

ISSN 2962-4711



PROCEEDING

**International Conference
on Learning and Education (ICLE)
Volume 1, 2022**

**INTERNATIONAL CONFERENCE ON LEARNING AND EDUCATION (1ST ICLE)
STKIP PGRI PACITAN 2022**

Theme:

"The Demand for Innovation and Connectivity in Education"

Host:

**Lembaga Penelitian dan Pengabdian kepada Masyarakat
STKIP PGRI Pacitan**

Published By:

**Lembaga Penelitian dan Pengabdian kepada Masyarakat Press STKIP PGRI Pacitan
(LPPM Press STKIP PGRI Pacitan)
Jalan Cut Nyak Dien No 4A Ploso Pacitan**

Editor: Afid Burhanuddin [et.al]

Volume 1, 2022

Proceedings can be accessed:

<http://icle.stkippacitan.ac.id>



PROCEEDING
INTERNATIONAL CONFERENCE ON LEARNING AND EDUCATION
Volume 1, 2022

Person in Charge	:	Dr. Mukodi, M.S.I. (Ketua STKIP PGRI Pacitan)
Steering Committee	:	1. Arif Mustofa, M.Pd. (Wakil Ketua I STKIP PGRI Pacitan) 2. Urip Tisngati, M.Pd. (Wakil Ketua II STKIP PGRI Pacitan) 3. Mulyadi, M.Pd. (Wakil Ketua III STKIP PGRI Pacitan)
The Chief Committee	:	1. Sugiyono, M.Pd. 2. Dwi Rahayu, M.Pd.
Secretary	:	1. Welly Novitasari, S.Pd. 2. Apriyatno, S.Pd.
Treasurer	:	1. Nuryatin, S.Pd., M.Si. 2. Preilly Erwinta Cintariani, S.Pd.
Publication and Human Relationship	:	1. Eny Setyowati, M.Pd. 2. Sutarman, M.Pd. 3. Taufik Hidayat, M.Pd. 4. Wira Dimuksa, M.Pd. 5. Afrizal Ahmad Ansori
Reviewer	:	1. Prof. Dr. Muslimin Ibrahim, M.Pd. 2. Dr. Rohizani Yaakub 3. Sandrotua Bali, PhD. 4. Dr. Agus Wibowo, S.Pd.I., S.Pd., M.Pd. 5. Dr. Imam Machali, M.Pd. 6. Dr. Supardi, M.Pd. 7. Dr. Imam Sujadi, M.Pd. 8. Dr. Agustina Sri Hafidah, M.Pd.B.I. 9. Muhammad Thobroni, M.Pd. 10. Chusna Apriyanti, M.Pd.B.I. 11. Indah Puspitasari, M.Pd.
Editor	:	1. Afid Burhanuddin, M.Pd. 2. Riza Dwi Tyas Widoyoko, M.Pd. 3. Ridha Kurniasih Astuti, M.Or. 4. Nely Indra Meifiani, M.Pd. 5. Mega Isvandiana Purnamasari, M.Si. 6. Heru Arif Pianto, M.Hum. 7. Muga Linggar Famukhit, M.Kom.
IT Support	:	1. Zainal Fanani, S.Pd. 2. Budi Setiawan, S.Kom. 3. Sofyan Hadi
Registration and online service	:	1. Vit Ardhyantama, M.Pd. 2. Anindita Retno Wardani, S.Pd.
Screening for Plagiarism	:	1. Dhita Indah Puspitarini, S.I.P. 2. Muhammad Yusron Afifi, S.Hum.
General Affair	:	1. Dra. Martini, M.Pd. 2. Purwanto, S.Pd., M.Si. 3. Samsul Hadi, M.Pd. 4. Zuliyanto, S.Pd.I. 5. Tri Ruli Vidiani, S.Pd.
Speakers	:	1. Adjunct Associate Professor Roger Chen (Department of English, Tzu Chi University Taiwan/Faculty member, Language Center, National Dong Hwa University Taiwan) 2. Assoc. Professor Dr. Anis Malik Thoha (Faculty of Usuluddin, and Faculty of Islamic Development Management, UNISSA Brunei Darussalam)

