

(Research/Review) Article

# Implementation of the Routine Counselling Program Communication in Addressing Student Mental Health Issues at SMP Tri Guna Bhakti Surabaya

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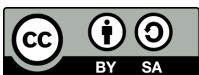
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**Abstract:** This study aims to explore the implementation of communication within routine counselling programmes as an intervention strategy to address student mental health issues at SMP Tri Guna Bhakti Surabaya. The investigation focuses on three primary problems: broken home backgrounds, lack of parental attention, and economic limitations. This research employed a qualitative descriptive approach, collecting data through in-depth interviews, participatory observation, and documentary studies involving school counsellors, teachers, students, and parents. Grounded in Interpersonal Communication Theory and Therapeutic Communication Theory, the analysis reveals that routine counselling programmes serve as a vital communication platform enabling empathetic, open dialogue between counsellors and students experiencing psychological distress. Key findings indicate that effective counselling communication requires consistent trust-building, active listening, and culturally sensitive message delivery tailored to each student's unique circumstances. However, the study identifies significant systemic barriers, including student reluctance to disclose personal problems due to social stigma, limited counsellor availability, and insufficient parental engagement in follow-up communication. Despite these critical challenges, the implementation of the programme demonstrates substantial positive outcomes, including reduced student anxiety, improved academic motivation, and fostered psychological resilience. The study concludes that integrating structured interpersonal and therapeutic communication strategies within school counselling frameworks is essential for creating supportive, inclusive educational environments. These strategies are crucial to effectively address the multifaceted, urgent mental health needs of adolescents from vulnerable socioeconomic backgrounds, providing a scalable model for similar urban educational institutions.

**Keywords:** Counselling Communication; Interpersonal Communication; Mental Health; School Counselling; Student Wellbeing.

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## 1. Introduction

Mental health issues among adolescents have become an increasingly urgent concern in the educational landscape, particularly in developing countries such as Indonesia. The World Health Organisation reported that one in seven adolescents aged 10–19 experiences a mental disorder, yet the majority remain undiagnosed and untreated (WHO, 2022). Schools, as the primary socialisation environment outside the family, bear a significant responsibility in identifying and addressing these psychological challenges through structured communication programmes (Prayoga et al., 2024). In the context of Indonesian secondary education, routine counselling programmes (program bimbingan konseling/BK) serve as the institutional mechanism by which schools seek to bridge the gap between students' emotional needs and the available psychological support (Siregar et al., 2024).

SMP Tri Guna Bhakti Surabaya, a private junior secondary school located in East Java, presents a compelling case for examining the communicative dimensions of school counselling. The school's student population includes a significant proportion of adolescents facing complex psychosocial challenges, notably broken home backgrounds, inadequate parental attention, and economic hardship. These three interrelated issues create a constellation of risk factors that substantially affect students' psychological wellbeing, academic performance, and social development (Purwanto et al., 2024). Broken homes disrupt the primary communication channels within families, leaving adolescents without stable emotional anchors (Budiyanto et al., 2023). Similarly, the absence of meaningful parental attention deprives students of the dialogic engagement necessary for healthy identity formation, whilst economic limitations compound these challenges by restricting access to external psychological support services (Vina, 2024).

The implementation of routine counselling programmes in schools is not merely a psychological intervention but fundamentally a communication process. From the perspective of Communication Studies, counselling constitutes a structured form of interpersonal communication characterised by empathy, trust, active listening, and purposeful message construction (DeVito & DeVito, 2019; Littlejohn & Foss, 2010). The effectiveness of counselling hinges not only on the counsellor's psychological expertise but critically on their communicative competence—their ability to establish rapport, decode verbal and non-verbal messages, and create safe communicative spaces where vulnerable students feel empowered to articulate their experiences (Mulyana, 2003). (Makmun & Rohim, (2021); Makmun et al., (2021) emphasises that advocacy and communication through various channels can serve as powerful tools for reaching marginalised groups, a principle equally applicable to reaching psychologically vulnerable students within educational settings.

