPLICATION OF ISLAMIC COUNSELING SERVICES AT EDUCATIONAL INSTITUTIONS AL JAMIYATUL WASHLIYAH LANGKAT REGENCY

Fatimah Purba¹, Saiful Akhyar Lubis², Lahmudin Lubis³

¹Fatimah Purba, Doctor Program., University of Islam North Sumatera, Medan, Indonesia

²Saiful Akhyar Lubis, Faculty of Tarbiyah., University of Islam North Sumatera, Medan, Indonesia

³Lahmudin Lubis, Faculty of Tarbiyah., University of Islam North Sumatera, Medan, Indonesia

ABSTRACT

This study aims to explain how the application of counseling services Islami in educational institutions Al Washliyah in Langkat, formulation of the problem posed in this study: How management and counseling services Islami in educational institutions Al Washliyah Langkat, any application activity counseling Islami applied, how evaluation of the counseling process in educational institutions Al Islami Washliyah Langkat. The method in this research is qualitative method with phenomenological approach, through the process of data reduction, using the description and reflection to every thing which is important especially from the phenomenon exists, then the data analysis will be conducted by researchers through phenomenological approach there are stages that are conducted as follows: Source of data used is a source of primary data and secondary data sources include leadership, the conduct of Islamic counseling and educators in educational institutions Al Washliyah Langkat. From the facts obtained in this study, it can be concluded that the management and counseling services Islami in educational institutions Al Washliyah Langkat, focused on the activities of the guidance field of Islamic implemented through extracurricular activities such as Wirid Yasin, Tahfiz Quran, safari preaching, reading and mentadabburi Quran, guidance Rohis, PKRP (Ramadan Working Student Village), scouts, Basic Cadre training. Implementation of the art of reading the Koran, praying Duha, the noon prayer in congregation. Activities counseling services at the Islamic Al-Jam'iyatul educational institutions Washliyah Langkat include counseling creed, Worship, Morals and guidance muamalah. Evaluation and strategy counseling process in educational institutions Islami Al-Jam'iyatul Washliyah Langkat through the stages of the level of adherence to the program (aspects of the process), assessment of the level of achievement of the objectives of the program (aspect results). Evaluation in preparing the instrument collecting data on the level of adherence to and achievement of programs and strategies implemented in educational institutions Al Washliyah Langkat in conducting Islami counseling is counseling Islami mere feral kan implementation. Suggestions in this study are to the recruitment of teachers in accordance with department guidance counseling, provide feed back to enhance the implementation of Islamic counseling and guidance relevant to the objectives in the implementation of Islamic guidance and counseling in educational institutions respectively.

Keywords: Application, Counseling, School

1. INTRODUCTION

Al Jam'iyatul washliyah educational Institution consists of several types of educational institutions such as SD / MI, SMP / MTs, MA / SMA / SMK with different majors, also must move to change for the sake of change in the increasingly modern education. Al Washliyah educational institutions should seek to improve the quality of educational institutions managed by the Education Assembly. So how is Islamic counseling conducted in educational institutions Al Jam'iyatul Washliyah in Langkat District to improve the quality of Islamic students in educational institutions through the field of management and teaching?

In reality, students in educational institutions Al Jam'iyatul Washliyah in Langkat District have the assumption that guidance counseling is only guiding and directing students with problem solely, the students assume he was in trouble, then the school managers still think that the school task is only Teaching, therefore all funds and efforts are centered on passing as many students as possible so they can get a diploma to continue their studies.

School quality is measured by the number of students who graduate with a good diploma [3]. Schools like this are less appreciative and pay attention to the implementation of guidance and counseling programs in schools. Then the presence of counselors in schools is seen as a waste of costs. Handling is left to the homeroom teacher/teacher. But on the other hand homeroom teachers and teachers do not have enough time and expertise to provide guidance to their students. Principals and teachers still do not have the correct knowledge of the role and position of counseling guidance programs in their unity with education programs in schools. On the other hand, the principal assigns tasks to guidance officers who are not their duties, for example, counselors to attend school discipline. The students capture that nature of counseling as the center of the court, so they are afraid of the mentor. The name of the counseling staff gives the impression to the teacher that the guidance function has specifications. Therefore they are free from the task of guiding students, if they find naughty students, they hand over the mischievous students to the supervising teacher.