Dwi Cahyani Nur Apriyani	93
FACTORS AFFECTING STUDENTS' SPEAKING FLUENCY	101
Dwi Rahayu	101
WORD CHOICE FOR COVER STORY TITLE OF KORAN TEMPO	109
Eny Setyawati.....	109
ENTREPRENEURSHIP IN THE ERA OF PANDEMIC IN STUDENTS' PERSPECTIVE	115
Erna Setyawati	115
THE ROLES OF PARENTS IN ONLINE LEARNING ELEMENTARY SCHOOL	123
Ferry Aristya ¹	123
CODE OF ETHICS PROFESSIONAL COUNSELOR (CASE-BASED PRACTICAL STUDIES)	129
Galang Surya Gumilang.....	129
DETERMINE THE NUMBER OF STOPPING RULES AND MINIMUM ITEMS IN THE COMPUTERIZED ADAPTIVE TEST	137
Hari Purnomo Susanto	137
WORLDVIEW AND LANGUAGE TEACHING CHALLENGES.....	145
Hasan Khalawi ¹ Saptanto Hari Wibawa ²	145
ORAL HISTORY IN PACITAN AND THE STUDY OF SUBJECTIVENESS	151
Heru Arif Pianto ¹ ; Samsul Hadi ²	151
THE ROLE OF PARENTS IN CHILDREN'S LEARNING DIFFICULTIES	156
Iega Wulan Rahayu ¹ Feri Irawan ² Ria Kurniati ³	156
AN ERROR ANALYSIS ON GRAMMATICAL ASPECTS OF STUDENTS' TEYL PROJECT ON COMPOSING ENGLISH SHORT STORIES FOR KIDS.....	161
Indah Puspitasari ^{1,*} Syafi'atul Lailiyah ²	161
THE IMPORTANCE OF FINANCIAL LITERACY FOR YOUNG GENERATION FINANCIAL MANAGEMENT	167
Irma Kurniasari.....	167
THE EFFECTS OF VERBAL ABUSE ON CHILDREN'S LEARNING PROCESSES	172
Irma Sintia ¹ , Dela Prastisia ²	172
PROGRAMMING LECTURE MECHANISM WITH REPLIT COLLABORATIVE BROWSER BASE IDE AT STKIP PGRI PACITAN	177
Tika Dedy Prastyo ^{1*} , Khoirul Qudsiyah ²	177
IMPLEMENTATION OF THE CHARACTER OF CARING FOR THE ENVIRONMENT THROUGH GO GREEN COMMUNITY ACTIVITIES FOR STUDENTS PGSD STKIP PGRI PACITAN.....	183
Lina Erviana.....	183
PROVING THE CONSTRUCTAL VALIDITY OF MENTAL HEALTH SCALE MODIFICATIONS.....	188
Mega Isvandiana Purnamasari, Hari Purnomo Susanto	188
ANALYSIS OF THE NEED FOR LEARNING EQUIPMENT PROJECT BASED LEARNING MODEL 2D ANIMATION COURSES IN THE NEW NORMAL TIME OF THE COVID 19 PANDEMIC.....	198
Muga Linggar Famukhit ^{1,*}	198
ANALYSIS OF STUDENT LEARNING INDEPENDENCE DURING THE COVID-19 PANDEMIC THROUGH THE IMPLEMENTATION OF BLENDED LEARNING AT STKIP PGRI PACITAN	205
Mukodi.....	205
THE EFFECT OF ONLINE GAMES AND SOCIAL MEDIA ON LEARNING ACTIVITIES OF STKIP PGRI PACITAN MATHEMATICS STUDENTS.....	213
Mulyadi	213
CYBER-SEXUAL HARASSMENT: THE IMPACT ON TEENAGERS' LIFE	218
Mutiar Trisna Dewi ¹ , Evi Triana ² , Ilham Zhanuar Zahro ³	218
THE ETHNOMATHEMATICS OF BATIK PACE IN GEOMETRY TRANSFORMATION SUBJECT	228
Nely Indra Meifiani	228
MORFOSEMANTIC ERROR IN INDONESIAN VOCABULARY	232
Nimas Permata Putri.....	232

