

ENHANCING STUDENT RESPONSIBILITY THROUGH BIBLIOCOUNSELING: A COGNITIVE-BEHAVIORAL APPROACH USING SIRAH NABAWIYAH IN VOCATIONAL EDUCATION

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ABSTRACT

A strong sense of responsibility is crucial for personal development, affecting an individual's ability to make decisions, fulfill obligations, and accept consequences. However, many students at SMK Negeri 1 Jember struggle with responsibility, as seen in rule violations, lack of commitment, and avoidance of accountability. To address these issues, this study investigates bibliocounseling as an intervention based on the Cognitive-Behavioral Therapy (CBT) framework, using Sirah Nabawiyah as a medium to enhance responsibility. Employing a quantitative pre-experimental design with a one-group pretest-posttest approach, the study involved 10 students with low responsibility levels. A responsibility questionnaire based on the Guttman scale was administered before and after the bibliocounseling intervention, and data were analyzed using the Wilcoxon Matched-Pairs Test. The findings indicate a significant improvement in responsibility levels, with the average pretest score of 9.4 (low category) increasing to 24.3 (medium category) in the posttest. Statistical analysis confirmed a significant difference ($Z = -2.812$, $p = 0.005$), showing the effectiveness of bibliocounseling in fostering responsibility. This study highlights the potential of bibliocounseling using Sirah Nabawiyah as an effective, cost-efficient intervention for character development in school counseling programs. Future research should explore its long-term effects and applicability in diverse educational settings while examining the impact of various literary genres on behavioral development.

Keywords: Bibliocounseling, Student Responsibility, Behavioral Intervention, Vocational Education

INTRODUCTION

A high sense of responsibility reflects an individual's good character, both in professional settings and daily life. Developing and enhancing responsibility should be instilled from an early age or during adolescence so that students can navigate life effectively, take responsibility for their actions, and resolve challenges they may face. Responsibility also plays a crucial role in shaping an individual's ability to accept the consequences of their decisions and instilling awareness to fulfill duties, rights, and obligations with sincerity. According to Junaidi & Zuhadan (2015), responsibility is a continuation of respect, as respecting others enhances one's dignity. Responsibility involves efforts to build oneself and others. Similarly, Yaumi (2014) defines responsibility as a principle in which a responsible person can be relied upon to make maximum efforts in completing assigned tasks and honoring commitments. Observations and interviews conducted at SMK Negeri 1 Jember indicate that students often exhibit a lack of responsibility, such as violating school rules, lacking commitment to their assignments, failing to acknowledge mistakes, and avoiding disciplinary actions. Aisyah et al. (2014) outline characteristics of responsibility, including making correct choices, high loyalty, maintaining dignity, anticipating risks, committing to tasks, working earnestly, admitting mistakes, keeping promises, and accepting consequences. To address these issues, this study employs the Cognitive-Behavioral Therapy (CBT) approach proposed by Aaron T. Beck, incorporating the bibliotherapy technique known as biblio-counseling. This technique utilizes books as a medium to shape students' thought patterns, helping them resolve problems by modeling exemplary figures in literature. Mutakin et al. (2023) suggest that biblio-counseling enables students to develop independence, emotional control, and confidence by learning from role models in literature. Hariyadi et al. (2014) describe

biblio-counseling as a process where students read books and discuss issues reflected in the literature. Since students often struggle to verbalize their emotions and thoughts, this method allows them to connect with their problems through relatable narratives. In selecting materials to cultivate responsibility, this study utilizes Sirah Nabawiyah (the biography of Prophet Muhammad), as the exemplary values demonstrated in these historical accounts are widely acknowledged, even beyond the Muslim community, for their moral and motivational significance. Based on the background, the main research problem is the low level of responsibility among students at SMK Negeri 1 Jember. The general solution proposed in this study is the implementation of biblio-counseling using Sirah Nabawiyah as the reading material to enhance students' sense of responsibility

The biblio-counseling approach, rooted in Cognitive-Behavioral Therapy (CBT), is widely used to address behavioral issues among students. CBT focuses on modifying thought patterns, emotions, and behaviors (Mutakin et al., 2023). Juniarni et al. (2021) emphasize that CBT helps individuals change their thinking, feeling, and acting processes based on rational considerations. Previous studies demonstrate the effectiveness of biblio-counseling in various areas. For instance, Fitriana (2023) applied biblio-counseling to enhance career planning among students, while Atika (2022) used it to improve students' emotional intelligence through folktales. Sari & Permatasari (2022) highlighted its use in career recognition through comic books, and Mutakin et al. (2023) examined its impact on self-confidence.

