

The Effectiveness of Peer Group Counseling Based on Pesantren in Increasing the Independence of Students in Islamic Boarding School Educational Institutions

 <https://doi.org/10.31004/jele.v10i5.1301>

*Eni Rakhmawati, Ariesza Puspita Rani, Muhamad Ishlah Amaladni^{abc}

¹²³Institut Agama Islam Bakti Negara (IBN) Tegal, Indonesia

Corresponding Author: enirakhmawati1@gmail.com

ABSTRACT

Independence is an important aspect in the development of students, especially in Islamic boarding schools that demand self-adjustment in a new environment. However, many students have difficulty adapting due to a lack of independence. This study uses a quantitative approach with a Quasi Experimental design of the Nonequivalent Control Group Design. The sample amounted to 18 students divided into the experimental group (n=9) and the control group (n=9). The research instruments are in the form of self-adjustment scales, sociometry, and counseling modules. Data were analyzed using the Mann-Whitney U test with the help of SPSS version 16.0. The average posttest score of the experimental group increased significantly from 51.18 to 67.86, while the control group only increased from 51.15 to 51.28. The Mann-Whitney test showed significant differences between the two groups ($U=0.000$; $p<0.05$). These findings show that peer group counseling based on pesantren is effective in increasing student independence. This service is relevant to the cultural context of the pesantren because it involves peers as counselors, so that it is more in line with the needs of students. Peer group counseling has proven to be effective in increasing the independence of students at the Darqis Lebaksiu Islamic Boarding School.

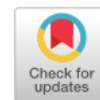
Keywords: *Peer Counseling, Independence, Students.*

Article History:

Received 29th July 2025

Accepted 25th August 2025

Published 03rd September 2025



INTRODUCTION

Islamic boarding schools are one of the educational institutions with religious nuances that are popular among the Indonesian people. This is due to the existence of a structured learning curriculum that focuses on instilling religious norms in students, with behavioral learning that is almost carried out for 24 hours (Sa'idah, 2017). Learning at Islamic boarding schools requires students to be able to fully adapt to activities that are thick with religious rituals that make students mandatory to participate in the process of teaching and learning activities actively and fully. Students are required to be able to follow and carry out existing activities and norms in accordance with Islamic religious teachings. In this context, Islamic boarding schools have certain rules of limitations, and a special culture that makes the students always help each other, live simply, be sincere, love knowledge, respect each other and make a new bond of brotherhood which can also be called the living values of life in the Islamic boarding school.

Islamic boarding school students who are children who enter the age of child development Iakhir Idan Iremaja Iawal Iawal I. Isantri Ilearn Ito Iadjust Idiri, especially Iin Iin Icultivating an attitude of independence. The new ii idi IPondok IPesantren is dominated by the wife of the i12 to I15 years old, where at this age they are experiencing a crisis due to physical and psychosocial changes. So, I'm also the one who lives in the IPondok IPesantren area, I'm the Ipondok pesantren environment I's the main social environment in fostering an attitude of independence. According to IDriyakara Idalam (Latipah, 2019) Ikemandiriann Iadalan I's process of Iindividual strength I'm obtained from I-process Iindividualization I's as

a form of strength in a person's self. Independence is one of the spirits of a person in realizing a change that is better for the self, especially towards the process of maturation. This is one way to realize the independence of children, namely through the process of education, especially in pondok pesantren.

The activities of Islamic boarding schools where almost 24 hours the children are in the pesantren environment without the accompaniment of the people or the family make the child required to learn independently, both in academic, social and religious habits. The independence of the student, has several benefits in its application, including the student is able to follow the teachings of the pesantren, student is able to adapt to the environment and develop in accordance with the learning process. The attitude of independence helps student to adapt more quickly to the pesantren environment. Self-reliance makes children able to believe in themselves and follow the learning process of good character (Laia et al., 2022). Self-Reliance Attitude allows children to enter the adult phase and can make self-adjustment to the environment in a positive way.

