

Traditional Cultural Game-Based Group Guidance Model: Efforts to Reduce Introverted Behavior

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Abstract: The aim of this research is to find out: (1) Find out the design of a group guidance model through traditional games to reduce students' introverted behavior at SMPN 3 Pangkajene (2) Find out the level of validity and practicality of the traditional game group guidance model to reduce students' introverted behavior at SMPN 3 Pangkajene, (3) Knowing that the group guidance model through traditional games is effective in reducing student introversion at SMPN 3 Pangkajene. This type of research is development research (Research and Development) by Borg and Gall. The expert test subjects used were 3 experts, namely 2 tests from academics and 1 test from practitioners. The development stages include: (1) information gathering, (2) planning guide development, (3) initial guide development, (4) expert validation, (5) revision of initial guidelines, (6) small group testing. The data collection techniques used were questionnaires, interviews and observation. The subjects in this study were 15 students from class IX who had introverted behavior problems. The data analysis technique used to prove the hypothesis is the Wilcoxon's Signed Ranks Test. The research results show that: (1) The design form of a group guidance service model through traditional games to reduce introverted behavior is in the form of a group guidance guidebook containing general goals, targets and discussing material on responsibility, honesty, cooperation, solidarity, leadership, social interaction, empathy and mutual cooperation contained in the traditional games massantok, massalo, ma'boy and songko-songkojangang. Along with worksheets containing assessments to measure and determine students' abilities in understanding each material. (2) The development of a group guidance model through traditional games to reduce students' introverted behavior, namely in the form of a guidebook, material expert validity and practicality tests have been carried out with criteria of accuracy, feasibility, practicality and usefulness in reducing introverted behavior of students at SMPN 3 Pangkajene. (3) Group guidance services through traditional games to reduce introverted behavior. Effectively reducing students' introverted behavior, namely the indicator before being given this model was in the high category and after being given it reduced, meaning this model was effectively used at SMPN 3 Pangkajene.

Keywords: Group Tutoring Model, Traditional Games, Introverted Behavior.



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INTRODOCTION

Individuals have various personality types that influence how a person acts in their daily lives. Basically, humans have two personality types, namely extroverts and introverts. Introverts are often misunderstood and may be perceived negatively due to their quiet and reserved nature, which can lead to social isolation and difficulties in forming meaningful connections with peers (Post, 1940). While introversion is not inherently problematic, and indeed can be associated with positive traits such as thoughtfulness and independence, it is crucial

to address instances where introverted tendencies hinder an individual's ability to engage in social situations, express themselves effectively, or participate fully in group activities (Rahim et al., 2020).

Introverted behavior, characterized by a preference for solitary activities and a tendency to withdraw from social interactions, can significantly impact an individual's social and emotional development, academic performance, and overall well-being (Bakhtiar et al., 2023). Understanding the multifaceted nature of introversion requires delving into its psychological underpinnings, exploring the

potential contributing factors, and recognizing the diverse ways in which it manifests across different individuals and contexts.

Feist explains that the classification of extroverted and introverted personality types can describe the communication patterns and social interactions of each individual. In this context, guidance and counseling programs play a vital role in supporting individuals struggling with introverted behavior by providing a safe and structured environment to develop social skills, build confidence, and explore strategies for navigating social situations more comfortably. To facilitate social skills development, it is imperative to create opportunities for introverted individuals to engage in structured group activities, role-playing exercises, and social simulations that allow them to practice social interactions in a controlled and supportive setting (Wilkins et al., 2022).

Group guidance models have emerged as a promising approach to address introverted behavior by leveraging the power of social interaction and peer support to foster personal growth and development. The implementation of culturally relevant interventions, such as traditional cultural game-based group guidance models, may hold particular promise in promoting social skills and reducing introverted behavior among individuals from diverse cultural backgrounds (Bakhtiar et al., 2023). By incorporating elements of traditional games and cultural practices, these models can create a more engaging and relatable experience for participants, fostering a sense of belonging and encouraging active participation (Xiaoman & Suksu, 2023; Yaniasti, 2021).

