Enhancing Students' Courtesy Through Group Counseling: The Role of Role-Playing Techniques

Mutia Mahmudah [*1], Wisnu Kurniawan [2], Agus Rizal [3], Miftahul Djanah [4]

[1] Guidance and Counseling, Universitas Darul Ulum, Indonesia
Email: mutia2830@gmail.com
[2] Guidance and Counseling, Universitas Darul Ulum, Indonesia
Email: wisnu.sigood@gmail.com
[3] Guidance and Counseling, Universitas Darul Ulum, Indonesia
Email: rizal.agus25@gmail.com
[4] Guidance and Counseling, Universitas Darul Ulum, Indonesia
Email: miftahdj06@gmail.com

Article info	
	Abstract: This study explains and describes how effective group counseling using role-playing techniques is in significantly improving courtesy attitudes for students, and provides a solution to the problematic gap in character education research. This research uses a quantitative approach with a pre-experiment method, one of which is the design used with One Group Pre-Test and Post-Test Design. The research sample was taken from class VIII Mts Riyadlatul Fallah consisting of 10 students selected through purposive sampling, based on the low level of politeness. Data were collected using politeness questionnaire and analysed using Wilcoxon test in SPSS v22. The results showed a significant increase in students' politeness scores, from a pre-test average of 60.7 to a post-test average of 78.1 ($p < 0.05$). This shows that group counselling with role-playing techniques is effective in improving students' politeness. This study suggests that role-playing techniques can be further used in group counselling services to encourage students' character development at school.
	Coresponden author: **Mutia mahmudah** Addres: Jl. Gus Dur No.29A Kabupaten Jombang, Email: : mutia2830@gmail.com

INTRODUCTION

Schools, as formal educational institutions, have a significant responsibility in developing students' maturity (Darmadi, 2015). Education is a continuous process that aims to pass on values and skills to future generations. As social beings, humans need to interact with their surroundings by applying applicable norms. Society judges individuals based on their development in various aspects of life, particularly in terms of the manners taught by their family, school, and social environment (Kholidah, 2013).

In addition to receiving education from their parents, children also need formal education at school. As the second environment after the family, schools play a

crucial role, as they are a place where various challenges arise, both in terms of learning and interaction, as well as communication between students and teachers (A'yun & Asni, 2023).

Attitude is a crucial factor that influences a person's actions, both present and future. One of the attitudes that students must have is politeness, which reflects respectful, appreciative, and humble behavior. Politeness is reflected in various aspects of life, such as the way one speaks, dresses, and socializes (Sudarsono, 2022). Character development is also carried out on other students in America to provide an understanding of character, especially verbal character. According to Vessels (2005), the process of applying character includes (1) a person's emotional thought process and life experiences, (2) a person's current thoughts, and (3) a forward-looking (future) view that is carried out morally. Therefore, teachers play a crucial role in guiding students to develop this attitude, thereby creating a harmonious and mutually respectful learning environment (Mendrofa et al., 2024).

Many things in life require us to act with politeness. What others give us should be accepted with humility and courtesy (Wardono et al., 2021). Examples of polite behavior towards teachers include respecting and honoring them, appreciating their willingness to teach, listening attentively, paying close attention to lessons, showing seriousness by staying focused during lessons, greeting teachers when meeting them, and behaving respectfully. Meanwhile, examples of politeness towards older people include respecting them, avoiding arguments when there are differences of opinion, not walking with your back to them, refraining from mocking them, and speaking in a soft tone (Mencapai & Syamila, 2019). Politeness towards younger people can take the form of being friendly and patient towards them. Politeness towards people who have hurt us, either verbally or physically, can be shown by forgiving their mistakes and behaving gently (Efendi & Supriyanto, 2024).

According to (Anwar, 2017), students with character must reflect integrity and have competence in various aspects, such as academics, diversity, and social humanity, in order to be ready to face future challenges. Diversity competence is reflected in values

such as commitment and moral responsibility in fulfilling one's duties. Meanwhile, academic and intellectual competence can be seen from a passion for learning and a strong determination to continue developing oneself (Insani et al., 2021).

A concern demonstrates social and humanitarian competence for helping others. If students possess these three competencies, they will have good character, including in terms of manners. Good manners are a reflection of good character, as students with good character will naturally know how to behave politely towards teachers, parents, and peers (Santoso et al., 2023).