According to Gunarsa (1981) individuals will begin to enter the new level of education, such as the first iterative school, they will generally face the problem of self-adjustment due to the lack of independence attitude (Tasaik & Tuasikal, 2018). Based on the research carried out by Latipah (2019) explained the attitude of independence that makes the student have an enthusiasm in the activity carried out in pondok pesantren with sincerity. In this way, Latipah (2019) explain that one way to face the future is complex, by cultivating an attitude of self-reliance, which begins with the process of self-awareness. This makes the attitude of independence very important to be raised, especially in the student who enter the age of development towards remaja. Improving the attitude of the independence of the student can be carried out with the help of counseling services in the group of the pesantren as the assistance of the Student Association. The problem of independence was experienced by student in pondok pesantren is in Tegay. Among them is pondok pesantren Darqis Lebaksiu. New students tend to find it difficult to adapt to the pesantren environment because of the difficulty of giving rise to an attitude of independence that depends on my parents or family at home. This resulted in my wife choosing to go home often because I was sick because I didn't feel at home. This is fatal because the students choose to leave pondok pesantren and choose to stop not to continue their education.

One of the strategic steps or interventions that can be carried out by BK teachers or ustazah in Islamic boarding schools in an effort to increase the independence attitude of students is through peer counseling programs. The strategies or interventions used must be relevant and interesting for the situation in the boarding school. The process of internalizing the cultural values of the pesantren is given to peer group counseling services for students. Guidance and counseling teachers or counselors collaborate with students who act as peer counselors. Students who became peer counselors were previously trained to have understanding, skills, and strategies in helping their friends who were facing problems.

In this regard, providing peer group counseling to students will be one of the alternatives to foster an attitude of independence. Seeing the various benefits of independence attitudes grown in students, the researcher intends to provide peer group counseling guidance interventions using pesantren culture. This is done to increase students' understanding of the importance of independence to be grown in them. Therefore, in this research, it is considered important for the usefulness in the development of the world of Islamic boarding school education and science within the scope of Islamic Education counseling guidance. This makes the research entitled "The Effectiveness of Peer Group Counseling Based on Islamic Boarding Schools for Increasing the Independence of Students in Boarding Schools". It needs to be done to help students in Islamic boarding schools to be able to increase their attitude of independence so that they can adapt to the Islamic boarding school environment.

METHOD

This study uses a quantitative approach with a Quasi Experimental Design design of the Nonequivalent Control Group Design *type*. This design was chosen because it did not allow full randomization of the study subjects, but still allowed for experimental groups and control groups for comparison.

Research Location and Population

The research was carried out at the Darqis Lebaksiu Islamic Boarding School, Tegal in the 2025 school year. The research population is all female dormitory students totaling 101 people.

Sampling Techniques and Research Subjects

The sampling technique used is purposive sampling, which is to select students with a low level of self-adjustment based on the results of initial measurements using a self-adjustment scale. From the results of the screening, 18 students with low criteria were obtained, then divided into two groups:

Experimental group: 9 students who received peer group counseling services based on peer boarding schools.

Control group: 9 students who were not given treatment, but still followed the learning process as usual.

Research Design

Each group was given a pretest to measure the initial level of independence, then the experimental group was given treatment in the form of peer group counseling for 3 meetings (45 minutes each). After the intervention, both groups were given a posttest to determine changes in the level of independence.

Research Instruments

The instruments used consist of:

The self-adjustment scale adapted from the Ni'matul Husna Norm, to measure the level of independence of students.

Sociometry, used to determine peer counselors based on the selection of students.

The counseling module developed by Dr. Suwarjo, M.Si as a guide in the implementation of peer counseling.

Evaluation sheet, to assess the effectiveness of the implementation of counseling from the perspective of the participants.

Stages of Intervention

Sample selection based on the results of the independence scale.

The selection of peer counselors is through sociometrics and recommendations from the dormitory management.

Peer counselor training for three sessions (3 × 45 minutes).

The implementation of classical guidance to provide basic information and understanding.

The implementation of peer group counseling was three meetings with the topic of independence.

Evaluation of activities through assessment sheets and posttest implementation in both groups.

Data Analysis Techniques

Data were analyzed using the Mann-Whitney U Test, which is a non-parametric test to compare two independent groups (experiment and control). The analysis was carried out with the help of the SPSS program version 16.0 for Windows. This test was chosen because the sample size was relatively small and the data did not meet the normal distribution assumptions.

