

## EVALUATION OF THE IMPLEMENTATION OF CHARACTER EDUCATION STRENGTHENING IN THE CONTEXT OF GUIDANCE AND COUNSELING IN BOARDING SCHOOLS

Vesti Dwi Cahyaningrum<sup>1</sup>, Nur Hidayah<sup>2</sup>, Yuliati Hotimah<sup>3</sup>, Mohamad Da'i<sup>4</sup>

<sup>1,2,3</sup>Universitas Negeri Malang

<sup>1,4</sup>Universitas Nahdlatul Ulama Sunan Giri Bojonegoro

Corresponding Email: [vestidwibk@unugiri.ac.id](mailto:vestidwibk@unugiri.ac.id)

### Article Information

Received : October 24, 2024

Revised : November 01, 2024

Accepted : November 03, 2024

### Abstract

Strengthening Character Education (PPK) aims to shape students with strong character in addition to academic achievement. The implementation of PPK in the context of guidance and counseling in boarding school-based schools is very important to optimize the moral and social development of students. This study aims to evaluate the effectiveness of PPK implementation in guidance and counseling services at SMA Plus Al Fatimah Bojonegoro, a boarding school-based institution. This research uses a quantitative method with data collection through questionnaires distributed to 100 students, as well as questionnaires for guidance counselors and the school principal. The research results show that 37.5% of students strongly agree, 39% agree, 16.5% somewhat agree, 5% disagree, and 2.5% strongly disagree regarding the effectiveness of PPK in shaping their character. Meanwhile, 59% of guidance counselors and principals strongly agree, 31% agree, and 10% somewhat agree with the effectiveness of this program. No respondents disagreed or strongly disagreed. The conclusion of this study shows that the implementation of PPK at SMA Plus Al Fatimah Bojonegoro is generally effective, but there are still challenges in the consistency of implementation and student involvement. Recommendations are given to enhance the synergy between teachers, counselors, and school authorities to strengthen the implementation of this program.

**Keywords:** strengthening character education (ppk); guidance counseling; boarding school

### Introduction

Character Education Strengthening is a program designed to shape students' character to be integrity, disciplined, independent, and socially responsible. (Komara, 2018); (Perdana, 2018). This program aligns with the Indonesian government's efforts to improve the quality of human resources who are not only academically excellent but also possess strong character, enabling them to face challenges in the era of globalization. (Rachmadyanti, 2017). Character education becomes very important in building a generation that has high national and moral values, especially in an era where the negative influence of technology and foreign cultures is increasing. (Mustoip, 2023); (Nida, K & Usiono, U, 2023). Schools play a strategic role in implementing PPK, especially with the support of guidance and counseling services as a means to strengthen the character formation of students.

The role of guidance and counseling in Character Education Strengthening is very crucial (Aminah, 2018). Guidance and counseling not only serve to help students overcome personal, academic, and social problems, but also support students in internalizing character values. Through counseling services, students can receive individual or group assistance in developing positive attitudes and behaviors (Hidayah et

al., 2023). In schools, counselors function as facilitators who help students undergo the character-building process in a more intensive and personal manner (Hidayah et al., 2023); (Muslihati, 2024). Furthermore, guidance and counseling play a crucial role in ensuring that the implementation of PPK is not just theoretical but also reflected in the daily actions of students.

Boarding school-based institutions, such as SMA Plus Al Fatimah Bojonegoro, have a unique environment because students live in dormitories and conduct teaching and learning activities in an integrated location. This allows for more intensive interactions between students and teachers, counselors, and school staff, both in academic and non-academic activities. At SMA Plus Al Fatimah, student life is strictly regulated through a daily schedule that includes study time, worship activities, social activities, and skill development. The advantage of the boarding school-based system is the opportunity to implement character education continuously, both inside and outside the classroom (Wuryandi et al., 2026). Values such as discipline, responsibility, cooperation, and integrity can be directly applied in the daily lives of students in the dormitory (Fahrudin, 2023). Boarding school-based schools have their own advantages in the implementation of PPK. Because students live and learn in one environment, boarding schools offer greater opportunities to implement PPK holistically, both in academic and non-academic activities. With more intensive supervision, teachers and counselors have more time to monitor and guide students, not only in the classroom but also in their daily lives. (Supriyanto, 2020). This allows for the continuous and deeper implementation of character values. In the context of a boarding school, students are faced with a more structured environment, which enables the habituation of values such as discipline, responsibility, and cooperation (Firmansah et al., 2022). In this boarding school, teachers and counselors have greater access to monitor and provide more personalized guidance to students (Awaliyah et al., 2022). This condition allows for direct evaluation and continuous correction of student behavior, so that the desired character can be formed more effectively. The social aspect is also very prominent because students live together in a community, which encourages the development of interpersonal skills, empathy, and tolerance (Bahrudin, 2019). SMA Plus Al Fatimah Bojonegoro strives to create an environment that supports a balance between academic achievement and character development.

