

Group Guidance Using the Halaqah Method to Improve Student Interpersonal Communication

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Abstract: The aim of this research was to obtain a group guidance service using the halaqah method which is effective for improving students' interpersonal communication. This study uses experiments with a quantitative approach. The population of this study was class X students at SMK Negeri 2 Tarakan in the 2022/2023 academic year, which consisted of 129 students. The subjects of this research were 18 students who were Muslim in Tarakan State Vocational School 2 Class X TAV 2. Methods of data collection using a scale and observation. The data analysis used is descriptive statistical analysis and inferential statistical analysis. Based on the results of the research, the pre-test and post-test were carried out on students of class X TAV 2 at SMK Negeri 2 Tarakan. The results showed that group counseling using the halaqah method was effective in improving students' interpersonal communication. The implications of the group guidance halaqah method can be used as a reference to improve student interpersonal communication. Halaqah method group guidance will be effective if it is carried out in a more systematic and planned manner and with more meetings.

Keywords: halaqah method; group counseling; interpersonal communication; strategy.

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Introduction

Vocational High School (SMK) is a type of vocational education at the secondary education level. The purpose of education in SMK is to prepare students to work in certain fields. (Law Number 20 of 2013, Explanation of Article 15). With this educational goal, Vocational Schools become a forum for developing human resources (HR). Therefore, the system, curriculum and education programs in Vocational Schools must be able to meet the demands of the industrial world for quality human resources.

SMK as an educational institution that aims to prepare its graduates to enter the world of work has a strategic role in preparing human resources, especially the middle-level workforce. This is based on projections of future workforce needs that require a large number of skilled mid-level workers. One example

is the industrial estate project owned by PT Kalimantan Industrial Park Indonesia (KIPI) in the Tanah Kuning-Mangkupadi area of Bulungan Regency, which is targeted for completion in 2024. This project will certainly be a medium for absorbing large-scale workforce as well as a great opportunity for SMKs, especially located in the province of North Kalimantan (Kaltara) to foster graduates to become qualified human resources capable of meeting the needs of the project.

In order to improve the quality of human resources from its graduates, education at SMK is expected to be able to equip students not only with hard skills or technical skills but also soft skills in the form of good character or non-technical skills. Reporting from the website www.nationalsoftskills.org, a study conducted by Harvard University, Carnegie Foundation and Stanford Research Center concluded that 85% of job success comes from well-developed soft skills, and only 15% of job success comes from hard skills. According to Arinto (2014), soft skills are social skills to interact with other people and manage their work. Soft skills are developed from values, principles, and are applied in the form of skills, which include skills in communicating, negotiating, selling, serving customers, solving problems, and others.

Soft skills have several attributes that are interrelated with one another. Sharma (2009), there are seven elements or attributes of soft skills that need to be implemented and used in educational institutions. The seven elements of soft skills include communication skills, thinking and problem-solving skills, the strength of teamwork, information management and lifelong learning skills, entrepreneurial skills, ethics, morals and professionalism as well as leadership skills.

Based on the results of an interview with one of the Guidance and Counseling teachers conducted at Tarakan State Vocational School 2, information was obtained that: (1) There was a lack of interaction and communication between students and teachers and other students, especially since the Covid 19 pandemic. (2) Communication was only occurs when the teacher carries out learning via video conferencing with communication quality that can be said to be ineffective due to the lack of response from students and video cameras that are disabled during the video conference (3) Lack of emotional closeness between the teacher and students and fellow students, especially among students who just accepted at school during the Covid19 Pandemic. (4) The ethics of communicating students who are not good with peers and with older people. (5) Schools are still focused on adjusting the hard skills development program for students so that the development of soft skills has not become a serious concern and there is not even a special program related to this problem. (6) Implementation of guidance and counseling services that have not been maximized, mainly only carried out when problems occur. Of these problems, problems related to students' ability to communicate with those around them are the most dominant. In other words, students have deficiencies in terms of interpersonal communication. On the other hand, interpersonal communication skills are one of the soft skills attributes that are very important for students when they enter the world of work.