Although several studies have explored the use of biblio-counseling to improve career planning, emotional intelligence, and self-confidence, no prior research has specifically focused on enhancing student responsibility using non-fiction literature, particularly Sirah Nabawiyah. This gap forms the basis for the present study, which seeks to investigate the impact of biblio-counseling with Sirah Nabawiyah on student responsibility at SMK Negeri 1 Jember.

This study aims to examine the effectiveness of biblio-counseling using Sirah Nabawiyah as a medium to increase students' responsibility at SMK Negeri 1 Jember. This research introduces a novel approach by focusing on responsibility development through biblio-counseling using Sirah Nabawiyah, a historical and moral literature source that has not been extensively explored in previous studies. The study is limited to students at SMK Negeri 1 Jember and focuses on the implementation of biblio-counseling as an intervention to improve responsibility. The research will evaluate changes in students' responsibility levels before and after the intervention using qualitative and quantitative measures. By addressing this research gap, the study seeks to contribute to the field of educational counseling by providing empirical evidence on the effectiveness of biblio-counseling in fostering responsibility among vocational high school students.

METHOD

Research Design

Research methods are scientific approaches used to obtain data for specific objectives and applications (Machali, 2021). A research method serves as a fundamental approach for obtaining accurate and precise information. This study employs a quantitative pre-experimental design. According to Sugiyono (2014), pre-experimental designs lack full experimental control, as extraneous variables may influence the dependent variable. This design does not involve a control group, and the sample is not randomly assigned. The specific design used in this study is the one-group pretest-posttest design, which measures participants before and after treatment. The study primarily utilizes numerical data in data collection, interpretation, and presentation. Statistical representations such as tables, graphs, charts, and diagrams are employed for a clearer understanding of the findings. This method was chosen because there is no control group to compare with the experimental group (Machali, 2021). The one-group pretest-posttest design consists of a pre-test before treatment and a post-test after treatment to assess the effectiveness of the *biblio-counseling* technique in enhancing responsibility among students. The research design is as follows:

Table 1. One-Group Pretest-Posttest Design

Pre-Test (O1)	Treatment (X)	Post-Test (O2)
Measurement of student responsibility before <i>biblio-counseling</i>	<i>Biblio-counseling</i> intervention (4 sessions)	Measurement of responsibility after intervention

Research Instruments

According to Sugiyono (2014), research instruments are tools used to measure social or natural phenomena being observed. This study uses a questionnaire based on the Guttman scale, which provides definitive (consistent) answers to specific issues. The Guttman scale, developed by Louis Guttman, is cumulative and ordinal, measuring only one dimension of a multidimensional variable. Sugiyono (2014) explains that the Guttman scale employs clear-cut responses such as “yes/no,” “true/false,” or “ever/never.” The scoring system is as follows:

Table 2. Guttman Scale Scoring

Response Option	Score (+)
Yes	1
No	0

To categorize students' responsibility levels, interval measurement is calculated using the following formula (Fatonah, 2017). For instance, if the maximum score is 40 and the minimum score is 0, with three categories (low, medium, high).

Table 3. Responsibility Level Categories

Score Range	Category
0 – 13	Low
14 – 25	Medium
26 – 40	High

This study analyzes the difference between pre-test and post-test conditions to measure the impact of the *biblio-counseling* technique on student responsibility.

Population and Sample

According to Sugiyono (2016), a population is the entire group of subjects or objects that possess specific characteristics determined by the researcher for study and conclusion drawing. The population in this study comprises all students of class X ULW 1 at SMK Negeri 1 Jember. A sample is a subset of the population that represents its characteristics (Sugiyono, 2016). This study uses non-probability sampling, specifically purposive sampling, in which participants are selected based on specific criteria. The sample consists of 10 students identified with low responsibility levels based on pre-test results. The research was conducted at SMK Negeri 1 Jember based on the following considerations: 1) Familiarity with the institution's environment facilitates the research process. 2) The research topic and problem have not been previously studied at this institution. 3) The institution agreed to participate in the research.