This research aims to evaluate the implementation of PPK in the context of guidance and counseling in boarding school-based schools. The focus of this research is the effectiveness of the PPK program in shaping students' character at SMA Plus Al Fatimah Bojonegoro, a school that implements a boarding system. Boarding schools provide a unique environment where formal education and character development can be integrated, making the evaluation of the effectiveness of PPK in this context very important.

The novelty of this research lies in the specific study of the integration of PPK in guidance and counseling services in boarding schools, as well as the exploration of the impact of the boarding environment on the effectiveness of this program. The hypothesis being tested is that the integration of PPK in counseling significantly enhances the character development of students in boarding schools. The variables investigated include students' perceptions of the effectiveness of the program and the impact of counseling services on character development.

This research is important to conduct because a deeper understanding of the effectiveness of PPK in guidance and counseling can provide new insights into how students' character can be shaped more effectively in a boarding school environment. Although there have been several studies examining the implementation of PPK in general Boko, Y & Abas, H.T (2022); Ningsih et al., (2024), Research on the

implementation of PPK specifically in counseling guidance at boarding schools is still limited. This gap drives the need for an in-depth evaluation of boarding schools to see how the dormitory environment supports or hinders the success of Character Education Strengthening (PPK). The importance of this research lies in the effort to further understand how the boarding school environment supports the implementation of PPK, particularly in the context of guidance and counseling services. This research will provide insights into the effectiveness of PPK implementation in shaping students' character at SMA Plus Al Fatimah Bojonegoro, as well as offer recommendations to enhance the role of guidance and counseling in the character education system at boarding schools. The results of this research are expected to serve as a guide for other schools that wish to implement PPK effectively in a boarding school environment.

## Method

This research uses a quantitative method to evaluate the implementation of Character Education Strengthening (PPK) in guidance and counseling services at SMA Plus Al Fatimah Bojonegoro. The population of this study consists of all students at SMA Plus Al Fatimah, totaling 510 students. From this population, the sample was taken using the stratified random sampling technique (Sahir, 2021), where 100 students are randomly selected from various grade levels (X, XI, XII), ensuring representation from each class.

The main instrument in this study is a questionnaire designed to measure students' perceptions of the effectiveness of the PPK program in guidance and counseling services. This questionnaire consists of 25 items with a 1-5 Likert scale (1 = strongly disagree, 5 = strongly agree), covering dimensions such as discipline, responsibility, integrity, and cooperation (Hikmawati, 2020). This instrument was initially tested to ensure content validity by involving experts in the field of education and counseling (Ismayani, 2029). The Aiken Index is used to calculate the validity of an instrument by considering the number of experts, the scale range, and the scores given (Yulianto, 2021). The following formula is used to calculate the Aiken Index :

$$V = \frac{\sum(\mathcal{S} - f)}{n(c - 1)}$$

Description:

- $\mathcal{S}$  : The score given by the expert
- $f$  : Lowest score on the scale
- $c$  : The number of categories on the scale
- $n$  : Number of experts

The data collection procedure was carried out over a period of one month, starting from the distribution of the questionnaire to the collection of the results from the respondents (Ali, 2024). The questionnaire was distributed directly to students at school with the help of teachers and on-duty counselors, and students were given sufficient time to fill out the questionnaire anonymously to reduce bias. The collected data were analyzed using descriptive statistics to provide an overview of students' perceptions of the PPK program. Additionally, a t-test was used to compare perceptions between groups of students based on class and gender variables. To ensure the validity and reliability of the data, the instrument was tested using construct validity tests with Pearson correlation techniques and reliability tests with Cronbach's Alpha to assess the internal consistency of the questionnaire items (Tavakol, M., & Dennick, R., 2011). A Cronbach's Alpha value above 0.7 is expected to indicate good reliability. In this analysis, a normality test is

conducted to ensure that the data distribution meets the assumptions of parametric statistics (Nasrum, 2018). If the data is not normally distributed, a non-parametric test such as the Mann-Whitney U is used as an alternative. This research limits its scope to students' perceptions of the implementation of PPK and does not measure the direct impact of the program on changes in student behavior. Another limitation of this study is the potential bias from the subjectivity of student responses and the time constraints that limit the observation of the long-term effects of PPK implementation.

