



The Application of Creative-Contextual Classical Guidance in Improving Children's English Literacy in Marginalized Communities

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Abstract

The Application of Creative-Contextual Classical Guidance in Improving Children's English Literacy in Marginalized Communities. This study aims to explore the application of the classical guidance method to improve English language comprehension among children in the marginalized community of Argopuro. Using a descriptive qualitative approach, data collection was conducted through participant observation of the learning process and in-depth interviews with BKI Kreatif tutors and local residents to understand the learning dynamics of the subjects. Data analysis was conducted inductively through data reduction, presentation, and conclusion drawing. The results show that classical guidance is effective in improving English language skills when creatively designed through a playful learning method that suits the children's collective character. Despite limited facilities, the use of the surrounding environment as a contextual learning medium was able to maintain student focus and enthusiasm. The implications of this study emphasize that the group

guidance approach in marginalized areas requires methodological flexibility and emotional involvement of tutors. Recommendations for future researchers include the need to develop learning media based on recycled materials (low-cost media) to overcome facility barriers. The government and related institutions are expected to replicate this guidance model to accelerate equitable access to non-formal education for children in socially vulnerable areas.

Keywords: *Classical Guidance, English, Marginalized Communities, Participant Observation, Contextual Education.*

A. Introduction

Today's global society is in an era of industrial revolution that demands serious adaptation through the development of various intelligences. According to Gardner (1993), multiple intelligences include verbal-linguistic, logical-mathematical, spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Facing an era of globalization that is blurring world boundaries, mastering foreign languages is an unavoidable urgency so that the next generation can play a role on the national and international stage.

Ideal education must be implemented consciously to hone children's potential and enable them to compete. In the Islamic conception, Muhammad Natsir stated that the goal of education is to shape servants of God who possess obedience, physical and mental health, and sufficient knowledge to lead the community and utilize the world's contents for the benefit of humanity. Therefore, guidance and counseling (BK), using its various techniques, including classical guidance, exists to help individuals achieve harmonious development in all aspects of life.

Specifically, English in Indonesia is considered a foreign language (English as a Foreign Language), meaning it is studied in educational institutions but not used in daily communication. English proficiency is crucial because it is a global language used in academic conferences, news, and even popular music. However,

the reality is that the effectiveness of this language learning often depends on students' self-awareness and guidance tailored to each individual's circumstances (Susanti et al., 2018).

A specific phenomenon occurs in the Marginal Village of Argopuro, Kudus Regency, a relocation area where the community still clings to the label of marginalized. In this area, access to learning opportunities is very limited and interest in learning remains low. Difficult economic conditions force children to spend time helping their parents, leaving them thirsty for knowledge. This impacts low English literacy due to the lack of adequate informal, formal, or non-formal educational facilities in the area.

Previous research has shown that experiential learning is far more effective because it involves students' active participation in acquiring knowledge and skills (Atherton & Price, 2008). Furthermore, social support in the form of information and attention from those around them significantly helps individuals develop awareness of the problems they face (Mashudi, 2012). However, most of this research has been conducted in formal school settings with comprehensive facilities.

A research gap exists in that the application of English language tutoring for children in marginalized settlements with extremely limited resources remains rarely explored. Most classical tutoring models are designed for formal classrooms with rigid curricula, often failing to engage children in marginalized environments who prefer freedom and psychomotor activities.

The novelty of this research lies in the modification of the classical guidance method, which is integrated with a playful atmosphere and the use of the surrounding environment as a contextual learning medium. This innovation emphasizes the tutor's flexibility in addressing the collective character of marginalized children, so that English learning becomes not only a transfer of theory but also a fun and meaningful habituation activity.

The involvement of tutors from BKI Kreatif serves as a crucial element as a model for the children in Argopuro. Human interaction based on efficient and effective interpersonal communication is essential for optimal counseling and guidance (Winkel, 2000). In this context, tutors serve not only as teachers but also as companions who understand the students' family backgrounds and living environments (Asril, 2010).

This tutoring program also serves as a preventative and curative measure against the culture of broken homes through the provision of emotional and informational support. By creating a conducive learning environment outside of formal school hours, it is hoped that Argopuro children will develop resilience and optimism in facing the future, despite economic constraints (Mubarok, 2002).

The purpose of this study is to describe the effective implementation of classical tutoring methods in improving English comprehension for children in the Marginal Village of Argopuro. This research seeks to answer how tutor creativity and the use of play-based learning methods can improve children's enthusiasm and language skills, while also identifying solutions to resource constraints through an environment-based learning approach.