Interpersonal communication has a big effect in terms of influencing other people, especially individuals. This is because, usually the parties involved in the communication meet face to face, do not use the media in conveying the message so that there is no distance separating the communicator from the communicant (face to face). Hence face to face. Then each party can immediately find out the response given, as well as reduce the level of dishonesty when communication is taking place. With individual communication can express ideas, feelings, hopes and impressions to others. Communication not only promotes complete humanity, but also creates social relations that are indispensable in the life of social groups. (Prajato: 2018)

The effectiveness of interpersonal communication according to is that includes openness (*Openness*), positive behavior (*positivity*), empathy (*Empathy*), supportive behavior (*Supportiveness*), equality (*Equality*). This can be described as follows:

1. Openness *in* essence every human being likes to communicate with other human beings, because of that everyone always tries to get closer to one another. The closeness or *proximity factor* can unite two close people. Interpersonal closeness causes a person to be able and able to express his opinions freely and openly. This shows the quality of the openness of interpersonal communication which contains two aspects, namely the first aspect is the desire to be open to everyone who interacts with other people. The second aspect of openness refers to a person's willingness to respond to others honestly and frankly and vice versa.

2. Empathy (*Empathy*) the ability to project oneself into the role of other people or try to feel in the same way as other people's feelings. With this empathy framework, a person will understand his position and thus will not pass judgment on other people's behavior or attitudes as wrong or right.

3. Supportive behavior (*Supportiveness*) Interpersonal communication will be effective if there is supportive behavior within a person. This means that someone in the face of a problem is not defensive or defensive. There are three behaviors that lead to supportive behavior, namely (1) Descriptive means someone who has this trait asks more information or descriptions about something. In an atmosphere like this, people usually don't feel insulted or challenged but feel valued. Meanwhile, people who have evaluative traits tend to judge and criticize other people by mentioning the weaknesses of their behavior. (2) Spontaneity is an individual who is open and frank about what he thinks. Usually such a person would be responded to in the same open and forthright manner. (3) Professionalism is an individual who has an open-minded attitude, is willing to hear different views and is willing to accept other people's opinions if their opinions are wrong. People who have this trait do not stick with their own opinions while people who have the trait of certainty feel that they already know everything and feel confident that their opinions are the most correct.

4. Positive behavior (*positivity*) in interpersonal communication of this quality has at least three aspects of differences or elements, namely (1) interpersonal communication will be successful if there is positive attention to a person's self, (2) interpersonal communication will be well maintained if a feeling positive attitude towards other people is communicated, (3) a positive feeling in general situations is very useful for making cooperation effective.

5. *Equality*, which includes similarities in two respects: (1) similarities in the field of experience among communicators. This means that interpersonal communication will generally be more effective if the actors have the same values, attitudes, behaviors and experiences. But this does not mean that inequality is not communicative. Communication with individuals who have nothing in common will still work effectively if both parties adjust to each other. (2) similarities in conversation between communicators, meaning that there are similarities in terms of sending and receiving messages.

The reduced interpersonal communication skills of students is a serious problem that must be minimized at SMK Negeri 2 Tarakan. This problem will have an impact on the quality of graduates that will be produced in the future. Efforts that can be made is to re-familiarize students to interact and communicate. This habituation can be done through a school guidance and counseling service program, namely group guidance services. Group guidance services prioritize the development of communication and socialization skills where students are required to be active in speaking, expressing opinions and discussing with others so they can interact well. Group guidance activities can make members respect the opinions of others more, and be more courageous in expressing their opinions responsibly. It is hoped that what is conveyed in group counseling will be more relevant, considering that the forms of communication undertaken are multi-directional.

Group guidance is the process of providing assistance given to individuals in group situations, shown to prevent problems and develop students' potential (Romlah, 2001:3). According to Corey (2012: 4-5) the group approach is an intervention that is increasingly being used in a variety of settings and with different goals. According to Prayitno (2009: 61) group guidance is guidance given in a group atmosphere or more is an effort to guide individuals through group procedures, using group dynamics as the spirit and group movement.

The purpose of group guidance according to Romlah (2001: 13) is to help individuals find themselves, orient themselves and be able to adjust to the environment. Meanwhile, according to Bennett (in Romlah 2001: 14-15), the goals of group guidance: (1) provide learning opportunities for students related to educational, work, personal and social issues, (2) provide healing services through group activities with studying human problems in general, eliminating emotional tension, (3) more effective and economical than individual guidance, (4) helping individual counseling services more effectively. Winkel and Hastuti (2010: 547) state that the purpose of group guidance is to support the personal and social development of each group member and to improve the quality of cooperation within the group in order to achieve various meaningful goals for the participants.

