

## **The Implementation of Islamic Reality Group Counseling through Humor For Student`s Game Online Addiction At Bright Private Learning**

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### **Abstract**

Online game addiction behavior is a phenomenon that occurs as one of the impacts of the rapid development of technology and information. This study aims to prove the use of humor techniques in reality approach counseling for students in Bright's tutoring. Group counseling is carried out based on a comprehensive Islamic model. The reality group counseling approach in this study emphasizes responsible behavior for learning choices and playing online games. The methodology used is Quasi Experimental with a pre-post test model with five students as the subject of Bright tutoring. Data analysis was carried out by fulfilling the results of the validity of the instrument analysis and compliance with the stages of research implementation. Data analysis used Non-parametric statistical analysis using the Wilcoxon's Signed Rank Test. The results obtained an average significant increase between 30-40% in the low to high category. Through these results, it can be studied that the reality approach with humor techniques in group counseling services can reduce the frequency of student addiction exponentially. In addition, efforts to eliminate an unwanted behavior are automatically able to bring up positive behavior which in this case is an increase in student learning motivation.

Keywords: Islamic Counseling Group, Humor, Addiction, Learning Motivation

### **Introduction**

Advances in technology and information that are growing rapidly require people to make various adjustments. The dynamics of changing people's habits and behavior is one of the consequences of the rapid advancement of technology and information (Khilman Rofi Azmi, 2019). Students as a part of society are also affected by technological advances. One of them is the use of technology and information on devices for online games or online games.

Online game is a game that can be accessed using an account and can be used on devices such as gadgets, laptops and others that can be played freely without any limitations on space and

time.. According to Bodenheimer, offline games are game programs that are connected via a network that can be played anytime, anywhere and can be played simultaneously in groups around the world and the game itself displays interesting pictures as desired, which is supported by a computer (Bodenheimer, 2005).

Online games are one of the products of the rapid development of technology and information created for entertainment purposes that can present the sensation of adventure, challenge and other unique sensations. This product is also a type of entertainment that can increase the potential for comfort and sensation to always complete the mission in the game. Not only that, the development of online games, which is now one of the branches being contested in various events, is also proof that online game users and e-sports athletes have developed very quickly.

Behind the various advantages and popularity of online games, there are several bad effects, especially for teenagers who are actively completing their studies. The negative impact of online games on several aspects of life, such as health, psychological, academic, social and financial aspects is a problem that often occurs in students (Novriyanti, 2013). Even, according to research, the use of online games can affect student achievement and social interaction. The reality is that when children are facilitated by their parents, gadgets cannot be fully utilized properly. Students use gadgets for a long time so that it interferes with their obligations to learn and develop sensorimotor and kinesthetics. When students are left with this habit, it can lead to addiction which results in a decrease in their learning motivation and social relationships.

Playing online games that are done excessively can also have a bad impact on users, specifically the impact of addiction is relatively difficult to treat, because addiction gives users the effect that they always feel lacking if they don't play online games every day (Novriyanti, 2013). As for the impact of back pain due to a continuous sitting position, not only that, eye pain due to frequent viewing of computer screens is also an unavoidable problem for those who are addicted to online games. The amount of time wasted because playing online games to take part in various competitions and events is not worth the opportunity to complete studies well.

With regard to efforts to reduce online game addiction in students, Counselors / BK teachers have a role in dealing with this problem. Counseling teachers can use various counseling guidance services on an ongoing basis in accordance with the theory and implementation of services (Liana, Nisa', & Azmi, 2021), one of which is through group counseling. Group counseling is a service aimed at helping counselees solve their problems through group settings effectively and efficiently (Corey, 2015).

There are several counseling approaches that have been shown to be effective in reducing online game addiction. One of them is the reality counseling approach. This method is considered effective for dealing with Glasser's online game addiction (Fauzan, 2008). So, group counseling is

used instead of individual counseling. When using group counseling, several approaches can be used in group counseling, but this problem is considered appropriate by applying the reality approach, which requires the counselee to think reality and make decisions to reduce addiction to online games. The reality approach provides an overview of how to think reality or real, and teach counselees to take responsibility for what they do and how not to repeat the same mistakes and are taught to think ahead about the bad effects of online game addiction. Reality approach theory expects students to be responsible for the reality they do towards the right behavior (Gaston & American Counseling Association, n.d.).

With regard to the appropriate problem-solving background, the researcher has rationally used Glasser's reality group counseling (Fauzan, 2008) which has the characteristics of this approach, that the counselee is taught to always think realistically and positively. Then he was taught how to be responsible and not harm the people around him by what he did.