When communicating and interacting with others, extroverted personality types are individuals whose main characteristics are sociable, impulsive but also cheerful, active, competent and optimistic, and other characteristics that show respect for relationships, while individuals with introverted personalities have individuals with the opposite (Widiantari & Herdiyanto, 2013). Introverted personality types are often seen as quiet, shy, closed, and have difficulty adapting to the environment. It is worth noting that extreme introversion or extroversion is very rare and most people fall somewhere between the two extremes (Petrić, 2022). All comprehensive models of personality incorporate the concept of

introversion and extroversion in various forms (Houghton, 2004).

According to Mulyadi in his investigation, the characteristics of introverts, namely high concentration, good attention to detail, their desire to listen rather than speak, are different from people who have extroverted personality types, on the contrary to introverted personality types (Alayyubi, et al., 2020). As a result in education can affect learning outcomes. Educational activities in schools are not only expert schools, where students listen more, but there are also conversation activities that require students to speak and convey what they understand. This difference causes people with introverted and extroverted personality types to have their own way of cultivating learning habits so that they can be said to be good academic experts. According to Lestari, introverted characters feel uncomfortable when interacting with many people so they prefer to spend time alone such as reading books, writing stories or listening to music. On the other hand, extroverted learners work best in the classroom when they are discussing, as they like to talk and work in groups (Alayubbi, et al., 2020). Individuals who are introverted can experience a crisis of confidence, because they are considered to have deficiencies or psychological problems in themselves. Introverts seem to have obstacles and difficulties to show the talents and abilities that exist in themselves. Introverts can also experience stress due to not being accepted by their environment, and are always required to change into extroverts who are more in line with social expectations (Fijriyati & Albaar, 2022). The results of Sutanto's research show that introverted personalities tend to experience stress compared to extroverts. Introverted personalities tend to think and criticise themselves for mistakes made and when they get reprimanded by others (Mahmuda, et al., 2021).

This also happened at the SMP Negeri 3 Pangkajene school. Based on the results of preliminary observations of interviews with counseling teachers conducted by researchers specifically on the personality and interactions of class IX students at SMP Negeri 3 Pangkajene. The researcher found that not all students dare to express things they do not like, and students are currently very difficult to establish associations with peers so that students tend to become individuals who withdraw from the surrounding environment and cause students to have difficulty

socialising with their environment. Group guidance aims to develop students' socialisation skills, especially students' communication skills. In line with Prayitno's opinion, in general, group guidance services and / or group counselling aim to develop individual socialisation skills, especially the communication skills of service participants and solving personal problems that interfere. In this regard, it is often a fact that a person's ability to socialise/communicate is often disrupted by feelings, thoughts, perceptions, insights and attitudes that are not objective, narrow and confined and ineffective. In particular, group guidance services aim to encourage the development of feelings, thoughts, perceptions, insights and attitudes that support the manifestation of more effective behaviour, namely increasing the ability to communicate both verbally and non-verbally (Listia, et al, 2020). One of the efforts that can be made is with group guidance activities that have the values of empathy, cooperation, responsibility and discipline and a way to help reduce students' introverted behaviour, namely with group guidance services through traditional game activities.

In line with Kasim's opinion, traditional games are one of the cultural heritages passed down from generation to generation which has positive values in the formation of children's (students) character such as sportsmanship, discipline, creativity as well as social skills and cooperation with others (Husniah & Ulfa, 2020). Traditional folk games are part of local/regional wisdom that grows and develops in the community. Local wisdom is a tradition that has been carried out for generations to regulate the order of life of the Sibarani community (Rianto & Yuliananingsih, 2021). In line with research conducted by Kasim (2017) regarding the development of Bugis-Makassar traditional game guides in the form of gallang-gallarang, fort-bentengan a'kasing and makkurung manu'/songkok-songkok jangang in improving the social skills of students of SMP Negeri 8 Makassar, it shows that the media is acceptable based on usability, appropriateness and relevance in improving students' social skills. Another study conducted by Hadi, et al, (2018) on the effect of traditional games showed a positive change in improving social skills. In the research, it can be said that traditional games can be utilised as a medium in improving social skills because traditional games are usually played

from one person or in groups so as to allow interaction, besides that in playing there are rules that must be agreed upon and there are also sanctions so that each participant is responsible for the agreed rules.

