

THE EFFECTIVENESS OF GROUP COUNSELING WITH SELF-REFLECTION TECHNIQUES TO REDUCE SELFISH ATTITUDES IN STUDENTS AT BOARDING SCHOOL SMP PLUS JABAL RAHMAH MULIA MEDAN

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ABSTRACT

This study aims to determine the effectiveness of group counseling using the Muhasabah Diri technique in helping to reduce selfish attitudes among students at the Boarding School SMP Plus Jabal Rahmah Mulia Medan. The research used a quantitative approach with a pre-experimental method employing a one-group pretest-posttest design. The study population consisted of 51 ninth-grade students, with a sample of 6 students identified as having a high level of selfishness. The sampling technique used was purposive sampling, and data analysis was conducted using the Wilcoxon Signed Rank Test through the SPSS 22 for Windows application. Based on the statistical analysis, the obtained Z value was -2.201 with a significance value (Asymp. Sig. 2-tailed) of $0.028 < 0.05$. These results indicate that group counseling using the Muhasabah Diri technique is effective in reducing selfish attitudes among students at the Boarding School SMP Plus Jabal Rahmah Mulia Medan.

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INTRODUCTIONS

As the most noble creature in the eyes of Allah SWT, humans are born with different potentials. Based on their experiences and environment, each person will develop into a unique individual (Suryani, 2018). They cannot perform activities entirely on their own and will continue to need each other's help, just like other living beings. Human characteristics vary (Mahmud, 2021). This can be influenced by several factors, including the abilities of each person,

interests, experience, knowledge, emotional intensity, and environment. Similarly, different people may have different perspectives on the same thing (Ar-rizki et al., 2024).

Selfish people like to emphasize or prioritize themselves and believe that their desires are important. Sukarman & Gusnadi (2015), emphasized that selfishness is basically a dislike for the surrounding environment. They rarely consider the feelings of others, put their desires and affairs above the interests of others, and always want things to go their way. According to Berger in (Silalahi et al., 2023), the term "selfish" can describe a person's tendency to put his own needs, desires, or interests above the interests of others. It shows a disregard for the well-being or happiness of others and an emphasis on self-gain or pleasure.

A selfish individual often lacks empathy, or the ability to understand and also feel the emotions of others. Because they always prioritize themselves, they may find it difficult to consider or acknowledge the needs and feelings of others (Mulyadi, 2019). Selfish people usually act in a way that benefits themselves, even if it means ignoring the needs or interests of others. In the Quran there are verses that discuss selfish attitudes, one of which is in surah Al-Hashr Verse 9 which reads:

وَالَّذِينَ تَبَوَّءُوا الدَّارَ وَالْإِيمَانَ مِنْ قَبْلِهِمْ يُحِبُّونَ مَنْ هَاجَرَ إِلَيْهِمْ وَلَا يَجِدُونَ فِي صُدُورِهِمْ حَاجَةً مِمَّا أُوتُوا وَيُؤْثِرُونَ عَلَىٰ أَنْفُسِهِمْ وَلَوْ كَانَ بِهِمْ خَصَاصَةٌ وَمَنْ يُوقِ شَخْصَ نَفْسِهِ فَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

Which means: "The people (Ansar) who have occupied the city (Medina) and believed before (the arrival) of them (Muhajirin) love those who migrate to them. They do not get a desire in their hearts for what is given (to the Muhajirin). They prioritize (the Muhajirin) over themselves despite their urgent needs. Those who guard themselves from miserliness are the lucky ones" (Agama, 2019).

This verse is a reminder for every Muslim not to fall into selfish attitudes, such as only being selfish without caring about others. Thus, Al-Hashr verse 9 indirectly affirms that selfishness is an uncommendable behavior and teaches that true happiness is not only obtained by accumulating for oneself, but by giving and sacrificing for others. This verse is not only a praise for the Ansar people, but also an invitation to build a society that cares for and supports each other, staying away from attitudes that can damage unity.

Given the concerns mentioned earlier, Guidance and Counseling Teachers have an important role in helping students develop their potential through guidance and counseling services to solve the problems they face (Mulyati & Kamaruddin, 2020). According to Sutoyo (2009) in (Suryani et al., 2022), Islamic Guidance and Counseling services seek to facilitate a person in the process of developing or returning to their fitrah through faith, reason, and also from the will given by Allah to them to learn the guidance of Allah and His Messenger, so that the fitrah that develops in individuals grows and strengthens optimally in accordance with the guidance of the sharia of Allah SWT. According to Yuliatus in (Syarqawi et al., 2023), the function of the counselor in Islamic Guidance and Counseling is as a consultant who listens to the counselor's story and helps solve problems in accordance with Islamic principles. Integrating religious principles into the counseling process will enhance the counselor's expertise and foster good ethics in counseling (Syarqawi, 2016).