Then many counselors at educational institutions rather than their special field of science counseling, then given the task as a school counselor. They are generally teachers who successfully achieve an undergraduate education degree. As a result, many counseling programs are not performing well, and many even violate guiding principles, such as a counselor punishing students who violate school rules, so the students' impression of counseling staff is the same.

To that end, the author tries to describe in particular and depth about the application of Islamic counseling services in educational institutions Al-Jam'iyatul Washliyah Langkat. This paper is expected to provide a comprehensive overview of the institution's objective conditions related to the structure of the Islamic counseling service, the guidance and counseling program, the program management of guidance and counseling services, evaluation of results and the process of guidance and counseling services, And counseling or counselor.

2. THEORY STUDY

2.1. Islamic Counseling Services

Islamic counseling services, among others, are the process of conducting Islamic counseling, preparing an Islamic counseling service program, collaborating with other parties in the preparation of the implementation program of Islamic counseling, meeting with the head of the madrasah in determining the topic of implementation of counseling guidance of Islami.

In general counseling guidance services implemented are orientation services. Orientation service is a guidance service undertaken to introduce a new student or a person to the newly entered environment [2]. The goal of an orientation service is to help the individual to be able to adapt to a new environment or situation. After the orientation service, there is also an information service for the students. Information services are a service that meets the individual's lack of information they need [9].

2.2. Implementation of Islamic Counseling

Implementation of services that can be done in educational institutions includes 1) Orientation Service. Service orientation is a counseling service that allows counselees to understand the newly entered environment to facilitate and facilitate the role of counselees in the new environment. 2) Information Services. Information service is counseling service which enables Counselee to receive and understand various information which can be used as consideration and decision making for counselee's interest, 3) Placement and Distribution Service. 4) Placement and distribution service is a service that enables the counselee to obtain placement and channeling according to their respective talents and abilities. 5) Learning Services. Learning service is a counseling service that enables the counselee to develop himself with respect to good attitude and study habits, subject matter that match with the speed and difficulty of learning, as well as various aspects of objectives and other learning activities. 6) Individual Counseling Services. Individual counseling is learning through a special relationship personally in an interview between a counselor and a counselee. 7) Group Guidance Services. Group guidance is intended to prevent the development of problems or difficulties in the counselee. The content of group guidance activities consists of the delivery of information relating to educational, occupational, personal, and social issues that are not presented in the form of lessons. 8) Group Counseling Services. Group counseling is an effort to help students in order to facilitate the development and its growth. 9) Mediation Services. Mediation services such as counseling services that enable problems or disputes experienced by counselee with other parties can be performed with the counselor as mediator. 10) Consulting services. Consultation in guidance and counseling is a process of providing technical assistance to counselors, parents, administrators and other counselors in identifying and correcting problems that limit the effectiveness of students or schools [6].

2.3. Evaluation in Islamic Counseling

Evaluation is an important component of education. To improve a certain kind of quality. Can be a quality of learning or the quality of other activities [4]. Evaluation can be done through improving the quality of assessment. Evaluation is defined as the process of collecting information about student performance for decision-making (Mardapi, 2005: 7). The meaning of evaluation/assessment of learning is all the activities undertaken by educators and learners to assess themselves, which provides information for use as feed back in modifying teaching and learning activities [3]. The result of attitude assessment of the counseling process needs to be utilized and followed up [1]. The main benefit of attitude measurement and assessment is to gain input or feedback for teacher professional upgrading, improvement of the learning process and student attitude building.

3. METHODOLOGY

The method in this research is qualitative method with phenomenological approach, through the process of data reduction, the description of the phenomenon exists, then the data analysis will be conducted by scientists through phenomenological approach there are Stages that are undertaken as a source of primary data and secondary data sources include Al Washliyah Langkat's Islamic counseling and educational institutions.

4. DISCUSSION

4.1. Islamic Counseling Program at Al Washliyah Educational Institution of Langkat Regency

Along with the growth of science and technology is needed to help the students, to solve the problem of learning, emphasizing the importance of learning process (learning process oriented), so that students actively learn and learn from the learning process [4].

It is generally known that counseling activities include orientation, information, placement and distribution services, content mastery, individual counseling, group counseling, Islamic and religious counseling, group counseling, meditation. Even to complete this service, it is perfected to home visits, case conferences, decision outcomes and hand over cases.

