



Konseling Edukasi

Journal of Guidance and Counseling

https://journal.iainkudus.ac.id/index.php/Konseling_Edukasi

E-ISSN : 2580-9008

Vol. 8 No. 1 Tahun 2024 | 112 – 130

DOI: 10.21043/konseling.v8i1.27144

The Implementation of Group Guidance Services to Improve the Behavior of Students' Courtesy

Yanuar Ikhsan Fathoni

IAIN Kudus, Kudus, Indonesia

yanuarikhsanikhsanyanuar@gmail.com

Arina Fithriyana

IAIN Kudus, Kudus, Indonesia

arinaf@iainkudus.ac.id

Abstract

Politeness behavior is one of the important aspects in the development of students' character that should be considered in the education process. However, in reality, many students still exhibit a lack of polite behavior both within and outside of school. This research aims to determine the implementation of group guidance to improve the polite behavior of students at MA Mazro'atul Huda Wonorenggo Demak.

This research employs a qualitative approach with a field research design. The subjects of this study are students, guidance counsellors, and the school principal. Meanwhile, the data is collected through observation, interviews, and documentation. In analyzing the data, the researcher utilizes data reduction, display, and verification processes, which involve selecting relevant data, presenting it clearly, and drawing conclusions.

The research findings indicate that the guidance counselor's teacher has carried out the implementation of group guidance services to improve the etiquette behavior of students effectively. Supporting factors include student participation in group guidance services, support from the school principal, and collaboration between the guidance counselor's teacher and other subject teachers. The inhibiting factors include initial lack of enthusiasm from students during the service provision and students' lack of self-confidence. The impact after the implementation of group guidance related to etiquette behavior shows that this service is most effectively applied to students,

as evidenced by improved attitudes compared to before receiving services from the guidance counsellor.

Keywords: Group Guidance, Polite Behavior, MA Mazro'atul Huda.

A. Introduction

Politeness (*sopan santun*) in Indonesian consists of two words i.e. *sopan* and *santun*. Etymologically, according to *KBBI* (Great Dictionary of Indonesian Language), politeness is defined as showing respect through behavior or actions that adhere to good manners. According to Hidayatullah, politeness is a form of respect; it involves proper behavior, speech, dress, and so on; adhering to good customs; having good manners; and exhibiting good conduct (not vulgar or obscene). Meanwhile, courtesy is defined as being refined, having good behavior and speech, being calm, patient, polite, helpful, and having a high sense of compassion (Jannati dkk., 2023).

Politeness behavior is one of the important and vital aspects in socializing with others in the community. A person will be respected and valued for their existence as a social being when they behave politely. Politeness is often considered an unwritten norm that governs an individual's boundaries in behavior and conduct within society. This is intended so that they can mutually respect and honor each other and behave appropriately in social interactions (Septiawan dkk., 2022). Polite behavior is a rule of life that arises from the interactions of a group of people within society, and is considered a guideline for everyday social interactions. Politeness is an essential element in daily socializing for everyone, as by demonstrating courteous behavior, a person can be respected and liked in their role as a social being wherever they are (Pertwi, 2020).

Good manners and politeness are a tendency that can be applied by an individual in daily life, for example in behavior, actions, or speech towards older people, peers, and others. Behaving politely is a standard of living that arises from the social interactions in public, which is considered a requirement for

everyday cooperation in society. Exhibiting polite behavior is one of the essential elements in daily social interactions, as by demonstrating courtesy, an individual can be respected and loved as a social being wherever they are (Dian Bowo Saputro, Awik Hidayati, 2020).

Politeness is the behavior of an individual that is a commonly accepted and agreed upon habit within social interactions. Politeness is also defined as the courteous way of behaving, which includes using respectful and polite language, as well as observing proper etiquette in socializing, with the aim of showing respect and consideration towards others and oneself, without discriminating based on status, age, or specific group (Dewi, 2021).