Group counseling services are essentially dynamic interpersonal processes, focusing on conscious thinking and behavior, developed in a small group, and involving self-expression to counselors and other group members according to Winkel and Hastuti (2004) in (Yunita, 2020). Various strategies that can be applied in Group Counseling to be able to help students solve their problems, namely with the Self-Reflection Technique is one of the effective methods for children and can be used in conjunction with group counseling. This is due to the fact that, according to Wanti and Subiantoro in (Zuleyka & Susanti, 2023), this technique of Self-Reflection has the benefit of fostering

individual self-awareness to improve actions that have been done not for the sake of Allah and only following desires, as well as trying to improve and not repeat them again.

According to Rofaah (2016) in (Nuroin & Hanifa, 2022) by using the Qur'an and Hadith as the basis for conducting self-assessment, not just based on personal will, it can be said that Self-Reflection refers to the process of self-evaluation, assessment, and self-reflection. One of the methods to strengthen, train, cleanse, and purify the heart is by Self-Reflection. One can know one's strengths and weaknesses through the process of deep contemplation. By realizing their shortcomings, they will be encouraged to improve themselves, improve the quality of good deeds, and try to get closer to Allah SWT.

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The selection of the Muhasabah Technique in this research aims to reduce students' selfish attitudes because self-reflection can help students to introspect themselves, recognize their own weaknesses and strengths, and foster awareness of the importance of empathy and cooperation with others. By doing self-reflection, students can be better able to recognize and overcome their selfish behavior, establish better social relationships and improve their ability to work together with their peers. In addition, self-reflection can also help students to increase spiritual and moral awareness, so that they can form a better character.

Thus, to reduce selfish attitudes in students, appropriate counseling services are needed, one of which is through Group counseling with self-reflection techniques. This technique is designed to help individuals better understand and realize themselves more deeply, both in terms of thoughts, feelings, and behavior. With self-reflection, a person is invited to reflect on every action taken, weighing it with the prevailing moral, spiritual, and social norms

(Musfichin, 2023). This process aims to enable individuals to see their shortcomings and strengths, so that they are born with an attitude of humility, sincerity, and responsibility for their actions. In addition, self-reflection is also directed to foster awareness of the importance of continuous self-improvement, control lust, and erode negative traits such as selfishness, arrogance, and easy to blame others. That way, this technique is expected to lead individuals to a better person, wiser in attitude, and have a harmonious relationship with themselves, others, and their God (Ahmad, 2018).

The reason the researcher chose the self-reflection technique as an effort to reduce selfishness in students is because this technique can help students to introspect themselves, recognize their own weaknesses and strengths, and understand the importance of empathy and cooperation in interacting with others. By doing self-reflection, it can help students easily recognize and control their selfish behavior, so that they can improve social relationships and cooperation with their friends. In addition, self-reflection can also contribute to increasing students' spiritual and moral awareness, so that in the end they can form a better character. From the description above, the author tries to study it in a study entitled "The Effectiveness of Group Counseling with Self-Reflection Techniques to Reduce Selfish Attitudes in Students at Boarding School SMP Plus Jabal Rahmah Mulia Medan."

RESEARCH METHODOLOGY

The study uses pre-experimental design and quantitative methodology. As external factors continue to influence the shape of the dependent variable, this pre-experimental design is not yet a legitimate experiment. As a result, independent factors did not have a single influence on the dependent variables in the experiment. In this study,

a post-test design was used for one group (Soesana et al., 2023). According to Sugiyono in (Soesana et al., 2023) one-group, pre-test and post-test design is a research design that provides a pretest first before treatment or treatment, then after treatment or treatment will be given a posttest.

Table 1. One Group Research Design Pre-test and Post-test

Pre-test	Treatment	Post-test
O1	X	O2

Information:

O1 : Pre-test value (before being given treatment)

X : Treatment

O2 : Post-test score (after treatment)

This research was carried out at the Boarding School of SMP Plus Jabal Rahmah Mulia Medan. The population in this study is all classes IX (9), which is 51 students. Sampling in this study used Purposive sampling. Purposive sampling is a technique for taking research subjects based on the presence of special characteristics determined by the researcher (Agus Ria Kumara, 2018). The sample in this study is a student who has a selfish attitude. The number of samples for this study is 6 students, so that the provision of services can be carried out in a group counseling format.