The reality counseling approach in the group counseling setting in this study has several techniques such as Socratic dialogue, homework, role playing, verbal shock, structuring and the use of humor. Among these techniques, the researcher used several techniques such as verbal shock, role playing and the dominant use of humor techniques. This is one of the novelties in this paper. The use of humor techniques is one technique that is rarely used by a counselor in dealing with online game addiction problems. According to Brill in (Soedajtmiko, 1988) humor is a means of obtaining pleasure by ignoring the painful effects that may be caused. Humor is created and used as a substitute for revealing emotional things that in serious situations suppress a person's feelings. Efforts to reduce online game addiction behavior in students through Islamic group counseling services with humor techniques are a concern in this paper.

### *Method*

The research methodology used is a quantitative approach with a quasi-experimental research design, namely the experimental research model in one group, namely the experimental group without any specific comparison group or control group (Creswell, 2012). The review of the use of this type is because in this research it uses an initial test and a final test (pre-post test). This is carried out so that quality by combining a group of students is carried out so that strict supervision is carried out to achieve a certain goal. Planning grouping into one group. The initial activity in this test aims to find out the student's problem then a test is carried out at the beginning, after that treatment and then a final test to explore data that causes students to become addicted to online games which makes learning enthusiasm decrease significantly (Khilman Rofi' Azmi, 2015)

The research illustrations were selected through the quota technique and sampling from several counselees with the method of setting several samples in meeting the targets that must

be met in taking illustrations from the population, after that with a benchmark of this number the researchers took random samples with the provisions of taking the lowest type (Khilman Rofi Azmi & Kharis, 2019). Researchers took 5 subjects as illustrations/samples. The alibi of the researchers chose the subject, because it was based on the value of learning outcomes to increase enthusiasm for learning in online game addiction, this was included in a questionnaire answered by the subject which was then analyzed by a counselor. All objects agree in conducting the counseling process without any sense of coercion or encouragement from any party.

With regard to data analysis, the researcher uses (1) Instrument Validity Analysis. Test validity is a measure that states the validity of the instrument so that it is able to measure what it wants to measure (Hurley, Pfadt, ..., & 1996, n.d.); (2) Non-parametric statistical analysis using the Wilcoxon's Signed Rank Test.

### *Theoretical review*

#### *Reality Counseling Approach*

Reality counseling is a method used to overcome certain problems, this therapy is guided directly by a teacher (counselor) or therapist, who can help clients to solve their own problems that teach realistic thinking and ways to deal with realities without someone being there. harmed. Reality therapy applies the responsible way to self and others. Not only that, this therapy also makes clients aware of what actions they are doing are not right, and there are many other positive actions that can have an impact on both themselves and others.

Glasser thinks, the basis of this reality therapy is to help the counselee to express his problems and fulfill the client's psychological needs to achieve a certain goal, and apply the mindset that humans in this world are not created in vain and useful for others, and are more responsible. big on this theory.

On the other hand, for Paul D. Meier, et al, the reality technique introduced by William Glasser focuses his attention on responsible behavior, by observing 3 things (3 - R): reality, doing good things (do right), and responsibility. answer (responsibility). For Widodo (2002: 2), the meaning of responsibility is making appropriate and efficient decisions, proper means ensuring the best option within the limits of given social norms and general expectations, to enhance positive human relations, safety, success and their well-being. alone. For Bertens (2013: 99), responsibility means that people cannot evade, if they are asked for a description of their actions. The responsible person can be asked for a description of his behavior and not only can he answer - if he wants - but he is also obliged to respond. According to the (Ebta., 2018) it means "an act of someone who is sober and dares to admit what he has tried, after that he dares to take all the risks". In another sense,

responsibility is a condition of having to bear all things if there is anything that can be prosecuted, blamed, sued, etc.). the interpretation of responsibility according to the (Ebta., 2018) is defined as "obligation towards all things; the function of receiving updates as a result of the behavior of one's own actions or those of other parties.

Some research results show the effectiveness of reality counseling to increase student learning responsibility, such as the research conducted by (Bariyyah, Hastini, & Sari, 2018) entitled to show that the results of her research can reduce students' academic procrastination attitudes. Research attempted by ("*efektivitas konseling realita untuk menurunkan perilaku tidak bertanggung jawab siswa dalam belajar | . | skripsi jurusan bimbingan dan konseling & psikologi - fakultas ilmu pendidikan um,*" n.d.) shows that the results of his research can reduce students' irresponsibility in learning. Research conducted by (Dewirati Juita et al., 2021) shows that the results of his research can discipline students at school. And the research conducted by (Novriyanti, 2013) shows that the results of the research he has done provide information that reality group counseling can improve student learning to do homework (PR).