For students, politeness is a manifestation of noble character acquired through education and training from various individuals in their respective roles, such as parents, teachers, religious leaders, and the general community, as well as from writings and works of wise individuals (Shihab, 2016). Some elements that contribute to the fulfillment of etiquette training are internal and external elements. One of the factors that influences the cultivation of character in children is the parenting style or upbringing by parents in introducing various aspects of social lifestyle norms, or social lifestyle norms, as well as inspiring and setting an example for their children to follow these norms (Arianti, 2019). Furthermore, cultural background, parental education, socio-economic conditions, and the living environment also influence the development of students' polite behavior. Various factors can make students struggle in applying proper and correct etiquette (Sulistiyowati, 2020).

The success of etiquette education is determined by various environmental factors surrounding it, both internal and external. It can be imagined that the connection between good habits within the family will be reflected in behavior within society, and societal education will be linked to education in schools (Desi Kristina Dewi, Eli Trisnowati, 2022). Meanwhile, rude behavior can be influenced by the lack of control over students' social

interactions by their parents, insufficient guidance from teachers, and the experimental behavior carried out by the students themselves (Sitorus, 2021).

There are three characteristics of politeness, namely politeness in language, politeness in behavior, and politeness in dress. The examples of polite behavior in school include using proper and correct Indonesian language when communicating between students and teachers, respecting others' opinions, not shouting in the school environment, and wearing a neat and orderly uniform according to the rules (Sukmawati. & Rustam, 2023). As for the impolite behavior exhibited by students based on research conducted by Syahid at SMP N 18 Banjarmasin, it includes using inappropriate language when speaking to teachers or peers, interrupting others during conversations, frequently using impolite words, showing indifference when given advice, and so on (Syahid, 2020).

Furthermore, previous research conducted by Anggraeni & Hariastuti at UPT SMP N 9 Gresik showed various disrespectful behaviors exhibited by students. Some of these impolite behaviors include students addressing their peers by their parents' names, engaging in fights with friends, daringly interrupting a teacher's conversation, challenging the teacher, speaking disrespectfully to the teacher, frequently leaving the classroom to go to the restroom or cafeteria during class hours intentionally, and so on (Anggraeni & Hariastuti, 2023). Based on the interview results with the guidance and counseling teacher at MA Mazro'atul Huda Wonorengo Demak, the researcher found that some students in the madrasah still experience issues related to manners and politeness. These include not dressing appropriately, not speaking politely, not bowing when passing in front of the elders, not expressing gratitude to those who have helped, and not greeting or smiling at others.

Politeness is necessary in learning in order to establish a good relationship between students and teachers. In addition, students who behave politely are expected to absorb lessons more easily and pay more attention to

the teachings delivered by the teacher. Students who exhibit polite behavior are considered capable of respecting their teachers, thus enabling them to learn well and optimally (Rabiola & Setiawan, 2018). Polite behavior is also necessary for students when interacting in society. This polite behavior is crucial for shaping the character of students in the future. Therefore, there needs to be an initiative from the school counselor or counselor in helping to improve the polite behavior of students. One of the assistance services provided to students is through group guidance services.

Group guidance services are a way of providing assistance (guidance) to individuals through group activities. In group guidance services, the activities and dynamics of the group should be utilized to discuss various matters that are beneficial for the development or problem-solving of the individual (participant). In group counseling services, common topics of concern within the group are discussed. Issues that become the focus of conversation in group counseling are addressed through dynamic and constructive group dynamics, with all group members participating under the guidance of the group leader (Kumara, 2017).

Prayitno states the purpose of group guidance as follows: "In addition to fostering good relationships among group members, the ability to communicate between individuals, understanding various situations and environmental conditions, can also develop real attitudes and actions to achieve desired goals as revealed within the group". According to Tohirin, group guidance services aim to develop social skills, particularly communication skills of service participants or students. More specifically, group guidance services aim to encourage the development of feelings, thoughts, perceptions, insights, and attitudes that support more effective behavior, namely improving both verbal and non-verbal communication abilities of students (Nilasari, Indri Astuti, 2019).

Group guidance services on etiquette are expected to help students develop themselves optimally. One of the key goals in implementing group guidance is to enhance the politeness of students, so that they can behave more respectfully towards teachers, peers, or individuals involved in their environment, and no longer be labeled as disrespectful. Furthermore, the services provided within this group setting can also serve as a means of conveying information and assisting students in formulating appropriate decision-making plans. Thus, it is hoped that this will have a positive impact in shaping the students' personalities (Harahap, 2024).