Questionnaires that discuss topics related to selfish attitudes were used as a data collection method in this study. Which aims to determine the proportion of students who have a selfish attitude. According to Sudaryono, Margono, & Rahayu, 2013 in (Rohmad & Sarah, 2021), the Likert scale is used to measure the attitudes, opinions, and perceptions of individuals or groups towards social events or events. Before distributing the Selfish Attitude questionnaire, the researcher conducted a validator test and also a field test first to ensure that the items of the statement were suitable for dissemination. Then the researcher spread the Selfish Attitude scale at the Boarding School of SMP Plus Jabal Rahmah Mulia Medan with a total of 51 students. The statement items distributed were as many as 20 items. Based on the validity and reliability test, the results were that the 20 statements could be said to be valid and cronbach alpha on the reliability test was 0.721. As the basis for the decision making, if the value of sig. greater than 0.05 then it can be said to be valid.

The Wilcoxon Signed Rank and SPSS Version 22 test were used in the data analysis in this study to compare the assessment of selfish attitudes before (pre-test) and after (post-test). To answer the research objectives and evaluate the research assumptions, the researcher used this test to assess how well group counseling with the Self-Reflection Technique could reduce students' selfish attitudes.

RESULTS AND DISCUSSION

This research was carried out at the Boarding School of SMP Plus Jabal Rahmah Mulia, namely in grade IX students with criteria that had a high selfish attitude before being given treatment (pre-test), and criteria for selfish attitude after being given treatment (post-test). To find out the difference in students' selfish attitudes before and after being given treatment. Sevelum is given treatment, selfish attitudes in students can be shown in the following table:

Table 2. Pretest Frequency Distribution

Category	Interval	Frequency	%
Very high	86-100	6	100%
High	70-80	0	0
Medium	54-69	0	0
Low	37-53	0	0

Very Low	20-30	0	0
Sum		6	100

Based on the results of Table 2 showing the frequency distribution of pre-test results, Six students fall into the very high category with scores between 86 to 100, according to Table 2 which shows the frequency distribution of pre-test findings. No individual achieved results in the high, medium, low, or very low categories. Group counseling services with the Self-Reflection Technique can be provided four (4) times based on the pretest findings mentioned above. These services are provided by professionals who have extensive training in guidance and counseling. Participants will then take the posttest again with the same instrument. The post-test results that have been given to the research subjects, after the intervention has been implemented, are presented in detail in the table below:

Table 3. Posttest Frequency Distribution

Category	Interval	Frequency	%
Very high	86-100	0	0
High	70-80	0	0
Medium	54-69	0	0
Low	37-53	6	100%
Very Low	20-30	0	0
Sum		6	100

Based on Table 3, which presents the frequency distribution of post-test results, all students are in the low category with scores ranging from 37 to 53. No student is in the very high or high category. These results show a significant change compared to the pre-test results, where previously all students were in the very high category. Based on the results of the pre-test and post-test that have been given to the subjects in this study, the results of the scale measurement of selfish attitudes can be obtained as follows:

Table 4. Pretest and Posttest Result Data

No	Student Name	Scor Pretest	Category	Scor Posttest	Category
1	ZN	90	Very High	50	Low
2	OZA	88	Very High	57	Low
3	ZAK	89	Very High	46	Low
4	F	96	Very High	51	Low
5	QNE	92	Very High	45	Low
6	AM	86	Very High	51	Low

Based on the data in table 4 above, it can be seen that before being given treatment (pre-test), as many as 6 students in grade IX were in the category that had a very high level of selfish attitude. However, after receiving treatment through group counseling services with the Self-Reflection Technique, there was a significant decrease in students' selfish attitudes, so that these attitudes were in the low category. So to test these differences, the researcher used the Wilcoxon Signed Rank Test analysis with the help of the SPSS version 22 for windows program, which is as follows:

Table 5. Wilcoxon Test Results

Tes Statistics ^a	
	PostTest – PreTest
Z	-2.201 ^b
Asymp. Sig. (2-tailed)	.028
a. Wilcoxon Signed Rank Test	

b. Based on Positive Ranks

Based on the results of the study, six people in ninth grade had scores between 86 and 100, putting them in a very high group before being given treatment. All students moved to the low category with scores ranging from 37 to 53 on the posttest after being treated in the form of group counseling sessions using the Self-Reflection Technique. The findings from statistical analysis using the Wilcoxon Signed Rank Test resulted in a Z value of -2.201 with a p value of 0.028. It can be concluded that the application of the Self-Reflection Technique in group counseling services is effective in reducing students' selfish attitudes, because there is a significant difference between the pretest and the posttest. This shows that the rejection of the null (H_0) hypothesis and the acceptance of the alternative hypothesis (H_a).