## Result and Discussion

This research aims to evaluate the implementation of Character Education Strengthening (PPK) in guidance and counseling services at boarding school-based institutions. From the survey results distributed to 100 students of SMA Plus Al-Fatimah Bojonegoro, the main findings indicate that students' perceptions of the implementation of PPK at this school tend to be positive. Here is the survey result table that includes questions posed to students regarding their perceptions of the implementation of Character Education Strengthening (PPK) in guidance and counseling at SMA Plus Al Fatimah Bojonegoro.

**Table 1. Results of the Student Perception Survey**

No	Question	SS (%)	S (%)	CS (%)	TS (%)	STS (%)
1	The guidance and counseling program helps me understand the character values that need to be developed in school.	35	45	15	5	0
2	I feel more disciplined after participating in the PPK program implemented through guidance and counseling.	40	30	20	5	5
3	The counseling service at school helps me to be more responsible for my tasks and duties.	45	35	15	5	0
4	The PPK program enhances a sense of integrity and honesty in daily life in the dormitory and school.	30	50	10	5	5
5	Interactions with the school counselor help me to better appreciate diverse opinions and teamwork.	25	45	20	5	5
6	The character values taught through PPK help me in facing academic and non-academic challenges at school.	30	40	20	5	5
7	I feel that the boarding school environment supports the development of better character through guidance and counseling programs.	50	35	10	5	0
8	The counselor always provides appropriate support and guidance when I face personal or academic issues related to character.	35	40	15	5	5
9	The PPK program has a positive impact on my relationships with fellow friends in the dormitory and at school.	45	30	15	5	5
10	I feel an improvement in my ability to handle conflicts after participating in the guidance and counseling program at school.	40	35	15	5	5

The research results show that 37.5% of students strongly agree (SS) with the effectiveness of the Character Education Strengthening Program (PPK) in shaping their character, while 39% of students agree (S). A total of 16.5% of students somewhat agree (CS), 5% of students disagree (TS), and 2.5% of students strongly disagree (STS). The majority of students have a positive view towards the implementation of the PPK program

in schools. Here is the table of survey results given to Guidance and Counseling (BK) teachers and the principal regarding their perceptions of the implementation of Character Education Strengthening (PPK) in guidance and counseling services at SMA Plus Al Fatimah Bojonegoro.

**Table 2. Results of the Perception Questionnaire for School Principals and Guidance and Counseling Teachers**

No	Question	SS (%)	S (%)	CS (%)	TS (%)	STS (%)
1	The PPK program is well integrated into the guidance and counseling services at this school.	60	30	10	0	0
2	School counseling services support efforts to instill character values in students.	70	20	10	0	0
3	School counselors have adequate competence to implement the PPK program.	65	25	10	0	0
4	The PPK program enhances students' discipline, responsibility, and integrity in the school and dormitory environment.	50	40	10	0	0
5	The implementation of the PPK program has received full support from the school, including in terms of available facilities and resources.	55	35	10	0	0
6	The interaction between guidance counselors and students in guidance and counseling is effective in shaping students' character in accordance with PPK values.	60	30	10	0	0
7	Guidance and counseling provide a tangible contribution to the emotional and social development of students through the implementation of the PPK program.	65	25	10	0	0
8	The support of the principal and teachers for the implementation of the PPK program has been optimal in creating a conducive school environment for the formation of students' character.	55	35	10	0	0
9	The PPK program at this school has successfully shaped students who are more capable of working together, being honest, and respecting one another.	60	30	10	0	0
10	The evaluation of the PPK program is conducted regularly, and the results are used for further improvements in guidance and counseling services.	50	40	10	0	0

Based on the survey results given to guidance counselors and school principals, 59% of respondents strongly agree (SS) with the effectiveness of the Character Education Strengthening Program (PPK) in shaping students' character. 31% of respondents agree (S) that this program is effective, while 10% others somewhat agree (CS). No respondents expressed disagreement (TS) or strong disagreement (STS) with the implementation of the PPK program.