Traditional games have various types, including the traditional games of massanto, massallo, ma' boy, and songkok-songkok jangang. Santo or massanto traditional games have various values contained therein, namely cooperation, solidarity, accuracy and accuracy, physical fitness (sports), strategy mapping, and social interaction. According to Hasriati, et al, (2019) Ma'boy is also called Ma'gebo by the people of South Sulawesi. The noble values in the Ma'boy game are Cooperation, Solidarity, Accuracy and Accuracy, Physical Fitness (sports), Strategy Mapping and Social Interaction. Massallo (Gobak Sodor) according to Listyaningrum suggests that children's social attitudes such as mutual cooperation, honesty and perseverance can be taught through the movements of the traditional game Gobak-Sodor (Rustan & Munawir, 2020). In addition, Kinanti et al, in Rustan & Munawir, (2020) suggested that children's social skills that can be developed in the traditional game of Gobak Sodor are togetherness, responsibility, caring, following mutually agreed rules and also communication with students. This game was chosen because the game is carried out in the form of a group so that it can emphasise aspects of cooperation, cohesiveness, mutual respect, self-control or emotions while playing, empathy, and learning to be responsible and disciplined to the rules of the game so that it is expected to improve students' social skills. Songkok-Songkok Jangang has moral, cognitive, language, socio-emotional, and attitude development values (Serina, 2021). This game was chosen because the game is carried out in the form of a group so that it can emphasize aspects of cooperation, cohesiveness, mutual respect, self-control or emotions while playing, empathy, and learning to be responsible and disciplined to the rules of the game so that it is expected to improve the social skills of students who have introverted behaviour. Based on the above conditions, the authors are interested in conducting a study entitled Transformation of Introverted Behaviour through Group Guidance Based on Bugis Cultural Games.'

METHOD

The method of this research is R & D development research (research and development), the expert test subjects used are 3 experts, namely 2 tests from academics and 1 test from practitioners. The stages of development include: (1) information gathering, (2) guide development planning, (3) initial guide development, (4) expert validation, (5) initial

a) Utility Test

guide revision, (6) small group test. The data collection techniques used were questionnaires, interviews and observations. The subjects in this study were 15 students from class IX who had introverted behaviour problems. The data analysis technique used to prove the hypothesis is Wilcoxon's Signed Ranks Test.

RESULTS AND DISCUSSION

Table 1. Utility Test Assessment Table

Statement	Usability Level		Total	%
	Expert 1	Expert 2		
1	3	4	7	87.5
2	3	4	7	87.5
3	3	3	6	75.0
4	4	3	7	87.5
5	4	4	8	100
6	3	3	6	75.0
7	4	3	7	87.5
Total	24	24	48	600
%	85.7	85.7	85.7	85.7

From the table above, it can be seen that from the test results (utility) there are 7 items of acceptability statements to assess the usefulness of group guidance guidebooks through traditional games to reduce students' introverted behaviour by 2 experts (material and practitioners). In each statement there is an answer in the form of a scale of 1-4. The assessments that have been given by the two experts at the level of the guidebook usability test are: The first expert and the second expert gave a total score of 24 with a value of (85.7%). The value of each statement, namely,

the first, second, fourth, and seventh items are 87.5% then the third and sixth items are 75% while the fifth item is worth 100%. The average usability test results are in the good category, which is 85.7%. So from this data it is known that the group guidance guide through traditional games to reduce students' introverted behaviour designed by researchers is considered useful (utility) to be used by guidance and counselling teachers and students at school.

b) Feasibility Test

Table 2. Feasibility Assessment Table

Statement	Usability Level		Total	%
	Expert 1	Expert 2		
1	3	4	7	87.5
2	4	4	8	100
3	3	4	7	87.5
4	4	4	8	100
5	4	3	7	87.5
6	4	4	8	100
Total	22	23	45	563
%	91.6	95.8	93.8	93.8

From the feasibility test results assessed by the two experts, there are 6 items of acceptability statements for the feasibility of group guidance guidebooks through traditional games to reduce students' introverted behaviour, in which each statement is given a scale of 1-4. The total assessment results given from each expert are: The first expert gave a score of 22 (91.6%) while the second expert gave a score of 23 (95.8%). The value of each statement is the first, third, and fifth items by 87.5%, then the second, fourth and sixth items by 100%. The average result of the feasibility test of the group guidance guidebook through traditional games to reduce introverted behaviour is in the good category, namely 93.8%. Seeing and interpreting the assessment results given by each expert, it can be concluded that the guidelines designed by researchers have a large level of feasibility for guidance and counselling teachers and students in school.