Previous research has extensively examined counselling from psychological and educational perspectives. However, limited attention has been given to the communicative dimensions of these programmes, particularly in the Indonesian context, where cultural norms around emotional expression, hierarchical teacher-student relationships, and collective family dynamics significantly shape the counselling process (Firmansyah et al., 2025). Rohim et al., (2021) demonstrate that multi-sector collaboration and effective communication are essential for programme success, a finding that resonates with the need for collaborative communication among counsellors, teachers, parents, and community stakeholders to address student mental health.

Therefore, this study aims to analyse and evaluate the implementation of communication within the routine counselling programme at SMP Tri Guna Bhakti Surabaya, with a particular focus on how communicative strategies are employed to address mental health challenges arising from broken-home backgrounds, lack of parental attention, and economic limitations. By examining this phenomenon through the lens of Communication Studies, the research seeks to contribute a communication-centred framework for understanding and improving school-based mental health interventions in Indonesia.

## 2. Literature Review

Research on the implementation of counselling communication programmes in schools requires a comprehensive theoretical framework that integrates perspectives from Communication Studies, Counselling Psychology, and Educational Administration. This section establishes the theoretical foundations guiding the analysis of communicative practices within the routine counselling programme at SMP Tri Guna Bhakti Surabaya.

### Interpersonal Communication Theory

Interpersonal communication theory provides the foundational framework for understanding the counsellor-student dynamic. DeVito & DeVito, (2019) defines interpersonal communication as the verbal and non-verbal interaction between two or more interdependent people, characterised by mutual influence and relationship development. In counselling contexts, this theory illuminates how the quality of the communicative relationship between counsellor and student directly determines the effectiveness of the intervention. Key elements include self-disclosure, feedback, empathy, and immediacy, all of which are essential for creating the trusting environment necessary for students to openly discuss sensitive personal issues (Littlejohn & Foss, 2010). The concept of communication competence is particularly relevant, as it encompasses both the knowledge of appropriate

communicative behaviours and the skill to enact them effectively in culturally specific contexts (Mulyana, 2023).

### **Therapeutic Communication Theory**

Therapeutic communication, rooted in Carl Rogers' person-centred approach, emphasises unconditional positive regard, genuineness, and empathic understanding as the core conditions for effective helping relationships (J. C. Rogers et al., 2008). Gladding, (2009) extends this framework to school counselling contexts, arguing that therapeutic communication involves purposeful interactions designed to promote psychological growth and problem resolution. This theory is essential for analysing how counsellors at SMP Tri Guna Bhakti employ specific communicative techniques—such as reflective listening, open-ended questioning, and affirmation—to facilitate students' emotional processing and cognitive restructuring (Geldard et al., 2019).

### **Communication and Adolescent Mental Health**

The intersection of communication and adolescent mental health is an emerging area of scholarly inquiry. Research consistently demonstrates that the quality of communicative environments—both at home and at school—significantly predicts adolescent psychological outcomes (Nurjaman et al., 2025). Students from broken homes experience disrupted family communication patterns, which may manifest as communication apprehension, social withdrawal, or aggressive communication styles in school settings (Budiyanto et al., 2023). Similarly, economic limitations restrict families' communicative resources, including access to technology-mediated communication and professional counselling services, thereby increasing students' reliance on school-based support systems (Ananda et al., 2022). (Rozak et al., 2022) highlights how institutional service programmes can be effectively implemented through strategic communication and policy coordination, offering insights applicable to the administration of school counselling services.

### **Collaborative Communication in School Counselling**

Effective school counselling requires collaborative communication among multiple stakeholders, including counsellors, classroom teachers, school administrators, parents, and community partners. Prasetiawan et al., (2023) propose a collaborative communication model that emphasises regular dialogue, shared goal-setting, and coordinated intervention strategies between school and home. Makmun et al., (2021) demonstrate that social media and digital communication platforms can serve as effective advocacy and outreach tools, suggesting their potential to extend counselling communication beyond the physical school environment. This collaborative approach aligns with Habermas (1984) theory of communicative action, which posits that genuine understanding and social coordination are achieved through rational, inclusive, and non-coercive dialogue among all participants.

