Self-Efficacy on School Counselors in Delivering Middle School Student's Majoring Assistance

Najlatun Naqiyah[1(✉)] and Ericha Sholeha[2]

[1] Department of Guidance and Counseling, Universitas Negeri Surabaya (Unesa), Surabaya, Indonesia
najlatunnaqiyah@unesa.ac.id
[2] Public Junior High School 32 Surabaya, Surabaya, Indonesia

Abstract. Counselors take a long time to manually make recommendations for students regarding this matter. Considering the limitations, both mastery of this technology, self-efficacy of the counselors are expected to be able to demonstrate performance and effort in helping students. This study aims to describe the self-efficacy of school counselors in carrying out their duties to provide majoring assistance for junior high school students. This research used qualitative exploratory methods. Data were collected using interview methods to all the school counselors coupled with observation of the activities of counselors and students. The analysis adopted is a triangulation analysis technique and the results of the report will be made thematically. The results of this study indicate that the self-efficacy of school counselors comes from the performance and efforts of counselors in providing major services in schools. Self-efficacy in counselors shows successful performance, through the following stages: (1) providing information; (2) data collection; (3) placement and allocate majoring; (4) monitoring and action; (5) majoring recommendation. It can be known that the major in-service is in accordance with operational guidelines for the implementation of guidance and counseling in junior high school. However, it still needs improvement efforts by school counselors so that all 9th graders who are declared graduated to get a recommendation of majoring.

Keywords: Self-Efficacy · Counselor · Majoring on Students

1 Introduction

Majoring assistance consists of career information services, student interviews, determination and distribution, monitoring, follow-up, and providing recommendations for majoring in further study plans. But in reality, there are still various problems related to majoring especially in junior high school. These problems include the stages of majoring that have not been carried out optimally in accordance with the operational guide of school counselors exclusively in Junior High School. It is known from the results of the questionnaire for further study preparation given by school counselors at SMP Negeri 32 Surabaya and SMP Negeri 48 Surabaya to 9th grader students indicate that there are 16% of students at 32 Junior High School and 12% students at 48 Junior High School

in Surabaya are confused about choosing further studies because they feel that they do not know their potential and talents, The results of the questionnaire on preparation for further studies also showed that 3% of students at 32 Junior High School and 5% of students at 48 Junior High School Surabaya experienced differences of opinion with their parents in determining further studies. This is based on the stages of majoring assistance for junior high school students in the operational guide of school counselors in junior high schools described previously. Majoring assistance is services that appear simultaneously with the implementation of the 2013 curriculum. It emphasizes the principle of individual differences to develop students' talents and interests more broadly through interest services (Melmambessy 2017). Majoring is part of the counseling guidance benefit listed in the operational guide of school counselors in junior high, high school, and equivalent vocational schools. The majoring itself is an activity that has a continuous process to provide space for students to achieve national education goals by developing special intelligence and talents in students.

School counselors at the junior high school (SMP) level are required to be able to make recommendations for students' majoring. These recommendations are used as a form of accountability for counselors to provide students' majoring assistance. The current phenomenon is that counselors are not confident in their ability (self-efficacy) in managing majoring so it takes a long time to process recommendations for students. In addition, some school counselors are still hesitant to set up it. Some counselors are still confused and stuttering about using the latest technology coupled with the COVID-19 pandemic. Because conditions during the pandemic require major services to turn online. Moreover, counselors are less skilled at regulating the provision of information classically by using sophisticated machines that are networked on the internet. Counselors are also less able to overcome class disturbances such as internet network problems, mastering online platforms, and controlling student activity in virtual classrooms. For this reason, counselors need to carry out strengthening and training in order to manage emotional stability in controlling the class through interesting information media asking students to study. This emotional reinforcement fosters the counselor's sense of self-efficacy which is related to perceptions of student counselor relationships, discipline, and classroom management (Wettstein et al. 2021). Self-efficacy according to Bandura (1997) quoted by (Wettstein, Ramseier, and Scherzinger 2021) is "a person's belief based on the ability to organize and carry out the actions necessary to produce the desired achievement". It is believed that a sense of self-efficacy can encourage school counselors to bring about the assistance of majoring successfully (De Sousa Mata et al. 2021).