Student orientation services are directed to developmental materials in the personal, social, learning, career, family development, and religious nature of the students that include: personalities placed in worship locations, and sports, social through mutual assistance and discussion, learning is done in the classroom / Learning and libraries, religious affairs include devotion to Allah SWT / God Almighty, career guiding students to continue their education after graduation of madrasah aliyah, and counseling teachers to introduce the types of high schools and their study programs, family development is taught to respect the parents, Friends, and appreciate family.

Information services to students is done with the delivery and understanding of students about the person about self-understanding, introducing symptoms of development of intelligence, talent and interest, social understanding of others, friendship tips, relationships between adolescents, and relationships between students, teachers, parents and society, Learning includes learning tips, classroom learning activities, group study and final semester exam preparation and national examination, religious teachings of religious devotion, career in general education, vocational education, the relationship between talent and interests and work, and career requirements, Family development, teachers on how to select group of friends to learn, how to choose a playmate.

Placement and delivery services to students include students' personal discusses about classroom placements, social areas of social understanding through discussion, learning includes group learning process, religious teachings about religious observance, career about the process of forming committee activities in madrasah, development of family distribution Through the search for a place of pouring the hearts of the students, so that students do not arbitrarily convey personal secrets.

In madrasah, Aliyah Al Washliyah has specifications of counseling, specifically counseling activities are more likely to religious. Some religious activities and activities serve as a means of guiding the students are Wirid Yasīn, Tahfiz Quran, da'wah safari, as well as community service in the month of Ramadan, and scouts, as discussed earlier.

4.2. Evaluation of Islamic counseling process at Al Washliyah education institute of Langkat Regency

Evaluation in counseling and counseling is a systematic process of making judgments about the effectiveness of achieving the goals of counseling and counseling programs based on specific measures (standards). This evaluation is a systematic process of collecting and analyzing information about the efficiency, effectiveness, and impact of counseling programs and services on personal development, social learning, and career of learners/counselees. Evaluation relates to accountability as a measure of how much counseling and counseling goals have been achieved.

4.2.1. Evaluation of Islamic Counseling Activities at MAS Al Washliyah Brandan

Evaluation in Islamic counseling is carried out to 1) Know the outcomes of counseling programs to know which programs need to be improved and which parts need improvement. 2) Strengthening the assumptions or estimates underlying the counseling program. 3) Complete information materials and data needed for use in providing counseling services to individual students. 4) To gain a solid foundation for the smooth conduct of counseling In educational institutions with regard to society [7].

After the activity is carried out, the head of the madrasah conducts an evaluation process on guidance to students and religious activities, concerning (1) the level of program implementation (aspects of the process) religious guidance and religious activities, and (2) the level of achievement of program objectives (results aspect) Religious and religious activities. Evaluation in preparing the data collection instruments on the level of program implementation and achievement, then the supervising teacher needs to prepare the instruments relevant to both aspects.

Based on the interview result of the writer at MAS Al Washliyah Brandan, the writer concludes that the assessment activity of the students is done based on the activities that have been done, such as the assessment of the ability of the children to follow the safari of da'wah, wirid Yasin, scouting, and Ramadan activities. This assessment process is both direct and indirect. This straightforward assessment, according to the authors' view, is very good because the students will know firsthand what the shortcomings of the students are in person, although the assessment by the supervising teacher is delivered collectively.

4.2.2. Evaluation of Islamic Counseling Activities at Madrasah Aliyah Al Washliyah Stabat

Evaluation of reading and mentadabburi of Quran and tausiyah is short. In this activity according to the teacher and teacher of the field of study that teaches at the first hour that the evaluation in reading and mentadabburi activities of Quran and tausiyah is a brief evaluation of Tahfiz Quran activities, such as tajwid and makhraj letters, the sequence of paragraphs of the letter memorized students.

Evaluation of safari activities da'wah, this activity is a recitation of recitation in recitation perwiritan mosque mothers and teenagers. The assessment process of this activity is delivered by the teacher of the teacher, the teacher asks about what are the difficulties experienced by the student during the delivery of tausiyah, after which the supervising teacher gives solution related to the difficulties experienced by the students. According to one of the companion advisers in the da'wah safari activities, Mrs. Rudbah Lubis, S.Pd.I that the supervisor's teacher's assessment on this activity includes: "the accuracy of students conveying the order of the tausiyah material delivered, the articulation of the clarity of letters when delivering the material". Evaluation in this case supervisor teacher conveys the rules and efforts to better deliver the material, as stated by Mrs. Rudbah Lubis that: "The order in conveying tausiyah need to use clear articulation of letters and should start with the mukaddimah ie greetings, thanks to Allah SWT and salawat To the Messenger of Allah, then the contents of the material and and closed conclusions ".

