



Group Counseling with Humanistic Approach to Improve Santri Self-Adjustment

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Abstract. The inability of students to adapt to the environment of the boarding school causes problems. Adjustment is one of the important aspects in an individual's effort to master unpleasant feelings or pressures due to impulse needs, efforts to maintain a balance between meeting the needs and demands of the environment and efforts to harmonize the relationship of individuals with reality. The humanistic counseling approach aims to make students experience their existence authentically by becoming aware of its existence. Authentic existence is fully aware of the present situation, choosing how to live in the present, and being responsible for his choices, developing potential, and being conscious to open up and act according to his abilities. The method used in the study of library research methods The results of the study concluded that a conceptual humanistic approach can be used to improve the adjustment of students in Islamic boarding schools so that students are able to realize their existence in Islamic boarding schools, choose to live in Islamic boarding schools and be able to take responsibility for their choices.

Keywords: Self-Adjustment, Humanistic Counseling, Santri

INTRODUCTION ~ Adapting to the environment is an ability that must be developed by individuals to be accepted in the environment and can develop as they should. Self-adjustment is an individual's attempt to master the pressures resulting from the drive for needs, to maintain a balance between meeting the needs and demands of the environment, and efforts to harmonize the relationship of individuals with reality (Schneiders, 1964).

Adjustment within the boarding school environment is needed to harmonize the needs of themselves with the demands of education at the boarding school with the aim that students are able to actualize themselves.

Phenomenon in the field revealed that students have not been able to adjust to the environment of Islamic boarding schools. The low adjustment of santri causes problems such as; asking to transfer schools with the excuse of not staying in a boarding school,

wanting to be visited often by parents, and often asking to go home. The problem of inability to adapt causes students to violate the existing rules in the boarding school environment, namely, students do not want to follow activities and learning in accordance with the boarding school curriculum, lack of motivation in learning, declining health, and tend to be alone.

Yuniar et al's research (2005 in Hidayat, 2009) shows that every year 5-10% of new students at the Islamic Modern Islamic Boarding School (PPMI) in Assala Surakarta experience problems in the process of adjustment. The problems that appear due to not adjusting are not being able to take lessons, not being able to live in a dormitory because they cannot live separately from parents, and taking actions that violate the rules of the Islamic Boarding School.

The same study was conducted by Rahmat Irfani (2004) at Darunnajah Islamic Boarding School in Jakarta. The results showed that in



ICEE-2

the process of adjustment students need a long time. Santri need time to learn new habits, many students do violations students must change the habits that are done at home to fit the new environment in Islamic boarding schools.

The problem of maladjustment shown by students in the first year is longing with parents, family, and friends so that they do not feel at home in Islamic boarding schools. Santri wants to be visited often by his parents.

Shahril & Ahmad (1987: 20) explains the inability to adjust to their environment is one of the sources of obstacles for students to achieve life and get along naturally with the environment, so that students feel satisfied with themselves and the environment. The inability to adjust to the demands of Islamic boarding schools makes students experience problems both relating to themselves and with the environment of boarding schools.

Efforts to improve the adjustment of students in Islamic boarding schools are inadequate. Islamic boarding schools do not have planned and organized guidance services as a form of efforts to develop self-adjusting competencies. Guidance is done incidentally by the cleric who is in charge of the care, teaching and *kiayi*. This form of guidance is only limited to giving advice.

Guidance and counseling is an effort to facilitate students to improve their adjustment. Inability to adjust is related to understanding and using the potential that is owned to face challenges and demands. The guidance and counseling approach that views individuals as having the potential and

motivation to face challenges is a humanistic approach.

The aim of the humanistic counseling approach is for students to understand their existence authentically by becoming aware of their existence, potentials and being aware of opening up and acting on their abilities. This means that students consciously try to meet their needs, develop their potential, understand their weaknesses and strengths, and meet the demands of the environment so that self-actualization can be achieved.