However, in reality, many students remain less polite to teachers, which is influenced by various factors. Some of the causes of the decline in student politeness include speaking louder than the teacher, interrupting the teacher's conversation, or passing in front of the teacher without showing respect. This behavior can be influenced by factors within the student or their surrounding environment (Malik & Malang, 2010). Therefore, schools and their staff play a crucial role in shaping the character of students, including helping them overcome character problems (Santoso et al., 2023).

Formal education in schools plays a crucial role in shaping students' attitudes, including in terms of politeness. Students who lack good manners, both towards teachers and friends, tend to disrespect their elders, fail to appreciate others, and use foul language, which can harm their future. This kind of attitude can also hinder their ability to interact and socialize well in school and community environments (Devianty, 2017).

In the era of globalization, education plays a crucial role in shaping students' behavior, particularly in terms of politeness and respect. However, student behavior today tends to be concerning, influenced by developments in science and technology, as well as lifestyle changes. These changes occur due to various demands and desires that arise from the family and school environments (Ahmad, 2022).

Teachers, as professional educators, not only impart knowledge but also educate students' character, encompassing character development and manners (Saufi et al., 2022) Teachers act as second parents to students,

setting an example in shaping students' personalities, starting with manners. As part of the character-building process, guidance counselors (BK) play an important role in helping students develop manners through counseling services (Sinthia et al., 2025).

Guidance counseling services in schools play a crucial role in helping students overcome character and behavioral issues, including those related to social skills and politeness. BK teachers are responsible for coordinating all guidance and counseling activities. One form of guidance service that is effective in improving polite behavior is group guidance. Through group guidance, students can share experiences, practice positive behaviors, and learn from one another, ultimately contributing to their overall character development (Harita et al., 2022).

Role play is a technique that can be used in group guidance to improve students' manners (Anggoro et al., 2019). By role-playing, students can learn to understand and apply good manners in various real social situations. Through the roles they play, students can become more aware of the importance of politeness in interacting with teachers, friends, and people around them (Anggoro et al., 2019) This development research can strengthen or improve moral character, as evidenced by the results of applying a counseling model based on values to internalize in students' lives (Meylani & Juwita, 2020). Research by (Arenas et al., 2022) reinforces the practical application of role-playing for individuals experiencing mental health issues, such as in cognitive therapy interventions for computer technology usage habits.

METHOD

This study employs a quantitative approach with an experimental method in quantitative research, aiming to test the effect of independent variables (treatment) on dependent variables (results) under controlled conditions, thereby eliminating the influence of factors outside the therapy on the results (Sugiyono, 2019). This study employs a one-group pre-test and Post-Test design, which was chosen because it allows for the measurement of changes before and after the intervention within the same group, even without a control group for

comparison(JASMINE, 2014). In the intervention, students participated in group guidance sessions that utilized role-playing techniques, comprising five 60-minute sessions. Each session covered various scenarios designed to train students in applying polite behavior, such as how to interact with teachers, friends, and reasonably resolve conflicts. Although this pre-experimental design provides an initial picture of the effectiveness of the intervention, its limitation lies in the absence of a control group, which means the research results cannot eliminate the possibility of external factors influencing changes in student attitudes.

Experimental method. The experimental method in quantitative research aims to test the effect of independent variables (treatment) on dependent variables (results) under controlled conditions, so that other factors outside the treatment do not affect the research results (Sugiyono, 2019). The experimental design employed in this study is a Pre-Experimental Design with a One-Questionnaire model, developed based on indicators of polite behavior reviewed from previous literature.

This instrument was created with reference to Vessel's theory, which is correlated with aspects from Supriyanti, including politeness in speaking, behaving, and interacting with teachers and peers. The validity test was conducted using item-total correlation analysis, while reliability was tested using Cronbach's Alpha coefficient. The results of the analysis showed that all items in the questionnaire had validity values that met the criteria, and the reliability showed a Cronbach's Alpha value of 0.701, indicating a high level of internal consistency.

Table 1. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
,701	41

This questionnaire consists of several key indicators, including: politeness in speaking (not interrupting conversations, using polite language), politeness in behavior (respecting teachers, being polite to friends and others), and politeness in actions

(greeting others, showing respect for others). In this design, the research subjects were given a pre-test to measure their condition before the treatment, then given an intervention in the form of group guidance using role-play techniques, and finally given a post-test to determine the changes after the intervention was given.