B. Method

This research uses a qualitative approach with a descriptive case study design to explore the implementation of the classical tutoring method in the Marginal Village of Argopuro. The research focuses on objectively reconstructing social phenomena, including the preparation, implementation, and evaluation of English tutoring. The researcher acted as the primary instrument (human instrument), directly involved in collecting, interpreting, and analyzing data in the field (Yin, 2018). The use of this case study design allows for an in-depth understanding of the meaning behind tutor behavior and children's enthusiasm for learning in a non-formal educational setting with limited resources.

Participants were selected purposefully using a purposive sampling technique, where subjects were chosen based on criteria relevant to the research

objectives. Participant inclusion criteria included: (1) Tutors from BKI Kreatif who actively teach as volunteers, (2) Children of compulsory school age in Argopuro Village who participate in tutoring, and (3) Parents or community leaders who understand the socio-academic conditions of the area. This technique ensures that primary data is obtained from key informants who directly experience the dynamics of classical tutoring, while secondary data is obtained through documentary studies related to demographics and tutoring activity schedules (Moleong, 2019: 17).

Data were collected through triangulation techniques, including participant observation, in-depth interviews, and documentation. Researchers conducted participant observation by engaging in tutoring activities to capture natural interactions between tutors and students. Structured and unstructured interviews were conducted with tutors to explore teaching strategies and with students to understand their learning motivations. To ensure data validity (trustworthiness), this study implemented credibility testing through extended observation, increased diligence, peer discussions, and member checking to ensure reported data aligns with the information provided by informants (Sugiyono, 2019: 89).

The data analysis technique follows the interactive model of Miles and Huberman (2014), which consists of data reduction, data display, and conclusion drawing or verification. The analysis process was carried out continuously from the beginning of data collection until the final report was compiled. Additionally, dependability and confirmability tests were conducted through audits of the entire research process, from problem definition to conclusion drawing. This ensures that the research results are a function of the systematic research process, thus providing a comprehensive picture of the effectiveness of contextual classical guidance in marginalized environments.

C. Discussion

The purpose of children's education, in the Islamic conception of education, is to guide them to become human beings who have faith, noble character,

knowledge and charity (work hard) to achieve the goodness and welfare of mankind and of course, including themselves. All the purposes of education are also carried out in counseling guidance (with all BK techniques and approaches) including classical guidance. Counseling guidance has fields of work, including: education, career-work, marriage-family, individual-social and religious-religious. Because every individual has problems in all aspects of life, so BK is needed so that all problems can be solved to create a harmonious and prosperous society starting from family harmony, friendliness of the school environment and social support of community elements. Parents need to be aware of their function as parents, namely natural educators for children, so that children can obtain facilities for their growth and development in a healthy manner (in Nurhadi Purwosaputro. 2006) in accordance with developmental tasks at each phase with learning tasks to improve intelligence.

The children's dispositions that need to be developed by parents are: flexibility, openness, firmness, planning, confidence/independence, tolerance, discipline, daring to take risks, future-oriented, responsible and able to complete tasks and devotion that adults (especially parents) get. It can be realized how important the role of education is Muhammad Natsir, an Indonesian Muslim scholar, stated that the purpose of Islamic education is the purpose of life, while the purpose of Muslim life is clearly stated in the Qur'an, namely to serve Allah, that is, to be a servant of Allah. The purpose of education is to form/guide students to serve Allah, or become servants of Allah in worship and muamalah activities.

Based on Islamic evidence, Natsir put forward the characteristics of a servant of Allah, namely: (1) complete obedience to Allah; (2) healthy and physically and spiritually strong; (3) have sufficient knowledge; (4) the lust is channeled legally and reasonably; (5) being able to lead the people; (6) being able to utilize the world and its contents for the benefit of mankind. These formulations, although varied, contain quite clear similarities, at least in 3 main ways, namely guiding children to:

(1) become Muslims and devout believers; (2) have noble character in the association of fellow human beings and other creatures; (3) have sufficient knowledge so that they are able to lead the people and are capable of cultivating the world and its contents for the benefit of mankind. With a shorter formulation, the purpose of children's education, in the Islamic conception of education, is to guide them to become human beings who have faith, noble character, knowledge and charity (work hard) to achieve the goodness and welfare of mankind and of course, including themselves. All the purposes of education are also carried out in counseling guidance (with all techniques and approaches of BK).