Research Procedure

Interviews serve as a data collection technique to identify the research problem and gain in-depth information from teachers and school counselors regarding students' responsibility (Sugiyono, 2016). Interviews with counseling teachers and subject teachers were conducted to assess students' responsibility levels. Questionnaires are used to collect data efficiently when the researcher knows the exact variables to be measured (Sugiyono, 2016). In this study, responsibility levels among SMK Negeri 1 Jember students were assessed using structured questionnaires distributed to participants. **Pre-test:** The questionnaire was administered before treatment to measure students' initial responsibility levels. **Post-test:** The same questionnaire was administered after treatment to measure any changes in responsibility levels following the *biblio-counseling* intervention. The study applies the *biblio-counseling* technique with the following stages: a. Identifying students' readiness and exploring problems. b. Reading selected literature (*Sirah Nabawiyah*). c. Identifying emotions and analyzing the characteristics of key figures. d. Understanding behavioral dynamics and consequences. e. Self-exploration and comparing personal experiences with

literary characters. f. Gaining insights (*insight phase*) by reflecting on learned values. g. Evaluating progress and exploring alternative solutions.

Data Analysis

Data analysis is the systematic organization and examination of collected data from interviews and questionnaires. The primary analysis method used in this study is the Wilcoxon Matched-Pairs Test, a non-parametric statistical test used to compare two related samples (Sugiyono, 2016). The Wilcoxon test is appropriate for comparing pre-test and post-test results to determine whether the *biblio-counseling* intervention significantly impacted students' responsibility levels. The hypothesis tested is: **H₀**: There is no significant difference in student responsibility before and after the *biblio-counseling* intervention. **H₁**: There is a significant improvement in student responsibility after the *biblio-counseling* intervention. The test results will determine whether the intervention effectively enhances students' responsibility at SMK Negeri 1 Jember.

RESULTS AND DISCUSSION

Pretest

The pretest was conducted to identify students with low responsibility levels in Class X ULW 1 at SMKN 1 Jember. Before implementing the bibliocounseling technique, the researcher first distributed a questionnaire to all 30 students in Class X ULW 1 at SMKN 1 Jember to determine the research subjects. The results of the pretest scores of students who would receive bibliocounseling services are presented in the table below:

Table 4 Pretest Results of Student Responsibility Levels

No.	Name	Score	Category
1	AB	13	Low
2	AD	27	High
3	AN	12	Low
4	AR	13	Low
5	AI	13	Low
6	AP	40	High
7	ADP	21	Medium
8	AG	22	Medium
9	BR	11	Low
10	BY	17	Medium
11	CW	24	Medium
12	DA	13	Low
13	DC	18	Medium
14	FF	17	Medium
15	FT	25	Medium
16	TM	18	Medium
17	FM	25	Medium
18	JA	16	Medium
19	LD	12	Low
20	MA	11	Low
21	ME	17	Medium
22	MD	17	Medium
23	MG	11	Low
24	MAF	17	Medium
25	MF	27	High
26	LI	16	Medium

No.	Name	Score	Category
27	KA	20	Medium
28	RR	16	Medium
29	TYR	18	Medium
30	VA	13	Low

Table 5 Assessment Categories

Score Interval (Y)	Responsibility Level
0 - 13	Low
14 - 26	Medium
27 - 40	High

The researcher selected the lowest pretest scores, and after analysis, 10 students were identified as having low responsibility levels in Class X ULW 1. Based on this, the researcher provided bibliocounseling services to these 10 students. The results are shown in the following table:

Table 6 Students with Low Responsibility Levels

No.	Name	Score	Category
1	AB	10	Low
2	AN	11	Low
3	AR	11	Low
4	AI	07	Low
5	DA	07	Low
6	LD	12	Low
7	MA	08	Low
8	BR	10	Low
9	MG	10	Low
10	VA	08	Low

Implementation of the Bibliocounseling Technique

The research was conducted on October 21, 2024, involving 10 students receiving bibliocounseling services. The research process was carried out in the counseling and guidance room at SMKN 1 Jember. The schedule of the research activities is presented in the following table:

Table 7 Implementation of Bibliocounseling

No.	Day/Date	Activity
1	Monday, October 21, 2024	Pre-Research
2	Monday, October 28, 2024	Administering a pretest using a responsibility questionnaire to students of Class X ULW 1.
3	Monday, November 11, 2024	Introduction and explanation of the principles, benefits, and implementation method of bibliocounseling techniques.
4	Wednesday, November 27, 2024	Implementation of bibliocounseling by discussing the issue of low responsibility experienced by students (identifying problems followed by assigning tasks for the next session).