CODE OF ETHICS PROFESSIONAL COUNSELOR (CASE-BASED PRACTICAL STUDIES)

Galang Surya Gumilang

Universitas Nusantara PGRI Kediri
Email: galang_konselor@unpkediri.ac.id

Abstract: The term school counselor has been ratified by the government through UU No. 27/2008. The term counselor is a substitute for the previous designation, namely the supervising teacher. There is nothing different from changing the name of the sufferer. School counselors have unique duties and expectations compared to other subject teachers. Especially it can be seen from his duty to provide services based on the needs of students in each educational unit. The term school counselor is still in contrast to the actual situation. According to UU No. 27/2008, it is stated that to get a counselor's degree, one must have an undergraduate education standard in Guidance and Counseling and attend Counselor Professional Education. This status also prevents school counselors who currently hold professional degrees from getting their rights, especially the right to professional allowances. However, the allowances obtained due to professional recognition as teachers are generally not as counselors. As a counselor in carrying out his duties there are limits that have been regulated in the professional code of ethics. This code of ethics is the basis for the work of a counselor in an educational institution. The consequences of violating the code of ethics, the authors see, have not been seriously implemented by the authorities. As a simple illustration, the author presents several cases related to the professional code of ethics and the solutions that can be offered to prevent and overcome them.

Keywords: Code of ethics, professional counselor

1. CODE OF ETHICS PROFESSION COUNSELO

1.1. Definition

Ethics is a system of moral principles, the ethics of a culture. The rules of action adopted regarding the behavior of a particular human class, group, or culture.

ABKIN (2005) Professional Guidance and Counseling Ethics are behavioral norms that serve as a reference for counselors in carrying out their duties or responsibilities in providing guidance and counseling services to counselees. The rules of behavior in question are:

- a. Everyone has the right to receive respect as a human being; and obtain counseling services regardless of ethnicity, religion, or culture.
- b. Every person/individual has the right to develop and direct themselves.
- c. Everyone has the right to choose and is responsible for the decisions he makes.
- d. Each counselor helps the development of each counselee, through professional guidance and counseling services.
- e. The counselor-counselor relationship is a helpful relationship based on a code of ethics (professional ethics).

Code of Ethics is a set of standards, regulations, guidelines, and values that govern directing actions or actions in a company, profession, or organization for workers or their members, and interactions between workers or members and the community.

The Indonesian Guidance and Counseling Code of Ethics is the moral foundation and professional code of conduct that is upheld, practiced and secured by every member of the Indonesian Guidance and Counseling profession. The Indonesian Guidance and Counseling Code of Ethics must be complied with and practiced by administrators and members of national, provincial, and district/city level organizations. ABKIN (2005) by laws, Chapter II, Article 2. The weakness is that not all guidance and counseling teachers or school counselors register as ABKIN members so that the organization is not able to control the whole thing.

1.2. Purpose of Code of Ethics Profession Counselor

- a. To uphold the dignity of the profession.
- b. To protect and maintain the welfare of the members.
- c. To increase the dedication of members of the profession.
- d. To improve the quality of the profession.
- e. To improve the quality of professional organizations.
- f. Increasing service above personal gain.
- g. Have a strong and closely interwoven professional organization. Define your own standards.

1.3. Function of Code of Ethics Profession Counselor

- a. Provide guidance for each member of the profession regarding the principles of professionalism outlined.
- b. As a means of social control for the community over the profession concerned.
- c. Prevent interference from parties outside the professional organization regarding ethical relationships in professional membership.