During this Covid-19 pandemic, the provoke of majoring has changed from offline to online. This Covid-19 pandemic condition requires school counselors to be more confident in presenting online services in virtual classes. Counselors have the competence to master the material, especially information technology in managing virtual classes. Besides that, the counselor must also have a positive perception of students, good class management, and the ability to overcome class disturbances. In contrast, low self-efficacy traits indicate that the counselor is not ready, unable to adapt, and does not master information technology. So they will have difficulty in coordinating students. This will cause the counselor to be hesitant and silent, and leave students confused in choosing

further studies. The inability of students to make decisions for further studies because they do not know their potential, while counselors are less skilled in directing students to find their passions and talents.

School counselors coordinator observation results, (Arizona., Wibowo, M. E., & Japar 2016) students lack confidence in their abilities and are hesitant in doing assignments and tests that are tested by the teacher and are lazy to take learning classes (Nurfadhilla 2020). Negative prejudice that makes students feel incapable, avoiding the assignments given by the class teacher. Often feel anxious and sense unable to complete tasks on time. This series of phenomena causes students to have low self-efficacy, feel fear, anxiety, trauma, and depression. In addition, they will also easily give up if they face the challenges of difficult tasks and feel unable to understand themselves. Students who have low efficacy will experience confusion in determining further studies, and will not be able to develop their potential. Students become less aware of academic abilities, students will also often be confused and do not know their potential. In addition, students will have no aspirations and hold no dreams in the future, and are unable to plan future work. The implication is that student's interest in learning will often change. Students will be less focused on studying subjects according to their talents, so a lot of free time is wasted. Students do not spend time adding courses or training that can support their interest in learning.

2 Method

The research carried out applies qualitative research methods. The research subjects are school counselors and students. The total number of students is 1024 students, which are handled by 3 school counselors. The subjects of this study consisted of school counselors in 2 public junior high schools. Meanwhile, the number of respondents was 19 subjects, consisting of 3 school counselors, 1 principal, 5 homeroom teachers, and 10 students. Data collection techniques using interview and observation methods. The data analysis technique uses a qualitative descriptive technique.

3 Results and Discussions

In this COVID-19 pandemic, the school counselors continued to fulfill their duties and responsibilities; they organized the majoring program service via online and offline platforms to help the students.

Figure 1 clarifies that the school counselors' self–efficacy in organizing the majoring has 4 (four) sources: the sense of capability, effort readiness, performance, and belief in accomplishment. The school counselors' strength was obtained from the counselors' potential to continue to improve themselves to adapt to the students' needs. The counselors are willing to work harder to achieve majoring forms for the graduating students. In grade 7, the classical service was provided during the school environment's introduction or MPLS (Masa Pengenalan Lingkungan Sekolah). This service aims to deliver the knowledge of the 11 school subjects needed by the students while learning in Junior High School. Furthermore, the school counselors carry out the classical service to provide information about the extracurricular available in the school. The student's placement

Source of self – efficacy	Self – efficacy Items
The sense of capability	Counselors are confident in their ability to deliver career. Information services on an online platform.
	Skillful in conducting individual and group counseling interviews through digital media.Siap mengembangkan potensi diri dengan budaya literasi
Effort readiness	Gain insight and information technology mastery as well as digital media. Learn google forms' data collection and analysis. Counselors behave positively toward students. Counselors provide individual counseling to students who in need. Counselors practice communication skills. Determine and allocate extracurricular activities according to students' talents. In collaborations with the class teacher for monitoring activities.
Performance	Creates majoring recommendations for the graduating students. Confident in helping students with sincerity.
Belief in accomplishment	Successfully organized the majoring information service program. Students are satisfied with the majoring service provided. Students benefit from the majoring recommendations.

