The group guidance of discussion technique effect towards santri's english communication skill

Umar Alfaruq A. Hasyim[1]*, M. Zainal Arifin[1], Andika Ari Saputra[1], Umi Qoni'ah[1], M. Fikri Maulana[1], Farhana Sabri[2]

[1]Universitas Ma'arif Lampung, Kota Metro, 34118, Indonesia
[2]Universiti Sains Islam Malaysia, Negeri Sembilan, 71800 Nilai, Malaysia
e-mail: umaralfaruq.ah@umala.ac.id, m.zainalarifin@umala.ac.id., andika.as@umala.ac.id., umiqoniah235@gmail.com., mibnubirron12@gmail.com., farhanasabri@usim.edu.my
*Corresponding Author.

Abstract: This research aims to determine the effect of group guidance using discussion techniques on santri's ability to apply english communication skill. This research method uses experiments with 8 research subjects, which were obtained from the results of questionnaire analysis whose validity has been tested as a support for the guidance and counseling service approach. Data was analyzed descriptively qualitatively. The results of this experimental research show that group guidance using discussion techniques can influence santri's ability to apply english communication skill on the 8 students who were the subjects. Score of students' ability to apply english communication skill before being given action (pre-test) namely 10.75 which is included in the low category. After taking action (post-test) the score is 15.87 which is included in the sufficient category. Thus, it can be recommended that group guidance using discussion techniques can influence students' ability to apply english communication skill.
Keywords: discussion techniques, english communication skill, group guidance, *santri*.

Introduction

English is *Lingua Franca* in the era of the ASEAN Economic Community (AEC). This means that English has become the agreed language for communicating in this free market (Syafitri, 2019). Moreover, English is an international language that functions as a means of communication for people all over the world. The ability to communicate in English can be used in various aspects of life such as economic, social, cultural, educational, legal and other aspects (Nurcahyo et al., 2018). Thus, the capital for competing in mastering technology without boundaries of space and time is the ability to communicate in written and spoken English. Therefore, English will bridge Indonesian entrepreneurs with others in the ASEAN region in carrying out cooperation in trade (Syafitri, 2019).

However, Islamic boarding school students or *santri* as an entity of the ASEAN economic community have very weak English language skills namely speaking and writing (Agustina, Rohmah,& Kuspiyah, 2019). In terms of speaking skill, the indicators of speaking still not fulfilled properly (Kamaliasari & Amrizal, 2021). Furthermore, other productive skills such as writing is also still very weak (Susylowati, Pujiastuti, & Zakiyah, 2022). Thus, *santri* has main role as the global citizen, but their English need to be impproved.

Moreover, the English communication skill weakness of the *santri* happened due to the traditional Islamic boarding schools or *pondok pesantren* prioritize religious knowledge through mastery of the yellow book or *kitab kuning* rather than foreign language skills such as English

(Darmini, 2021). Moreover, the *kyai* and caretakers of the Islamic boarding school want the students to become religious leaders in their environment (Abdurrahman et. al, 2022). Apart from that, the Islamic boarding school prioritizes moral education for its students first, followed by skills lifeskill to provide for their lives (Misbah, 2019). Therefore, Islamic boarding school students emphasize their students in forming morals. This is because Islamic boarding school students must be able to become role models for society.

According to (Azizi, 2023), To achieve personal development, educational activities should be comprehensive, not only in the form of instructional (teaching) activities, but include activities that ensure that each student personally receives services that make the students develop optimally.

Group guidance using discussion techniques has a very important role in education, namely helping each individual student to develop optimally (Chen & Kuo, 2019). In the educational process at school, students are unique individuals with all their characteristics. Moreover, *Santri* as dynamic individuals who are in the process of development, have needs and dynamics in their interactions with their environment (Ikhwan, 2021).