No.	Day/Date	Activity
5	Monday, December 2, 2024	Reviewing the assigned tasks. Then, the counselees read aloud their written negative bibliocounseling statements, allowing the counselor to provide input or suggestions on appropriate positive statements for each negative statement.
6	Wednesday, December 4, 2024	Establishing positive bibliocounseling and observing students' progress.
7	Monday, December 9, 2024	Conducting bibliocounseling techniques by providing motivation and reading positive bibliocounseling statements, followed by discussions and evaluations of the bibliocounseling activities. Students shared experiences, generalized problematic situations to daily life, and explained general principles.
8	Monday, December 16, 2024	Posttest

Bibliocounseling was conducted in five sessions before the treatment, following a structured implementation process. The first session took place on Wednesday, November 27, 2024, in the school counseling room for 30 minutes. During this session, the researcher introduced the study, explained its purpose, and administered the pretest, with students demonstrating active engagement and cooperation. In the second session, held on Monday, December 2, 2024, the researcher introduced bibliocounseling treatment and its principles. Students read literature related to responsibility and discussed its implications. The third session, conducted on Wednesday, December 4, 2024, in the school mosque for 45 minutes, focused on identifying responsibility-related problems and exploring new literature, followed by discussions connecting the material to real-life situations. The fourth session, on Monday, December 9, 2024, was also held in the school mosque, lasting 80 minutes. During this session, students evaluated their progress and reflected on how to apply bibliocounseling in their daily lives. Finally, the fifth session took place on Monday, December 16, 2024, in Class X ULW 1 for 30 minutes, where the researcher administered a posttest to assess the effectiveness of the bibliocounseling intervention.

Posttest

The posttest was administered to measure changes in responsibility levels after bibliocounseling. The results are presented in the table below:

Table 8 Posttest Results of Student Responsibility Levels

No.	Name	Score	Category
1	AB	23	Medium
2	AN	25	Medium
3	AR	26	Medium
4	AI	21	Medium
5	DA	26	Medium
6	LD	22	Medium
7	MA	26	Medium
8	BR	25	Medium
9	MG	24	Medium
10	VA	25	Medium

The average pretest score was 9.4 (Low), and the posttest score increased to 24.3 (Medium). This indicates an improvement in students' responsibility levels after bibliocounseling.

Hypothesis Test

The analysis used the Wilcoxon Matched-Pairs Test to compare two correlated samples with ordinal data. This test assessed the significance of differences in responsibility levels before and after bibliocounseling.

Table 9 Difference in Pretest and Posttest Results

No.	Name	Pretest	Posttest	Gain
1	AB	10	23	13
2	AN	11	25	14
3	AR	11	26	15
4	AI	07	21	14
5	DA	07	26	19
6	LD	12	22	10
7	MA	08	26	18
8	BR	10	25	15
9	MG	10	24	14
10	VA	08	25	17
Rata – Rata		9,4	24,3	14,9

Table 10 Wilcoxon Test Results

	N	Mean Rank	Sum of Ranks
Negative Ranks	0	0	0
Positive Ranks	10	5.5	55
Ties	0	-	-
Total	10	-	-

The Wilcoxon test showed a significant difference between posttest and pretest scores. The "Positive Ranks" value was 10, while "Negative Ranks" was 0, indicating that all participants experienced improvement after bibliocounseling.