c) Accuaracy Test

The next assessment, Accuaracy test. Based on the results of the assessment given by two experts, there are 6 acceptability statement items for the provisions of the group guidance guidebook through traditional games to reduce students' introverted behaviour. Each statement item is given a scale of 1-4. The total assessment results given by each expert are: The first expert gave a score of 23 (95.8%) and the second expert gave a score of 21 (87.5%). While the value of each statement is, the first, second and fifth items are 100% then the third and sixth items are 87.5% and the fourth item is 75%. The average accuracy test of the group guidance guide through traditional games to reduce students' introverted behaviour is in the good category, namely 91.7%, based on the assessment given from each expert, it can be concluded that the guide has a very good level of accuracy (accuaracy) for guidance and counselling teachers and also students at school. Described in table 3.

Table 3. Accuaracy Test Assessment Table

Statement	Usibility Level		Total	%
	Expert 1	Expert 2		
1	4	4	8	100
2	4	4	8	100
3	4	3	7	87.5
4	3	3	6	75
5	4	4	8	100
6	4	3	7	87.5
Total	23	21	44	550
%	95.8	87.5	91.7	91.7

d) Content Test

Table 4. of Material Content Test Assessment

Statement	Usibility Level		Total	%
	Expert 1	Expert 2		
1	4	3	7	87.5
2	4	3	7	87.5
3	4	3	7	87.5
4	4	3	7	87.5
5	4	4	8	100
Total	20	16	36	450
%	100	80	90	90

From the results of the material content test (content) assessed by the two experts, there are 5 acceptability statement items for the content test of the Group Guidance Guide through traditional games to reduce students' introverted

behaviour and each statement is given a scale of 1-4. The total assessment results that have been given by each expert are: the first expert gave a score of 20 (100%) and the second expert gave a score of 16 (80%). For the value of each

statement, the first to fourth items are 87.5% and for the fifth item is 100%. The average test result of the content test of the guide material is in the good category of 90%, based on the assessment that has been given by each expert, it can be concluded that the group guidance guide through traditional games to reduce students' introverted behaviour has a very good level of material (content) test for guidance and counseling teachers and also students in schools.

The following are the results of the assessment of the level of reduction in students' introverted behaviour during group guidance activities through traditional games starting at stage I (first) to stage IV (fourth). After

conducting group guidance through traditional games with several stages of the next meeting, researchers distributed introverted behaviour scale statement questionnaires to students to measure the extent of changes in student behaviour with group guidance through traditional games developed to reduce student introverted behaviour. The results of the data analysis statement of the behaviour scale questionnaire of the level of reduction of introverted behaviour of students before and after participating in group guidance activities through traditional games to reduce introverted behaviour as follows in table 5:

Table 5. Recapitulation of the Distribution of the Number of Pre-Test and Post Test Questionnaire Values

Interval	Category	Pre-test		Poat-test	
		Total	Percentage	Total	Percentage
91-104	Very high	1	10%	-	-
75 -90	High	14	90%	-	-
59- 74	Medium	-	-	-	-
43 – 58	Low	-	-	-	-
26 – 42	Very low	-	-	15	100%
Total		15	100%	15	100%

Traditional games can be considered as a reflection of the traditional culture of the Iswinarti community (Rianto & Yuliananingsih, 2021). In line with research conducted by Kasim (2017) regarding the development of Bugis-Makassar traditional game guides in the form of gallang-gallarang, fort-bentengan a'kasing and makkurung manu'/songkok-songkok jangang in improving the social skills of students of SMP Negeri 8 Makassar, it shows that the media is acceptable based on usability, appropriateness and relevance in improving students' social skills. the results of this study are in line with research which shows the results of the development of group guidance through traditional games in improving students' social skills, due to traditional games being packaged in group guidance activities so that students are directly involved and active with peers.

The traditional cultural game-based group guidance model can be viewed as an innovative approach to address introverted behavior by capitalizing on the inherent values and social interactions embedded within traditional games (Puspitasari et al., 2021).