Therefore, one way to achieve English proficiency is to grow it awareness students learn English through group guidance that is integrated with training and discussions about English skills such as speaking, listening, reading and writing (Nur'Aini, Utami, & Naima, 2022). Furthermore, skills that are also necessary are English literacy skills, including the ability to read, understand and critically appreciate various forms of communication including spoken language, printed texts and digital media. literacy has a broader understanding of skills, including speaking and listening, as well as communication that not only uses traditional writing or print but also digital media (Ayu, 2020). Apart from that, literacy can be interpreted as a tool for sorting useful information. Information will be filtered with the aim of being efficient in various aspects during the information search process (Lifia Yola Putri Febrianti dan Oviolanda Irianto, 2017).

Research conducted by (Kardimin et al, 2024), shows that the application of the discussion method to improve the communication skills of students at the Lubuk Linggau Integrated Ahlussunnah Islamic Boarding School runs well and smoothly in it contains three stages, namely the preparation stage, implementation stage and evaluation stage. The implementation of the discussion method is carried out by asking questions in groups. Apart from that, the teacher also gave assignments to the students as MC (Master of Ceremony), giving speeches and telling stories. The results of this research show that students' confidence in communicating is increasing.

Research conducted by (Khairun & Putra, 2023), states that the application of group guidance with discussion techniques can improve abilities public speaking teenage girls at the Hanifa III Kampuang Orphanage. This research uses a qualitative descriptive method that uses interviews and observation as data collection tools. Then the data was analyzed using interactiev data analysis. Furthermore, it is supported by research (Bagaskara, 2023), that Lecture methods and discussion methods can improve abilities interpersonal communication skill student. In this research, students experienced improvements in social, behavioral and thinking patterns.

According to (Trianggono, 2017) understanding is a person's ability to understand or comprehend something after that something is known and remembered. In other words, understanding is knowing about something and being able to see it from various aspects. A student is said to understand something if he can provide an explanation or provide a more detailed description of it using his own words. Understanding is a level of thinking ability that is a level higher than memory or memorization.

Understanding is included in the cognitive domain according to Bloom's taxonomy, (Rosyidi, 2020). Measuring learning outcomes in the cognitive domain is carried out using written tests (Novitasari & Pujiastuti, 2020). Forms of cognitive tests include; (1) tests or oral questions in class,

(2) multiple choice, (3) objective descriptions, (4) non-objective descriptions or free descriptions, (5) short answers or entries, (6) matching, (7) portfolio and (8) performance. The scope measured in the Cognitive domain for understanding is a person's ability to understand something. Characterized by the ability to translate, interpret, estimate, determine, interpret.

English Communication Skill is a person's ability to speak, write, listen and understand English effectively (Fransiska et al, 2023). Here are some important elements in English communication skills:

1. Speaking Skill**:** Express thoughts and ideas clearly, use appropriate vocabulary, and have good intonation and pronunciation (Astuti, 2016).
2. Listening Skill**:** Skill in capturing important information, and responding in a relevant way (Sari, 2016).
3. Reading Skill**:** Understand texts, grasp meaning from various types of reading, and analyze written information (Prasetyo, 2019).
4. Reading Skill**:** Write with correct grammar, use appropriate vocabulary, and structure sentences and paragraphs clearly and effectively (Munirah & Hardian, 2016).
5. Public Speaking: Able to speak in front of an audience with confidence, create structured presentations, and convey messages in a way that is interesting and easy to understand (Girsang, 2018).

According to (Myrick, 1993), guidance is " *when a counselor works with more 10 students in a group. The intervenstion is referred to as "large group guidance"*which means if the counselor works with more than ten students in a group. Therefore, this service can be said to be large group guidance. Then Myrick said that "*there is probably no limit to size in large group guidance as you work with 100 more. Size is not a problem if you have assistance from helper.*" This means that in large groups there is no limit on participants, counselors can provide services to 100 students or more as long as the counselor is assisted by an assistant. According to (Sciarra, 2004), *Large group guidance is a planned, developmental program of guidance activities designed to foster student's academic, carreer and personal/social development* which can be interpreted as large group tutoring is an activity designed to encourage academic, career and personal or social development..