FINDINGS AND DISCUSSION

Stages of Implementation of Peer Counseling to Increase Santri Independence

The implementation of peer counseling in this study was carried out in six stages. In the first stage, before providing peer counseling services to students at the Darqis Lebaksu Islamic Boarding School, the researcher collected a sample first by sharing the student independence scale with the population to find out who had the lowest level of independence. This sample selection will be held on June 6, 2025. From the distribution of the self-adjustment scale, there were 19 students whose scores were included in the low criteria with an interval of $36\% < \text{a score of} \leq 52\%$. Of the 19 students, the researcher separated into 2 groups, namely 9 students from room 2 which would later become an experimental group and 10 students from room 3 the researcher would take 9 children as a control group according to the order of the lowest score. The following is the data of students who are the sample obtained by the researcher.

Table 1. Pretest results of the Experimental Group and Control Group

Yes	R	Sum	Max Score	%	Criterion
1	TO	130	250	52	Low
2	WED	127	250	50,8	Low
3	WED	129	250	51,6	Low
4	WED	130	250	52	Low
5	WED	126	250	50,4	Low
6	WED	129	250	51,6	Low
7	WED	124	250	49,6	Low
8	WED	129	250	51,5	Low
9	WED	128	250	51,2	Low
10	MONTHS	130	250	52	Low
11	MONTHS	128	250	51,2	Low
12	MONTHS	129	250	51,6	Low
13	MONTHS	127	250	50,8	Low
14	MONTHS	128	250	51,2	Low
15	MONTHS	124	250	49,6	Low
16	MONTHS	128	250	51,2	Low
17	MONTHS	129	250	51,6	Low
18	MONTHS	128	250	51,2	Low

The pretest results in Table 1 show that both the experimental group and the control group had a relatively similar level of independence, namely in the low category. The average score of the experimental group ranged from 49.6 to 52, while the control group was also in the same range, namely 49.6 to 52. There were no noticeable differences between the two groups before the intervention was given.

This condition provides an initial picture that all respondents have similar independence problems, so that the implementation of interventions in the form of peer group counseling based on pesantren can be tested more objectively. This uniformity of initial scores is important because it ensures that the increase in independence that occurs in the experimental group will not be caused by differences in initial ability, but really as a result of the treatment given.

In other words, the numerical results at the pretest stage indicated a balanced baseline between the experimental group and the control group. This is a strong basis for drawing valid conclusions about the effectiveness of peer counseling in increasing student independence.

Entering the second stage, the researcher distributed sociometrics to the sample as well as recruited and selected prospective peer counselors on June 13, 2025. The sociometric results are as follows.

Table 2. Sociometric Results

No	Dipilih Choose	1	2	3	4	5	6	7	8	9	Total vote
1	Azki	■	√		√						2
2	Aishwa		■		√					√	2
3	Gendis	√	√	■							2
4	Yuyun			■	■	√	√				2
5	Rooms				■	■		√		√	2
6	July	√		√		■	■				2
7	Niki					√	■	■		√	2

8	Naily	√	√	■	■	■	■	■	■	■	2
9	Anise	√		√	■	■	■	■	■	■	2
Sum		2	2	1	2	4	1	2	2	2	18

Based on the sociometric results above, it shows that the respondent named Vani has the highest score for various reasons compared to other respondents. In this recruitment, the researcher also consulted the dormitory head regarding the respondents who were selected as peer counselors, but the dormitory chairman recalled another name outside the sample above, namely Rina with the reason that Rina is a student-level administrator who can be a good, creative, active, and liked role model by many children. So the researcher selected Vani and Rina as potential peer counselors. It is very unfortunate because Vani is not willing to be a peer counselor, she prefers to be a member of the experimental group only, so the one who becomes the peer counselor is finally Rina according to the regom of the dormitory chair.

The third stage of the researcher carried out peer counselor training which was *briefed* directly by Mrs. Nuriantan Pramesthi, S. Psi. as a counselor at the Darqis Islamic Boarding School, Lebaksiu District. This peer counselor training was conducted for 3 x 45 minutes on June 18 - 20, 2025.

The fourth stage is the implementation of classical guidance on June 21, 2025 by providing information and understanding services and explaining materials about self-adjustment in the experimental group. This stage is carried out with an estimated time of 45 minutes with the aim that students who have low self-adjustment can understand various problems that cause them to find it difficult to adjust properly.