### *Application of Reality in Islamic Group Counseling*

#### *Islamic Reality Group Counseling*

Reality group counseling is an effort to help students who take actions that are too excessive or actions that are less pleasing, this counseling is carried out in groups or formed a group before applying this theory. Students or clients who behave unproductively and damage themselves or others, will begin to be aware of this theory because this theory discusses logical and realistic thinking. In the use of reality group counseling, clients are made aware of their sense of responsibility and behave well to others.

Reality counseling explains that every action must have karma whether it is good or bad karma, the client is ready to accept the sequence of what the client does. For Glasser (Darminto, 2007) Reality group counseling slam based on 3R is planning a responsible attitude (Responsibility), reality or focusing on attitude (Reality), thinking about the values of the client's attitude, good or bad decisions (Right and Wrong). Reality counseling is a form of therapy that makes oneself aware of what it means to think about reality. Thinking at this time whether his actions have met the norms and have not harmed others, then this thinking is drawn forward whether current actions can have an influence in the future, or even have an impact in the future, in this theory it also instills sympathy and empathy.

The method to be used in the reality group counseling approach for students who lack a responsible attitude in obeying school rules is the WDEP method. The WDEP method is an

acronym for Wants, Directions, Evaluation, and Planning. This method is used to help the counselee calculate his desires, behaviors, and then formulate plans. SAMI2C3 represents the elements that optimize the success of the plan: simple, achievable, measurable, immediate, involving, controllable, immutable. consistent), as well as emphasizing on the commitment (committed) (Darminto, 2007).

The study related to Islamic group counseling is a study that can be referred to Syaiful Akhyar Lubis in his book entitled *Islamic Counseling and Mental Health*. Second, the shari'ah, tariqat, ma'rifah methods. Third, the method of faith, Islam and Ikhsan (SDI, 2017). As studied by (Sutoyo, 2013)), where individuals are invited to recognize the nature that is in themselves and how to deceive them through the methods of faith, Islam and ikhsan. The implementation of Islamic group counseling services with a Reality approach must fulfill several aspects that are manifested in counseling actions as in the following stages:

1. Premeeting stage, is the initial stage when the counselor has carried out the opening and invited all counseling that has similar problems. This stage is carried out by setting straight and good intentions for the counselor to help solve the counselee's problems.
2. The Initial Stage, is the stage of the Counselor to carry out the formation of a warm and familial group. In addition, this stage also focuses on building initial relationships between leaders and members. The important point is to establish a good relationship based on Islam. This stage is also carried out and begins with a prayer to Allah SWT.
3. Transition Stage, is the stage of group transition from the initial stage to the work stage. The dynamics in this stage are based on the principles of balance (tawazun) and tolerance (tasamuh) between the leader and the members.
4. Stages of Work/Counseling; is the core stage in group counseling services with the WDEP (want, do, evaluation and planning) stages. Group counseling service techniques such as Socratic dialogue, verbal shock, use of humor and so on.
5. Evaluation stage, is the final stage that becomes a reference for counselors or leaders in the process of group counseling services. In the perspective of Islamic counseling services, the leader together with members carry out muhasabah (self-reflection) in depth and each aspect must be related to religious values.
6. Follow-up stage, is a follow-up stage carried out by the counselor in order to assess and monitor the progress and development of the group comprehensively.

### *Goals of Reality Group Counseling*

In order to help the counselee achieve right, responsibility, and reality, it is hoped that the members can understand their real life. Although the world of reality has a point of view that humans are not the same, reality therapy can be obtained by comparing with other people. This theory emphasizes more on responsibility as a measure of the success of reality group counseling. According to Corey, the main purpose of this reality counseling is to help a counselee get out of a problem and explore the counselee's talents and interests to achieve what the counselee wants. The counselor invites the counselee to think realistically about the past today and the future.