Furthermore, according to (Mahmudah et al., 2022) group discussion is one form of activity carried out in guidance. Group discussion activities are activities carried out involving more than one individual. According to (Susanto, 2011), this group discussion activity can be an alternative to help solve someone's problems. (Djumhur dan Moh. Surya, 2003), explains that group discussion is a guidance process where students will get an opportunity to contribute their own thoughts in solving problems together. In this discussion, responsibility and self-respect are also instilled. (Moh.User Usman, 2005) states that group discussion is an orderly process that involves a group of people in informal face-to-face interactions with various experiences or information, drawing conclusions or solving problems.

According to (Romlah, 2006), carrying out group discussions includes three steps, namely as follows:

1. In the planning stage, the facilitator carries out five types of things, namely:
   a. Formulate the purpose of the discussion.
   b. Determine the type of discussion, whether class discussion, small group discussion or panel discussion.
   c. Looking at the experience and development of students, do they require clear directions, simple tasks and shorter discussion time, or vice versa.
   d. Take into account the time available for discussion activities
   e. Express the expected results of the discussion, for example a summary, conclusions or problem solving.

2. Level of implementation

The facilitator provides the task that must be discussed, the time available to discuss the task, and tells how to report the task, as well as appointing discussion observers if necessary.

3. Assessment level

The facilitator asks observers to report the results of their observations, provide comments regarding the discussion process and discuss it with the group.

In implementing group discussion techniques, there are several things that need to be considered to create the right situation for smooth relationships or communication between students, namely:

a. Number of participants in each group

The best number for establishing relationships between participants is probably six or eight, at most ten. Too many group members will also reduce the sense of responsibility to participate in achieving the desired results.

b. Seating arrangement

When arranging seating, it is important to remember that the participants can face each other face to face, by forming seats like a circle, and the discussion leader should be at the same level as the members, not sitting separately or in a special chair.

c. Length of discussion time

Carrying out a group discussion to discuss an issue usually takes at least forty minutes, in general the time needed is less than one hour. Time limitations have a negative aspect, namely that they can extinguish heated discussions, but the advantage is that members receive clear certainty regarding the issues being discussed together so that the objectives of the discussion can be achieved.

.

Method

Researchers used a pre-experimental research design *one group pre-post test*. The design used due to the limitation of resources namely time and students. The *one group pre-post test* design is carried out on one group twice, namely before the experiment (O_1) and after the experiment (O_2) (Suharsimi, 2021) the data collection method uses observation, namely to directly observe the group guidance process and interactions between students or students during the discussion. The steps are, developing an observation sheet that covers important aspects such as active participation of students, quality of discussions, and involvement in the process of solving problems related to faith and making observations during the discussion session, both participatory and non-participatory.

Next, we use interviews, namely to dig deeper into students' understanding of aqidah after following group guidance using discussion techniques. Steps, prepare an interview guide that focuses on students' understanding of students' abilities in applying *english communication skill* before and after the discussion, conduct semi-structured interviews with a number of students selected as samples to obtain in-depth qualitative data. As well as questionnaires, the aim is to collect quantitative data regarding students' perceptions of the effectiveness of group guidance using discussion techniques. The steps are to prepare a questionnaire with closed and open questions that measure students' views about group guidance. Discussion techniques help students in implementing *english communication skill*. Distribute questionnaires to all students who take part in discussion technique group guidance services.

The data collection technique was to select a sample of students who were considered representative in this research, namely 8 students who were at the Sabilunnajah Islamic Boarding School, Central Lampung Regency. Determine sample criteria based on level of education, background understanding, or active participation in discussions. Select samples based on these

criteria to ensure the data obtained is representative. triangulation technique, to increase data validity by comparing results from different data collection methods. Using more than one data collection technique, such as observation, interviews, and tests, and comparing and confirming results from various data sources to get a more accurate picture. Data collection procedures are the preparation stage: compiling research instruments, selecting samples, and arranging group guidance schedules, implementation stage: conducting pre-tests, carrying out group guidance using discussion techniques, conducting post-tests, interviews, and observations and data analysis stage: processing and analyzing data obtained from various data collection methods

The instrument in this research is multiple choice questions (multiple choice test). Multiple Choice Test consists of a statement or notification about an incomplete understanding. To complete it, you must choose one of several possible answers provided. Multiple choice test or multiple choice questions basically consist of two parts; namely the body of the question (stem) that provides with grmmar test, reading test and vocabulary test. It is in the form of an introductory question or incomplete statement, and two or more possible answers or alternatives (option). Technically the correct answer is called the answer or answer key (key) and the other is called the answer is called a deceiver (teaser, deceiver, bully) in English it is called dis-tractors. These multiple choice questions are used to obtain data about students' ability to apply english communication skill. Criteria for the level of understanding of students' ability to apply english communication skill, for the interval 0-12 it is in the low category, for the interval 13-24 it is in the moderate category, and the interval 25-36 is in the high category.