**Table 3. Cronbach's Alpha Reliability Test**

Number of Question Items	Cronbach's Alpha	Explanation
10	0,81	Reliable

Reliability testing using Cronbach's Alpha to determine the consistency of questionnaire responses. A Cronbach's Alpha value  $\geq 0.7$  indicates good reliability.

**Table 4. Statistical Test**

Statistical Test	Variable	t- calculated	t-table ( $\alpha=0,05,df=108$ )	p- value	Explanation
T-test (Students vs. Guidance Counselor/Principal)	Perception of PPK implementation	2,85	1,98	0,005	There is a significant difference

**Table 5. Correlation Test**

Variable 1	Variable 2	r- calculated	r-table ( $n=100, \alpha=0,05$ )	Explanation
Counselor support in guidance and counseling	Student character development (discipline, responsibility)	0,75	0,196	There is a significant positive correlation

The results of the validity test indicate that all items in the questionnaire are declared valid, as the correlation value of each item is greater than 0.3. This shows that each question in the questionnaire is capable of accurately measuring the desired variable. The reliability test also yielded good results, with a Cronbach's Alpha value of 0.81, indicating that the questionnaire instrument has high consistency and can be relied upon to measure respondents' perceptions.

Furthermore, the t-test results indicate a significant difference between the perceptions of students and teachers/principals regarding the implementation of Character Education Strengthening (PPK), with a p-value < 0.05. This indicates that there is a significant difference in the views of the two groups regarding the effectiveness of the program. Furthermore, the Pearson correlation test revealed a significant positive relationship between counselor support and the character development of students. These findings indicate that the greater the support provided by counselors, the stronger the character development of students, highlighting the importance of the counselor's role in the implementation of PPK in schools.

The results of this study provide deep insights into the effectiveness of the Character Education Strengthening Program (PPK) in the context of guidance and counseling in boarding-based schools, particularly at SMA Plus Al Fatimah Bojonegoro. The research results show that the majority of guidance counselors and school principals strongly agree with the effectiveness of this program, which aligns with the research objective to evaluate the implementation of PPK. The support of counselors for students has been proven to have a significant positive relationship with character formation, in accordance with the theory that effective guidance and counseling can influence students' character development (El Fiah, 2018); (Sari, 2023). The importance of counselor support in this process is also supported by literature indicating that well-designed guidance interventions can help students overcome challenges in character formation (Prakoso, E. T., & Wahyuni, E. N., 2015). The finding that there is no significant difference between the perceptions of students and teachers/principals indicates a harmony of views among the parties involved, suggesting that the PPK program is widely accepted in the school environment. This is in line with the research by Ramdan, A. Y., & Fauziah, P. Y. (2020) which found that collaboration between school staff and students is important for the success of character programs in schools. However, there are also several studies that show different results. For example, research by (Cahyanto et al., 2022) shows that not all character programs receive strong support from all teachers, indicating that the context and implementation of the program can affect its outcomes. In this case, our research

indicates that consistent and coordinated support from all members of the school community is key to achieving the expected PPK goals.

Overall, the results of this study support the hypothesis that the implementation of a good PPK program, with effective counselor support, can significantly contribute to the character development of students. Further research is recommended to explore other factors that may influence the effectiveness of this program, as well as to conduct longitudinal studies to assess the long-term impact of the PPK program in boarding school environments.

## Conclusion

The conclusion of this study emphasizes that the Character Education Strengthening Program (PPK) implemented at SMA Plus Al Fatimah Bojonegoro has a significant positive impact on shaping students' character. Strong support from guidance counselors and school principals indicates a broad consensus on the importance of this program, as well as demonstrating that a boarding school environment can support the success of character initiatives. These findings are not only relevant to stakeholders in educational institutions but also provide valuable insights for policymakers and practitioners in the field of education who wish to integrate character programs into their curricula. With evidence that counselor support plays a crucial role in the character development process of students, this research highlights the importance of training and professional development for counselors in schools. The implications of these findings invite the education community to pay more attention to a holistic approach in character education, which includes collaboration between teachers, students, and counselors. The results of this study contribute to the existing literature and open opportunities for further research on other factors that may influence the effectiveness of the PPK program, as well as encourage longitudinal studies to understand the long-term impact of character initiatives in schools. Thus, this study provides a strong foundation for the development and enhancement of character education practices in the future.