1. Analysis Of The Classical Guidance Method Carried Out By Tutors In Optimizing Children's Understanding In Learning English In The Marginal Village Of Argopuro

Uzair Usman, who quoted from Adam & Decey in Basic Principles of Student Teaching, stated that the roles and duties of teachers are to teach, class leaders, supervisors, environmental managers, participants, administrators, planners, supervisors, motivators, and counselors. This must be pursued in the entire series of learning and learning activities that have the goal of educating students. One very important tool in formulating LO is the Taxonomy of Educational Goals developed by Blomm (1956) and Krathwohl (2002), including: the growth of children's interest in learning, the existence of learning achievement competitions, the desire to get used to learning outcomes, practice by imitating tutors and others. Although each child has different and multi-level abilities.

This taxonomy makes the classification of educational goals similar to the classification scheme used for animals and plants. The classification consists of special categories and general categories that include all forms of desired learning outcomes from a form of teaching. This classification system is often developed by psychologists, teachers, lecturers, and test experts for use in curriculum development, teaching and testing. This system is based on the assumption that learning outcomes can be developed well through changes in student performance,

especially useful for teachers who want to formulate their LO in behavioral language (Hisyam Zaini, 2002). So that students have the ability to understand science, social sensitivity, behavioral skills, and have the desire to develop conscience in accordance with Islamic values.

Education is a conscious effort to help individuals get to know the environment, science and solve problems. Every education aims to be based on and support the achievement of the goal of national education to educate the life of the nation and develop the whole Indonesian people, namely human beings who: (1) have faith and devotion to God Almighty, (2) have noble ethics, (3) have knowledge and skills, (4) are physically healthy and professional, (5) have a steady and independent personality, (6) have a sense of social responsibility and nationality (Rahardjo & Gudnanto, 2022). Including in foreign language learning activities while still upholding Indonesian values.

Education is a conscious and planned effort to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by oneself-society-nation- state (Kholis, 2014). So that in the context of national education development, the Indonesian government has enacted a law on the national education system and various its implementation rules which include counseling guidance services. In its implementation, the use of learning methods in an individual or classical way is in accordance with the children's learning conditions.

Learning opportunities for children in the compulsory learning category are a demand in achieving a future with brilliant achievements that make the family and country proud. Because the ideals of every human being will affect the progress of a country, because it depends on the management of natural resources (SDA) and human resources (HR), so that management and participation from all parties are needed according to different abilities, with various methods, both in individual and classical ways. The method chosen is in accordance with the conditions or needs of the learning age.

Especially for the quality of human resources in a country, it is very determined by education, because education is very closely related to the formation of a whole human "character" based on Pancasila. In accordance with the understanding in Indonesia which is guided by the five precepts, to regulate the continuity of state and community life with eastern norms (manners, hospitality, help, family, tepo sliro and others). This can be done periodically with the motivation to learn to educate life.

Children who spend time with their parents in the economy will feel a "thirst for knowledge" that makes them happy and enthusiastic when there are volunteers for various studies together, especially students of the BKI FDKI IAIN Kudus Study Program. This is also a preventive and curative measure against the broken home culture can be carried out in various efforts (Mashudi, 2012: 227), namely:

- a. Social support is the provision of information from other people who are loved or have care and have a communication network or close relationship. The functions of social support, namely: emotional support (providing affection, attention and care), appraisal support (helping others to assess and develop awareness of the problems they are facing), informational support (advice and discussion on how to solve or overcome problems), instrumental support (providing housing, lending money and accompanying visits to social service bureausocial worker).

- b. Personality

Personality characteristics that must be present are: hardiness/fortitude/endurance (marked by an attitude of commitment, awareness of challenges, belief), optimism (expecting good results), sense of humor (happy with humor).

The above efforts can be understood as family counseling which is a process of helping individuals by involving other family members (family therapy) in an effort to solve problems experienced by family members (Mashudi, 2012:

241). This can be seen when parents also see the learning activities at TPQ carried out by volunteers with Argopuro children.

Ideally, all parents are able to create family/household conditions that are conducive to the healthy development of children and the criteria for an "ideal" healthy family are: religious life in the family, having time together in the family, having good communication between family members, mutual respect between members, being able to maintain the unity and integrity of the family, being able to resolve the family crisis positively and constructively (Hawari, 1997: 200). Therefore, the position of parents in the family is very important and important, everything that parents do will be used as an example. However, in reality, the opportunity to set an example has not been maximized by parents in Argopuro. Therefore, it is an opportunity and challenge for volunteers to provide guidance in forming the character of Argopuro children who love to learn and the right learning methods to attract interest and attention when learning together. Children can emulate volunteers in behaving when interacting and can be motivated by competing while learning together.