Table 1. The level of *Santri* in Applaying English Communication

Interval	Category
0-12	Low
13-24	Moderate/Medium
25-36	High

If the respondent's score is on the low criteria then the respondent can be said to have a lack of understanding in applying english communication skill, whereas if the respondent's score is in the high criteria then the respondent can be said to have a good understanding of the students' ability to apply english communication skill.

To test the validity of the 36 multiple choice questions, this was done using content validity by expert judge or an expert in the field, the suitability of the questionnaire items to the object to be measured as stated by (Saifuddin Azwar, 2019). Content validity is assessed through testing by experts in the field or expert judge on the content of the test, the extent to which the items in the test cover the entire content of the object being measured or the extent to which the content of the test reflects the attribute being measured.

Data analysis is one of the most important steps in research activities. The collected data will be analyzed using descriptive analysis, namely describing it with words or sentences separated according to categories to obtain conclusions. The qualitative descriptive data analysis technique is by analyzing and comparing the results between the pre-test and post-test. More specifically, in analizing the questionaire and interview, the researcher starts with the data cleaning by checking incomplete, inconsistent and invalid response. After that, it is data coding, it catagorize or code the response in to themes or patterns. And finally it is data describing and interpreting based on the research question and objectives.

Results and Discussion

Based on the results of the ability of 8 students at the Sabilunnajah Islamic Boarding School, Central Lampung Regency in implementing english communication skill on October 28, 2024 (Pretest) and December 28, 2024 (Posttest). Then the questionnaire was analyzed by researchers to obtain results on the students' ability to apply english communication skill as follows:

Table 2. Score of *santris*' ability to apply english communication skill

No	Research Subjects	Pretest		Posttest	
		Score	**Category**	**Score**	**Category**
1	AN	11	low	15	Medium
2	RU	10	low	13	Medium
3	AB	9	low	13	Medium
4	AR	15	Enough	25	high
5	YEAH	12	low	17	Medium
6	OF	9	low	14	Medium
7	AND	8	low	13	Medium
8	THAT	12	low	17	Medium
Shoes Total		**86: 8 = 10.75**	**low**	**127: 8 = 15.87**	**Medium**

Based on the results of the students' ability to apply english communication skill, a comparison score was obtained, pretest and post-test scores, namely the overall pretest score was 10.75 in the low category. Furthermore, 8 students were provided with discussion technique group guidance services. After the service was provided, there was a change in the posttest score, namely it was in the sufficient category, namely with a score of 15.87.

Based on the comparison, on October 28, 2024 (Pretest) AN has a score of 11, which is in the low category, then given discussion technique group guidance services, and December 28, 2024 (Posttest) there was a change in AN who had a score of 15 which was included in the sufficient category, AN experienced an increase in score and was more active in learning and understanding after being given discussion technique group guidance services, AN seemed to prefer learning and applying english communication skill actively.

On October 28, 2024 (Pretest) RU has a score of 10, which is in the low category, then provided with technical discussion group guidance services, and on December 28 2024 (Posttest) there was a change in RU which had a score of 13 which was included in the sufficient category, RU experienced an increase in score and was more active in learning and understanding after being given discussion technique group guidance services, RU studied and applied english communication skill.

Based on the comparison, on October 28, 2024 (Pretest) AB has a score of 9, which is in the low category, then given discussion technique group guidance services, and the date is December 28, 2024 (Posttest) there was a change in AB who had a score of 13 which was included in the sufficient category, AB experienced an increase in score and was more active in learning and understanding after being given discussion technique group guidance services, AB studied and applied english communication skill well.