Traditional games often reflect the cultural norms, values, and social structures of a community, providing a familiar and engaging context for individuals to interact with one another (Ningsyih et al., 2022). Many studies highlight the benefits of traditional games in various aspects, and researchers have found that traditional games not only preserve local culture but also offer numerous advantages (Riadi & Lestari, 2021). These benefits include the development of cognitive, motor, and social skills in children (Puspitasari et al., 2021). By participating in these games, individuals can learn valuable lessons about cooperation, teamwork, and communication, while also fostering a sense of cultural identity and belonging. In addition, traditional games can offer a safe and structured environment for individuals to practice social skills and build confidence, which may be particularly beneficial for those who exhibit introverted tendencies (Bakhtiar et al., 2023).

Another study conducted by Hadi, et al, (2018) regarding the influence of traditional games showed positive changes to improve social

skills. In the research, it can be said that traditional games can be used as a medium in improving social skills because traditional games are usually played from one person or in groups so that it allows interaction, besides that in playing there are rules that must be agreed upon and there are also sanctions so that each participant is responsible for the rules that have been agreed upon. At this stage, the group guidance guidebook through traditional games to reduce students' introverted behaviour can be used as a guide for guidance and counselling teachers in schools.

After conducting the research stages, the resulting media guidance group through traditional games to reduce students' introverted behaviour has been tested by experts, both through expert validation tests in the good category and small group tests through the results of the Wilcoxon Signed Rank Test calculation, namely before participating in group guidance through traditional games, students' introverted behaviour is high then after participating in group guidance, students' introverted behaviour decreases. Therefore, group guidance through traditional games and guidelines can effectively help reduce the introverted behaviour of SMPN 3 Pangkajene students.

In research on the development of group guidance models through traditional games to reduce introverted behaviour of students in class IX SMPN 3 Pangkajene there are advantages in the development of this model, namely: (1) research on group guidance models through traditional games to reduce students' introverted behaviour results in a product in the form of a guidebook to reduce students' introverted behaviour at school, (2) group guidance models through traditional games to reduce students' introverted behaviour have been tested by several experts who have been validated by guidance and counseling experts so that group guidance models through traditional games have been considered valid, practical and effective to be applied at school, (3) in the group guidance model guide through traditional games there is material tailored to be able to reduce the introverted behaviour of school students, (4) in the guide there is also a quiz containing questions to determine the level of introverted behaviour of students, (5) the group guidance model through traditional games to reduce introverted behaviour can be used as a reference in providing guidance and counseling services at school, especially can

help students to reduce introverted behaviour and can also be used as a reference for further research to be developed.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion as well as the development stage of the group guidance model through traditional games to reduce students' introverted behaviour, conclusions can be drawn, namely: (1) The design form of the group guidance service model through traditional games to reduce introverted behaviour is in the form of a group guidance guidebook containing general objectives, objectives and discussing material on responsibility, honesty, cooperation, solidarity, leadership, social interaction, empathy and mutual cooperation contained in traditional games massantok, massalo, ma'boy and songko-songko jangang. Along with worksheets containing assessments to measure and determine students' ability to understand each material; (2) The development of a group guidance model through traditional games to reduce students' introverted behaviour in the form of a guidebook has been tested by material experts and practicality tests with criteria of accuracy, feasibility, practicality and usefulness in reducing the introverted behaviour of SMPN 3 Pangkajene students; (4) The effectiveness of the group guidance service model through traditional games to reduce introverted behaviour, namely in the form of a guidebook that has been developed, is declared effective in reducing students' introverted behaviour from high to low categories from the aspects observed. The increase at each meeting indicates that it is effective in reducing the introverted behaviour of SMPN 3 Pangkajene students.

In light of the conclusions of the above research, the following suggestions are put forward: (1) For school principals, to recommend to guidance teachers/counsellors to use group guidance guidebooks through traditional games to reduce students' introverted behaviour, in order to guide guidance teachers or counsellors in preparing and implementing guidance and counselling service programs; (2) For supervising teachers/ counselors, it is hoped that they can provide services to students to help reduce introverted behaviour by using group guidance through traditional games; (3) For students, it is hoped that they will actively participate in group guidance services through

traditional games, especially students who have introverted behaviour.

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