### *Focus Group Counseling Reality*

Furthermore, to achieve the reality group counseling procedure, there are several things that need to be considered, namely:

Table 1.1. Description of Focus Group Counseling

<b>Focus Group Counseling</b>	<b>description</b>
<b>Focus on personal</b>	In this concept, the counselor's personality is taught to think about reality in overcoming his own problems, the counselor only guides, the decision is in the counselee's hands
Focus on behavior	Reality counseling focuses on the behavior of the counselee, not on the current attitudes and feelings of the counselee. Warm attention makes the counselee will quickly realize the key to success in this theory. Involvement and freedom make the client think warmer and more broadly.
Focus on the moment	Reality counseling does not think about the client's past, but thinks about present behavior that can change the future and get out of a problem experienced. This is in line with the goal of counseling according to Glasser which has three stages, namely helping the counselee (a) see that his behavior (the latter) is unrealistic; b) rejecting the counselee's irresponsible behavior; and c) teach the best way to find needs in the real world.
<b>Value considerations</b>	In reality counseling, it is very important to consider the value of the pretest to posttest whether in this technique students can change for the better in terms of learning and reduce the tendency to play online games.
<b>The importance of planning</b>	The counselee's awareness in planning something, for example, after the counselee has been able to overcome the tendency to play online games, whether the counselee will increase his learning achievement, in order to achieve brilliant goals

<b>Commitment</b>	The commitment that is meant is that the counselee is focused on the process that he runs without any sense of complaining, all results will appear behind him, in the process the counselee must also be more enthusiastic and study hard. Not only that, the counselee must reduce the habit of playing games that make him have to face and solve it himself
<b>Don't accept excuses</b>	Even though the plan has been prepared by the counselee, there is nothing wrong with the counselee not being able to or having difficulty in reaching it, the guidance and direction of a counselor who makes the counselee enthusiastic and consistent in achieving a goal that the counselee is aiming for.
Eliminate punishment	Punishment is abolished but replaced with evaluation, the point is that the counselee is more free to express his opinion and express his thoughts. There is no punishment, it is hoped that the counselee is more serious in reaching a goal.

### *Techniques for using Humor in Counseling*

Humor therapy is a therapeutic method using laughing humor to help individuals solve problems, both in the form of physical disorders and psychological disorders. Humor is known in nursing as helping clients accept, appreciate, and express something funny, laughable, or ridiculous in an effort to build a relationship, relieve tension, release anger, or deal with painful feelings. This can reduce stress and depression levels in individuals. Psychologically, it can relieve anxiety and depression by blocking impulses that are not socially or personally acceptable, by focusing on the ridiculous elements of a situation (Santrock, 2011).

Humor will produce laughter which is physiologically and psychologically positive. Physiologically it can help provide stimulation and relaxation formed after laughing, which causes the respiratory muscles to develop properly, reducing muscle tension. The provision of humor therapy can be given in various forms of media such as humorous shows, funny stories, or demonstrating something ridiculous (Parrott & Rubinstein, 2015).

Humor therapy is the use of humor to reduce physical or emotional pain and stress. The goal is to reduce stress and improve a person's quality of life. There are so many benefits of humor therapy, including increasing immunity against disease, reducing nervous muscle tension, facilitating the body's circulatory system, improving quality of life, encouraging relaxation and lowering high blood pressure, reducing depression levels and improving mood (Purwanto, 2013) Humor helps individuals to express impulses or feelings in a safe and non-threatening way. Humor brings out anger and aggression by focusing on the ridiculous elements of a situation (Purwanto, 2013).

Humor behavior or activities, apart from behavior, can also be in the form of storytelling, singing or punctuation skills. Humor raw materials can also vary from stories, puzzles, fairy tales,



songs, to words. This art of humor aims to ease people in living their lives (Altematif, Pennasalahan, & Hartanti, n.d.). Creating and responding to humor is as important as having a sense of humor, so in a sense of humor, verbal and behavioral humor have the same emphasis (Sulkowski, n.d.).

Humor is an interesting thing, because someone has made an adaptation in his life by criticizing life's problems through humor. For example, some parents seem to be successful in making adjustments in life, even though they have lost physical strength, health, economic well-being, friendships, social status, and other life changes, but are still able to face these trials (Deaner & McConatha, 1993) Freud (Sulkowski, n.d.) considers that humor is appropriately capable of filling the basic psychological mechanisms to reduce pent-up sexual urges and aggression. Laughter releases physical energy that was previously used to block the expression of socially or personally unacceptable impulses.