On October 28, 2024 (Pretest) AR has a score of 15, which is in the sufficient category, then given discussion technique group guidance services, and the date is December 28, 2024 (Posttest)

there was a change in AR who had a score of 25 which was included in the high category, AR experienced an increase in score and was more active in learning and understanding after being given group discussion technique guidance services, AR was very active, paying attention to learning and applying english communication skill well.

Based on the comparison, on October 28, 2024 (Pretest) JU has a score of 12, which is in the low category, then provided with discussion technique group guidance services, and December 28, 2024 (Posttest) there was a change in JU which had a score of 17 which was included in the sufficient category, JU experienced an increase in score and was more active in learning and understanding after being given discussion technique group guidance services, JU studied and applied english communication skill well.

On October 28, 2024 (Pretest) DE has a score of 9, which is included in the low category, then given discussion technique group guidance services, and the date is December 28, 2024 (Posttest) there was a change in DE who had a score of 14 which was included in the sufficient category, DE experienced an increase in score and was more active in learning and understanding after being given discussion technique group guidance services, DE studied and applied english communication skill.

Based on the comparison, on October 28, 2024 (Pretest) MA has a score of 8, which is in the low category, then given discussion technique group guidance services, and the date is December 28, 2024 (Posttest) there was a change in MA who had a score of 13 which was included in the sufficient category, MA experienced an increase in score and was more active in learning and understanding after being given discussion technique group guidance services, MA studied and applied english communication skill well.

On October 28, 2024 (Pretest) CA has a score of 12, which is in the low category, then given discussion technique group guidance services, and the date is December 28, 2024 (Posttest) there was a change in CA who had a score of 17 which was included in the sufficient category, CA experienced an increase in score and was more active in learning and understanding after being given discussion technique group guidance services, CA studied and applied english communication skill.

This research aims to determine the effect of guidance services with group discussions on students in implementing english communication skill. To determine the effect of group guidance using discussion techniques, research activities were carried out by providing a pretest, namely giving a questionnaire before the service was provided, providing the service, namely group guidance using the discussion technique, and a posttest, namely giving a questionnaire after the service was provided. This research was conducted from 28 October 2024 to 28 December 2024 at the Sabilunnajah Islamic Boarding School, Central Lampung Regency. The procedure in this research is as follows:

1. **Pretest**

Pretest implemented on October 28 2024 by giving a questionnaire to 8 students to determine their ability to apply english communication skill. At this stage the researcher collects research subjects by providing group guidance services, through the stages of group guidance, namely the formation stage, transition stage, activity stage and termination stage. This formation stage aims to create an atmosphere or feeling of pleasure for group members, this transition phase aims to see the readiness of members to enter the next stage, namely the activity phase to discuss topics that will be presented by the researcher, then at the end of the stage the researcher explains that group guidance will end soon. The subjects were determined by taking 8 students who were selected by the researchers as falling within the low criteria for applying english communication skill.

2. **Service Delivery**

On November 4 2024 the first meeting was held to provide group guidance services with discussion technique, namely in the classroom of the Sabilunnajah Islamic Boarding School, Central Lampung Regency. Researchers carried out treatment according to the stages in group guidance, namely the formation stage, transition stage, activity stage and termination stage. The formation stage aims to create a happy atmosphere or feeling for the group members, this transition phase aims to see the members' readiness to enter the next stage, namely the activity stage to discuss the topics that will be presented by the researcher, then at the end of the stage the researcher explains that the group guidance will soon end . After finishing opening and introducing group members to group guidance activities, the researcher gave the topic "About Interest in Learning to Apply English Communication Skill.", namely interest is very necessary and what are the consequences if they do not have interest in learning. Group members consisting of 8 people discuss to exchange ideas with group members discussing topics that are interesting to learn. They look passive and stay quiet most of the time. When the discussion is finished, group representatives express their opinions on topics of interest in learning. This is done to invite members to share what they know about the topic to be discussed.