1.4. Foundation of Code of Ethics Profession Counselor

- a. Pancasila and the 1945 Constitution.
- b. Law Number 20 of 2003 concerning the National Education System.
- c. Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (article 28 paragraphs 1, 2 and 3 concerning standards of educators and education personnel).
- d. Regulation of the Minister of National Education of the Republic of Indonesia Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competence.
- e. Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers.

2. VIOLATION OF CODE OF ETHICS PROFESSION COUNSELOR

The counselor must consciously examine his behavior and actions that he adheres to the code of ethics. Counselors must always remember that any violation of the code of ethics will harm themselves, counselees, institutions and other related parties. ABKIN (2005) Violation of the code of ethics will receive sanctions whose mechanism is the responsibility of the ABKIN Code of Ethics Advisory Council as stipulated in the ABKIN Bylaws, Chapter X, Article 26 paragraphs 1 and 2 as follows:

- a. At the national and provincial level organizations, a Advisory Council on the Indonesian Guidance and Counseling Code of Ethics is formed.
- b. The Advisory Council on the Indonesian Guidance and Counseling Code of Ethics as referred to in paragraph (1) has the following main functions:
- c. Uphold the appreciation and experience of the Indonesian Guidance and Counseling Code of Ethics.
- d. Giving consideration to the General Manager or Regional Management of ABKIN or any act of violating the Guidance and Counseling Code of Ethics by Members after conducting a

- thorough and responsible investigation.
- e. Act as a witness in court in cases related to the guidance and counseling profession.

2.1 Form of Violation in Code of Ethics Profession Counselor

2.1.1 To Counselee

- a. Disseminate/disclose the counselee's secret to people who are not related to the counselee's interests.
- b. Commit immoral acts (sexual harassment, blasphemy, racism).
- c. Perform acts of violence (physical and psychological) against the counselee.
- d. Errors in professional practice (procedures, techniques, evaluations, and follow-up).

2.1.2 To Professional Organization (ABKIN)

- a. Not following the policies and rules set by professional organizations.
- b. Defame the profession (using professional organizations for personal and or group interests).

2.1.3 To Colleagues and Other Related Professions

- a. Take actions that cause conflict (insulting, refusing to cooperate, arrogance).
- b. Make referrals to parties who do not have expertise in accordance with the counselee's problem.

2.2 Violation Sanction

ABKIN (2005) Counselors must comply with the Guidance and Counseling professional code of ethics. If there is a violation of the code of ethics of the Guidance and Counseling Profession, the following sanctions are given to him:

- a. Give verbal and written warnings.
- b. Give a stern warning in writing.
- c. Revocation of ABKIN membership.
- d. Revocation of license.
- e. If it is related to legal/criminal issues, it will be submitted to the competent authorities.

2.3 Mechanism of Application of Sanctions

ABKIN (2005) In the event of a violation as stated above, the mechanism for implementing the sanctions carried out is as follows:

- a. Obtaining complaints and information from the counselee and or the public.
- b. Complaints are submitted to the code of ethics board at the regional level.
- c. If the violation is still relatively minor, the resolution is carried out by the code of ethics council at the regional level.
- d. Calling the counselor concerned to verify the data submitted by the counselee and or the community.
- e. If based on the results of the verification carried out by the regional code of ethics board, it is proven true, then sanctions are applied according to the problem.

3. CASES OF VIOLATION IN CODE OF ETHICS PROFFESION COUNSELOR

The code of office ethics is a pattern of provisions/rules/procedures that serve as guidelines in carrying out the duties and activities of a profession (Mappiare, 2008; García López, Aramburuzabala, Cerrillo, 2016: Kuhn, Gordon, Webber, 2006). To become a professional counselor, it is not enough just to have knowledge, skills, and personality, but must understand and apply the counseling code of ethics (KEK) (Wilis, 2007). A code of ethics is needed so that counselors can maintain quality standards and their professional status within clear boundaries with other professions, so that the possibility of deviations from duties can be avoided by those who are not directly involved in the field (ABKIN, 2005).