In order to improve the quality of social interactions among students, a comprehensive approach is necessary. This is important because polite behavior encompasses not only verbal aspects but also non-verbal ones. Therefore, it is important for the school to pay special attention through various activities and programs that support the development of polite behavior. Thus, it is expected that students can consistently practice courteous behavior in various situations and environments, creating a more harmonious and productive learning environment for all members of the school.

B. Metode

The approach used in this research is a qualitative approach. The type of research used in this study is field research, which is descriptive in nature. Descriptive research focuses on data obtained through words or images rather than numerical values. The subjects of this study are students, guidance counselors, and the school principal. Data was collected through observation, interviews, and documentation. In validating the data, the researcher employed triangulation process. In data analysis, the researcher utilized data reduction, display, and verification, which involved selecting relevant data, presenting it clearly, and drawing conclusions for easy understanding by others.

C. Discussion

1. Data Research Description

At this stage, the researcher will explain the data obtained in the field through observation, interviews, and documentation regarding the implementation of group guidance services to improve the behavior of students at MA Mazro'atul Huda Wonorenggo Demak.

In the research conducted at MA Mazro'atul Huda Wonorenggo Demak, the researcher collected data through field observations and interviews with several sources. According to Mrs Magfirotun, the BK teacher at MA Mazro'atul Huda Wonorenggo Demak, the result is about the implementation to improve the polite behavior of students through group guidance.

The steps for implementing group guidance services conducted by guidance and counseling teachers to improve polite behavior are as follows

a. Need assessment

Guru BK from MA Mazro'atul Huda Wonorenggo Demak explains that in the group guidance process to improve the etiquette behavior of students, the first step is to conduct a needs analysis, commonly known as a need assessment. The purpose of this step is to understand the needs and problems faced by students. Needs assessment helps in identifying the needs and issues experienced by students in school. The assessment results enable the guidance counselor to plan appropriate interventions and support for individual students as well as group activities.

Furthermore, the guidance counselor reviews data regarding student information, including personal data, student background, and behavior during learning, as well as social interactions with peers and teachers within the school environment. From this activity, the guidance counselor can identify the challenges faced by students and their actual needs.

Based on the observations that have been conducted and in accordance with the information that has emerged in the field, especially at MA Mazro'atul Huda Wonorenggo Demak, it can be said that the behavior of the students in terms of politeness is somewhat lacking. Some students at the school still refer to their peers using inappropriate terms, consistently interrupt conversations with teachers, and there are also students who interact with teachers as if they were peers

b. Group guidance services are conducted to improve etiquette behavior

From the research conducted through interviews with the guidance counselor at MA Mazro'atul Huda Wonorenggo Demak, the results of implementing group guidance services to improve the students' etiquette behavior were obtained, as follows.

1) Initial step

In the initial stage, the BK teacher strives to establish a good and harmonious relationship with the students in the class. This is aimed at ensuring that the students feel comfortable communicating with the BK teacher, thus facilitating the provision of services that meet their needs.

Furthermore, the BK teacher will review information regarding the polite behavior of students who will receive services, such as their daily attitude records and violation data, in order to address issues related to polite behavior. This indicates the need to implement service activities to improve the polite behavior of students in the madrasah environment.

In practice, this initial step begins with the guidance counselor providing an explanation about the services that will be provided or carried out for the students, and then explaining the concept of group guidance along with its objectives and benefits in that activity. This explanation covers details about the implementation process of the service, the topics that will be discussed, and the methods used to ensure

that participants understand and feel comfortable with the service they will receive.

Next, the BK teacher will adjust the students' schedules for group guidance activities and plan the location for their implementation. This activity is usually carried out three to four times, considering that the students in this madrasah tend to be difficult to control and require time to understand the concept of manners, given the varying levels of thinking and understanding among each student.

2) Activity Planning

In this stage, a counselor conducts comprehensive planning to ensure that the guidance services provided can run effectively and efficiently. This planning covers several crucial aspects. Firstly, the counselor plans the content of the services to be delivered. This involves consideration and determination of the type of material that will be taught and learned by the participants of the service. The selection of this material must be relevant and in line with the needs and goals of the group guidance service that will be conducted.