LITERATURE REVIEW

A. Concept of Self-Adjustment

1. Definition of Adjustment

Schneiders (1964) states that self-adjustment is a dynamic process aimed at changing individual behavior so that an appropriate relationship can occur between the individual and the environment. Schneiders also defines that adaptation can be viewed from three points of view, first, adaptation as a form of adaptation (*adapation*). This means that self-adjustment is seen as adaptation. Individuals who have good adjustment have a satisfying relationship with the environment. Second Conformity (*conformity*), means that individuals who have good adaptation if they meet social and conscience criteria. Third, Mastery means that individuals have the ability to plan and organize a self-response so that they can structure and respond to all problems efficiently.



ICEE-2

Each individual gives a different reaction in dealing with certain situations with the approach used. Likewise, when facing a new environment in Islamic boarding schools there are individuals who respond to normal without any burden so that they have no difficulty adjusting to the environment, there are also individuals who consider it a burdening situation that makes individuals feel unable to adapt to that environment.

Individual differences cause the concept of adjustment to be relative in nature, Schneider (1964) says that adjustment is said to be relative because:

- a). Self-adjustment is formulated and evaluated, meaning that a person's willingness to change or to overcome the demands that bother him. This ability changes according to personality values and stages of development
- b). The quality of conformity changes with a number of things related to society and culture
- c). Each individual has certain variations

It was concluded, adjustment is a process or effort made by students in new circumstances or situations aimed at being able to meet the needs in themselves, overcome tensions, conflicts and frustrations they experience, learn new actions or attitudes to change in accordance with activities that have been determined and deal with all situations that are contrary to the students so that the goals of the Islamic Boarding School are achieved and achieved, relationships with other people and the environment and finally there is harmony or

harmony between demands from within with what is expected by the environment.

2. Aspects of Healthy Self-Adjustment

According to Schneiders (1964) good adjustment is that individuals can give mature, useful, efficient, and satisfying responses. A good adjustment can be seen from several aspects, namely:

a). Able to control excessive emotionality

Normal adjustment can be characterized by the absence of relatively excessive emotions or no destructive emotional disturbance. Individuals who are able to handle the situation or problem they face in a normal way will feel calm and not panic so that they can solve the problems that are charged to them.

b). Able to overcome psychological mechanisms

Honesty and straightforwardness on the existence of problems over conflicts faced by individuals will be seen more as a normal reaction than a reaction followed by self defense mechanisms such as rationalization, projections, or compensation. Individuals are able to deal with problems with rational consideration and lead directly to the problem.

c). Able to overcome personal feelings of frustration

The existence of feelings of frustration will make it difficult for individuals and may not even react normally to the situation or problem they are facing. Individuals must be



ICEE-2

able to deal with problems naturally not to become anxious and frustrated.

d). Ability to learn

Able to learn knowledge that supports what is faced so that the knowledge obtained can be used to overcome the problems encountered.

e). The ability to use experience

The ability of individuals to learn and use experience is important for normal adjustment. In dealing with individual problems must be able to compare the experiences of others so that the experiences gained can be used in overcoming the problems encountered

f). Have a realistic and objective attitude

This characteristic is closely related to one's orientation towards the reality that it faces. Individuals are able to overcome the problem immediately, as is and not procrastinate.

3. Characteristics of Self-Adjustment

Adjustment has two characteristics, positive adjustment and negative adjustment. According to Schneiders (1964, 274-276) positive adjustment has the following characteristics:

a. Positive Adjustment

- 1). Absence of excessive emotionality, that is, individuals can avoid excessive, harmful, or inadequate self-control mechanisms
- 2). Absence of psychological mechanisms, namely individuals avoid psychological

mechanisms, such as rationalization, aggression, compensation and so on.

3). Absence of the sense of personal frustration is that individuals avoid feelings of frustration or feelings of disappointment because their needs are not met

4). Rational deliberation and self-direction are individuals who have rational self-direction considerations. That is able to solve problems based on alternatives that have been carefully considered and direct themselves in accordance with the decisions taken

5). Ability to learn is an individual who is able to learn, is able to develop the quality of himself, especially those related to efforts to meet needs or overcome everyday problems

6). Utilization of past experience is an individual who is able to utilize past experiences, reflecting on the past, both related to successes and failures to develop a better quality of life.