Human interaction begins with modeling, identification and internalization although human behavior in general is indeed influenced by motives (internal and external) to certain things. Only people who are disturbed in their level of consciousness do something without a clear motive. There are also people who have lost the motivation that has been driving their activities, and it is difficult to find adequate new motivation to replace the old one. A person, when holding a position, he works hard and is dedicated, but after not occupying that position, he may lose his motivation so that he does not want or cannot do something that he is actually capable of doing. It seems that the position held so far is quite dominant as a driving factor for behavior. The loss of position also causes the loss of the dominant factor that drives behavior, because other motivations seem to be less strong. In this situation, religious counseling services are needed, which is to help find new motivation to stay in top and work optimally in areas that can be "mastered". If a

person has found strong motivation, then he can work optimally and can succeed optimally (Mubarok, 2002: 40).

2. Analysis of Children's Understanding in Learning English in Argopuro Marginal Village

Every human being has potentials and life forces that must be developed by the environment (humans and cultural norms) to become a perfect human being (biopsychososospiritual). Because in essence, humanity in its life is always overwhelmed by two very dominant things, namely: hope and anxiety, hope: for a good, prosperous, peaceful, safe life, sufficient sustenance and everything that is pleasant and satisfying. Anxious: about bad life, calamities, disasters, misery, and all sorts of frightening.

Any motivation to learn is based on human admiration for all the processes that occur in this nature, the alternation of day and night; the onset of heat and cold, the pairing of creatures, and the different forms of human beings even though they come from the same parents (Ahmadi & Salimi, 2004: 16). What must be known through science and broad insight to become a wise human being. This can be done by the family (as the first and main place for children to get an education), educational institutions (a place to gain knowledge according to age stages), and the community (as a place to socialize) according to oriental values, *yakti: tepo seliro*, mutual cooperation, mutual help, hospitality and others. Although about education can emulate the condition of children in the West.

In the West, children are educated to have skills and competence in their various activities in order to be ready to greet all competition phenomena and various conditions of social change (Juwariyah. 2010. 89). If it is done to Indonesian children who are adjusted to existing norms (getting used to eastern customs and the implementation of Islamic sharia in daily life), they will have

readiness to face the future and can filter culture according to applicable social norms and religious norms. So that learning anything still applies Indonesian principles. Including the need to learn a foreign language.

Argopuro children also want their learning needs, namely by teaching Argopuro children to learn and play in TPQ activities. This makes the afternoon atmosphere lively and harmonious with peers. Although not every day, the atmosphere is awaited by the children of Argopuro. The volunteers came on schedule because they understood the psychological condition of the children who were very happy if someone provided tutoring with the classical guidance method. Learning innovation by playing provides a dancing situation and makes learning a joyful activity. Including the classical guidance method in English, making children want to know foreign languages. The enthusiasm of the tutors received support from parents because they felt that they did not provide educational opportunities in the informal, formal and non-formal scope due to economic conditions.

3. Analysis of Factors that Affect Tutors' Efforts in Optimizing English Learning through Tutoring in Argopuro Marginal Village

Learning is influenced by many aspects, both educators and students. Although learning activities can be carried out non-formally by tutors to children in tutoring. As done by volunteers from the students of BKI Creative FDKI who provided the opportunity to study in the afternoon above 16.00 to the children of Argopuro. The understanding of learning as explained by Majid (2016: 93) that learning through experience is an activity that adds insight where students actively participate to gain knowledge and skills from activities that are followed individually and classical that are used to learn English which fosters interest in learning.

According to Prahmadita, in increasing interest in learning, there are several factors that affect it, namely: 1) Internal Factors consisting of a) Motivation, a person's interest will be higher if accompanied by motivation, both internal and

external, b) Ideals, Every human being has ideals in his life, especially students, c) Talent, In addition to intelligence, talent is a factor that has a great influence on a person's learning process and outcomes. 2) External factors consisting of a) Teachers, According to Singer, teachers who succeed in fostering the willingness of their students to learn, b) Family, Parents are the closest in the family, therefore the family is very influential in determining a student's interest in lessons c) Social Friends, Through association, students can be influenced by the direction of their interests. This allows children to gain a variety of knowledge.

The knowledge gained is used as a stimulus to help students develop their potential. This learning method will be successful in its implementation if it involves direct student participation in the learning process. Furthermore, students are expected to be able to pour ideas and learning results both through presentation activities and so on in accordance with the learning concept (Setyaningsih et al., 2019). Atherton (2008) in (Sutriana, 2019) stated that learning activities through an experience obtained directly will be much more effective and of course will provide new knowledge that is more meaningful. Because learning by understanding the meaning is more impressive so that children will enjoy learning happily.