Furthermore, there is planning related to the goals and objectives of the activities. This includes determining who will be the participants in the group counseling service. By setting clear targets and objectives, counselors can better focus on providing guidance that is appropriate to the needs and characteristics of the students. Furthermore, there is also a plan for the materials that will be used during the group counseling sessions. This includes ensuring that all provided materials are accurate and relevant to the theme or issues that will be discussed in the group guidance session.

Selecting the appropriate material can help enhance the effectiveness of the services to be provided. Furthermore, there is planning related to assessing the participants' understanding of the

service. This involves strategies and assessment methods that will be used to measure how well the participants have grasped the material and concepts conveyed during group guidance activities. With good assessment planning, counselors can provide useful and supportive feedback for the development of service participants.

Lastly, but equally important, is the planning related to the timing and location of group counseling services. Good time management is essential to ensure that each session is utilized efficiently. The choice of location should also be carefully considered, given the personal or confidential issues that may be discussed during the group counseling sessions. By carefully planning in all aspects, counselors can ensure that the group guidance services provided can maximize benefits for students, as well as create a safe and supportive environment for sharing and learning.

3) Implementation of activities

In this process, as explained by Mrs Magfirotun, the initial stage of group guidance services begins with physical preparation, including location and equipment preparation. This also involves tool preparation, skill preparation, and administrative preparation. The next stage is the implementation of activities, which consists of three consecutive stages to be carried out by the school counselor.

In the initial stage of formation, this phase includes the creation of groups, where the guidance counselor explains the meaning, purpose, principles, and basic concepts of group guidance, introduces themselves, and facilitates mutual introductions among participants. The guidance counselor strives to create a comfortable and engaging atmosphere for participants, and invites them to participate in games or icebreakers. All of this aims to build comfort and enthusiasm during the activities. Each stage of this group guidance implementation is followed by 7-10 students.

During the second transition phase, the guidance counselor explains the next steps and asks about the participants' readiness.

In this stage, the guidance counselor explains that the topic to be discussed is related to the etiquette and manners of students. The chosen topic includes behavior etiquette and politeness in speech. This topic selection was based on the rules that have been violated by the students. Therefore, the discussion about the etiquette and behavior of students is expected to provide a deeper understanding of the importance of behaving politely in various social aspects, both in school and in society.

For the next session, the counselor will conduct a Q&A session among the participants and provide them with the opportunity to express their opinions. In the final stage, the members and the guidance counselor will discuss the issues in depth with the participants until reaching a satisfactory resolution.

c. Evaluation of Activities

In this stage, the evaluation of group counseling participants begins by expressing complaints or providing suggestions about their experiences in the activity. This allows for an assessment of what participants have conveyed in order to determine what needs improvement or continuation. This process is directly led by the school counselor.

According to the explanation from Mrs Magfirotun, although initially the students were less active in group guidance due to being unfamiliar, in the following activities they became more enthusiastic, especially in group guidance sessions. This is because students tend to be more enthusiastic in enjoyable and less serious learning.

From that, the researcher gathered information by conducting an interview with Mr Syafiq, the headmaster of MA Mazro'atul Huda Wonorenggo Demak. The headmaster explained that in the madrasah,

guidance and counseling services carried out by the BK teacher are running optimally and systematically, with an emphasis on group guidance services for students. He stated that the activity has proven to be quite effective in addressing various issues faced by students. The guidance counselor is also given the opportunity to provide direct services in the classroom, with the aim of strengthening the relationship between students and the guidance counselor. Because guidance and counseling teachers not only serves as a disciplinarian, but also as a confidant and a source of information in various aspects such as social, academic, career, and school matters. He explained that in the madrasah, there are two guidance and counseling teachers, with one teacher handling three classes, and the other managing four classes, in accordance with the seven classes present in the madrasah, with a total of 15 to 25 students.

In the interview conducted by the researcher with Mrs Nur Hidayati, the second BK teacher at MA Mazro'atul Huda Wonorenggo Demak, she stated the following regarding the implementation of BK services Guidance and counseling services have been running quite well. She has designed a BK program that includes various activities, such as individual counseling, group guidance, and education for students. She also collaborates with parents and other relevant parties to provide optimal support for the students.