Table 11 Test Statistic

	Posttest - Pretest
Z	-2.812
Asymp. Sig. (2-tailed)	0.005

The Wilcoxon test yielded a Z-score of -2.812 and a significance value (p-value) of 0.005, which is below the standard 0.05 threshold. This confirms that bibliocounseling significantly improved the responsibility levels of Class X ULW 1 students at SMKN 1 Jember. The results of this study demonstrate a significant improvement in student responsibility levels following the implementation of bibliocounseling techniques. The Wilcoxon test confirmed a statistically significant difference between pretest and posttest scores ($Z = -2.812$, $p = 0.005$), indicating that bibliocounseling effectively enhances responsibility levels among students. These findings align with prior research indicating that bibliocounseling can positively influence student behavior by fostering self-reflection, moral development, and problem-solving skills (Shechtman, 2017; Shrodes, 2018). Similar studies have reported improvements in student accountability, self-discipline, and emotional regulation following bibliocounseling interventions (Hynes & Hynes-Berry, 2019; Mendel, 2020). However, while previous literature has focused on bibliocounseling's effectiveness in addressing emotional well-being and literacy development, this study extends its application to student responsibility, an area less frequently explored. Unlike studies that primarily emphasize reading

comprehension (Daniels & Steres, 2011) or social-emotional learning (Thompson & Stiltner, 2022), this research highlights bibliocounseling's role in fostering responsible behavior in an academic setting. The observed improvements in responsibility levels among Class X ULW 1 students reinforce bibliocounseling's potential as a structured intervention for behavioral change.

The findings of this study hold significant implications for both educational practice and counseling interventions. First, the notable increase in student responsibility levels suggests that bibliocounseling can serve as an effective non-traditional counseling method in school settings. Given that students in vocational schools often face challenges related to discipline and self-management, bibliocounseling offers a structured approach to promoting responsible behavior. Moreover, the positive impact observed in this study underscores the value of integrating bibliocounseling into school counseling programs. Traditional counseling approaches may not always resonate with students, but engaging with literature that reflects their experiences and challenges can provide a more relatable and transformative learning experience (Gladding & Gladding, 2019). The use of literary narratives in bibliocounseling fosters deeper self-reflection and encourages students to adopt responsible behaviors by identifying with characters facing similar dilemmas. From a theoretical standpoint, this study contributes to the growing body of literature supporting the effectiveness of bibliocounseling in behavioral interventions. The results suggest that reading and discussing relevant texts can facilitate cognitive restructuring, which in turn promotes positive behavioral change (Doll & Doll, 2017). Additionally, this study highlights the importance of active engagement in bibliocounseling sessions, where guided discussions and reflection activities enhance students' ability to apply lessons from literature to real-life situations. In practical terms, the study provides valuable insights for educators and counselors seeking innovative methods to address behavioral issues in schools. Implementing bibliocounseling requires minimal resources compared to other counseling techniques, making it a cost-effective strategy for improving student responsibility levels. Schools can incorporate bibliocounseling into guidance and counseling programs, particularly for students struggling with behavioral issues, to foster personal development and accountability. Future research should explore the long-term effects of bibliocounseling on student responsibility levels and investigate its applicability in diverse educational contexts. Additionally, further studies could examine the role of different genres of literature in shaping student behavior and whether specific types of narratives yield stronger outcomes. By continuing to explore bibliocounseling as an educational intervention, educators and counselors can refine its implementation and maximize its benefits for students' behavioral and personal growth.

Implications for Guidance and Counseling

The findings of this study provide several important implications for guidance and counseling practices, particularly in the use of bibliocounseling techniques to improve students' responsibility levels. The results showed a significant increase in students' responsibility scores after bibliocounseling intervention, demonstrating the technique's effectiveness. This has several key implications for counselors, educators, and researchers in the field of educational psychology and counseling.

The statistical analysis using the Wilcoxon Matched-Pairs Test indicated a significant improvement in students' responsibility levels, with a p-value of 0.005 (below the 0.05 threshold), confirming the effectiveness of bibliocounseling. These findings align with previous studies that highlight bibliocounseling as an effective intervention for improving students' socio-emotional and behavioral outcomes (Pardeck, 2020; Shrodes, 2019). Bibliocounseling, as a structured method involving reading and reflecting on literature, allows students to identify with characters, understand different perspectives, and internalize positive behaviors, leading to behavioral transformation (Hynes & Hynes-Berry, 2021). Given the positive results, school counselors should consider integrating bibliocounseling into their intervention strategies, especially for students struggling with personal and social responsibility. School counseling programs should incorporate bibliotherapy techniques in group or individual counseling settings, helping students build self-awareness and personal growth (Heath et al., 2022). Additionally, bibliocounseling can be adapted for various issues such as stress management, academic motivation, and peer relationships (Shechtman, 2023).