Group guidance activities take place in several stages. Prayitno (2009:40-60) suggests that there are four stages that need to be passed in the implementation of group guidance, namely: (1) the formation stage, the activities carried out at this stage are to reveal the meaning and purpose of group activities in the context of group guidance services; explain the methods and principles of group activities; group members introduce themselves and express themselves; and playing friendly games as an initial strategy to open up warmth between groups. (2) Transitional stage, this stage is the transitional stage from the formation stage to the

activity stage. In explaining what activities will be carried out the group leader can confirm the type of task or free group guidance activities. (3) The activity stage, this stage is the core stage of group mentoring activities with the atmosphere to be achieved, namely the thorough discussion of the problems faced by group members and the creation of an atmosphere for self-development, both concerning the development of communication skills and regarding the opinions expressed by group. (4) Termination stage. At this stage there are two activities, namely evaluation and follow-up. This stage is the stage of a series of group guidance activities with the aim of completing the topics discussed by the group. Hare (Johnson, 2012: 8) mentions group dynamics can also be interpreted as a number of interactions between individuals with each other and this is what differentiates one group from another. Group dynamics means that a group of people communicate with each other often over time, or just a little, so that everyone can communicate with each other, without going through a second person, or through another person, but face to face.

The implementation of group guidance will get maximum results if it is done well and supported by selecting the right method. Of the various group guidance methods that have emerged so far, researchers are interested in using the halaqah method. This halaqah is usually performed by a group of people in a sitting position forming a circle or a ring model in which there is a murabbi (teacher, facilitator) and mentee (student or mentor). In the halaqah process, each member of the group is required to be more active and open. In addition, the pattern of peer approach that is applied makes this program more interesting and effective.

Halaqah method itself is interpreted as an activity in the form of recitation called halaqoh recitation or group recitation, which in the history of Islamic education the halaqoh model education is interpreted as a teaching and learning process, where a teacher sits on the floor delivering subject matter and he is surrounded by his students. (Izzudin, 2012).

The Halaqah method is a small group of people consisting of 3-12 Murobbi (teachers) and *Mad'u* (students) with the aim of preaching with the aim of being able to practice Islamic teachings. According to Hanun Asrohah, halaqah is a teaching and learning process carried out by students by circling the teacher concerned. Usually sitting on the floor to listen to a teacher read and explain the book he wrote or comment on other people's work. Hasan Alwi defines halaqah as a way of learning or teaching by sitting on a mat and in a circular position. Based on some of the definitions above, halaqah is a teaching and learning process carried out by students circling the teacher or facilitator in groups of 3-12 people with a specific purpose.

In Islamic schools, the halaqah method is a mainstay in every implementation of group counseling and has proven effective. However, this method is rarely used in public schools such as SMK. Therefore researchers want to try to apply this method and test its effectiveness in solving problems in students at SMK Negeri 2 Tarakan. Group guidance in this case aims to discuss topics on how to improve interpersonal communication through halaqah. Through intensive group dynamics, halaqah and discussion of these topics encourage the development of feelings, thoughts, perceptions, insights, attitudes that support the realization of better and more effective behavior. The choice of the halaqah method is also in accordance with the educational background of the researcher so that it will be easier to implement the steps.

The general aim of this research is to obtain a group guidance service with the halaqah method that is effective for improving students' interpersonal communication. Specifically, the research objectives were to find out the following: (1) Obtain a group guidance intervention design using the halaqah method to improve interpersonal communication for class X students of SMK Negeri 2 Tarakan. (2) Obtain data on the effectiveness of group counseling using the halaqah method to improve interpersonal communication for class X students of SMK Negeri 2 Tarakan.

Method

This study uses experiments with a quantitative approach as a type of research. Sugiyono, as stated in (2015: 107) What is meant by "experimental research" is a research method that uses controlled conditions to investigate certain influences on other influences. There is only one group in this experimental study, namely the experimental group without a control group. The Guttman scale, also known as the interpersonal communication scale, is used as a tool for data collection at the *pre-test stage and post-t est* to measure or evaluate the subject. Group guidance services (X) were used as a treatment in this study because it was suspected that the halaqah method could affect students' interpersonal communication (Y).

The design used was a *pretest and posttest one-group design* with group guidance using the halaqah method used in this study to improve interpersonal communication of class X students of SMK Negeri 2 Tarakan. A design known as a *pre-test One group post-test* is a design that is evaluated twice, once before the pre-test for the treatment (O1) and once after the post-test for the treatment (O2).

The population of this study was class X students at SMK Negeri 2 Tarakan in the 2022/2023 academic year, which consisted of 129 students. The type of sample used is *purposive sampling* (sampling based on purpose). Sample aims are intended to achieve a specific goal. The goal to be achieved is to improve students' interpersonal communication. The subjects of this research were Muslim students at SMK Negeri 2 Tarakan Class X TAV 2. The basis for the determination was based on information from the guidance counselor that the class had the potential to develop Halaqah group guidance because the students were easily given input.