7). Realistic, objective attitude, that is, individuals who are able to be objective and realistic are able to accept the reality of life faced naturally, able to avoid, respond to situations or problems rationally, not based on prejudice or negativity

b. Negative adjustment

Failure to make positive adjustments, can cause individuals to make wrong adjustments. The wrong adjustment is the process of meeting the needs or efforts to solve the problem in ways that are not fair or contrary to the norm. The adjustment that is



ICEE-2

wrong is as an abnormal behavior (abnormal behavior), especially those related to the criteria of sosiosikologis and religion (Desmita, 2012: 212-220). There are three forms of reaction in adjustment, namely:

1). Defensive reaction

Individuals try to defend themselves, as if not facing. Individuals always try to show that they do not experience failure, cover up failure, or cover up their own weaknesses in certain ways or reasons. These reactions include:

a). Compensation

Compensation is a psychological effort that is usually not realized to cover up limitations or weaknesses themselves.

b). Sublimation

Sublimation is the mobilization of energy drives or motives unconsciously into activities that are socially and morally acceptable.

c). Rationalization

Rationale is an attempt to invent reasons to cover up an emotional atmosphere that is uncomfortable, unacceptable, or damaging personal integrity (ego) or status.

d). Sour Grape (sour grapes)

Saur grape is an indication of inability or self-deception (self-deception) and personality weakness.

e). Blaming (projection and reproach)

Projection is a self defense mechanism where the individual blames his failure on other

parties or third parties to find acceptable reasons.

2). Aggressive reaction

Aggression is a form of response to reduce tension and frustration through destructive, powerful, or dominating behavior. The wrong santri will show an attacking or confrontational attitude and behavior to cover up their deficiencies and failures. This aggression is reflected in verbal and nonverbal behavior, for example, speaking harshly, quarreling, rejecting and breaking rules, rebelling, fighting and dominating

4. Factors of Adjustment

According to Schneiders (1994 in Ali & Asrori, 2004) there are five factors that influence the process of adjustment to students, including:

a. Physical condition

Physical condition has a strong influence on the process of student adjustment. Aspects related to physical conditions that can affect student adjustment are:

1). Heredity and physical constitution

Identifying the effect of heredity (heredity) on adjustment, more physical approach is used because heredity is seen as being closer and inseparable from physical mechanisms.

2). The main system of the body

Included in the main system of the body that has an influence on adjustment is the nervous system, glands, and muscles. The nervous system that develops normally



ICEE-2

and is healthy is an absolute requirement for psychological functions to function optimally.

3). Physical health

Adjustment of individuals will be easier to do and be maintained in a healthy physical condition rather than an unhealthy one.

a. Personality

1) Willingness and ability to change (modifiability)

Willingness and ability to change are personality characteristics whose influence is very prominent on the process of adjustment. As a dynamic and ongoing process, adaptation requires a tendency to change in the form of abilities, behaviors, attitudes, and other similar characteristics. The more rigid and lacking the will and ability to respond to the environment, the more likely it is to have difficulty adjusting.

2). Self regulation (self regulation)

Self-regulation is as important as the process of self-adjustment and maintenance of mental stability, ability to regulate, and direct yourself. The ability to regulate yourself can prevent personality lapses. Normal personality achieves self-control and self-realization.

3). Self realization

Self-regulation implies potential and ability toward self-realization, the process of self-adjustment and the achievement of the

results in stages is very closely related to personality development.

4). Intelligence

The ability to self-regulation actually appears depends on the quality of intelligence. Not a little good or bad someone's adjustment is determined by intellectual capacity.

c. Learning process

1). Study

Learning ability is an important element in individual adjustment because in general the responses and personality traits needed for adjustment are acquired and absorbed into the individual nature through the learning process.

2). Experience

There are two experiences that affect adjustment, one of which is a healthy experience and a traumatic experience. Healthy experiences are events that are experienced by individuals and are felt to be wearing, eating, and even wanting to be repeated. Traumatic experiences are events that are experienced by individuals and are felt as something that is not wearing, sad, and even painful so that the individual really does not want to repeat the experience.