We have heard of violations of the professional code of ethics in Indonesia and have become public secrets. Starting from labeling students who make mistakes by giving negative words such as "you are stupid.....", "you are lazy.....", "ah you are.....", even counselors also do persecution and promotion. For more details, below are some cases of violations of the code of ethics, including the following:

- a. According to observations data in 2020, the guidance and counseling (BK) teacher of Vicational High School in Kediri city was reported to the Police for allegedly molesting his student, Rekeyasa (17 years old) and still in class X. Engineering was sent to the Police for further investigation. report the teacher about his actions that are out of bounds. The student's parents expressed their anger because the BK teacher slapped the cheek, hit and banged their child's head against the wall. The victim experienced dizziness and was taken to the hospital.
- b. According to 2020 observations, the guidance and counseling (BK) teacher, let's call him Mr. X in a high school in Pacitan. He uses counseling as a commercial platform. At first, the BK teacher was a member of the legislature of one of the parties. After the counseling was over, the teacher gave a pamphlet/brochure in the form of a picture of a legislative candidate and asked the counselee to choose a legislative candidate in the pamphlet/brochure.
- c. According to the results of observations, the authors found a Student Worksheet (LKS) for guidance and counseling services. This is very unfortunate because those who compose the LKS are MGBK and are most likely also used for commercial purposes which aim to increase the income of the compilers.

4. SUPPORTING THEORETICAL STUDIES

4.1 Case 1

Nasution (1983), the interaction between teachers and students in schools is an educational process and a socialization process. In the interaction there are types of teachers such as authoritarian teachers and friendly teachers. Authoritarian teachers will be seen as teachers who are feared, less liked or even respected and admired because they have good qualities (Steen, O'Keefe, Griffin, & Routzahn, 2012). On the other hand, a friendly teacher will be close to his students, there will be no awkwardness in discussing personal problems, or the teacher will be seen as a teacher who does not have authority.

Harmony between teacher and student relationships can be created if there is an attitude of respect. Teachers who are integrative will help in developing students' personalities into people who can stand alone, can choose themselves with full responsibility (Zhoue, Eisenberg, Losova, Fabes, Reiser, Guthrie, Murphy, Cumberland, Sherpard, 2003).

This is very different from what a teacher does who is not able to create integration with students. Instead, students become victims of violence, especially since the perpetrators are Counselor. Counselor should create close relationships in order to increase the acceptance and existence of Counselor in schools (Marmarosh & Kivlighan, 2012).

Seeing from the first case, it is also clear that the student's need for comfort was not achieved (Swickert & Owen, 2010). Maslow (1987) that there are five (5) hierarchies of needs such as:

- a. Basic (physiological) needs.
- b. The need for comfort.
- c. The need to be loved and cherished.
- d. The need to be appreciated.
- e. The need for self-actualization.

However, the actions taken by the counselor were not able to provide one of the needs that students expected. So, students do not get good and optimal service because the counselor's actions have gone too far which are against the code of ethics.

4.2 Case 2

Everyone who has attended school and is therefore in contact with teachers has a certain picture of the teacher's personality (Nasution: 1983). The teacher's personality is formed by the influence of the code of conduct as expected by society and the nature of his work. The teacher must carry out his role according to his position in various social situations. Behavior that does not fit the role will be criticized and must be avoided (Steen, O'Keefe, Griffin, & Routzahn, 2012). On the other hand, appropriate behavior will be established and norms of behavior will be internalized and become an aspect of his personality (Lowenstein, 2005).

This is very different from what is done by a teacher who uses counseling services as a promotional medium, namely distributing pamphlets/brochures. This action is very unfortunate because the counselor should serve the counselee in accordance with the context of his task.