After the implementation of the group guidance activity, the student named MH stated that they found the group guidance enjoyable, not boring, and helpful in solving the problems they faced according to their expectations. The statement was also expressed by a student named AD that they are very pleased with the group guidance activities, and it also broadens their knowledge about new things. Additionally, it helps train students to express their opinions and to respect each other when there are differences.

The statement was also expressed by a student named HS regarding group guidance, who initially felt bored because they did not understand its purpose and meaning. However, after participating in the activities several times, they began to find it enjoyable and realized that group guidance was different from classroom learning, which tends to be dull and sleepy. They really like group guidance activities because they are interspersed with games or icebreakers.

The statement from the student named AZ, who said that through group guidance activities, they have become more aware of the importance of polite behavior towards others and the rules and regulations in the madrasah. This has motivated them to become a better person.

From those stages, it can be concluded that the implementation of group guidance services at MA Mazro'atul Huda Wonorenggo Demak has been carried out well. This group counseling service is considered effective for students, as it can build harmonious interactions among participants and allow students to understand differing opinions and issues faced by others, thus enabling them to appreciate their peers and elders.

2. Data Analysis of Research

Based on the results of observations and interviews conducted by the researchers, through this group guidance service, the manners of students at MA Mazro'atul Huda Wonorenggo Demak can increase. This can be judged from the changes they make, such as students being able to regulate themselves how to behave, behave, and speak appropriately in their environment.

In this group guidance service, BK teachers create an environment with the most comfortable conditions and atmosphere as possible like at home for students, so that students can comfortably and freely. Basically,

group guidance can be in the form of conveying information or group activities that discuss educational, work, personal, and social fields. In group guidance activities, they can interact with each other freely and exchange opinions. In addition, through this group guidance activity, students are expected to be able to develop awareness about themselves and others, get information from leaders and members of other groups, and the tendency to change certain attitudes after listening to the opinions of other group members (Dewi W. & Alhusni, 2019).

This group counseling activity also helps students change their perspective towards the role of the guidance counselor, which initially they only knew as someone who could get angry and punish students. However, they can now see the proper role of the guidance counselor as a friend and a place to confide in, who can help solve the problems they face. Therefore, the role of the guidance and counseling teacher at MA Mazro'atul Huda Wonorenggo Demak is considered very important in implementing the counseling program at the school.

This is in line with the research conducted by Rismawati, who stated that in group guidance implementation, it is highly necessary because during group guidance activities, all group members interact with each other, actively express opinions, and provide feedback or suggestions. Therefore, through group guidance services, students are trained and accustomed to behaving politely. Group guidance services are aimed at assisting individuals in their efforts to achieve optimal development in various personal, intellectual, social, moral, emotional, and unique abilities that they possess (Sitorus, 2021).

Furthermore, group guidance activities have advantages because students can get to know themselves through interactions with their peers in the group. Additionally, students can compare their own potential with others, and through this group, they can overcome moral burdens such as

shame, lack of confidence, fear, and the like (Jannah, 2015). Therefore, the implementation of group guidance services can provide additional motivation to students and encourage them to develop themselves towards improvement.

In the selection of this group guidance service, it is expected to improve the etiquette behavior of students at MA Mazro'atul Huda Wonorenggo Demak. The formation of group guidance is hoped to assist the BK teacher or counselor in addressing issues that have not been resolved by students independently. Thus, in group counseling sessions, various issues can be resolved through collaboration and discussion among group members, resulting in diverse and beneficial solutions.

Based on the interview results with the guidance counselor at MA Mazro'atul Huda Wonorenggo Demak, it can be concluded that group guidance services can provide new insights and experiences to students in various aspects such as career, learning, social, and personal. This has been implemented by the guidance counselor in order to have a positive impact on the students' behavior. There have been positive changes in the students, where previously they used to speak or laugh too loudly during lessons, call their peers by nicknames instead of their real names, and ignore the teacher's instructions when given tasks. The result now is that they can respect the teacher when the material is explained by sitting calmly and listening attentively, calling their peers by their real names, and starting to follow the teacher's instructions when given tasks, and other positive changes. This is also proven by research conducted by Utami and Prasetiawan. Based on their research, there is an improvement in the polite behavior of students after receiving group guidance services. Students become more respectful towards teachers, more courteous when speaking with teachers or adults, and also towards their peers (Utami & Prasetiawan, 2022).