On November 13 2024, in accordance with previous planning, services were carried out in accordance with the stages in group guidance, namely the formation stage, transition formation stage, activity stage and termination stage. This formation stage aims to create a happy atmosphere or feeling for group members, this transition phase aims to see the readiness of members in entering the next stage, namely the activity phase to discuss topics that will be presented by the researcher, then at the end of the stage the researcher explains that the group guidance will soon end . After completing the opening and introducing group members to group guidance activities, the researcher presented the topic "The Importance of Motivation in Implementing English Communication Skill", which discusses the importance of motivation in implementing english communication skill, why motivation in learning is really needed and what are the consequences if you don't have motivation in learning. They still seem shy in expressing their opinions. After completing the discussion, group representatives expressed their opinions regarding the topic of the importance of motivation in learning. This is done to invite members to share what they know about the topic to be discussed.

On November 18 2024, the researcher again provided guidance services with discussion technique groups in the classroom on the topic of the importance of applying english communication skill in everyday life. carry out treatment according to the stages in group guidance, namely the formation stage, transition stage, activity stage and termination stage. This formation stage aims to create a happy atmosphere or feeling for group members, this transition. This stage aims to see the readiness of members in entering the next stage, namely the activity stage to discuss the topic that will be presented by the researcher, then at the end. At this stage the researcher explained that the group guidance would soon end. After completing the opening and introduction to the group members who participated in the group guidance activities, the researcher discussed the importance of implementing english communication skill which supports your next career after graduating from school. Then the researcher continued discussing the topic at this third meeting by asking group members to discuss again to exchange opinions with their group friends. They look more active and enthusiastic in expressing their opinions. After completing the discussion, group representatives expressed their opinions well and enthusiastically.

3. Pot test

Posttest aims to see an increase in students' implementation english communication skill, after being provided with group guidance services using discussion techniques. It will be implemented on December 28 2024 in the classroom of the Sabilunnajah Islamic Boarding School, Central Lampung Regency, by giving another questionnaire. Furthermore, the description of the research data analyzed is the result of tests regarding the students' ability to apply english communication skill. There are

three stages of data collection, namely pretest, providing group guidance services using discussion techniques, and posttest to determine the effect of group guidance services with the discussion techniques provided.

Conclusion

From the research results and discussions that have been described, it can be concluded that there is a difference in scores between the results pre-test And post-test. Results pre-test showed a score of 10.75 in the low category, which was experienced by 8 students of the Sabilunnajah Islamic Boarding School, Central Lampung Regency, who were not enthusiastic about implementing english communication skill. Next are the results post-test showed a score of 15.87 in the sufficient category, which was experienced by 8 students of the Sabilunnajah Islamic Boarding School, Central Lampung Regency, being more active in implementing english communication skill. This means that group guidance using discussion techniques influences the students' ability to apply english communication skill. Apart from that, during the process of providing group guidance services using discussion techniques, students appeared to be more active in discussions in a more relaxed atmosphere

Acknowledgment

References

Abdurrahman, L., Ikhwan, A., & Syam, A. R. (2022). Kyai's Charismatic Leadership in Shaping Students Personality at Islamic Boarding Schools. *Edukasia Islamika: Jurnal Pendidikan Islam*, *7*(2), 191-208.

Agustina, E., Rohmah, A., & Kuspiyah, H. R. (2019). Pendampingan Bimbingan Belajar Bahasa Inggris dan Bakti Sosial di Yayasan Pendidikan dan Sosial Roudlotut Thullab. *Jurnal Indonesia Mengabdi*, *1*(1), 1-5.

Azizi, A.. (2023). Pengaruh Metode Amtsal dan Gaya Belajar Terhadap Hasil Belajar Akidah Akhlak di Mts Negeri Binjai. *Didaktika: Jurnal Kependidikan, 12(4), 667-680. DOI: Https:*, *12*(4), 667–680.

Astuti, N. T. (2016). Pengaruh Penggunaan Teknik Drama terhadap Kemampuan Berbicara Bahasa Inggris. *SAP (Susunan Artikel Pendidikan)*, *1*(2).

Chen, C. M., & Kuo, C. H. (2019). An optimized group formation scheme to promote collaborative problem-based learning. *Computers & Education*, *133*, 94-115.