Fig. 1. School Counselor's Self-Efficacy in Majoring Program Service

Self-efficacy sources	No.	Self-efficacy items	Percentage	Interpretation
The sense of capability (83,93%)	1.	Counselors are confident that they can deliver online career information services.	82,14%	High
	2.	Counselors are confident that they can conduct individual and group counseling interviews via digital media.	85,71%	High
Effort readiness (86,61%)	3.	Counselors are well-prepared to develop self-potential through literacy culture.	82,14%	High
	4.	Counselors are well-prepared to enhance information technology usage insights.	85,71%	High
	5.	Counselors attempt to master the information technology services provided.	85,71%	High
	6.	Counselors learn to use the digital forms (e.g., Google Forms) for assessments and data analysis.	92,86%	High
Performance (88,69%)	7.	Counselors behave positively towards students.	98,21%	High
	8.	Counselors provide individual counseling for the students who need it.	98,21%	High
	9.	Counselors well-communicated with the students.	92,86%	High
	10.	Counselors determine and allocate extracurricular activities in line with students' talent.	76,79%	Medium
	11.	Counselors work closely with the class teacher to monitor students' majoring.	82,14%	High
	12.	Counselors generate majoring recommendation letters for the graduating students.	83,93%	High
Belief on accomplishment (95,53%)	13.	Counselors are confident in assisting the students with sincerity	96,42%	High
	14.	Counselors are confident to assist in solving the students' problems	94,64%	High

Fig. 2. Result Analysis of School Counselors' Self-Efficacy in Organizing Majoring Service. Description: Percentage range: Low = 24%, Medium = 51%–77%, High = 78%–100%.

and allocation activities in grade 7 refer to the majoring in the students' extracurricular activities. Furthermore, the school counselor and the class teacher, and the student administration arranged and gathered data for the students' preferred extracurricular activities; the school counselor also works closely with the extracurricular activities coach and student administration to monitor the majoring activities in the students' selected extracurricular activities.

Figure 2 shows the questionnaire result of school counselors' self–efficacy, which consists of seven school counselors and seven students who have strong self-efficacy.

Based on Fig. 2, the sense of capability has indicated its percentage value at 83.93% (high), effort readiness at 86.61% (high), performance at 88.69% (high), and lastly, belief in accomplishment at 95.53% (high); hence, it was stated that there was a high self-efficacy of the school counselor on delivering majoring service. Furthermore, the findings clarified that school counselors' sense of capability enhanced their confidence and cognition to assist the students with self-development and deliver the majoring through data collection using Google Forms during this pandemic situation. Following

Majoring services stages	School counselors' self-efficacy performance on delivering majoring services in the Junior High School
Providing information	Grade 7: A classical service whose objective is to provide information for the students regarding 11 school subjects and any school extracurricular activities available.
	Grade 8: A classical service whose objective is to provide information regarding the learning environment and jobs in line with the preferred school subjects.
	Grade 9: A classical service and group guidance whose objective is to provide information regarding the variety of senior high school and their majoring options available.
Placement and allocation	In collaboration with student administration, school counselors determine the students' placement and allocation in accordance with the students' preferred extracurricular activities.
Data collection	Data collection is carried out in stages, starting from grades 7, 8, and 9.
Monitoring and follow-up	Individual and group counseling starts at grades 7, 8, and 9, aiming to solve the students' interest issues related to the extracurricular transfer and decline in students' preferred school subjects.
Majoring recommendation	Data were manually collected, and only a few students were granted the majoring recommendation letter.

Fig. 3. School Counselors' Efficacy Performance on Majoring

that, there was a high performance of the school counselor; which most of the high value was on good communication, positive behavior, and good collaboration with the class teacher in creating the majoring recommendation; additionally, the school counselor's ability to determine the appropriate extracurricular activities was only in the medium value at 76.79%. There was a firm belief in accomplishment with the students who experienced the assistance in solving students' problems; the school counselors' belief and self-confidence helped the student with sincerity.