3). practice

Training is a learning process oriented to the acquisition of skills or habits. Adjustment as a psychological and sociological process requires serious



ICEE-2

practice in order to achieve good results of adjustment.

4). Self-determination

Individuals must be able to determine themselves to make the adjustment process. self-determination is a very powerful factor that is used for good or bad, to achieve complete adjustment, or even to self-destruct.

d. Environment

1). Family environment

The state of the family plays a role in the individual in making adjustments because the family environment is the main environment that is very important even nothing is more important in relation to individual adjustment. The elements in the family, such as parent and child interactions, interactions between family members, social roles in the family, family member characteristics, family coefficients, and disorders in the family will affect individual adjustment.

2). School environment

Schools not only provide education for individuals, the school environment can also be a condition that allows the development or obstruction of the process of development adjustment.

3). Community environment

Family and school are in the community, the community environment can be a factor that can influence the development of adjustment.

4). Religion and culture

Religion is a factor that provides a psychological atmosphere that can be used to reduce conflict, frustration and other psychological tensions. Culture in a society is a factor that shapes the character and behavior of individuals to adjust well or actually form individuals who find it difficult to adjust.

Religion is related to cultural factors. Religion contributes values, beliefs, practices that give very deep meaning, purpose and stability and balance in the lives of individuals. In addition to religion, culture also provides facts that affect individual lives (Ali and Asrori, 2004).

5. How to Measure and Develop the Ability to Adjust

Schneiders (1964; 537) stated that to measure the adjustment can be done by conducting an initial interview with the counselee. First contact with the counselee is very important not only as a source of information in the process of collecting data but also an opportunity to get a picture of the counselee's mind to lead to diagnosis and treatment. Interviews with counselees provide a clearer and more systematic picture of the problems and difficulties they experience, and have the opportunity to classify problems early for diagnostic and treatment procedures to be carried out more efficiently.

Schneiders, (1964: 36) revealed the use of instruments carried out when analyzing the counselee's personality by using personality questionnaires, rating scales, and inventory,



ICEE-2

personality tests as initial data to find out the personality of the counselee. Treatment of self-adjustment can be done with four types of services or treatments, namely as follows: (1) teaching (instruction) and training (training), if there is a deficiency (deficiency) so that the faced is not too psychologically profound, (3) psychotherapeutic, if there are serious maladjustments or mental disorders which are basically psychogenic, (4) medical, if assistance services require the use or manipulation of physical parts. (Schneiders, 1964: 535)

B. Group Counseling with a Humanistic Approach

Nurihsan, (2006: 26) states group counseling is assistance to individuals in a group atmosphere that is preventive and healing, and directed towards providing convenience in the context of its development and growth. Group counseling in addition to being preventive and healing also facilitates the growth and development of individuals, and provides opportunities for individuals to change their attitudes and behavior in accordance with their environment. The atmosphere created in group counseling with mutual concern and ability among members of the group the problem at hand is not a psychological disorder but only a mistake in adjustment. Individuals in group counseling use group interaction to increase understanding and acceptance of values and goals to learn or eliminate inappropriate attitudes and behaviors.

It can be concluded that group counseling is a service performed by the counselor to a

number of individuals who are experiencing problems in his life, by paying attention to any differences in the characteristics of group members and the problems they experience, through group dynamics led by the counselor, group members can help each other and interact among fellow group members to solve group member problems and develop their potential.

1. Purpose of Humanistic Group Counseling

Humanistic counseling in groups aims to make the counselee experience his existence authentically, by becoming aware of his own existence and potential and becoming aware of ways to develop his potential and act in accordance with his potential. According to Gerald Corey (2003: 56) there are several objectives of humanistic counseling, namely:

- a. In order for the counselee to experience his existence authentically by being aware of the existence and potentials and being aware of the individual can open himself and act on his abilities. authenticity as "the main business of psychotherapy" and "principal existential value". There are three characteristics of authentic existence, (1) being fully aware of the present situation, (2) choosing how to live in the present, (3) taking responsibility for choosing
- b. Broaden the counselee's self-awareness and increase his ability to choose to be free and responsible for the direction of his life.
- c. Helping the counselee to be able to deal with anxiety related to the act of self-



ICEE-2

choosing, and accepting the reality of self is more than just a victim of deterministic forces outside of himself.