## **3. Method**

This research adopts a descriptive qualitative approach with a case study design, specifically chosen to explore in-depth the complex communicative phenomena embedded within the routine counselling programme at SMP Tri Guna Bhakti Surabaya (Sugiyono, 2019). The qualitative methodology enables the researcher to capture the rich, contextual meanings of interpersonal interactions, communication strategies, and relational dynamics that characterise the counselling process, aspects that cannot be adequately measured through quantitative instruments alone (Walgito, 2010).

The research location is SMP Tri Guna Bhakti Surabaya, selected based on purposive criteria: the school has an active, routine counselling programme; a significant population of students from vulnerable backgrounds (broken homes, economically disadvantaged families, and children with limited parental supervision); and willing institutional participation in the research process. The school is situated in an urban area of Surabaya, East Java, and serves a diverse student body from lower- to middle-socioeconomic backgrounds.

Primary data sources include key informants selected through purposive sampling based on their direct involvement in and knowledge of the counselling programme. Informants include: two school counsellors (guru Bimbingan Konseling/BK) who are responsible for implementing the counselling programme; three classroom teachers (wali kelas) who interact

daily with students and refer cases to counsellors; five students from grades 7, 8, and 9 who have participated in routine counselling sessions and represent the three identified problem categories (broken home, lack of parental attention, and economic limitations); and three parents or guardians of students who have been involved in follow-up counselling communication. Secondary data includes school counselling programme documents, session records, school policies on student wellbeing, and relevant regulatory frameworks.

Data collection was conducted through method triangulation, using three main techniques: in-depth semi-structured interviews, participatory observation, and a documentary study (Sukowati et al., 2024). Interviews were guided by a protocol focusing on key communication dimensions: trust-building processes, message strategies, barriers to open communication, feedback mechanisms, and perceptions of programme effectiveness. Participatory observation was conducted during counselling sessions (with informed consent), routine coordination meetings between counsellors and teachers, and parent-school communication events. The documentation study involved the analysis of counselling session logs, school communication protocols, and student referral records.

The collected data were analysed using the interactive model proposed by Miles et al., (2014) integrating the simultaneous processes of data reduction, data display, and conclusion drawing/verification. Data reduction involved coding interview transcripts and field notes according to the theoretical framework, using categories such as “trust building,” “communication barriers,” “empathic response,” and “collaborative communication.” Data display utilised structured narratives and thematic matrices to visualise relationships between communicative strategies and counselling outcomes. Conclusions were iteratively verified against primary and secondary data sources to ensure analytical rigour and substantive depth.

## 4. Results and Discussion

### Communication Dynamics in Counselling and Trust Formation

The implementation of the routine counselling programme at SMP Tri Guna Bhakti Surabaya reveals that communication serves as both the medium and the mechanism through which counselling achieves its therapeutic objectives. Analysis of interview data and observational findings demonstrates that the programme’s effectiveness is fundamentally determined by the quality of interpersonal communication established between counsellors and students, consistent with the theoretical predictions of both Interpersonal Communication Theory and Therapeutic Communication Theory (DeVito & DeVito, 2019; Rogers, 2016).

A critical finding is that trust formation, the essential prerequisite for meaningful counselling communication, follows a gradual developmental trajectory. Students from broken-home backgrounds, those lacking parental attention, and those facing economic hardship each present distinct communication challenges that require differentiated communication approaches. Students from broken homes tend to exhibit heightened communication apprehension and guardedness, having experienced the breakdown of trust in their primary relational environment. Students lacking parental attention often display attention-seeking communication behaviours that paradoxically mask their deeper emotional needs. Students facing economic limitations frequently demonstrate shame-based communication avoidance, reluctant to disclose their circumstances for fear of social stigma.

**Table 1.** Communication Dynamics and Trust Formation in a Routine Counselling Programme Based on Informant Perspectives.