Figure 3 describes the school counselors' majoring services stages. The school counselors start to generate a classical program for grades 7, 8, and 9. Then, school counselors collect supporting data needed to generate majoring recommendation letters in grade 9.

First, the data collected in grade 7 consists of elementary school's academic and non-academic achievement, grade 7's academic and non-academic achievement, also the grade 7 report card (odd and even semester).

Second, in grade 8, the information provided will be disseminated through classical and group guidance. The information topics focused on the learning environment and working environment related to 11 junior high school subjects; the process started from the classical then turned into a group discussion or group guidance activities discussing learning and working environment related to school subjects. The data collected on grade 8 consists of students' aspirations, favorite school subjects, interest in education, duties related to favorite school subjects, academic and non-academic achievement, and the grade 8 report card (odd and even semester).

Third, in grade 9, the information provided will be concerned with the characteristics of various senior high schools such as Senior High School/Vocational School/Islamic/Islamic Vocational School. Furthermore, it also concerns the variety of majors available in those schools according to students' interests. The data collected at grade 9 such as academic and non-academic achievement, students' aspirations for senior high school, parents' hopes for their children regarding the senior high school and its majoring. If some issues arise during the monitoring process, school counselors will conduct group counseling and individual counseling services in grade 9. The conflict between parents – students frequently arose in the majoring program; usually, their

Students' majoring recommendation	Counselors' strategy	
	Public junior high school	Public junior high school
	Data was collected manually in a printed copy, data manually analyzed, recommendation letters manually typed one-by-one. Furthermore, majoring recommendation letters are for graduating students but limited only.	Data were collected manually in a digital copy, manually analyzed, and recommendation letters manually typed one-by-one. Furthermore, majoring recommendation letters are for graduating students but limited only.

Fig. 4. Students' Majoring Recommendation

choices for senior high school and its majoring options were beyond the parents' expectation; and also due to the students have not acknowledged their potential; therefore, they became undecided on which senior high school that was appropriate for them (Senior High School/Vocational School/Islamic/Islamic Vocational School). In order to overcome the issues, school counselors will collect and analyze data related to the student, then conduct discussion sessions with parents by providing them the information and students' potential; this solution may help the parents and the students to make the decision based on their strengths and weaknesses, also the career preferences.

Finally, a majoring recommendation provides once for the students who graduated in grade 9. It is a requirement for them to enroll in senior high school; however, there was a hindrance due to lack of time for data analysis and generating the majoring recommendation letter; thus, most of grade 9's students have not received the majoring recommendation letter.

Students' Majoring Recommendation

The majoring service in the junior high school is in accordance with the operational guide of school counselors 2016; however, some issues need some attention, such as providing a majoring recommendation for all grade 9 graduating students, enhancing students' decision-making ability for their further education (senior high school) and its majoring, also enhancing student's ability and knowledge regarding various senior high school and the major choices. Moreover, due to lack of human resources, a limited time, and an adequate facility, the majoring recommendation letters were not well-delivered. Therefore, school counselors will need an extra effort to provide majoring recommendations for all students.

Figure 4 clarifies that school counselors generate the majoring recommendation letters by manually input data and analysis; therefore, recommendation letters only for limited students. Junior high school counselors cannot provide the majoring recommendation letters to all students due to the limited time, various services given to the students, and the counselor's lack of skill and ability.

At the first public junior high school, counselors collect data in a printed copy that is manually analyzed and typed in the recommendation letter one by one. On the contrary, at the second public junior high school, counselors collect data in digital copy (Microsoft Excel file) but manually analyze and type in the recommendation letter one by one. According to the data result above, self-efficacy plays an essential role in supporting majoring services and providing recommendation letters to the students. Thus, self-efficacy is required to enhance counselors' self-confidence; it can maximize the effort

in delivering the service and have high adaptability while facing the challenges in this disruption era.