Next is an evaluation of scouting activities. Evaluation of scout activities conducted by scout coach. The most valuable assessment of this activity is during the scouting exercises such as LKBB training, setting up camp, morse training, roping exercises and so on. Coach and scout coach is Mr. Deri Suherman, S.Pd, and Mrs. Eva Susanti, S.Pd.I, both coaches and counselors stated: "It takes patience in fostering students in scout activities, because the child who trained as a teenager who has not Have stability in deciding something, then in training my students as coaches always motivate students so that students are always active in following this activity. As for the scouting process in the scout activities according to Mr. Deri Suherman, "The assessment that I do to the students in Scouting activities is different in each type of exercise, for example if the Line of Line Activity exercise, then I jump directly assess the neatness of the line marching students, When the practice is evaluated immediately, as well as other exercises such as camping, Morse/semaphore training, rigging and so on. " Assessment of Saturday and Sunday campus activities (Persami) have similarities because the activities are equally in the field of scouting. Most urgent in the assessment of this activity is assessing the process of training toward the race. High spirit found in students in the race, but students also try to prepare to compete in the activities per Sami. Forms of this effort one of them is, many students discuss with the teacher coach escort to get scout science to be more mature in the preparation of the race. Discussion process is counseling guidance.

Assessment in praying dhuha activity and Zuhur prayer in congregation ie, counseling teacher give students pocket book of prayer schedule, as delivered by Melayuli Rosa, S.Pd: "each student is given one pocket book of prayer, how to fill the book is every student who Has finished performing dhuha prayer and congregational prayer then it will be signed on each column according to day and date of prayer activity by teacher of counseling. The purpose is to monitor the activity of praying dhuha and Zuhur prayer in the students concerned.

Evaluation of Quran and Barjanzi / Marhaban reading art activities, supervisors are conducted on potential students' sounds, tajwid and potential ones that have been taught. Types of songs and tones barjanzi / marhaban and songs brought by students who have been taught companion teachers, then students are instructed to try, if there are errors or ones that do not fit then the instructor instructs to repeat again. The process of repetition is the process of assessment of the activities of reading the art of the Quran and barjanzi / marhaban.

Evaluation of Basic Cadre Training activities. Basic cadre training activity is to make the students more qualified and able to continue the struggle and amaliyah of Al Washliyah and to educate students who uswatun hasanah. The material submitted to the basic training activities of the cadres is the material of Ketauhidan that provides guidance on faith to Allah SWT, faith to angels, prophets and apostles, scriptures, and faith to Qada and Qadar Allah. Other materials are fostering leadership in students self and organizational training in organization, Fiqh material and organizational material Kealwashliyahan. According to committee chairman Mr. Dedi Sovian, S.Pd.I that: "the process of assessment of the activities of Basic Training Cadre participants made per group and participants were asked to prepare a cadre of teamwork in preparing the structural arrangement of an organization as well as its tasks, in this case, the participants explain their duties Structural-in an organization ". Still according to Mr. Smith Sovian, S.Pd.I, that other assessment is: "protege as participants are asked to prepare a mini paper about the material that was submitted in the activities of Basic Training Cadre, and then deliver it in the forum Basic Training Cadres for example material about Tawhid (faith in Allah, the angels, the prophets and messengers, Book, Judgment and Qada and Qadar of Allah), then the mini paper rated it by committee ".

Based on observations and interviews the author, the assessment activity counseling in Madrasah Aliyah Al Washliyah Stabat include assessing how to read and mentadabburi Quran with tausiyah short, ratings tajwid Tahfiz Quran, safari propaganda, scouts, Basic Training Cadre, Prayer Duha, Prayer Noon congregation, exercise barjanzi / Marhaban and the art of reading the Quran, the camp Saturday and Sunday (Persami), Maulid, Isra 'Mi'raj, and Muharram. The whole assessment is done by counseling teachers with counseling techniques, counseling directive is

the process of counselor/counselor teachers more role than students in the assessment. Teacher advisor tries to direct the students based on the problems faced by the students based on the type of religious guidance activity.