Looking at the second case, according to the author's assumption, the condition is related to the theory of social exchange which states that human nature consists of:

- a. Humans seek rewards and avoid punishment. The assumption is that people's behavior is motivated by an internal drive mechanism. When people feel this urge, they are motivated to reduce it and the process of implementing it is an enjoyable one.
- b. Humans are rational creatures. The assumption is that within the limits of the information available to him, humans will calculate the sacrifices and rewards of a certain situation and this will guide their behavior. Thus, rationalizing involves a contrived effort to make a choice appear rational after the facts emerge.
- c. The standards by which humans evaluate sacrifices and rewards vary over time and from person to person. This assumption that the standards by which people evaluate sacrifices and rewards vary over time and from person to person suggests that this theory must take diversity into account. There is no one standard that can be applied to everyone to determine what sacrifices and rewards are (Mundzir, 2013).

4.3 Case 3

The role of the teacher greatly influences his behavior. Because of this, the demands and expectations of the community from teachers have many similarities, so the personality traits of teachers also show many similarities (Curry & DeVoss, 2009). In this case, Counselor have a view to teachers in the field of study about the difference in the job gap between them. Counselor prefer to join MGBK and make Student Worksheets (LKS) for guidance and counseling because they prefer to be practical when delivering services in class.

Mosco (2011) looking at the fourth case, it is studied from the economic theory of "Karl Max" with five (5) stages, namely:

- a. Socialist (primitive communal).
- b. Slavery.
- c. Feudal.
- d. Capitalist.
- e. Socialist (modern communal).

From the five theories above, what fits the case is capitalist society because capitalist society is eager to seek productivity outside of its work (Leus, Tishby, Shefler, Wiseman, 2017). Increased productivity is done because people want to get opportunities in the form of profits from the division of labor (Ikiz, 2009). For example, Counselor who follow the MGBK organization and participate in making LKS solely because they want to improve welfare, namely to increase income. The actions taken by the MGBK team in compiling LKS, the hypothesis is that they want additional productivity to be calculated from a financial

perspective. While the government has guaranteed the welfare of teachers based on PP no. 41 of 2009 regarding teacher and lecturer professional allowances.

5. COUNSELOR PERFORMANCE EXPECTATIONS BASED ON CODE OF ETHICS PROFESSION COUNSELOR

The counselor's performance expectations to address the above cases need improvement from various aspects, including the following:

- a. Case 1, counselors need to participate in organizational forums such as the Guidance and Counseling Teacher Consultation (MGBK). It is hoped that by participating in the activities carried out by MGBK, they are able to improve the quality of the counselor's competence, especially his personal and social competence. In fact, the MGBK does not discuss the problems of the counselor's performance at school, but carries out other activities such as reunions, social gathering, etc.
- b. Case 2, it is necessary to supervise guidance and counseling (BK) so that it is necessary to have an important role from BK supervisors in each education office to control the performance of counselors.
- c. Case 3, counselors need to follow a testing certification program for 40 days non-stop from a credible LPTK such as the State University of Malang to get a license or certificate as a professional tester. It is hoped that the school counselor will carry out a needs assessment to find out the school's service needs. As for what we know, the assessments that need to be carried out in schools are environmental and individual assessments. Through these two assessments, counselors can create service materials according to the needs of the school. LPTKs should also carry out monitoring and evaluation (monev) of institutions above school counselors, namely MGBK and BK supervisors.

6. CONCLUSIONS

From the topic of this paper, the writer can conclude that:

- a. There are four cases discussed in this paper related to the counselor's professional code of ethics. As for these cases, such as cases of violence, promotion of legislative candidates with the mode of counseling services, and carrying out commercialization of LKS.
- b. Related theoretical studies in the above case, such as Maslow's theory of needs, social exchange theory, Karl Max's economic theory and related codes of ethics.
- c. Expectations that should be carried out by counselors in carrying out the context of their duties. However, it is undeniable that such violations occurred in the above cases. This budgeting can be prevented and overcome by collaborating with related institutions, for example MGBK, ABKIN, DIKTI, KEMENDIKBUD and the counselors themselves.