School counselors' self-efficacy derives from the sense of capability, effort readiness, performance, and belief in accomplishment. Self-efficacy is also related to the emotion in delivering majoring service (Hayat et al., 2000). Moreover, the stages of majoring services are as follows: (1) providing information; (2) data collection; (3) placement and allocate majoring; (4) monitoring and action; (5) majoring recommendation (Suryapranata et al., 2016). Those stages are in accordance with the operational guide of school counselors in junior high school.

First, the information provided in grade 7 focused on self-understanding and the value of life-related to the student's aspirations. Then, in grade 8, the information provided is focused on the career environment, including education and jobs related to particular school subjects. Finally, in grade 9, the information provided is focused on majoring in senior high school (Senior High School/Vocational School/Islamic/Islamic Vocational School) and any jobs achieved after the students finish and graduate from that level of education.

Second, in the data collection stage, the counselor will collect data related to students' majoring such as academic achievement (report card), non-academic achievement, national exam scores, declarations of the students' interest and aspirations, parental attention, and students' potential. If the data are well-collected and analyzed, it will generate precise majoring for the students. The students' data collected and investigated based on personal dimensions will benefit the students (Deemer et al., 2020). The majoring service for grades 7, 8, and 9 is classical service information for all reachable students. Virtual classes support flexibility and can overcome location barriers or teacher shortages (Al-Subaie, 2021). Counselor conducting the virtual class service with Google Meets or Zoom Meeting to 7th, 8th, 9th graders, with given materials mainly regarding the school subjects that are useful and related to work preparation and jobs. Thus, counselors can reach all the students with time and cost efficiency; their duties will be simple and effective; and also, with this online media, counselors will be able to collaborate with the students to organize an event and build a relationship. Counselors can collect data through questionnaires made with Google Forms and analyze it; they can also collaborate with the team to reach students at home (Elena Ancuța Santi, Gorghiu, and Pribeanu, 2020); therefore, it may increase their self-confidence (Haverback, 2020). The value of work experience and career knowledge will benefit and inspire the students (Deemer et al., 2020). Furthermore, the information provided regarding career is related to the leadership field; a success story in leading helps gain career promotion (Tung et al., 2020). Moreover, career competition is related to education, training, and skill; hence, students are encouraged to achieve academic success and achievement to get scholarship opportunities for further studies and information on various school subjects. Social cognitive theory motivates individuals to learn and work (Caines, Earl, and Bordia, 2019). The well-being of students in Indonesia is structured into eight dimensions: pleasure, passion, excitement, engagement, relationship, presence, search, and accomplishment (Wibowo, et al. 2021). School counselors may implement interactive media development while delivering counseling (Rahmadani and Herdi, 2021). According to research, media cinematography, movie inspirations, and any career with media related can boost

students' spirit (Habersaat et al., 2020). Thus, school counselors need to innovate on their next counseling session (Akhsania et al., 2021); it may enhance students' understanding and provide students with knowledge of various majoring information and various types of senior high school that might interest the students. Counselors need to involve students in compiling media by providing all means of communication between classes, especially electronic platforms, including teamwork (Khanfar et al., 2021).

Third, at the majoring determination and allocation stage, students need to have a discussion with their parents. If there are differences between students and parents, then they need to have a counseling session with the school counselor. Furthermore, school counselors need to analyze students' academic and non-academic achievement on the report card from grades 7, 8, and 9 to understand the students' abilities; thus, the tendency of students' interest in particular areas of school can determine subjects.

Fourth, school counselors will collaborate with subject teachers and class teachers to monitor the students' activities during their chosen educational program at the monitoring and follow-up stage. Guidance and counseling services can anticipate, evaluate, and follow up on students' development and issues in educational programs.

Lastly, at the final stage, the majoring recommendation letters will be given when students graduate junior high school. The majoring recommendation is a statement of students' description to continue their education. It was created based on supporting information such as academic achievement (report card) in the junior high school, non-academic achievement, psychological potential detection result (if any), students' majoring field through a scale developed by the school counselor or relevant institution, and parents' expectations. This majoring recommendation is to help school counselors in further education to determine the opt of students' majoring (Putri, 2017).