4.2.3. Evaluation of Islamic Counseling Activities at SMK-TIK Al Washliyah Stabat

Evaluated from the evaluation activities, that the process of evaluation or assessment of the counseling process is to overcome the participation and activities in the guidance services activities, to express the students' understanding of the materials presented, to express the usefulness of the service for the students and the acquisition of the students as participation or activity in the guidance services activity, Student interest in the need for further counseling services, observing student progress over time, revealing the smoothness of the process and the atmosphere of service activities. Assessment is done using various means and tools such as interviews, observation, documentation studies, questionnaires, tests, analysis of student work. Assessment needs to be programmed systematically and integrally, assessment activities both on processes and outcomes need to be analyzed for subsequent basis and follow-up for the improvement and development of guidance services programs. With a comprehensive assessment, clear and accurate than obtained this data or information can be used as a material for accountability, accountability, implementation of guidance and counseling programs in schools.

4.2.4. Evaluation of Islamic Counseling Activities at Madrasah Aliyah Al Washliyah

Evaluation or evaluation activities undertaken on Islamic guidance and counseling activities at MAS Al Washliyah Completed is similar to some other activities at other Al Washliyah madrasah/schools. Based on the guidance activities in this madrasah such as Tahfiz Quran and Pengkaderan, the assessment process is a process of assessment of Basic Cadre Training activities, is required to prepare the work team in arranging the structural composition of an organization and its duties, in this case the participants explain their respective tasks Structural-in an organization ". As stated by Mr. Kusneri, that the other assessment is: "students as participants are asked to prepare a mini paper about the materials that have been submitted in Basic Cadre Training activities, then submit it in the Basic Training Forum Cadres such as material about tawhid (belief in Allah SWT, Angels, Prophets and Apostles, Books, Doomsday and Qada and Qadar Allah), then the mini papers are reviewed by the committee ".

While the evaluation in tahfiz activities of Quran is assessing tajwid (reading rules) and student letters makhraj while reading the Quran. Evaluation of Tahfiz Quran activities, among them, are tajwid and makhraj letters, the sequence of verses from letters that the students memorize. Then the memorization of the letter letters set by the supervising teacher. If the students have not been able to memorize it, it will be repeated again at the next meeting until the students are actually able to memorize the letter that has been set.

5. CONCLUSIONS

Based on the discussion that has been done author, the authors can conclude that:

The Islamic counseling program at the Al-Jam'iyatul Washliyah Institute of Langkat Regency is intensifying in religious programs such as Madrasah Aliyah in Brandan, Stabat, Finish and SMK-TIK Al Washliyah Stabat focusing on the guidance of Islamic field such as Wirid yasin, tahfiz Quran, safari da'wah , Reading and mentadabburi Quran, spiritual guidance, Working Village Ramadan Students, Boy Scouts, Basic Training Cadre. Implementation of the art of reading the Quran, praying dhuha, zuhur prayers in congregation, mauled the Prophet, Isra Miraj, and Muharram.

The activities of Islamic counseling services at Al-Jam'iyatul Washliyah educational institution Langkat Regency. Intense service is applied is learning service. The services provided by the guidance of the development of religious life is the assistance given by the counselor to an individual in order to be able to deal with and solve issues related to religious life. Which aims to have the individual have a good understanding and true about the teachings of Islam. The type of services provided to students in Al Washliyah Langkat educational institutions is the in-depth service of materials to provide guidance to the Almighty God Almighty, akhlakul karimah, emotional control, has the nature and attitude uswatun hasanah, mental stabilization, progressive self-learning process for the people Young people to develop themselves whole person, covering aspects of mental, moral, spiritual, emotional, social, intellectual and physical. The guidance process is done through the daily, weekly, monthly and annual program. In particular, guidance services to students in educational institutions Al Washliyah Langkat District is summarized in four major parts:

- a. Guidance on Aqeedah. The guidance of aqidah is the field of service that helps to counsel in knowing, understanding, living, practicing, and developing the creed of faith, so that becomes a person who believes and fear Allah SWT, steady (istiqama), and independent (al-kaiyis), healthy and happy, Both outward and inward, based on the six pillars of Islam. Personal muwahid is the highest goal.
- b. Worship Guidance. The guidance of worship is the field of service that assists the client in developing his relationship and devotion to God through the deeds of worship to be a devout person in working his commandments and obedient in avoiding his prohibitions. The formation of human abid (the worshipper) is the highest goal of the service of worship guidance.
- c. Guidance of Morals. Moral guidance is the field of service that helps the counselee in developing the attitude and good behavior, so have the morals of mahmudah and away from mazmumah morality. The goal to be achieved by this field of guidance is a noble person. Khuluq'azhim or makarim al akhlaq in the language of al-Qur'an and hadith.
- d. Guidance of Muamalah. Guidance muamalah is a field of service that helps clients in fostering and developing relationships that harmonious, harmonious and balanced with fellow human beings and creatures so that it has harmony in religious life. Islamic guidance and counseling activities should cover all four areas of religious counseling and counseling services. As the four areas of Islamic guidance and counseling are concerned, adolescent sexual disorder problems can be resolved as early as possible.

Evaluation and strategy of Islamic counseling process at educational institution Al-Jam'iyatul Washliyah Langkat Regency. Strategy in every activity is very important to be implemented. The strategy is the outline of the bow acting to achieve the set goals. The strategy applied in Al Washliyah educational institution of Langkat Regency in conducting Islamic counseling guidance is to reconcile the implementation of counseling guidance of Islami. But in the activities of tutoring services conducted directly by the teacher guidance and counseling. The strategy of referring to the counseling activities of Islamic counseling is relevant to the rules of a particular counseling activity on the basis of: "If the counselor feels lacking the ability to handle client/student issues, then he or she should refer or transfer the client to another authorized / expert in the field and refer (Transferring) students who need counseling and guidance services to mentors; (If there are specific cases to be addressed). Referral activities of Islamic counseling are reasonably reimbursed, because the counseling teachers in Al Washliyah Langkat scholarship is the guidance and counseling in general, then held cooperation with advisory teachers who are experts in their field, such as guidance teacher tahfiz Quran and supervising teachers on basic cadre activities , And spiritual mentors in the women and children group.

The field of assessment of Islamic counseling activities in educational institutions Al Washliyah Langkat is through the stages of program implementation level (process aspects), assessment of the achievement level of program objectives (aspects of the results). Evaluation of the data collecting instrument on the level of program implementation and achievement, Evaluation of the principal/madrasah aliyah Al Washliyah Langkat regency assessed the procedures of the instrument include: inventory, questionnaire, interview guide, observation guidance, and documentation study. Follow-up evaluation, Head of school/madrasah Al Washliyah Langkat Regency: (1) improve things that are considered weak, inappropriate, or less relevant to the objectives to be achieved, and (2) develop the program, by changing Or add some things that are considered to improve the quality or effectiveness of the program. While the assessment of the students is the assessment on the implementation and achievement of religious guidance activities both in the form of activities through the program daily, weekly, monthly until the annual program.

REFERENCES

- [1] Abdul Wahid, Ramli. "The Quality of Islamic Education in Indonesia and the Contribution of Al Washliyah", in Ja'far (ed.), Al-Jam'iyatul Washliyah; Portrait History, Education, and Philosophy. Medan: Prime Publishing, 2011.
- [2] Amti. Erman and Prayitno. Fundamentals of Guidance and Counseling, Jakarta: PT Rineka Cipta, 2004.
- [3] Black. P. & William. D. Inside The Black Box: Raising Standards Through Classroom Assessment, Phi Delta Kappa, 1998.
- [4] Lubis. Saiful Akhyar, Islamic Counseling in Pesantren Community, Bandung: Cita Pustaka Media, 2015.

- [5] Madjid. Abdul, Learning Planning Developing Teachers Competency Standards, Bandung: Teens Rosda Karya, 2006.
- [6] Prayitno and Erman Amti, Fundamentals of Guidance and Counseling, Rineka Cipta: Jakarta. 1994.
- [7] Ridwan, Handling Effective Guidance and Counseling at School. Yogyakarta: Pustaka Pelajar, 2004.
- [8] S. Lincoln. Yvonna and Egon G.Guba, Naturalistic Inquiry. Sage Publications, Inc. 1985.
- [9] Winkel. W.S., Teaching Psychology, Jakarta: Gramedia, 1991.