The population in this study consisted of 40 eighth-grade students at MTs Riyadlatul Fallah, with a sample of 10 students selected using purposive sampling. The sample selection was based on certain criteria set by the researcher, namely students with a low level of politeness. A small sample size was chosen to allow for a more focused and in-depth intervention in group counseling, although this may limit the generalization of the research results. Data collection was carried out through the distribution of a politeness attitude questionnaire consisting of 20 statements.

Prior to data analysis, a normality test was conducted to determine whether the data was normally distributed, so that the selection of the Wilcoxon test as the analysis method could be justified. In addition, this study took ethical aspects into consideration, including obtaining permission from the school and the consent of the students' parents prior to the intervention.

The data obtained was then analyzed using the Wilcoxon test through the SPSS v22 application to test the effectiveness of the intervention. The Wilcoxon test was chosen because the data analyzed were ordinal and not normally distributed, as evidenced by the normality test conducted previously. Before inferential analysis, descriptive analysis was performed to describe the distribution of pre-test and post-test data, including the mean, median, and standard deviation. In addition, to measure the magnitude of the intervention's effect, the effect size was calculated using the r or Cohen's d value, which provides an overview of the extent to which group guidance using role-play techniques has an impact on improving students' manners.

RESULTS AND DISCUSSION

This study was conducted by researchers acting as counselors. Before administering the treatment, the researchers first conducted a pre-test to measure the students' level of politeness before and after the treatment process was completed. Following this, the researcher conducted a post-test to assess the level of academic responsibility among students who had completed the entire counseling process. The pre-test and post-test were conducted using the same politeness attitude scale. The following is a comparison of the results between the pre-test and post-test in the experiment:

Table 2. *Pre-test* and *post-test* results

Konseli	Pre-test	Post-test	Gain
NP	57	76	19
RP	56	76	20
SA	58	78	20
DR	59	78	19
AR	65	81	16
FA	66	79	13
NR	66	78	12
BS	57	76	19
PL	58	78	20
FN	65	81	16
Mean	60,7	78,1	17,4

Based on the changes presented in the table above, the experimental group's students showed a significant increase in politeness level overall, from the pre-test to the post-test.

Table 3. Wilcoxon Test Results

	posttest – pretest
Z	-2.820[b]
Asymp. Sig. (2-tailed)	.005

As seen in the Wilcoxon test output table, the Asymp. Sig. (2-tailed) value is 0.005<0.05. Thus, this indicates a significant difference between the pre-test and post-test averages, which means that the low manners of Mts Riyadlatul Fallah students can be effectively improved through role-play group

counseling.

Several studies have discussed the effectiveness of group counseling and role-play techniques in improving students' social attitudes (Sitorus, 2021). In his study, "Efforts to Improve Students' Manners Through Group Counseling Services," he found that group counseling can help students understand and apply good manners in their daily lives. Similar findings were also found in a study (Septiani et al., 2024) entitled "The Application of Role Play Group Counseling Services to Improve Ethics in Schools for Students at SMPN 7 Madiun." The study's results showed that the role-play method in group counseling effectively improved students' understanding of ethics in the school environment.

In addition, research (Putra et al., 2020) titled "The Effectiveness of Role Play Techniques in Helping to Reduce Aggressive Behavior" found that role-play techniques can help students manage their emotions and improve their social skills, which contribute to polite behavior. This is in line with the study (Widyati et al., 2021) entitled "The Effectiveness of Group Guidance Services with Role Playing Techniques to Reduce Language Incivility in Grade VIII A Students at SMP Negeri 2 Kota Pagar Alam," where the results showed that role play techniques were effective in improving students' language civility. Based on these studies, this research will more specifically examine the effectiveness of group guidance using role-playing techniques in improving the polite attitudes of eighth-grade junior high school students, thereby contributing more to the field of guidance and counseling in schools.

Based on social development theory, (Devianty, 2017) explains that effective communication between teachers and students plays a significant role in shaping students' character, including the development of polite attitudes. This finding aligns with the research by (Efendi & Supriyanto, 2024), which revealed that the spinner simulation game technique in group guidance can significantly enhance students' polite attitudes by providing hands-on learning experiences.

Furthermore, (Harita et al., 2022) emphasize that guidance counselors have a strategic role in shaping students' discipline and character through various guidance techniques. One technique that has been proven effective in improving politeness is role playing, where students are allowed to practice expected behaviors in various social situations they encounter daily (Zaini Miftach, 2018).