The fifth stage is the core stage of all research processes carried out. At this stage, the researcher observed the course of peer counseling activities to increase the independence of students who were included in the experimental group led directly by the peer counselor. Peer counseling was held on June 22-24, 2025 for 3 meetings with a duration of 45 minutes each. The implementation of this peer counseling uses group services by discussing problems related to predetermined topics, namely tips for making good friends, the importance of attitude independence in the group, and tips for self-esteem in a new environment. Then on June 25, 2025, the researcher distributed evaluation sheets to respondents who participated in peer counseling to find out how useful peer counseling is to increase the independence of Darqis dormitory students.

The sixth stage is the last stage in this study. Precisely on June 30, 2025, at this final meeting, the researcher distributed *the posttest* to the experimental group and the control group which would later compare the results with the *pretest score*.

Table 3. *Posttest results* of the Experimental Group and Control Group

No	R	Sum	Max Score	%	Criterion
1	WED	182	250	72,8	Tall
2	WED	154	250	61,6	Keep
3	WED	184	250	73,6	Tall
4	WED	170	250	68	Keep
5	WED	169	250	67,6	Keep
6	WED	184	250	73,6	Tall
7	WED	154	250	61,6	Keep
8	WED	168	250	67,2	Keep
9	WED	162	250	64,8	Keep
10	MONTHS	131	250	52,4	Keep
11	MONTHS	127	250	50,8	Low
12	MONTHS	129	250	51,6	Low
13	MONTHS	126	250	50,4	Low
14	MONTHS	128	250	51,2	Low
15	MONTHS	124	250	49,6	Low
16	MONTHS	131	250	52,4	Keep
17	MONTHS	130	250	52	Low
18	MONTHS	128	250	51,2	Low

Experimental Group (KE)

Posttest scores are in the range of 61.6 – 73.6.

Most of the respondents moved from the low to medium category, some even reaching the high category.

An example of significant improvement was seen in subjects with a score of 73.6 (high), which was originally only in the range of 51.6 (low) during the pretest.

The average increase in the score of the experimental group reached around 16 points, which showed a substantial change in the independence of the students.

These findings indicate that peer group counseling services based on pesantren are effective in providing a positive stimulus to the development of independent attitudes. The presence of peer counselors allows for the creation of familiar and empathetic communication, so that students feel more comfortable to internalize the values of independence.

Control Group (KK)

Posttest scores ranged from 49.6 to 52.4, with most remaining in the low category.

There was no significant improvement over the pretest; The average increase was only around 0.13 points, even some respondents experienced a decrease in value.

This shows that without peer counseling intervention, the level of independence of students tends to stagnate and does not experience significant development.

Thus, the discussion of the posttest results in Table 3 confirms that peer group counseling interventions based on pesantren are very effective in increasing student independence. The significant increase in the experimental group also proves that this method is relevant and contextual to the needs of students living in the pesantren environment.

The Level of Self-Adjustment of Students at Darqis Pond, Lebaksiu District

The sample in this study used two groups that were not interrelated. The groups were experimental groups and control groups. The following are the *pretest* and *posttest* scores of the experimental group and the control group.

Based on the results of the *pretest* and *posttest* scores obtained by the experimental group and the control group, it can be concluded that there is a significant difference in the number of average scores in the two groups. The results of the calculation of the average score of the experimental group after being given *treatment* were higher than that of the control group that was not given *treatment* at all, this is evidenced by the *posttest* score that has been compared with the previous *pretest* score. The average score obtained by the experimental group at the *pretest* showed 51.18 while at the *posttest* it was 67.86. From these two scores, it can be concluded that the average score of the experimental group has increased very high. The average score increase was 16.68. Then the average score obtained by the control group at the *pretest* was 51.15 while at the *posttest* it showed 51.28. Of the two *posttest* scores, the average score did increase, but only by 0.13. Although the control group has increased, the number is still classified as low value and interval because to reach the moderate interval the score must be ≥ 52 . Thus, it can be concluded from the two groups that the average score of the experimental group experienced a very significant increase after being provided with peer counseling services compared to the average score of the control group that was not provided with any services at all. From table 4, a histogram can be made of the average value of self-independence between the experimental group and the control group. The histogram is presented in the image below.