One of the methods used in learning is classical which is considered very effective to be applied in tutoring activities with students directly involved in learning activities it is hoped that they will be able to gain understanding from the activities they participate in. Idris, n.d explained that the experiential learning approach model has several objectives, including (1) improving students' thinking skills; (2) fostering student activity in learning; and (3) developing all existing potentials. In accordance with the variety of intelligence, including word intelligence. This is the basis for BKI Creative tutors to teach Argopuro children English.

The packaging of the classical guidance method was prepared- implemented- evaluated by volunteer tutors according to the condition of

Argopuro children who had motivation to learn by seeing their friends participate or not. This method provides a sense of security for children when learning, even though the number of people who participate in tutoring activities is not always the same because they are busy with their family's economy. However, seeing the children's curiosity to learn many things, including speaking English, provides positive energy for volunteers to educate children with English skills so that the tutoring participants have competitive ideals at the national and international levels, so that Argopura children as a generation of Indonesian independence fillers can carry the fragrant name of the nation.

In Indonesia, English is only learned in schools but is not used in daily life. That's why English in Indonesia is generally taught as a foreign language. The term 'foreign language' in the field of language teaching is different from 'second language'. A foreign language is a language that is not used as a means of communication in a particular country where it is taught. While the second language is a language that is not the main language but is one of the languages that are commonly used in a country. This is if we return it again based on the meaning of language as a system of communication in speech and writing used by people of a particular country. So, the status of a language, whether as a mother tongue, a second language, or a foreign language, will also have an impact on the purpose of a language to be learned. The challenge initiated the volunteers to provide tutoring with Argopuro children, especially speaking English practically to welcome the future to achieve their goals. Although it takes the struggle of the volunteers to foster motivation to aspire to the children of Argopuro.

The implementation of the classical tutoring method in the Marginal Village of Argopuro faces significant obstacles stemming from economic factors, limited facilities, and minimal environmental support. Children's busy schedules supporting their families' economic activities often disrupt their consistent participation in tutoring, which is exacerbated by limited facilities and infrastructure, preventing them from fully practicing English (Fazza et al., September 10, 2023). Furthermore, a lack of parental support and limited ability to

facilitate English learning needs deprives children of the opportunity and motivation to develop within the family environment (Salma, September 10, 2023). Internal factors such as low aspirations to compete internationally, a very short afternoon time allocation of only about one hour, and a lack of focus on pronunciation and writing practice lead to the lack of formal documentation of learning outcomes during the tutoring process (Risydah, September 10, 2023).

English as a foreign language means that English is only used and positioned as a learning in an educational institution, both formal and non-formal educational institutions and is not used as a language in social life and in daily life interactions nor is it a basic language in a country (Tomlinson, 2005). The learning method by playing makes children follow even though they can't do it for a long time, because a maximum of 1 hour already wants psychomotor play activities.

English language learning in the Marginal Argopuro Village has shifted from merely mastering theory to developing four language skills (listening, speaking, reading, and writing) through a habituation approach implemented by BKI Kreatif volunteers using a classical tutoring method. The effectiveness of this program is driven by the tutors' creative initiative in presenting the material through concrete modeling of learning through play and providing an understanding of the relevance of foreign languages in various future professions. Key supporting factors that emerged include children's enthusiasm in participating in classical tutoring (Faradisa, September 10, 2023), discipline in adhering to schedules, and the provision of appreciation in the form of praise and simple gifts, which have been proven to significantly increase children's learning motivation (Tasya et al., September 21, 2023; Saroh, September 10, 2023).

D. Conclusion

The implementation of classical tutoring methods by BKI Kreatif tutors to optimize English comprehension for children in the Marginal Argopuro Village is carried out through planning that adapts to the children's communal character,

innovative implementation to maintain focus, and regular evaluations that motivate group learning. The results show positive changes in children's speaking habits and attitudes in practicing English through playful learning activities that foster aspirations for education or careers abroad. Despite limited facilities and learning media, the success of this program is greatly driven by the synergy between the tutors' spirit of sharing and the children's high enthusiasm in utilizing their surroundings as a learning medium. As a sustainable measure, it is necessary to expand the network for tutors to overcome learning obstacles, increase children's persistence in pursuing their dreams, and full support from the local neighborhood association (RT) in providing a conducive space and time for these tutoring activities.

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