Furthermore, research conducted by (Nurjan, 2019) indicates that group guidance has been proven to enhance the politeness of junior high school students at SMP Negeri 3 Karangjati when interacting with their peers. Next, research conducted by (Negeri et al., 2015) indicates that group guidance services utilizing the sociodrama technique have been shown to enhance the politeness of students at SMP Negeri 2 Wonopringgo. In implementing group guidance services, various techniques can be employed to address group problems, including the expository technique, sociodrama technique, role-playing technique, group discussion, problem-solving technique, simulation games, homeroom activities, field trips, and group exercises. The use of techniques in group counseling must be tailored to the problems experienced by students.

Research conducted by (Mendrofa et al., 2024) indicates that the sociodrama technique in group counseling plays a significant role in enhancing students' respect and empathy towards others. This is highly relevant to the development of polite behavior, as awareness of respecting others is a significant factor in building harmonious relationships in every social interaction.

According to (Ningsih, 2015), the implementation of character education should begin early, allowing students to establish a strong foundation in understanding the importance of social values, including polite behavior. This is reinforced by (Nurfajarni, 2022) research, which found that role-playing techniques in group counseling can help students better understand their self-concept, ultimately influencing how they interact and communicate with others.

In addition, (MASNONA, 2018) research suggests that lifestyle and social environment have a significant impact on the character formation of students, including their development of politeness. Therefore, a comprehensive approach is needed, not only through group guidance at school, but also by involving families and communities in guiding students to develop a more polite attitude.

Thus, based on various previous studies, group guidance using role-playing

techniques is an effective method for improving students' manners. This approach not only helps students understand the concept of politeness theoretically, but also allows them to practice it in various social situations they experience in their daily lives. Therefore, the role of guidance counselors in applying this technique is significant, as they provide understanding and guide students in developing better character.

CONCLUSION AND SUGGESTION

Based on the research results on the effectiveness of group guidance using the Role Play technique in improving the manners of eighth-grade students at MTs Riyadlatul Fallah, it can be concluded that the Role Play technique is proven to be effective in improving students' manners. This is shown by an increase in the average score from 60.7 on the pre-test to 78.1 on the post-test, with an average difference of 17.4 points. Statistical tests show that this increase is significant ($p < 0.05$). In addition, the effect size was calculated to determine the magnitude of the intervention's impact, ensuring that the results obtained were not only based on statistical significance but also considered the strength of the change that occurred. The group counselling process provided a space for students to share their experiences, understand the concept of manners, and practice it directly through simulations relevant to everyday life. This study reinforces the role of counselling in shaping students' character, especially in facing the challenges of globalisation, which often erodes values of politeness.

However, this study has several limitations that need to be considered. The research design, which employs a pre-experimental approach with a one-group pre-test and post-test, lacks a control group, making it challenging to determine whether the changes observed were solely due to the intervention or contributed to by other external factors. In addition, the small sample size may limit the generalisation of the findings to a broader population. Other factors such as family environment, school culture, or peer influence may also contribute to the improvement of students' manners. Therefore, further research is recommended to employ an experimental design with a

control group and a larger sample size, so that the results obtained are stronger and can be more widely generalised.

Guidance and counselling teachers are advised to adopt role-playing as one of the primary methods in group counselling, especially when addressing student character issues. This technique has been proven effective in improving social skills and building positive character values (Anggoro et al., 2019). In addition, guidance counsellors need to vary the themes of role-play to make them more relevant to students' lives, such as scenarios involving interactions with teachers, friends, and family, so that the application of polite behaviour can be more contextual and applicable. Schools also play a role in supporting the implementation of role-play techniques by allocating special time in the school schedule for group counselling programmes. Furthermore, training for guidance counsellors needs to be provided so that they have more in-depth skills in applying this technique effectively.

From an educational policy perspective, schools can integrate role-play into the character education curriculum by incorporating it into subjects related to attitude and ethics formation, such as Pancasila and Civic Education (PPKn), or character-based extracurricular programs. Thus, students will be more frequently exposed to and involved in direct character learning practices through simulations of real social situations. For further research, it is recommended that studies employ an experimental design with a control group to obtain more robust results in assessing the effectiveness of the role-play technique. Additionally, a mixed-methods approach combining quantitative and qualitative analysis can be used to gain deeper insights into students' experiences participating in the intervention. With this approach, research can explore not only the extent of the intervention's impact on improving manners but also how students experience and respond to the role-play process in character learning.