Based on the results of the post-test data analysis, it showed a significant difference in students' selfish attitudes after being given group counseling services with the Self-Reflection Technique. Before the treatment, all students were in the very high category of their selfish attitude, as seen in table 2. However, after being given group counseling services with self-reflection techniques for 4 meetings, there was a change. The implementation stage is that the Guidance and Counseling teacher helps the counselor recognize the meaning of selfish attitude, in the second stage the Counseling Guidance teacher helps the counselor to reflect on the cause of the appearance of selfish behavior by closing their eyes, contemplating and remembering the moment when acting selfishly. The third stage is that the counselor is asked to cultivate a caring attitude and willingness to listen to others, and in the last stage is that the counselor is asked to commit to improving his selfish behavior. Not forgetting that BK teachers also provide reinforcement through Islamic values, that people who improve themselves are a form of self-approach to Allah SWT. After participating in a series of Group Counseling with Self-Reflection Techniques, all students in this group experienced a significant decrease in selfish attitudes. Thus, group counseling with this self-reflection technique is effective in reducing selfish attitudes in students.

Psychologically, these results can show that self-reflection techniques are able to help students introspect, evaluate behavior, and realize the negative impact of selfish attitudes on themselves and the social environment. This process of self-reflection also encourages students to reflect on their actions based on religious, moral, and social norm values so that awareness arises to change into a more humble, empathetic, and caring person for others. This finding is in line with research (Kholilah, 2023) which states that this self-reflection technique invites students to introspect deeply, reconsider every behavior that has been done, and relate it to religious values and social norms. This reflection process not only makes students realize their mistakes, This shows that the self-reflection technique is not just an introspection strategy, but also a means of moral and spiritual education that helps students rearrange their perspective and attitude of life so that it is more in harmony with Islamic teachings.

In the context of guidance and counseling services, the application of group counseling with self-reflection techniques can be an effective alternative strategy to deal with the problem of students' selfish attitudes. Students can learn together, exchange experiences, and develop empathy and cooperation through group therapy. Meanwhile, Self-Reflection acts as a channel for introspection that strengthens the internal drive to change (Ismawati, 2024). These services become more comprehensive when the two are combined because they include social, emotional, spiritual, and cognitive elements. Overall, group counseling with a muhasabah approach facilitates interaction between students in a safe and guided atmosphere, where they can share experiences and support each other in the process of change (Kurniasanti, 2024). This helps students cultivate empathy and social awareness, which directly decreases selfishness and increases mutual understanding in the group. This technique is not only focused on behavioral aspects, but also on the formation of strong character and spirituality as the foundation for self-change.

Self-reflection techniques in group counseling have also been proven to be effective in reducing students' selfish attitudes by increasing self-awareness and reflection. In counseling sessions, students are encouraged to introspect and assess their behavior honestly (Ardimen et al., 2023), including selfish attitudes that may have been unaware of it all along. This process opens up space for students to understand the negative impact of selfish attitudes on social relationships and the surrounding environment, so that they are encouraged to make more positive behavior changes. Through the application of Self-Reflection Techniques in Group Counseling, students can be trained to introspect on their own attitudes and behaviors. This process encourages students to reflect on every action that has been taken, both in interactions with peers and in daily life. In this way, students become better able to recognize weaknesses and mistakes that arise from selfish attitudes, so that opportunities are opened to correct them.

Self-reflection techniques also help students to grow spiritual awareness Through group counseling, students are invited to remember that every deed will be accountable before Allah SWT (Mahmud, 2021). The awareness that arises through the process of self-reflection provides inner encouragement to students to be able to control themselves from selfish behavior and prioritize the common good. Thus, the muhasabah process does not only focus on psychological aspects, but also has a religious dimension that emphasizes the importance of building a harmonious relationship with oneself, fellow humans, and Allah SWT. Based on data analysis, there seems to be a decrease in selfish attitudes in grade IX students of SMP Plus Jabal Rahmah Mulia Medan. Group counseling with the Self-Reflection Technique has been proven to be effective in reducing selfish attitudes. This technique helps students to cultivate a sense of empathy, recognize their weaknesses and shortcomings through a deep process of introspection. By being directed to reflect on daily attitudes, speech, and actions, students can look more objectively at selfish behavior. Therefore, it can be concluded that the implementation of group counseling with the Self-Reflection Technique is effective in reducing selfish attitudes in students at Jabal Rahmah Muia Junior High School in Medan.

CONCLUSION

Based on the results of the research conducted, it can be concluded that group counseling services with self-reflection techniques have proven to be effective in reducing selfish attitudes in students. This can be shown from the results of the pre-test which placed all students in a very high category of selfish attitudes with a score range of 86–100. After being given treatment in the form of group counseling using self-reflection techniques, all students experienced a significant decrease so that all students shifted to the low category with a score range of 37–53. This proves that self-reflection techniques are able to help students introspect, recognize their weaknesses, and realize the negative impact of selfish behavior. In addition, self-reflection also encourages the growth of spiritual awareness, empathy, and a sense of responsibility, so that students are motivated to improve themselves.

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