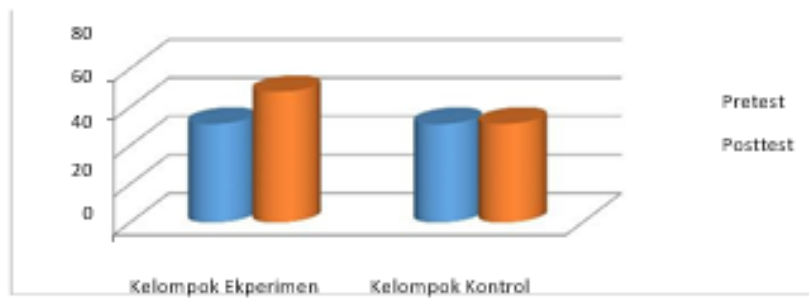


Figure 1. Average Graph Group attitude independence score Experiments and Control Groups

Observing the histogram of the self-adjustment score above, it can be concluded that the experimental group experienced a very high improvement after being given *the treatment* as evidenced by the results of *the posttest* score compared to the control group which experienced only a slight improvement. Then to find out the degree of self-adjustment between the experimental group and the individual control group, you can see in more detail in the following table.

Table 5. *Pretest* and *posttest* scores of experimental groups and control groups (Individual)

Subject	Group	Pretest	Posttest	N Gain Score
R-1	Eksperimen	52	72,8	43,33
R-2	Eksperimen	50,8	61,6	21,95
R-3	Eksperimen	51,6	73,6	45,45
R-4	Eksperimen	52	68	33,33
R-5	Eksperimen	50,4	67,6	34,68
R-6	Eksperimen	51,6	73,6	45,45
R-7	Eksperimen	49,6	61,6	23,81
R-8	Eksperimen	51,5	67,2	32,23
R-9	Eksperimen	51,2	64,8	27,87
<hr/>				
R-1	Control	52	52,4	0,83
R-2	Control	51,2	50,8	-0,82
R-3	Control	51,6	51,6	0,00
R-4	Control	50,8	50,4	-0,81
R-5	Control	51,2	51,2	0,00
R-6	Control	49,6	49,6	0,00
R-7	Control	51,2	52,4	2,46
R-8	Control	51,6	52	0,83
R-9	Control	51,2	51,2	0,00

The data in Table 5 shows changes in the independence score of students in more detail at the individual level after the implementation of peer group counseling based on pesantren.

Experimental Group

All subjects experienced a significant increase in scores.

The N-Gain Score ranges from 21.95% to 45.45%, which means the increase is in the medium to high category.

Subjects R-3 and R-6 recorded the highest increase with an N-Gain of 45.45%, while subjects of R-2 experienced the lowest increase with an N-Gain of 21.95%.

The average posttest score of students in this group increased from around 51 (low category) to 68-73 (medium to high category).

This shows that peer counseling services have succeeded in encouraging most students to switch from a low level of independence to a better level. The large differences between individuals also indicate that the effectiveness of the intervention is influenced by the personal readiness of each student in responding to the counseling process.

Control Group

Almost all subjects did not experience significant improvement.

Three subjects (R-2, R-4) showed a decrease in values with negative N-Gain (-0.82 and -0.81).

Most of the others were stagnant with an N-Gain of 0.00, while only two subjects experienced very small increases (0.83 and 2.46). In other words, the control group remained in the low to medium category, with no significant change from the initial condition.

This condition confirms that without intervention in the form of peer counseling, students tend not to experience the development of independence naturally in the study period.

The Effectiveness of Peer Counseling Services to Increase the Independence of Students

Peer counseling services are assistance provided by non-professional personnel in helping counselors to solve their problems. To find out the results of the quantitative analysis that shows whether or not there is a significant difference between the experimental group and the control group to improve self-adjustment, a test is needed.

The hypothesis test used in this study uses the *Mann-Whitney U Test* as a non-parametric statistical data analysis technique. The *Mann-Whitney U Test* was used to compare two groups in an unrelated study sample at the time before and after treatment. This test is done to compare the mean between two groups on each measurement. In this test, the researcher used the help of IBM SPSS version 16.0 for Windows. The following are the results of the *Mann-Whitney U Test* presented in tables 6 and 7.