Psychoanalytic authors have emphasized that humor also facilitates healthy adjustment by helping to cope with feelings of anxiety (Ainspan, Bryan, & Penk, n.d.). (Mauriello & McConatha, 2007) states that the problem-solving ability of each individual is also influenced by a sense of humor. (Altematif et al., n.d.) argues that the most important and fundamental function of humor is its power to free oneself from many obstacles and limitations in everyday life. From the results of the study, it was found that the forms of limited humor reactions tend to be correlated with a more repressive lifestyle (Yoga Wibowo et al., 2017). On the other hand, there is no significant relationship between a low sense of humor and pathological values in psychological tests (Denning, Conwell, King, & Cox, 2000).

In the Islamic contest, Reality group counseling based on Islam is one type of group counseling that emphasizes the fulfillment of Islamic aspects both ritually and faith in the context of solving student problems. Action implementation starts from the beginning of the group process by (1) praying; (2) straightening intentions; (3) provide encouragement according to the arguments of the Qur'an and Sunnah. The stages of work begin with (1) giving choices to Islamic values before solving problems; and (2) giving *itibar* (examples) of inspiration for solving problems from the Prophets, Companions, *Tabiin*, Ulama. The evaluation stage is carried out with *muhasabah* activities and self-reflection on the counseling process and action plans that will be carried out in the future.

## **Discussion**

This research was conducted over a period of 25 days or about 3 weeks. The procedure carried out is by giving a pretest instrument with several items that have been validated. Furthermore, students are given in-depth treatment through Islamic group counseling services using a reality model with humor techniques.

Table 1.2 Differences in pretest and posttest results in reducing online game addiction

Subject		Pretest		Posttest	
Score	Category	Score	Category	Score	Category
JK 67	Low	89	High		
NLP 60	Low	90	High		
NY 55	Low	92	High		
MK 45	Low	89	High		
RTI 58	Low	87	High		

Based on table 1.2, five research subjects with low categorization in the spirit of learning and achievement due to online game addiction are becoming less and less addicted to online games and gradually experience escalation/increase in enthusiasm and motivation to learn and concern in the academic field.

Graph 1 Results of Pretest and Posttest Scores in reducing online game addiction

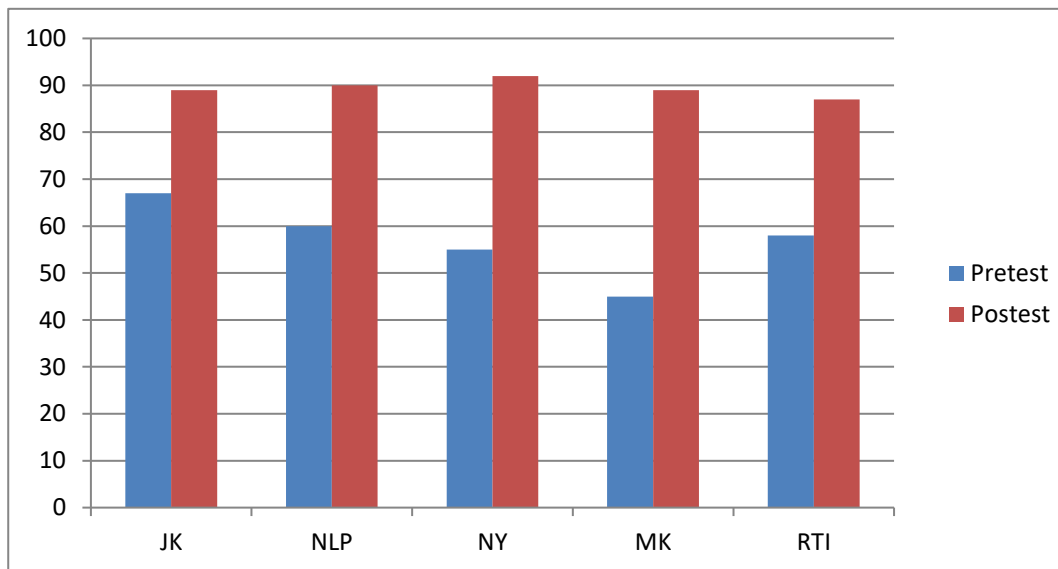


Table 3. Description of WDEP and Humor Techniques in Islamic Group Counseling

Subject	Problem	Wants	Doing	Evaluation	Planning	Humor Short
JK	Often play online games	Rank 1 in class	Learn and play online games	Leaving tutoring but instead playing games	Set study hours first and then play games with a gradual reduction in	"Good, keep going, son, by playing that game you will definitely be