The research findings are in line with the study conducted by Kurniawati, which states that the role of a teacher as an inspirer in instilling polite behavior in students. Teachers always strive to demonstrate courteous behavior in front of their students. The role of teachers as motivators in instilling polite behavior in students is to always encourage or push students to improve by giving praise or rewards to those who exhibit good manners, and by providing explanations and advice to students whose behavior is lacking in politeness (Pertiwi, 2020).

D. Conclusion

Based on the results of research and analysis that has been carried out by researchers regarding "Implementation of Group Guidance Services to Improve Students' Manners at MA Mazro'atul Huda Wonorengo Demak", it can be concluded that the implementation of group guidance services to improve students' manners is successful and has a positive impact on changes in students' behavior. Whereas initially students had minimal understanding of proper behavior, they now exhibit good manners, adhere to school rules, show respect towards teachers, use polite language when speaking to them, and refrain from teasing their peers.

E. Suggestion

Based on the results of the research and the existing conclusions, the researcher provides suggestions that are expected to contribute to improving the quality of guidance and counseling services at MA Mazro'atul Huda Wonorengo Demak:

1. For BK teachers, it is expected to always guide students until awareness arises to behave well and politely. Continue to cooperate with the head of the madrasah and other teachers to be able to improve the manners of students.

2. For students, it is hoped that they can apply what has been conveyed by BK teachers at MA Mazro'atul Huda Wonorenggo Demak. As well as being able to understand and comply with the rules in the madrasah.
3. For parents, it is expected to be more actively involved in the process of character education of their children at home. This can be done by providing examples of consistent manners, such as the use of polite words and acts of respect to others.
4. For future researchers who want to conduct research with the same problem, they can make it an addition to the research and make improvements in its implementation.

REFERENCES

- Arianti, A. E. (2019). Bimbingan Kelompok Dalam Membudayakan Sopan Santun Berbicara Remaja Penerima Manfaat Di Suasana Pelayanan Sosial Anak "Pamardi Utomo" Boyolali. *IAIN Surakarta*.
- Desi Kristina Dewi, Eli Trisnowati, G. H. (2022). Upaya Meningkatkan Sikap Sopan Santun Melalui Layanan Bimbingan Kelompok Dengan Model Role Playing. *BIKONS: Jurnal Bimbingan Konseling*, 10(1). <https://doi.org/10.21608/pshj.2022.250026>
- Dewi, S. (2021). Implementasi Layanan Bimbingan Kelompok Dengan Metode Sociodrama Untuk Meningkatkan Perilaku Sopan Santun Di Kelas Xi Sma Harapan Mekar Tahun Pelajaran 2020/2021. *Jurnal Ilmiah Mahasiswa Pendidikan [JIMEDU]*, 1(4), 1-12.
- Dewi W., D., & Alhusni, S. (2019). Upaya Meningkatkan Kemampuan Pengambilan Keputusan Karir Melalui Layanan Bimbingan Kelompok. *Konseling Edukasi: Journal of Guidance and Counseling*, Vol.3 No.1, 52-69. <https://doi.org/http://dx.doi.org/10.21043/konseling.v3i2.6403>
- Dian Bowo Saputro, Awik Hidayati, M. A. M. (2020). Peran Layanan Bimbingan Kelompok Teknik Modeling Terhadap Sikap Sopan Santun. *Jurnal Advice*, 2(2).
- Harahap, A. F. (2024). Pelaksanaan Layanan Bimbingan Kelompok Untuk Membantu Siswa Meningkatkan Perilaku Sopan Santun Dalam Berbahasa di Pondok Pesantren Al-Abraar. *Pedagogik Jurnal Pendidikan dan Riset*, Vol. 2, No. 1 (E-ISSN: 3025-7719), 01-07.
- Jannah, N. (2015). Pelaksanaan Layanan Bimbingan Kelompok Dalam Pemilihan Kegiatan Ekstrakurikuler Di SMP Negeri 1 Rantau. *Jurnal Mahasiswa BK An-Nur*, 11, 34-43.
- Jannati, Z., Hamandia, M. R., & Razzaq, A. (2023). Upaya Meningkatkan Sopan Santun Mahasiswa dengan Mengimplementasikan Bimbingan Kelompok Berbasis Hadits. *Ghaidan (Jurnal Bimbingan Konseling Islam & Kemasyarakatan)*, 35-41. <https://Ghaidan.co.id>
- Kumara, A. R. (2017). *Bimbingan Kelompok*. Program Studi Bimbingan dan Konseling Fakultas Keguruan dan Ilmu Pendidikan.
- Nilasari, Indri Astuti, A. Y. (2019). Layanan Bimbingan Kelompok Tentang Sopan Santun Siswa Kelas VIII di SMP Negeri 21 Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 8 (10), 2019, 1(April), 1-23.
- Pertiwi, H. (2020). Menumbuhkan Sikap Sopan Santun Dalam Kehidupan Sehari – Hari Melalui Layanan Klasikal Bimbingan Dan Konseling Kelas Xi Sma Negeri 3 Sukadana. *Jurnal Inovasi Bimbingan dan Konseling*, 2(2). <https://doi.org/10.30872/ibk.v2i2.652>