REFERENCE

A'yun, A. A. Q., & Asni, A. (2023). Efektivitas Layanan Bimbingan Kelompok Dengan Teknik Role Playing Untuk Mengurangi Perilaku Agresif

Siswa Smpn 103 Jakarta. *Research and Development Journal of Education*, *9*(2), 714. https://doi.org/10.30998/rdje.v9i2.1838 3

Ahmad, A. (2022). Pengembangan Karakter Sopan Santun Peserta Didik: Studi Kasus Upaya Guru Sejarah Kebudayaan Islam di Madrasah. *Jurnal Pendidikan Agama Islam Al-Thariqah*, *7*(2), 278–296. https://doi.org/10.25299/al-thariqah.2022.vol7(2).8753

Anggoro, N., Wibowo, K., Susanto, B., & Maulana, M. A. (2019). *Pengaruh Layanan Bimbingan Kelompok Teknik Role Playing Terhadap Interaksi Sosial PENDAHULUAN Manusia pada dasarnya merupakan makhluk sosial yang dimana mereka tidak dapat hidup sendiri namun membutuhkan bantuan oleh orang lain . Hal tersebut akan mendoro*. *1*(1), 44–52.

Anwar, M. K. (2017). Pembelajaran Mendalam untuk Membentuk Karakter Siswa sebagai Pembelajar. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, *2*(2), 97. https://doi.org/10.24042/tadris.v2i2.15 59

Arenas, D. L., Viduani, A., & Araujo, R. B. (2022). Therapeutic use of role-playing game (RPG) in mental health: A scoping review. *Simulation & Gaming*, *53*(3), 285–311.

Darmadi, H. (2015). Tugas, peran, kompetensi, dan tanggung jawab menjadi guru profesional. *Jurnal Edukasi*, *13*(2), 161–174.

Devianty, R. (2017). Jurnal Pendidikan Ilmu Pengetahuan Sosial. *Ijtimaiyah: Jurnal Pendidikan Dan Ilmu Sosial*, *1*(2), 79–101. http://repository.uinsu.ac.id/3523/1/E FEKTIVITAS KOMUNIKASI GURU DALAM PEMBELAJARAN.pdf

Efendi, Z., & Supriyanto, A. (2024). *Layanan Bimbingan Kelompok dengan Teknik Simulation Games Spiner untuk Meningkatkan Sikap Sopan Santun pada Kelas X di SMA Muhamadiyah 2 Yogyakarta Group Guidance Services with Spiner Simulation Games Technique to*

Improve Polite Attitudes in Class X at SM. *2*(2), 1–11.

Harita, A., Laia, B., & Zagoto, S. F. L. (2022). Peranan Guru Bimbingan Konseling Dalam Pembentukan Karakter Disiplin Siswa Smp Negeri 3 Onolalu Tahun Pelajaran 2021/2022. *Counseling For All (Jurnal Bimbingan Dan Konseling)*, *2*(1), 40–52. https://doi.org/10.57094/jubikon.v2i1. 375

Insani, G. N., Dewi, D., & Furnamasari, Y. F. (2021). *Integrasi Pendidikan Karakter dalam Pembelajaran Pendidikan Kewarganegaraan untuk Mengembangkan Karakter Siswa Sekolah Dasar*. *5*, 8153–8160.

JASMINE, K. (2014). 済無No Title No Title No Title. *Penambahan Natrium Benzoat Dan Kalium Sorbat (Antiinversi) Dan Kecepatan Pengadukan Sebagai Upaya Penghambatan Reaksi Inversi Pada Nira Tebu*.

Kholidah, Z. (2013). Pendidikan Nilai-Nilai Sosial Bagi Anak dalam keluarga Muslim. *Al Hikmah: Jurnal Studi Keislaman*, *3*, 88–103.

Malik, M., & Malang, I. (2010). *Fakultas psikologi universitas islam negeri maulana malik ibrahim malang 2010*.

MASNONA, D. (2018). *Efektivitas konseling kelompok menggunakan cognitive behavior therapy (CBT) dalam meningkatkan konsep diri peserta didik kelas VIII di SMPN 26 Bandar Lampung tahun ajaran 2018/2019*. UIN Raden Intan Lampung.

Mencapai, M. P., & Syamila, N. (2019). *Pendidikan akhlak social dalam al- qur'an surat al-hujurat ayat 9-13*.