NL	Lazy to study because it is more fun to play online games	Want to be able to follow the material	Never reread material and choose to play games	Less writing and reading material and more fun with online games	time Giving homework regularly by giving reward punishment	ranked first, not in class but in the game. That's if it's not game over" "Suppose that the learning materials and the game are one, it will be fun.. it's fun because your avatar is your teacher, then you? Yes, so the material continues to be left behind... you know?!"
NY	Always try and play new games for 7 hours a day	Want to enter the top 10 class rankings	Play the latest games with a chaotic study schedule	Procrastinating on tasks and often giving excessive self-rewards	Train to postpone playing online games and replace frequently played games with level 0 until you get bored	"If I asked you to give time advice to other people, you would definitely say, 7 hours a day to get into the top 10 of the class rankings? What expectations are reality? ha ha
MK	Often	Want to	Postponing	Café near Tutoring	Postponing	"Basic Indihome

	skipping class because of online games	stop skipping class	going to class for playing games until class ends	is my best place to play games	visits to the Café, not turning on the wifi when in tutoring	boy...there is free wifi just for mabar..duh for sure those who install wifi will regret it and don't want to pay”
RTI	Often late and leave tutoring because playing online games	Don't want to be in vain in paying for tutoring	Postponing going to class with the excuse of a challenging game	Having trouble following the class material and feeling very sorry for the low test scores	Committed to sounding the alarm if you have entered the departure of tutoring, reward and ignorance counseling	“Just keep playing online games. Are you the sultan? Yes, donors keep this tutoring because they continue to pay without wanting to learn.. haha”

According to (Khilman Rofi' Azmi & Herminingsih, 2021) the reality counseling process favors the counselee's personal change, and is basically a pathway where the counselee can learn realistically in achieving success. The whole attitude is driven from within the person himself and each individual has a counseling option that regulates the entire flow of the problem he is experiencing, the counselee is taught to be independent and strong in overcoming his own problems. Group counseling with a reality counseling approach can reduce procrastination.

Universally all counselees face an increase in learning scores in online game addiction. The reason is the tendency of great attention to change and self-regulation in an effort to achieve basic needs in a responsible and realistic manner. The results of this research corroborate previous research from (*“Glasser Books | Choice Theory® is the new psychology of personal freedom; a new way of looking at the world and the way you want to live.” n.d.*) where he revealed that the only person you can control to achieve basic needs for medical treatment is you. Therefore, if people really make sure in relation to the achievement of basic needs realistically and responsibly.

It is the person himself who chooses himself, for himself and he himself also chooses how to achieve his actions which are always monitored so as to avoid mistakes in the norms that exist in society (right), and are realistic. This can be proven by one of the counselees, namely JK who

is given time to play games, this is used for the counselee to be satisfied with playing games first and then he will be able to focus on learning optimally in accordance with the findings of previous research (Febrian Amir Nashrullah, 2015). Reality counseling is related to accepting individual responsibility, where the counselor acts as a teacher and model and confronts clients in ways that can help clients face reality and fulfill basic needs (Konseling Realitas Untuk Peningkatan Regulasi Diri Reni Susanti & Susanti, 2016)

Reality group counseling based on Islam is one type of group counseling that emphasizes the fulfillment of Islamic aspects both ritually and faith in the context of solving student problems. Action implementation starts from the beginning of the group process by (1) praying; (2) straightening intentions; (3) provide encouragement according to the arguments of the Qur'an and Sunnah. The stages of work begin with (1) giving choices to Islamic values before solving problems; and (2) giving *itibar* (examples) of inspiration for solving problems from the Prophets, Companions, *Tabiin*, Ulama. The evaluation stage is carried out with *muhasabah* activities and self-reflection on the counseling process and action plans that will be carried out in the future.

Based on the treatment carried out, it can be clearly seen that the results of group counseling through humor techniques are one solution to significantly reducing online game addiction behavior, another thing is that through counseling it is also evidence of the loss of negative behavior through habituation of positive behaviors such as increasing student's motivation to study. This is in accordance with the principle of ABA (Applied Behavior Analysis) which is the reduction/loss of negative behavior simultaneously capable of generating positive behavior.

## Conclusion

The application of group counseling through a reality approach is one of the methods used to overcome maladaptive behavior and is automatically able to bring up significantly positive behavior, in this context is to replace addictive behavior with an exponential increase in student learning motivation. The use of humor is one way that is rarely used to overcome addiction. Humor in the context of a reality approach is one way to "laugh" at student behavior so that they are aware of what they should do. However, this research encountered several obstacles, such as limited time and space and the diversity of humor based on a comprehensive Islamic basis.

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