Key Themes/ Concepts	Informant Code	Informant’s Statement	Initial Interpretation (Theoretical Relevance)
Trust Building (Kepercayaan)	Counsellor-1 (BK Teacher)	"At first, the children were very closed off. But after we routinely met them and showed that we truly cared, they began to open up about their problems at home."	The process of building trust through consistent interpersonal communication is a prerequisite for effective counselling (Therapeutic Communication Theory).
Parental Disengagement	Student-3 (Grade 8)	"My parents are rarely at home. They work from	A lack of parental attention creates a communication

Key Themes/ Concepts	Informant Code	Informant’s Statement	Initial Interpretation (Theoretical Relevance)
		morning until night. I feel like nobody at home listens to what I feel."	vacuum within the family, driving students to seek emotional support from school counsellors.
Economic Stress	Counsellor-2 (Coordinator)	"Many students from economically disadvantaged families exhibit signs of withdrawal and low self-esteem. Financial stress at home translates into communication barriers at school."	Economic limitations affect not only material needs but also the quality of interpersonal communication within family systems.
Broken Home Impact	Student-5 (Grade 9)	"Since my parents divorced, I do not know who to talk to. At school, the counselling teacher is the only person who asks how I am feeling."	Broken home situations disrupt primary communication channels, making school-based counselling a critical substitute for family dialogue.
Programme Effectiveness	Teacher-2 (Homeroom)	"After routine counselling was implemented, I noticed significant behavioural changes. Students who were previously disruptive became more communicative and engaged in class."	Routine counselling communication programmes demonstrate measurable impact on student behaviour and academic engagement.

(Research Source, 2025)

Based on Table 1, the routine counselling programme at SMP Tri Guna Bhakti Surabaya functions as a structured communication intervention that addresses the distinct needs of students facing three categories of psychosocial challenges. The informant statements confirm that trust-building through consistent, empathetic interpersonal communication is the foundation on which all subsequent therapeutic outcomes are built. This finding aligns with Rogers (1995) emphasis on unconditional positive regard and Gladding (2009) framework for school-based therapeutic communication. The counsellors’ strategy of maintaining regular, predictable communication encounters, rather than crisis-driven interventions, creates a sense of relational security that gradually overcomes students’ communication barriers. Furthermore, the data reveal that the programme serves as a compensatory communication channel for students whose family communication systems have been disrupted or are inadequate, a function consistent with Muttaqin, et.al., (2023) findings on how structured communication channels can effectively reach marginalised and vulnerable populations.

**Communication Barriers and Institutional Constraints**

Despite the programme’s demonstrable benefits, the research identifies significant communication barriers that constrain its effectiveness. These barriers operate at multiple levels: individual (student reluctance and stigma), institutional (time constraints and counsellor workload), familial (parental disengagement), and cultural (negative perceptions of counselling). The interplay of these barriers creates a complex communication ecology that counsellors must navigate daily (Firmansyah et al., 2025).

At the individual level, student communication apprehension remains the most immediate obstacle. Many students, particularly those from broken homes, have internalised a distrust of adult authority figures and are reluctant to engage in self-disclosure. Peer-related concerns compound this reluctance, as students fear that seeking counselling will expose them to social stigma among classmates. The institutional environment further constrains the

quality of communication through limited counselling hours. With only two designated counsellors serving the entire student body, the time available to each student is insufficient to develop the deep communicative rapport necessary to address complex psychosocial issues.

The most significant systemic barrier, however, is the communication gap between school and home. The follow-up communication necessary to sustain counselling progress depends on active parental participation, yet parents of the most vulnerable students are frequently the least accessible. Parents working multiple jobs to address economic limitations cannot attend school meetings, respond to communications, or implement recommended strategies at home. This creates a cyclical pattern in which the students most in need of integrated school-home communication support receive the least, thereby undermining the programme’s long-term efficacy.