Table 6. Analysis of the *Mann-Whitney Test* Pretest and Posttest

	Group	N	Mean Rank	Sum of Ranks
Pretest	Eksperimen	9	10,00	90,00
	Control	9	9,00	81,00
	N Gain Score	0	1,00	9,00
Posttest	Eksperimen	9	14,00	126,00
	Control	9	5,00	45,00
	N Gain Score	0	9,00	81,00

Source: IBM SPSS Version 16.0 For Windows

Tabel 7. Statistic Mann-Whitney (Pretest dan Posttest)

Self-Adjustment Analysis	Pretest	Posttest	N Gain Score
Mann-Whitney U	36,000	,000	-36
Wilcoxon W	81,000	45,000	-36
With	-,407	-3,584	-3,177
Asymp. Sig. (2-tailed)	,684	,000	-,684
Exact Sig. [2*(1-tailed Sig.)]	.730a	.000a	-.730

Source: IBM SPSS Version 16.0 For Windows

Based on tables 6 and 7 above, it shows that the Mean Rank during the pretest in the experimental group was 10.00 while the control group was 9.00. In this case the difference between the two is 1.00. Then in the results of the pretest statistical value $U = 36,000$ with an Asymp value. Sig 0.684. In the conclusion making it is stated that if the value of Asymp. Sig < 0.05 then the hypothesis is accepted and if the value of Asymp. Sig > 0.05 = the hypothesis is rejected. In the pretest results, the results of Asymp are seen. Sig 0.684 > 0.05 then the hypothesis is rejected. However, after the posttest of the Mean Rank results, the U value and the Sig value changed. The mean rank in the experimental group was 14.00 and the control group was 5.00, the difference between the two was 9.00, then the U value of the posttest = .000 and the value of Asymp. Sig. (2-tailed) = .000. Based on the statistical test above, the posttest results are known that the value of Asymp. Sig. (2-tailed) = .000 < 0.005 , then it can be concluded that "The hypothesis is accepted". Further results can be graphed on the histogram below.

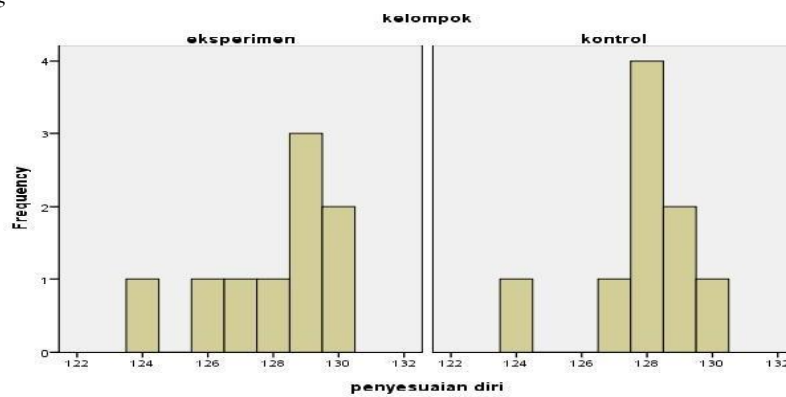


Figure 2. Mann-Whitney U Test Pretest Results

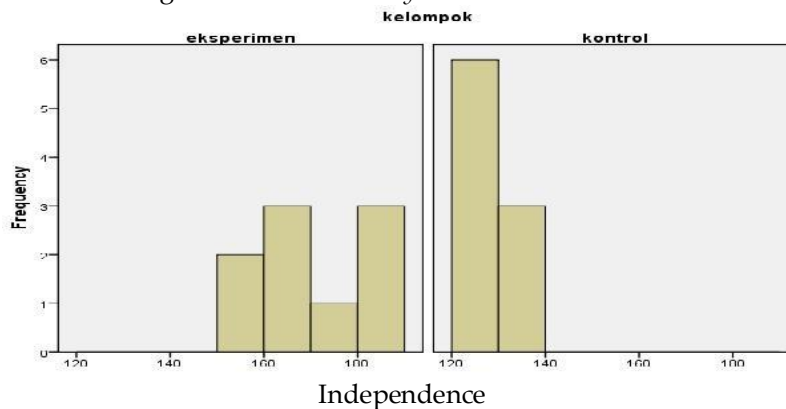


Figure 3. Posttest Results of Mann-Whitney U Test

CONCLUSION

The results of the study show that peer group counseling based on pesantren has proven to be effective in increasing the independence of students at the Darqis Lebaksiu Islamic Boarding School. The average score of the experimental group increased significantly from 51.18 to 67.86, while the control group only increased from 51.15 to 51.28. The Mann-Whitney U test confirmed a significant difference between the two groups ($p < 0.05$). Thus, peer group counseling services based on pesantren values can be used as a relevant intervention strategy to support the development of student independence.