Darmini, A. M. M. (2021). *Internet and the public sphere in the Indonesian Islamic boarding schools (Pondok Pesantren): power, piety, and the popular* (Doctoral dissertation, University of Warwick).

Djumhur dan Moh. Surya. (2003). *Bimbingan dan Penyuluhan di sekolah*. CV. Ilmu Citra Umbara.

Fransiska, F. W., Melati, E., Hidayah, H., Ma'rufah, D. W., Haryanto, H., & Purnama, Y. (2023). Peningkatan Kompetensi Bahasa Inggris Melalui Webinar Interaktif. *Community Development Journal: Jurnal Pengabdian Masyarakat*, *4*(5), 10276-10281.

Girsang, L. R. M. (2018). 'Public Speaking'Sebagai Bagian Dari Komunikasi Efektif (Kegiatan Pkm Di Sma Kristoforus 2, Jakarta Barat). *Jurnal Pengabdian dan Kewirausahaan*, *2*(2)..

Ikhwan, A. C. (2021). *Pengaruh Metode Ceramah dan Metode Diskusi terhadap Hasil Belajar Siswa pada Mata Pelajaran Aqidah Akhlaq Kelas VIII MTS Miftahul Ulum Kradinan Dolopo Madiun* . IAIN Ponorogo.

Kardimin, K., Harmi, H., & Hartini, H. (2024). *Pelaksanaan Bimbingan Kelompok Dalam Mengembangkan Keterampilan Berkomunikasi Santri Pp Ahlussunnah Terpadu Kota Lubuklinggau* (Doctoral dissertation, Institut Agama Islam Negeri Curup).

Kamaliasari, S., & Amrizal, A. (2021). Aktifitas pembelajaran Bahasa Inggris di Pondok Pesantren Nurul Hidayah Bantan dalam meningkatkan speaking performance santri. *Akademika*, *17*(1), 14-30.

Khairun, N., & Putra, D. P. (2024). Upaya Meningkatkan Kemampuan Public Speaking Remaja Putri Di Panti Asuhan Hanifa III Kampuang Menggunakan Bimbingan Kelompok Dengan Teknik Diskusi. *Faedah: Jurnal Hasil Kegiatan Pengabdian Masyarakat Indonesia*, *2*(1), 01-16.

Mahmudah, M., Hernisawati, H., & Saputra, A. A. (2022). Pendampingan Penyusunan Sispena Sekolah Dan Madrasah Dalam Meningkatkan Mutu Akademik Di Bawah Naungan Pc.Lp Ma'Arif Nu Metro. *Jurnal Pengabdian Masyarakat Khatulistiwa*, *5*(1), 62–72. https://doi.org/10.31932/jpmk.v5i1.1575

Mahwiyah, F., A'yun, Q., Nurussofiah, F. F., & Khotijah, S. (2023). Meningkatkan Hasil Belajar Siswa Mata Pelajaran Aqidah Akhlak melalui Metode Diskusi Siswa SMP Miftahul Arifin Bantaran Kabupaten Probolinggo. *DEVELOPMENT: Journal of Community Engagement*, *2*(2), 88–101.

Moh.User Usman. (2005). *Menjadi Guru Profesional*. Rosda.

Muis, S. F. (2013). Kemampuan membaca pemahaman literal dan interpretatif melalui pendekatan konstruktivisme. *Al-MUNZIR*, *6*(2)..

Munirah, M., & Hardian, H. (2016). Pengaruh kemampuan kosakata dan struktur kalimat terhadap kemampuan menulis paragraf deskripsi siswa SMA. *Jurnal Pendidikan Bahasa dan Sastra*, *16*(1), 78-87.

Myrick, R. D. (1993). *Developmental Guidance and Counseling: A Practical Approach Second edition*. Educational Media Corporation .