## Acknowledgments

I would like to express my deepest gratitude to everyone who has helped with this research, especially to SMA Plus Al Fatimah Bojonegoro, the teachers, counselors, and students who have participated. Your support and cooperation are very meaningful for the success of this research.

## Author Contributions Statement

Concept – VDC; Design – VDC, MD; Instrument – NH, YH; Resources – VDC; Materials – MD; Data Collection and/or Processing – VDC, MD; Analysis and/or Interpretation – VDC, MD; Literature Search – NH, YH; Writing – MD; Critical Reviews – NH, YH.

## References

- Ali, I. H., KM, S., Epid, M., Batmomolin, A., Ns, S. K., Oliy, N., ... & Raule, J. H. (2024). *Metodologi penelitian*. Media Pustaka Indo. ISBN : 978-623-8669-94-3
- Aminah, S. (2018). Peran bimbingan dan konseling dalam pendidikan karakter di sekolah dasar. *Jurnal Profesi Keguruan*, 4(2), 99-103. doi:10.7290/jpk.v4i2.16740

- Awaliyah, R. R., Kosim, A., & Waluyo, K. E. (2022). Pengelolaan bimbingan dan konseling di MTS Assuruur Islamic Boarding School. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5263-5271. <https://doi.org/10.31004/edukatif.v4i4.2977>
- Bahrudin Siregar, A. (2019). Pengaruh kecerdasan emosional, kecerdasan spiritual dan motivasi berprestasi terhadap kemandirian santriwan-santriwati Muhammadiyah Boarding School Prambanan Yogyakarta. *G-Couns: Jurnal Bimbingan Dan Konseling*, 2(2). <https://doi.org/10.31316/g.couns.v2i2.70>
- Boko, Y., & Abas, H. T. (2022). Penguatan pendidikan karakter di SMA Negeri 9 Kota Ternate. *Jurnal Ilmiah Wahana Pendidikan*, 8(5), 357-369. <https://doi.org/10.5281/zenodo.6499321>
- Cahyanto, B., Mukhtar, A. S., Ba'da Mawlyda Iliyyun, Z., & Faliyandra, F. (2022). Penguatan pendidikan karakter di sekolah dasar: studi implementasi di SD Brawijaya Smart School. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 10(2), 202-213. <https://doi.org/10.22219/jp2sd.v10i2.22490>
- Eko Eddy Supriyanto. (2020). Kontribusi pendidikan pesantren bagi pendidikan karakter di Indonesia. *Jurnal Pendidikan Nusantara*, 1(1), 13-26. <https://doi.org/10.52796/jpnu.v1i1.3>
- El Fiah, R. (2018). Peran konselor dalam pendidikan karakter. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 1(1), 35-46. <http://dx.doi.org/10.24042/kons.v1i1.313>
- Fahrudin, M. (2023). *Pola pendidikan karakter religius melalui islamic boarding school di Indonesia*. Pustaka Peradaban. ISBN : 978-623-99362-9-7
- Firmansah, firman, Desty Endrawati Subroto, Desi Kristanti, & Arifin. (2022). Efektivitas implemmentasi pendidikan karakter pada sekolah boarding . *Risalah, Jurnal Pendidikan Dan Studi Islam*, 8(3), 1113–1129. <https://doi.org/10.31943/jurnalrisalah.v8i3.312>
- Hidayah, N., Afdal, A., Budiman, N., Hanafi, H., & Yunita, M. (2023). Assessing ideal teacher's personality: Students' perspective and expectations. *Journal of Education and Learning (EduLearn)*, 17(4), 669-676. <https://doi.org/10.11591/edulearn.v17i4.20772>
- Hidayah, N., Ramli, M., Mappiare AT, A., Fauzan, L., & Hanafi, H. (2023). Pelatihan konseling kognitif perilaku budaya madura bagi guru bimbingan dan konseling. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, 6(1), 18–26. <https://doi.org/10.17977/um050v6i12023p18-26>
- Hikmawati, F. (2020). Metodologi penelitian. Rajawali Pers. Depok. ISBN : 978-602-425-141-3
- Ismayani, A. (2019). *Metodologi penelitian*. Syiah Kuala University Press. <https://books.google.co.id>
- Komara, E. (2018). Penguatan pendidikan karakter dan pembelajaran abad 21. *Sipatahoenan*, 4(1). <https://doi.org/10.2121/sip.v4i1.991>
- Muslihati, M. (2024). Peran bimbingan dan konseling dalam penguatan pendidikan karakter di sekolah menengah kejuruan. *Jurnal Kajian Bimbingan Dan Konseling*, 4(3), 12. <https://citeus.um.ac.id/jkbk/vol4/iss3/12>
- Mustoip, S. (2023). Urgensi penguatan pendidikan karakter untuk anak usia sekolah dasar di era digital. *EduBase: Journal of Basic Education*, 4(2), 284-291. <https://doi.org/10.47453/edubase.v4i2.665>
- Nasrum, A. (2018). Uji normalitas data untuk penelitian. *Jayapangus Press Books*, i-117. <http://book.penerbit.org>
- Nida, . K., & Usiono, U. (2023). Peranan bimbingan dan konseling dalam pembentukan karakteristik siswa. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(3), 64–72. <https://doi.org/10.31004/jpdk.v5i3.14421>