REFERENCES

- Eka Niswara, Eriza, Setiawati, D. (2019). Penerapan Media Flash Tentang Tata Tertib Untuk Meningkatkan Pemahaman Kemandirian Santri Pondok Pesantren Al Amanah Junwangi Krian. *Journal Mahasiswa Universitas Negeri Surabaya*.
- Fitrian Eko Saputro, N. (2023). Meta Analisis Urgensi Konseling Teman Sebaya di Pondok Pesantren. *Al-Ihath: Jurnal Bimbingan Dan Konseling Islam*, 3(2), 107-116. <https://doi.org/10.53915/jbki.v3i2.343>
- Ibandiyah Is Zuhrotunnisa, Hasanah Muhimmatul. (2021). Efektivitas Layanan Konseling Sebaya (Peer Counseling) Untuk Meningkatkan Penyesuaian Diri Santri. *Jurnal Bimbingan dan Konseling Islam*
- Kibtiyah, M., Rokhmataka, N., & Algifahmy, A. F. (2024). Implementasi Model Konseling Komprehensif Berbasis Pesantren. *Journal of Counseling and Education*, 5, 80-88.
- Kurniawan, A. (2014). Ari Kurniawan, 2014 Efektivitas Konseling Kelompok Teman Sebaya Dalam Mereduksi Perilaku Agresif Siswa Universitas Pendidikan Indonesia | [Repository.upi.edu](https://repository.upi.edu) | [Perpustakaan.upi.edu](https://perpustakaan.upi.edu). Skripsi, 2013-2014.
- Laia, Y., Sarumaha, M. S., & Laia, B. (2022). Bimbingan Konseling Dalam Meningkatkan Kemandirian Belajar Siswa Di Sma Negeri 3 Susua Tahun Pelajaran 2021/2022. *Counseling For All (Jurnal Bimbingan Dan Konseling)*, 2(1), 1-12. <https://doi.org/10.57094/jubikon.v2i1.367>

- Latipah, N. (2019). Peran Pondok Pesantren Dalam Meningkatkan Kemandirian Santri Di Pondok Pesantren Nurrohman Al-Burhany Purwakarta. *Comm-Edu (Community Education Journal)*, 2(3), 193. <https://doi.org/10.22460/comm-edu.v2i3.2850>
- McLeod, J. (2013). Theory and practice of the person-centred approach. In *An introduction to counselling (Fifth Edit)*. British Library.
- Rizky, N. (2007). Upaya Meningkatkan Kemandirian Santri di Pondok Modern Al kautsar melalui Peer Counseling.
- Sa'idah, S. dan L. (2017). Dukungan Sosial dan Self-Efficacy dengan Penyesuaian Diri Pada Santri Tingkat Pertama di Pondok Pesantren Salwa Sa'idah , dan Hermien Laksmiwati Program Studi Psikologi Universitas Negeri Surabaya. *Jurnal Psikologi Teori Dan Terapan*, 7(2), 116-122. <https://doi.org/https://doi.org/10.26740/jptt.v7n2.p116-122>
- Tasaik, H. L., & Tuasikal, P. (2018). Peran Guru Dalam Meningkatkan Kemandirian Belajar Peserta Didik Kelas V Sd Inpres Semberpasi. *Metodik Didaktik*, 14(1), 45-55. <https://doi.org/10.17509/md.v14i1.11384>
- Wibowo, M. E. (2019). *Konselor Profesional Abad 21*. UNNES PERS.
- Wuryandani, W., Fathurrohman, F., & Ambarwati, U. (2016). Implementasi Pendidikan Karakter Kemandirian Di Muhammadiyah Boarding School. *Jurnal Cakrawala Pendidikan*, 15(2), 208-216. <https://doi.org/10.21831/cp.v15i2.9882>