The data collection techniques used are scale and observation. The scale is given to determine the increase in interpersonal communication before and after being given group guidance with the halaqah method. Observation is used to record students' reactions and participation during treatment in the form of group guidance with the halaqah method to improve student interpersonal communication through direct observation of research subjects.

data analysis technique used is descriptive analysis and inferential analysis. The descriptive analysis in question is to describe the interpersonal communication of class X students of SMK 2 Negeri Tarakan before (pre test) and after (post test) in the form of group guidance halaqah method. Inferential analysis was used to analyze sample data and results. The results of the analysis are divided into two, namely the normality test and the hypothesis test.

According to Sugiyono (2015), an instrument is said to be valid if it can reveal data from the variables studied correctly. The level of instrument validity indicates the extent to which the collected data does not deviate from the description of the intended validity. Before the behavioral scale is used for field research, trials are carried out in two stages, namely field trials and validity tests.

First, the researchers conducted a field trial on 103 students in class X SMK Negeri 2 Tarakan (students who had never been sampled). Before the scale is distributed, first explain the purpose of giving an interpersonal communication scale and working on the scale. The scale filled by students will then be processed and analyzed to determine its validity and reliability.

Second, the researcher carries out construct validity , with the help of SPSS 22.0 the concept of validity departs from the theoretical construction of the variable to be measured by a type of measuring instrument, then the theoretical construction of the researcher will define a limit which will be used as a reference for its validity with the construct theoretical. Test the validity of this instrument using the product moment correlation formula with a significant level of $5\% = 0.5$, the instrument is said to be valid if $r_{count} > r_{table}$. Based on the results of the student interpersonal communication scale test on 103 class X students of SMK Negeri 2 Tarakan. The results obtained from the 40 existing item items were 4 invalid item items and 36 valid item items, so that the valid item items were used by researchers in the pretest and posttest. The following is a grid of interpersonal communication scale trials before and after field trials.

Table 1. Interpersonal Communication Trial Grids Before Field Trials

Variable	Indicator	No. Items		No. Items		Total number
		+	Amount	-	Amount	
Communication interpersonal	Openness	1, 6, 12, 15	4	2, 3, 35, 37	4	8
	Empathy	4, 16, 18, 25	4	19, 20, 28, 31	4	8
	Supportive Attitude	11, 23, 32, 36	4	10, 27, 29, 39	4	8
	Positive Attitude	9, 22, 26, 33	4	21, 34, 38, 40	4	8
	Similarity	5, 7, 14, 30	4	8, 13, 17, 24	4	8
	Amount		20		20	40

Tabel 2. Interpersonal Communication Trial Grid After Field Trial

Variable	Indicator	No. Items		No. Items		Total number
		+	Amount	-	Amount	
Communication interpersonal	Openness	1, 6, 12, 15	4	3, 35, 37	3	7
	Empathy	4, 16, 18	3	19, 20, 28, 31	4	7
	Supportive Attitude	11, 23, 32, 36	4	10, 27, 29, 39	4	8
	Positive Attitude	9, 22, 26, 33	4	21, 34, 40	3	7
	Similarity	5, 7, 14, 30	4	8, 13, 17	3	7
	Amount		19		17	36

Results and Discussion

Results

a. Description of Research Data

Descriptive statistical analysis is intended to determine the level of interpersonal communication of class X students of SMK Negeri 2 Tarakan before and after being given treatment in the form of group guidance using the halaqah method .

Table 3. Description of Research Data

Variable	N	empirical				Hypothetical				
		Min	Max	Means	SD	Min	Max	Means	SD	
Interpersonal Communication	Pretest	18	96	130	110.89	10,499	36	144	90	18
	Posttest	20	102	137	121.70	9,476				

Communication scale consists of 36 items with a score range of 1 to 4. The lowest possible score is 36 and the highest possible score is 144. The interpersonal communication *pretest* data shows that the lowest score is 96 and the highest is 130, with an empirical *mean* of 110.89. Meanwhile, the interpersonal communication *posttest* data showed that the lowest score was 102 and the highest was 137, with an empirical *mean* of 121.70. In table 2 it can be seen that the categorization of interpersonal communication scales is calculated based on hypothetical data.

Table 4. Categorization of Interpersonal Communication

Score Intervals	<i>Pretest</i>		<i>Posttest</i>		Category
	Frequency	Percentage (%)	Frequency	Percentage (%)	
117 < X	5	27,77	13	65	Very high
99 < X ≤ 117	10	55.55	7	35	High
81 < X ≤ 99	3	16,66	0	0	Currently
63 < X ≤ 81	0	0	0	0	Low
X ≤ 63	0	0	0	0	Very low

Categorized data in table 2 shows that in *the pretest* there were 5 subjects (27.77%) who had a very high level of interpersonal communication, 10 subjects (55.55%) who had a high level of interpersonal communication, 3 subjects (16.66 %) who had a moderate level of interpersonal communication, and there were no subjects who had a low or very low level of interpersonal communication. Meanwhile, in *the posttest* there were 13 subjects (65%) who had very high levels of interpersonal communication, 7 subjects (35%) who had high levels of interpersonal communication, and no subjects who had medium, low, or very low levels of interpersonal communication.

b. Hypothesis Test Results

The research data were tested statistically using *Wilcoxon test*. The following describes the results of statistical analysis of research data.