**Table 2.** Communication Barriers and Institutional Constraints in Implementing the Routine Counselling Programme.

Key Themes/ Concepts	Informant Code	Informant’s Statement	Initial Interpretation (Theoretical Relevance)
Communication Barrier	Student-2 (Grade 7)	"I am embarrassed to tell the counsellor about my family problems. I am afraid my friends will find out and make fun of me."	Stigma and privacy concerns create significant barriers to open communication in counselling settings, consistent with Communication Apprehension Theory.
Time Constraint	Counsellor-1 (BK Teacher)	"We only have limited hours for counselling. With so many students needing attention, sometimes we can only give 15 minutes per student per session."	Institutional time constraints limit the depth and quality of therapeutic communication, reducing programme effectiveness.
Follow-up Gap	Parent-1 (Guardian)	"The school sometimes calls us, but we are too busy working. We do not have time to come to school for meetings about our child."	The communication gap between school and home undermines the continuity of counselling interventions, highlighting the need for flexible communication channels.
Cultural Resistance	Teacher-1 (Senior)	"Some parents still view counselling as something only for 'problem children.' They feel ashamed if their child is called to the counselling room."	Cultural perceptions of counselling as stigmatising create resistance to programme participation, requiring culturally sensitive communication strategies.
Digital Limitation	Counsellor-2 (Coordinator)	"During the pandemic aftermath, we tried online counselling, but many students lack smartphones or stable internet access, especially those from low-income families."	Digital divide exacerbates communication inequalities in counselling access, disproportionately affecting economically disadvantaged students.

(Research Source, 2025)

Table 2 reveals that communication barriers in the counselling programme are not merely logistical impediments but reflect deeper structural inequalities in communicative access and participation. The convergence of individual stigma, institutional resource limitations, parental disengagement, cultural resistance, and digital inequalities creates a multi-

layered barrier system that disproportionately affects the most vulnerable student populations. These findings are consistent with Habermas (1984) observation that communicative action requires conditions of equal participation and mutual understanding, conditions that are systematically undermined by socioeconomic inequalities. The data confirm that current collaboration remains dependent on informal, ad hoc communication mechanisms rather than institutionalised, systematic communication protocols, echoing the findings of (Rohim et al., 2021) regarding the gap between formal collaboration frameworks and their practical implementation.

To address these barriers, the research identifies several adaptive communicative strategies that counsellors have developed. These include the use of WhatsApp groups for maintaining communication with parents who cannot attend in-person meetings, the creation of peer counselling programmes that leverage student-to-student communication to reduce stigma, and the integration of counselling communication into regular classroom activities to normalise help-seeking behaviour. These adaptive strategies demonstrate the programme's communicative resilience, though they remain insufficient to fully overcome the structural barriers identified (Makmun & Rohim, 2021).

## 5. Conclusion

The implementation of the routine counselling programme communication at SMP Tri Guna Bhakti Surabaya demonstrates that effective school-based mental health intervention is fundamentally a communicative achievement. The programme's success in addressing the psychological challenges of students from broken-home backgrounds, those lacking parental attention, and those facing economic limitations depends critically on the quality of interpersonal communication between counsellors and students. Trust-building through consistent, empathetic, and culturally sensitive communication is an essential prerequisite for therapeutic engagement, whilst the programme serves a vital compensatory function as a substitute communication channel for students whose family communication systems are disrupted or insufficient.

The research reveals that despite the programme's positive communicative contributions, significant barriers persist at multiple levels. Individual communication apprehension driven by stigma, institutional constraints on counsellor availability and session time, parental disengagement resulting from economic pressures, cultural resistance to counselling, and digital inequalities collectively limit the programme's reach and depth. These barriers are structurally interconnected, with economic limitations serving as a root factor that amplifies all other communication obstacles.

The study recommends that schools develop comprehensive communication strategies that integrate formal counselling sessions with informal communicative support, leverage digital communication platforms to bridge the school-home communication gap, and cultivate collaborative communication networks involving teachers, parents, and community stakeholders. Future research should examine the longitudinal communication outcomes of routine counselling programmes across diverse school contexts and investigate the potential of technology-mediated communication to democratise access to counselling support for economically disadvantaged student populations.

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