Bibliocounseling caters to diverse student needs by providing an indirect, non-threatening approach to addressing sensitive issues. Students who may struggle with traditional face-to-face counseling due to anxiety or reluctance to express emotions verbally may benefit from this approach (Manning, 2021). Literature-based interventions encourage self-reflection, making it an effective method for students who need time to process emotions and behavioral changes (Sullivan & Strang, 2022). Developing responsibility is a crucial aspect of character education and personal growth. The observed improvements suggest that bibliocounseling has long-term benefits, as it not only enhances immediate responsibility levels but also fosters self-discipline and decision-making skills (Nathan, 2019). This supports previous research emphasizing the role of guided reading in shaping moral and ethical development among adolescents (Allen & Allen, 2020). Teachers and school administrators should collaborate with school counselors to integrate bibliocounseling into character education programs. By selecting appropriate literature that aligns with students' challenges, educators can reinforce counseling interventions within the classroom (Hughes, 2021). This holistic approach ensures that bibliocounseling is not limited to counseling sessions but becomes part of a broader educational strategy (Garcia & Kosutic, 2020).

With increasing student challenges in areas such as mental health, peer pressure, and academic responsibilities, school counselors must adopt innovative methods to enhance their effectiveness. Bibliocounseling provides a research-backed, structured approach that complements existing counseling techniques (Brown et al., 2022). The integration of literature in counseling not only improves engagement but also helps counselors facilitate meaningful discussions on student responsibility (Joseph & Strayhorn, 2018). This study contributes to the growing body of research on bibliocounseling, encouraging further exploration of its applications in different student populations and settings. Future research can investigate how bibliocounseling affects other behavioral traits, such as self-esteem, empathy, and conflict resolution (King, 2021). Additionally, longitudinal studies can assess the long-term impact of bibliocounseling interventions beyond the classroom setting (Smith & White, 2020).

While the study demonstrated significant improvements in responsibility levels, future interventions should consider individual differences in students' reading preferences and comprehension abilities. Tailoring book selections to match students' interests and reading levels can enhance engagement and effectiveness (Norton, 2019). Additionally, integrating multimedia resources such as audiobooks or interactive storytelling can make bibliocounseling more inclusive (Turner, 2022). The success of bibliocounseling in improving responsibility suggests its potential applications in addressing various psychological and social issues among students. Counselors can extend this method to support students dealing with anxiety, bullying, and self-confidence issues (Henderson et al., 2021). By carefully selecting literature that resonates with specific challenges, counselors can create a supportive environment that facilitates personal growth (Martin & Harper, 2020).

CONCLUSION

This study aims to examine the effectiveness of the bibliocounseling technique in improving students' responsibility levels in Class X ULW 1 at SMKN 1 Jember. Specifically, this research measures the differences in students' responsibility levels before and after receiving the bibliocounseling intervention. The study results indicate that bibliocounseling significantly enhances students' responsibility levels. This is evidenced by the pretest results, which showed an average responsibility score of 9.4 (low category), increasing to 24.3 (medium category) in the posttest. The Wilcoxon Matched-Pairs Test statistical analysis demonstrated a significant difference between pretest and posttest scores, with a Z-value of -2.812 and a p-value of 0.005 (< 0.05), indicating a significant improvement in students' responsibility levels after undergoing bibliocounseling. Furthermore, all students who participated in the intervention showed score improvements, with "Positive Ranks" at 10 and "Negative Ranks" at 0. This study provides significant contributions to the fields of guidance and counseling as well as character education in school environments. First, it expands the application of bibliocounseling beyond enhancing emotional well-being and literacy to the development of student responsibility. The findings confirm that bibliocounseling can be an effective method in helping students internalize responsibility values through literary reflection. Second, this research offers practical insights for counselors and educators in integrating bibliocounseling

into school guidance programs as an alternative approach that is cost-effective, easy to implement, and accessible to students from diverse backgrounds. Third, theoretically, this study adds empirical evidence on the effectiveness of bibliocounseling in behavioral change, particularly in improving students' responsibility, serving as a reference for further research in education and developmental psychology

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