Table 5. Test Statistics^a

	Posttest - Pretest
Z	-3.225b -
asympt. Sig. (2-tailed)	,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of statistical analysis with *the Wilcoxon test* it is known that there are differences in students' interpersonal communication before and after being given group guidance using the halaqah method as seen from a significance value of $0.001 < 0.05$ so it can be concluded that the hypothesis is accepted. Therefore, it can be concluded that group counseling using the halaqah method is effective in improving students' interpersonal communication.

Discussion

Based on statistical test data, there is a difference in the average score of interpersonal communication between the pretest 110.89 and the posttest 121.70. Thus it can be concluded that group guidance services using the halaqah method are effective for improving students' interpersonal communication at SMK Negeri 2 Tarakan. The implications of the group guidance halaqah method can be used as a reference to improve student interpersonal communication. Halaqah method group guidance will be effective if it is carried out in a more systematic and planned manner and with more meetings.

The results of the field study can be assumed that group guidance has been carried out at SMK Negeri 2 Tarakan in four stages, namely the formation stage, the transition stage, the activity stage, and the termination stage. However, the activities carried out at each stage are not as effective as they should be because they are incidental and casuistic in nature. Schools also don't have enough time to conduct group guidance, but the school will conduct group guidance if there are several students who choose college and students who break the rules. So that the teacher will no longer follow up if students have been given group guidance.

Group guidance with the halaqah method can effectively improve students' interpersonal communication, this is known by the increase in each indicator, including: openness, empathy, positive attitude, supportive attitude, and similarity. This conclusion is based on the results of the interpersonal communication scale and the observations of researchers at SMK Negeri 2 Tarakan assisted by guidance and counseling teachers. Researchers found that group guidance activities using the halaqah method resulted in better behavior changes than before.

Group guidance using the halaqah method has never been implemented at SMK Negeri 2 Tarakan. The discussion of the preliminary study above indicates that the interpersonal communication of students at SMK Negeri 2 Tarakan still needs to be improved. The level of student interpersonal communication shown by the results of observations and the scale of student interpersonal communication (*pre-test*) indicates the need for assistance efforts for students in order to improve student interpersonal communication. Group guidance that has been given so far has not been able to accommodate the increase in student interpersonal communication due to various obstacles that occur in its implementation. From this explanation, it is necessary to develop group guidance services both in terms of content and method of implementation. In order for the guidance and counseling service program to be more comprehensive, it is still possible to use the halaqah method and group guidance by adding elements of the Islamic religion, and involving additional stakeholders such as parents and subject teachers.

Results The implementation of group counseling using the halaqah method at Tarakan 2 State Vocational School has provided a new choice for guidance and counseling teachers in schools with non-Islamic education backgrounds. The method that has so far been widely applied in schools with an Islamic education background can also be applied in public schools and has proven to be effective. The sole purpose of the halaqah method is to improve interpersonal communication. In fact, group guidance using the halaqah

method has the potential to develop other potentials if examined further. However, this halaqah method is only suitable for Muslim students, so it may not be used with students of other religions.

Conclusion

Based on the results of the research, the pre-test and post-test were carried out on students of class X TAV 2 at SMK Negeri 2 Tarakan. The results showed that group counseling using the halaqah method was effective in improving students' interpersonal communication. This is known from the results of statistical analysis with the Wilcoxon test.

It is hoped that schools can provide assistance and facilitate guidance and counseling services, especially in group guidance activities designed to increase students' potential. And it is hoped that guidance and counseling teachers will pay attention to efforts to improve student interpersonal communication. This can help students interact positively and effectively with their environment. Related to the importance of interpersonal communication, handling can be done through the use of group guidance activities with the halaqah method which can be programmed routinely, especially for students whose interpersonal communication scale is included in the low and low categories.

This research is expected to be a reference or source of reference for further studies that have a similar focus and can be a stimulus to be able to develop more innovative and effective research in an effort to develop individual soft skills. It is also hoped that researchers who carry out the same study can collaborate with broader stakeholders, including parents, subject teachers, and other academics, to provide more comprehensive services.

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