- Rabiola, D., & Setiawan, M. A. (2018). Perbedaan Pemahaman Siswa Tentang Sopan Santun Ditinjau Dari Pemberian Layanan Bimbingan Kelompok Berlandaskan Falsafah Dandang Tingang Kelas VII SMP Muhammadiyah Palangkaraya. *Pedagogik Jurnal Pendidikan dan Riset* , 4(1), 17–33. [http://journal.umpalangkaraya.ac.id/index.php/suluh](http://journal umpalangkaraya.ac.id/index.php/suluh)
- Rachmayanti Anggraeni, F., & Tri Hariastuti, R. (2023). Penerapan Layanan Konseling Kelompok dengan Teknik Modellig untuk Meningkatkan Perilaku Sopan Santun di Sekolah. *Jurnal BK UNESA* , Vol. 13 No. 5, 584–590. <https://ejournal.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/56071>
- Septiawan, A., Gudnanto, G., & Kiswanto, A. (2022). MENINGKATKAN PERILAKU SOPAN SANTUN MELALUI LAYANAN BIMBINGAN KELOMPOK DENGAN TEKNIK SOSIODRAMA PADA SISWA KELAS IX-F DI SMP NEGERI 2 NALUMSARI. *Jurnal Muria Research Guidance and Counseling (MRGC)*, 1(2), 211–230. <https://doi.org/10.24176/mrgc.v1i2.8751>
- Shihab, M. Q. (2016). *Yang Hilang Dari Kita Akhlak*. Lentera Hati.
- Sitorus, R. (2021). Upaya Meningkatkan Sikap Sopan Santun Siswa Melalui Layanan Bimbingan Kelompok. *Journal of Education Action Research*, 5(1). <https://doi.org/https://doi.org/10.23887/jear.v5i1.31522>
- Sukmawati, E., & Rustam. (2023). Analisis Deskriptif Upaya Meningkatkan Sikap Sopan Santun pada Siswa. *Jurnal Bahana Manajemen Pendidikan*, 12, 53–56. <https://doi.org/10.24036/jbmp.v12i1>
- Sulistiyowati, S. (2020). Bimbingan Kelompok Dengan Teknik Behavior Contract Untuk Meningkatkan Perilaku Sopan Santun. *INOPENDAS: Jurnal Ilmiah Kependidikan*, 3(2). <https://doi.org/10.24176/jino.v3i2.5417>
- Syahid, A. (2020). Studi Layanan Bimbingan Kelompok Terhadap Perilaku Sopan Santun Siswa Pada Kelas VIIIC SMP Negeri 18 Banjarmasin . *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia*, 6(2).
- Utami, Y. E., & Prasetiawan, H. (2022). Upaya Meningkatkan Sopan Santun Melalui Bimbingan Kelompok Teknik Sosiodrama. *Jurnal Pendidikan dan Konseling*, 4(4), 1276–1283.