By providing majoring recommendations to each graduating student, it will help them to understand their career expectations and their self-values. Each student has an alternative for them to consider their majoring result and their eagerness and their parents' expectation in making their decision of expected further education.

These results supported the studies by Nainggolan and Ginting (2021), which showed a positive and significant relationship of self-concept with a student's career choice decision. Student's social-emotional function at school is in the form of self-efficacy and self-concept (Korpershoek et al., 2020).

4 Conclusions

In conclusion, the junior high school counselors' self-efficacy in delivering majoring services had shown that counselors' sense of capable were at 83.93% (high), effort readiness at 86.61 (high), performance at 88.69% (high), and belief on accomplishment at 95.53% (high). Counselors' experience itself increased counselors' self-efficacy. Counselors' performance showed in classically providing information, group guidance, individual and group counseling, monitoring, and generating recommendations. In collaboration with the class teachers and students' parents, school counselors were able to determine and allocate the majoring for students' extracurricular activities. Furthermore, the school counselors collected and considered the majoring determination and allocation.

At the recommendation stage, school counselors could not provide recommendation letters for all the grade 9 students who graduated. It was due to the time required to

analyze the required data. According to the result data above, self-efficacy plays an essential role in supporting the majoring services and providing a recommendation for the students. Therefore, it is required for the school counselor to increase their self-efficacy to enhance their self-confidence; thus, it can maximize the effort in delivering the service and have high adaptability while facing the challenges in this disruption era.

As a suggestion for the school counselors, they need to have professional development relevant to information technology for data analysis. Moreover, as a suggestion for further studies, the researcher will need to develop an application that can assist the school counselors in generating majoring recommendation letters.

Authors' Contributions. Najlatun Naqiyah was the lead on this research, designed and supervised the research and is responsible for all content in this research. Ericha Sholeha is a co-author who participated in the research design process, and data collection.

References

Akhsania, Khayatun Nufus, Tentrem Basuki, DYP Sugiharto, and Muhammad Japar. 2021. "Students' Career Understanding and Career Decision Making Self-Efficacy in Junior High School." Islamic Guidance and Counseling Journal 4(1):12–20. https://doi.org/10.25217/igcj.v4i1.950.

Al-subaie, Abdullah bin Mohammed. 2021. "Cypriot Journal of Educational Effectiveness during and beyond Covid-19." 16(6):3048–57.

Anggito, Albi, and Johan Setiawan. 2018. Metodologi Penelitian Kualitatif. edited by T. C. Jejak. Sukabumi: CV Jejak.

Arizona., Wibowo, M. E.,&Japar, M. 2016. "Teknik Relaksasi Berbasis Musik Inrumental Meningkatkan Self Efficacy Siswa Smp Melalui Pengembangan Model Konseling Kelompok." Jurnal Bimbingan Konseling 5 5(2):86–92.

Bandura, A. (1997). Self efficacy: The exercise of control. New York, NY: WH Freeman and Company.

Caines, Valerie, Joanne Kaa Earl, and Prashant Bordia. 2019. "Self-Employment in Later Life: How Future Time Perspective and Social Support Influence Self-Employment Interest." Frontiers in Psychology 10(MAR):1–13. https://doi.org/10.3389/fpsyg.2019.00448.

Deemer, Eric D., Rachel L. Navarro, Angela M. Byars-Winston, Laura E. Jensen, and Catherine P. Chen. 2020. "Investigating Graduate Education and Undergraduate Research Intentions of College Science Students." Journal of Career Assessment 28(1):43–58. https://doi.org/10.1177/1069072718823777.