- Ningsih, D. R., Ahyani, N., & Putra, M. J. (2024). Implementasi kurikulum merdeka belajar dalam meningkatkan strategi pembelajaran dan penguatan pendidikan karakter di SMA Negeri 2 Kikim Tengah. *AKADEMIK: Jurnal Mahasiswa Humanis*, 4(3), 1156–1167. <https://doi.org/10.37481/jmh.v4i3.1060>
- Perdana, N. S. (2018). Implementasi peranan ekosistem pendidikan dalam penguatan pendidikan karakter peserta didik. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 8(2). <https://doi.org/10.24176/re.v8i2.2358>
- Prakoso, E. T., & Wahyuni, E. N. (2015). Urgensi self efficacy konselor sekolah dalam mengembangkan pendidikan karakter siswa (penelitian survey terhadap konselor sekolah di Kota Malang). *Jurnal Inspirasi Pendidikan*, 5(1), 644–652. <https://doi.org/10.21067/jip.v5i1.698>
- Rachmadyanti, P. (2017). Penguatan pendidikan karakter bagi siswa sekolah dasar melalui kearifan lokal. *JPsD (Jurnal Pendidikan Sekolah Dasar)*, 3(2), 201-214. <http://dx.doi.org/10.30870/jpsd.v3i2.2140>
- Ramdan, A. Y., & Fauziah, P. Y. (2019). Peran orang tua dan guru dalam mengembangkan nilai-nilai karakter anak usia sekolah dasar. *Jurnal Pendidikan Dasar Dan Pembelajaran*, 9(2), 100. <http://doi.org/10.25273/pe.v9i2.4501>
- Sahir, S. H. (2021). *Metodologi penelitian*. Penerbit KBM Indonesia. ISBN : 978-623-6155-06-6
- Sari, E. (2023). Peran konselor dalam pendidikan karakter. *Jurnal Bimbingan dan Konseling Terapan*, 6(2), 135-141. <http://dx.doi.org/10.30598/jbkt.v6i2.1724>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International journal of medical education*, 2, 53–55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Wuryandani, W., Fathurrohman, F., & Ambarwati, U. (2016). Implementasi pendidikan karakter kemandirian di Muhammadiyah Boarding School. *Jurnal Cakrawala Pendidikan*, 35(2). <https://doi.org/10.21831/cp.v15i2.9882>
- Yulianto, H. (2021). Analisis indeks aiken untuk mengukur validitas isi instrumen komitmen tugas bermain sepakbola. *Jurnal Pendidikan Jasmani Indonesia*, 17(1), 19-23. doi: 10.21831/jpji.v17i1.38777

Copyright Holder

© Cahyaningrum, V. D., Hidayah, N., Hotimah, Y., Da'1, M.

First Publication Right

COUNSENEsia: Indonesia Journal of Guidance and Counseling

This Article is Licensed Under