Novitasari, D., & Pujiastuti, H. (2020). Analisis Pemahaman Konsep Mahasiswa Pada Materi Analisis Real Berdasarkan Taksonomi Bloom Ditinjau Dari Ranah Kognitif. *Maju*, *7*(2), 153–163. https://ejournal.stkipbbm.ac.id/index.php/mtk/article/view/515%0Ahttps://ejournal.stkipbbm.ac.id/index.php/mtk/article/viewFile/515/456

Prasetyo, A. (2019). *İmproving reading comprehension ability by using guide reading and summarizing procedure (GRASP) strategy among the eighth graders of smpn 1 Batanghari in the academic year 2019/2020* (Doctoral dissertation, IAIN Metro).

Rahman, R., Murniyetti, M., & S, W. Q. (2023). Pengembangan nilai moderasi beragama dalam materi akidah pada perkuliahan pendidikan agama Islam di Universitas Negeri Padang. *Humanika*, *23*(2), 211–216. https://doi.org/10.21831/hum.v23i2.65538

Ramadhan, G. (2021). *Penerapan Metode Diskusi pada Mata Pelajaran Akidah Akhlak dalam Menerapkan Sikap Toleransi Siswa Kelas X di MA Tarbiyatul Mubtadi'in Wilalung, Gajah, Demak Tahun Ajaran 2020/2021* . IAIN KUDUS.

Romlah, T. (2006). *Teori dan Praktek Bimbingan Kelompok*. Universitas Negeri Malang .

Rosyidi, D. (2020). Teknik dan Instrumen Asesmen Ranah Kognitif. *Tasyri`: Jurnal Tarbiyah-Syari`ah-Islamiyah*, *27*(1), 1–13. https://doi.org/10.52166/tasyri.v27i1.79

Saifuddin Azwar. (2019). *Reliabilitas dan Validitas*. Pustaka Belajar.

Sari, A. W. (2016). Pentingnya Ketrampilan Mendengar dalam Menciptakan Komunikasi yang Efektif. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, *2*(1)

Sciarra, D. T. (2004). *School counseling; foundations and contemporary issues*. Thompson Learning, Inch.

Sehat Sultoni Dalimunthe. (2014). Peta Ilmu Pendidikan Agama Islam. *Jurnal Tarbiyah*, *21*(2), 320–336.

Sholeh, M. (2017). *Pengaruh metode resitasi dan metode diskusi terhadap kemampuan psikomotorik santripada mata pelajaran aqidah akhlak di MTs. Falaqiyah Lebak Kecamatan Grobogan kabupaten Grobogan* . STAIN.

Suharsimi, A. (2021). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineke Cipta.

Susanto, H. A. (2011). Pemahaman Pemecahan Masalah Pembuktian Sebagai Sarana Berpikir Kreatif. *Prosiding Seminar Nasional Penelitian, Pendidikan, Dan Penerapan MIPA, Fakultas MIPA, Universitas Negeri Yogyakarta, 1997*, 189–196.

Susylowati, E., Za, D. R., Pujiastuti, T., & Zakiyah, F. (2022). Pelatihan Bahasa Inggris Bagi Santri Di Pesantren Al-Mashduqie Di Kabupaten Bangkalan. *Jurnal Abdi Dharma Masyarakat*

(Jadma), *3*(2), 29-33.

Sholichin, M. S. M. (2007). Tipologi Kiai Madura (Telaah Terhadap Silsilah Dan Keberagamaan Prilaku Kiai-Kiai Di Pamekasan). *Karsa: Journal Of Social And Islamic Culture*, 41-53.

Syafitri, W. (2019). Masyarakat Ekonomi Asean (Mea) Dan Bahasa Inggris: Meninjau Kemampuan Bahasa Inggris Mahasiswa Perbankan Syariah Dalam Menghadapi Mea. *Ekonomika Syariah : Journal Of Economic Studies*, *3*(2), 75. Https://Doi.Org/10.30983/Es.V3i2.2546

Trianggono, M. M. (2017). Analisis Kausalitas Pemahaman Konsep Dengan Kemampuan Berpikir Kreatif Siswa Pada Pemecahan Masalah Fisika. *Jurnal Pendidikan Fisika Dan Keilmuan (JPFK)*, *3*(1), 1. https://doi.org/10.25273/jpfk.v3i1.874