7. REFERENCES

- Curry, J. & DeVoss, J. (2009). Introduction to special issue: The school counselor as leader. *Professional School Counseling*, 13(2), 64-67. <http://journals.sagepub.com/doi/abs/10.1177/2156759X0901300201>.
- García López, M.L., Aramburuzabala, P.H., Cerrillo, M.R. (2016). The Role of the School Counselor in Service-Learning. *International Journal of Research on Service-Learning and Community Engagement*. 4(1), 2374-9466. <https://journals.sfu.ca/iarslce/index.php/journal/article/view/270/180>.
- Ikiz, F.E. (2009). Investigation of counselor empathy with respect to safe schools. *Procedia Social and Behavioral Sciences*, 1, 2057–2062. <https://core.ac.uk/download/pdf/82260656.pdf>.
- Kuhn, T. L., Gordon, V. N., & Webber, J. (2006). The advising and counselling continuum: triggers for referral. *NACADA Journal*, 26(1), 24-31. <http://www.nacadajournal.org/doi/10.12930/0271-9517-26.1.24>

- Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal*, 25/2, 65–73. <http://www.nacadajournal.org/doi/10.12930/0271-9517-25.2.65>.
- Leus, R.Y., Tishby, O., Shefler, G., & Wiseman, H. (2017). Therapists' honesty, humor styles, playfulness, and creativity as outcome predictors: A retrospective study of the therapist effect. *Journal of Psychotherapy Research*, 28(5), 793-802. <https://www.tandfonline.com/doi/full/10.1080/10503307.2017.1292067>.
- Nasution, S. (1983). *Sosiologi Pendidikan*. Jemmars: Bandung.
- Maslow, A. H. (1987). *Motivation and personality* (3rd ed.). Boston, MA: Addison-Wesley.
- Mappiare, A. (2008). *Pengantar Konseling dan Psikoterapi (Edisi ke-2)*. PT Raja Grafindo: Jakarta
- Marmarosh, C. L. & Kivlighan, D. M. Jr. (2012). Relationships among client and counselor agreement about the working alliance, session evaluations, and change in clients symptoms using response surface analysis. *Journal of Counseling Psychology*, 59(3), 352–367. <http://psycnet.apa.org/record/2012-17949-001>.
- Mosco, V. (2011). *The Political Economy of Labor: The Handbook of Political Economy of Communications*, Malden, MA: Wiley-Blackwell.
- Mundzir, S. (2013). *Sosiologi Pendidikan (Kajian Teori Mikro Makro)*. Fakultas Ilmu Pendidikan Universitas Negeri Malang: Malang.
- Pengurus Besar ABKIN Indonesia. (2005). *Anggaran Dasar dan Anggaran Rumah Tangga*. ABKIN. PP. 2009. Nomor 41 tentang *Tunjangan Profesi Guru dan Dosen*.
- Swickert, R., & Owen, T. (2010). The interaction between neuroticism and gender influences the perceived availability of social support. *Personality and Individual Differences*, 48(4). <https://www.sciencedirect.com/science/article/abs/pii/S0191886909004644>
- Steen, S., O'Keefe, A. L., Griffin, D. & Routzahn, K. (2012). Service-learning and classroom guidance: A program for elementary students. *Journal of School Counseling*, 10/2, 31. Retrieved 1 November, 2018 <https://files.eric.ed.gov/fulltext/EJ978858.pdf>.
- UU. 2008. Nomor 27 tentang *Standar Kualifikasi Akademik dan Kompetensi Konselor*.
- Wilis, S. (2007). *Konseling Individual: Teori dan Praktik*. Alfabeta: Bandung.
- Zhoue, Q, Eisenberg, N., Losova, S.H, Fabes, R.A, Reiser, M., Guthrie, I.K., Murphy, B.C., Cumberland, A.J., Sherpard, S.A. (2003). The relations of parental warmth and positive expressiveness to children's empathy-related responding and social functioning: A longitudinal study. *Child Development*, 73(1), 893-915. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/1467-8624.00446>. ferences, 48, 3