2. Stages of Humanistic Group Counseling

According to Soedarmadji (2012: 144) there are three stages in the process of humanistic counseling, namely:

- a. The counselor assists the counselee in identifying and clarifying individual assumptions about the world. The counselee is invited to define the perspective so that individual existence is accepted. Counselors teach individuals to reflect on the existence of individuals and examine the role of individuals in terms of the creation of life problems.
- b. The counselee is encouraged to be more eager to examine the sources and authority of the individual system.
- c. Focus on being able to do what the individual has learned about themselves. The counselee is encouraged to apply new values in a concrete way. The counselee will find the strength to live a life of purpose.

3. Humanistic Counseling Process

The humanistic approach does not have strictly determined techniques. Therapeutic procedures can be taken from several other therapeutic approaches. Methods derived from Gestalt therapy and Transactional Analysis are often used, and a number of psychoanalytic principles and procedures can be integrated into a humanistic approach (Corey, 2003: 63)

Humanistic counseling prioritizes the counselor's relationship with the counselee. The quality of two or more people who face each other in a counseling situation is a stimulus for positive changes. Counseling is often conceptualized as a dialogue between individuals and individuals. In the counseling process counselee changes, growth and healing are more important than long periods or sessions in counseling (Cristoph, Ghibbons, & Mukherjee, 2013)

4. The role of the humanistic counselor

Buhler and Allen (Gerald Corey: 1988) explain humanistic counselors have the following orientation

- a. Recognize the importance of a personal-to-personal approach
- b. Realizing his responsibilities as a counselor
- c. Recognize the reciprocal nature of the guidance and counseling relationship
- d. Development oriented
- e. Emphasize the need for counselors to engage with clients as a whole person
- f. Acknowledge the decision and the final choice lies in the hands of the counselee
- g. Seeing himself as a model, the counselor with a lifestyle of humanistic views about humans can implicitly show the counselee the potential for creative and positive action
- h. Recognizing the counselee's freedom to express his views and to develop his own goals and values
- i. Work towards reducing counselee dependence and increasing counselee freedom (Yusuf & Juntika 2008: 165)



ICEE-2

5. Relationship of Counselors with Counselors

According to Corey (2003: 61) Therapeutic relationships are very important for humanistic therapy. emphasis is placed on the meeting between the counselor and counselee and travel rather than on techniques that affect the counselee. The content of the counseling meeting is the experience of the counselee now, not the "problem" of the counselee. Relationships with others in authentic presence are focused on "here now". The past or future is only important if the time is directly related.

Sidney Jourard (1971) appealed to the counselor's therapeutic relationship through his authentic and open behavior, inviting the counselee to authenticity. Jourard asked that the counselor build an I-You relationship, the spontaneous opening of the counselor supports the growth and authenticity of the counselee. Jourard (1971: 142-150) explains "manipulation breeds contra-manipulation. Self-disclosure also gives birth to self-disclosure". Jourard emphasized that therapeutic relationships can change counselors as they can change counselees. The counselor invites the counselee to grow by copying authentic behavior. The counselor is able to be clear when clarity is needed in a therapeutic relationship, and with humanity the counselor stimulates the client to see the counselee's potential in the real direction (Jourard, 1971: 146)

CONCLUSION

Guidance and counseling is an effort to facilitate students to improve their adjustment

and obtain optimal self-development through group counseling with a humanistic approach. the humanistic counseling approach aims to make students experience their authentic existence by being aware of their existence, potentials and being aware of opening up and acting on their abilities. The humanistic approach can improve the adjustment of students in Islamic boarding schools so that students are able to fully realize the existence in Islamic boarding schools, choose to live in Islamic boarding schools and be able to take responsibility for their choices.

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ICEE-2

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ICEE-2

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