Mendrofa, I. M., Damanik, H. R., Zebua, E., & Munthe, M. (2024). *Efektivitas Bimbingan Kelompok Melalui Teknik Sosiodrama Dalam Meningkatkan Sikap Respek*. *4*. https://doi.org/10.55352/bki.v4i2.1106

Meylani, Y., & Juwita, P. (2020). Development of Value Clarification

Technique Learning Models-Based Role-Playing Game to Increase Internalization of Student Character Values. *International Conference on Progressive Education (ICOPE 2019)*, 345–351.

Negeri, S. M. P., Kabupaten, W., & Tengah, J. (2015). *SOSIODRAMA Ita Roshita*. *1*(2), 29–35.

Ningsih, T. (2015). Implementasi Pendidikan Karakter untuk meningkatkan mutu di sekolah. In *Book* (Vol. 7, Issue 1).

Nurfajarni, M. (2022). Efektivitas Layanan Bimbingan Kelompok Dengan Teknik Role Playing Dalam Meningkatkan Konsep Diri Siswa Di Smp N 8 Kota Jambi. *Skripsi*, 1–80.

Nurjan, S. (2019). *Perkembangan Peserta Didik Perspektif Islam*. Penerbit Titah Surga.

Putra, T. H., Bariyyah, K., & Permatasari, D. (2020). Efektivitas Teknik Role Play dalam Membantu Mengurangi Perilaku Agresif. *Jurnal Konseling Indonesia*, *6*(1), 14–20. http://ejournal.unikama.ac.id/index.php/JKI

Santoso, G., Rahmawati, P., Murod, M., & Setiyaningsih, D. (2023). *Jurnal Pendidikan Transformatif (Jupetra) Hubungan Lingkungan Sekolah dengan Karakter Sopan Santun Siswa Jurnal Pendidikan Transformatif (Jupetra)*. *02*(01), 91–99.

Saufi, M., Budiono, A. N., & Mutakin, F. (2022). Self regulated dengan resiliensi akademik mahasiswa. *Jurnal Consulenza: Jurnal Bimbingan Konseling Dan Psikologi*, *5*(1), 67–75.

Septiani, K. N., Anggriana, T. M., & Sormin, T. (2024). *Penerapan layanan bimbingan kelompok metode roleplay untuk meningkatkan etika di sekolah pada siswa SMPN 7 Madiun*. *8*(1), 27–32.

Sinthia, R., Suprapti, A., Afriwilda, M. T., Armando, D., Qonaah, L., & Alkaifin, A. (2025). Pelatihan Konseling Kelompok Cognitive Behaviour Therapy Berbasis Experiential Learning Bagi Guru Bimbingan dan Konseling di Kota Bengkulu. *Suluah Bendang: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, *25*(1), 44–51.

Sitorus, R. (2021). Upaya Meningkatkan Sikap Sopan Santun Siswa Melalui Layanan Bimbingan Kelompok. *Journal of Education Action Research*, *5*(1), 10–16. https://doi.org/10.23887/jear.v5i1.31522

Sudarsono, L. N. (2022). *Upaya Guru Dalam Penanaman Sikap Dan Perilaku Sopan Santun Melalui Pembelajaran IPS Terpadu Siswa Kelas VII B Di SMPN 1 Sambit Ponorogo Tahun Ajaran ….* http://etheses.iainponorogo.ac.id/19744/%0Ahttp://etheses.iainponorogo.ac.id/19744/1/208180066_LUTFIYANA NANDA SUDARSONO_IPS.pdf

Sugiyono, P. D. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D, edisi cetakan kedua*. Alfabeta cv.

Wardono, M. S., Santoso, A., & Suyitno, I. (2021). Prinsip Kesantunan Ujaran Berbahasa dalam Interaksi Siswa Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *5*(11), 1614. https://doi.org/10.17977/jptpp.v5i11.14176

Widyati, V., Wasidi, W., & Herawati, A. A. (2021). Efektifitas Layanan Bimbingan Kelompok Dengan Teknik Role Playing Untuk Mengurangi Ketidaksantunan Berbahasa Pada Siswa Kelas Viii a Smp Negeri 2 Kota Pagar Alam. *Consilia : Jurnal Ilmiah Bimbingan Dan Konseling*, *3*(3), 244–252. https://doi.org/10.33369/consilia.3.3.244-252

Zaini Miftach. (2018). *Praktik Konseling: Pendekatan Teknik dan Issue-Issue Konseling*.