Habersaat, Katrine Bach, Cornelia Betsch, Margie Danchin, Cass R. Sunstein, Robert Böhm, Armin Falk, Noel T. Brewer, Saad B. Omer, Martha Scherzer, Sunita Sah, Edward F. Fischer, Andrea E. Scheel, Daisy Fancourt, Shinobu Kitayama, Eve Dubé, Julie Leask, Mohan Dutta, Noni E. MacDonald, Anna Temkina, Andreas Lieberoth, Mark Jackson, Stephan Lewandowsky, Holly Seale, Nils Fietje, Philipp Schmid, Michele Gelfand, Lars Korn, Sarah Eitze, Lisa Felgendreff, Philipp Sprengholz, Cristiana Salvi, and Robb Butler. 2020. "Ten Considerations for Effectively Managing the COVID-19 Transition." Nature Human Behaviour 4(7):677–87. https://doi.org/10.1038/s41562-020-0906-x.

Haverback, Heather Rogers. 2020. "Middle Level Teachers Quarantine, Teach, and Increase Self-Efficacy Beliefs: Using Theory to Build Practice during COVID-19." Middle Grades Review 6(2).

Hayat, Ali Asghar, Karim Shateri, Mitra Amini, and Nasrin Shokrpour. 2020. "Relationships between Academic Self-Efficacy, Learning-Related Emotions, and Metacognitive Learning Strategies with Academic Performance in Medical Students: A Structural Equation Model." BMC Medical Education 20(1):1–11. https://doi.org/10.1186/s12909-020-01995-9.

Khanfar, Asmaa Radi, P. O. Box, Saudi Arabia, Higher Education Planning, and Coordination Board. 2021. "Cypriot Journal of Educational Teachers ' Insights into the Role of Teamwork among Students in Public Schools." 16(6):2981–93.

Korpershoek, H., E. T. Canrinus, M. Fokkens-Bruinsma, and H. de Boer. 2020. "The Relationships between School Belonging and Students' Motivational, Social-Emotional, Behavioural, and Academic Outcomes in Secondary Education: A Meta-Analytic Review." Research Papers in Education 35(6):641–80. https://doi.org/10.1080/02671522.2019.1615116.

Lavasani, Masoud Gholamali, and Farah Khandan. 2011. "Cypriot Journal of Educational." Cypriot Journal of Education 2(6):61–74.

Lekas, Helen Maria, Kerstin Pahl, and Crystal Fuller Lewis. 2020. "Rethinking Cultural Competence: Shifting to Cultural Humility." Health Services Insights 13:4–7. https://doi.org/10.1177/1178632920970580.

Maimun, Agus, Agus Indiyanto, and M. Mujab. 2020. "Educating Islamic Values through Wiwitan Tradition." Journal of Indonesian Islam 14(2):359–86. https://doi.org/10.15642/JIIS.2020.14.2.359-386.

Makrifah, F. L., and Wiryo Nuryono. 2014. "Pngembangan Paket Peminatan Dalam Layanan Bimbingan Klasikal Untuk Siswa Di SMP." Jurnal BK UNESA 4(3).

Melmambessy, Rulof. 2017. "Pelaksanaan Proses Peminatan Berdasarkan Implementasi Kurikulum 2013 Terhadap Tingkat Kepuasan Peserta Didik." Jurnal Bimbingan Dan Konseling Terapan 1(1):1–8. https://doi.org/10.30598/jbkt.v1i1.137.

Nainggolan, Regina BM, and Rafael Lisinus Ginting. 2021. "Hubungan Antara Konsep Diri Dengan Kemantapan Keputusan Karier Mahasiswa Jurusan Pendidikan Luar Sekolah Universitas Negeri Medan." Jurnal Bimbingan Dan Konseling Terapan 5(1):30–36.

Shahnazi, Hossein, Marzieh Araban, Mahmood Karimy, Mansooreh Basiri, Ali Ghazvini, and Lar Stein. 2021. "A Quasi-Experimental Study to Improve Health Service Quality: Implementing Communication and Self-Efficacy Skills Training to Primary Healthcare Workers in Two Counties in Iran." BMC Medical Education 21(1):1–9. https://doi.org/10.1186/s12909-021-02796-4.

Shneiderman, Ben. 2020. "Human-Centered Artificial Intelligence: Reliable, Safe & Trustworthy." International Journal of Human-Computer Interaction 36(6):495–504. https://doi.org/10.1080/10447318.2020.1741118.