



The Effectiveness of Group Guidance to Improve Students' at Darul Uloom School Satun Thailand

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Abstrak

This research focuses on the role of Group Guidance in supporting students' adjustment at Darul Uloom School, Satun, Thailand. Using a qualitative approach through a case study, the research explored the dynamic interaction between students and Group Guidance in the context of multicultural Islamic education. The research findings highlighted the challenges of students' adjustment to a new environment, culture and language. The key role of Group Guidance was identified in helping students overcome challenges through Group Guidance. Practical recommendations were presented to strengthen cultural adjustment programs, student-centered learning, and collaboration between schools, parents, and communities. Implications of this study include contributing to the literature of group guidance and Islamic education, providing practical guidance for similar institutions.

Keywords: *BKP, student self-adjustment, Islamic education, multiculturalism, group guidance.*

Abstract

This research focuses on the role of Group Guidance in supporting students' adjustment at Darul Uloom School, Satun, Thailand. Using a qualitative approach through a case study, the research explored the dynamic interaction between students and Group Guidance in the context of multicultural Islamic education. The research findings highlighted the challenges of students' adjustment to a new environment, culture and language. The key role of Group Guidance was identified in helping students overcome challenges through Group Guidance. Practical recommendations were presented to strengthen cultural adjustment programs, student-centered learning, and collaboration between schools, parents, and communities. Implications of this study include contributing to the literature of group guidance and Islamic education, providing practical guidance for similar institutions.

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Introduction

Education is one of the key factors in shaping the character and self-development of individuals, especially

among students. The learning process in educational institutions is important as it provides opportunities for students to develop their potential and knowledge.

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However, changes in environment, culture and language can be a significant challenge for students, especially for those attending educational institutions with different backgrounds. These changes can create discomfort and stress, which can hinder students' learning and adjustment (Setiawati, 2018). Therefore, adjustment becomes a crucial aspect in ensuring that students can achieve optimal results from teachers' teaching. Self-adjustment involves the ability to cope with challenges and changes, as well as the ability to adapt to new environments. With effective adjustment, students can get the most out of their teachers' teaching and reach their full potential.

The important role of group guidance as a key strategy in helping students adjust to teachers' teaching at Darul Uloom School, Satun, Thailand, raises crucial questions within the framework of this research. Darul Uloom School, as a leading Islamic educational institution, blends religious and general curricula to provide a holistic education. In the context of the diverse backgrounds of students in this school, an in-depth understanding of how group guidance can effectively contribute to students' adjustment is a key concern. With diverse cultural backgrounds, languages, and educational experiences, group guidance is expected to open spaces for dialogue and understanding among students, facilitating

their integration in the new educational environment.

Based on previous research, Smith (2018) emphasized that students' adjustment in the educational environment can affect their academic outcomes and social development. Therefore, group guidance is identified as an effective strategy in helping students overcome their adjustment challenges. In this context, the teacher's role as facilitator and leader of the guidance group is essential to create a supportive environment for student growth.

Through a situational analysis at Darul Uloom School, it is necessary to understand how the role of group guidance can be effectively integrated in an effort to improve students' adjustment to teachers' teaching. This research will also consider theoretical concepts related to group guidance and student adjustment in the context of Islamic education, as described by Aziz (2019) in his work on Islamic educational psychology.

This research is expected to contribute to further understanding of the effectiveness of group guidance in helping students adjust in Islamic educational institutions, particularly Darul Uloom School, Satun, Thailand. Thus, the results of this study can provide practical guidance and policy suggestions to improve the quality of learning and teaching in a heterogeneous environment such as Darul Uloom School. The bibliography to be included includes key works relevant to this topic, including empirical research, group guidance theory, and Islamic educational psychology.

Method

In line with the problem formulation above, this study aims to explore and

identify the role of Guidance Counseling (BKP) in facilitating students' adjustment to teachers' teaching at Darul Uloom School, Satun, Thailand. Due to the diverse backgrounds of students in the context of Islamic education implemented in this school, this research approaches the phenomenon using qualitative methods, specifically through a case study approach.

The choice of a qualitative approach was based on the understanding that this method can provide an in-depth picture of students' experiences and perceptions of their adjustment process in a multicultural educational environment. A case study was chosen to focus the analysis on the specific context of Darul Uloom School, enabling the researcher to understand the dynamics of the interaction between students and Group Guidance (BKP), as well as its impact on students' adjustment to teachers' teaching.

Through a qualitative approach, this study will not only identify the role of Guidance Counseling in supporting student adjustment, but will also investigate factors that may influence the effectiveness of Guidance Counseling in this school setting. Data will be collected through in-depth interviews, participatory observation, and document analysis, forming the basis for detailing the complex dynamics of student adjustment within Darul Uloom School.

The choice of qualitative and case study methods in this research is justified by its potential to generate a contextual and in-depth understanding of the phenomenon of student adjustment in diverse educational environments. Therefore, through the application of this approach, this research is expected to make a significant contribution to the literature in the field of group

guidance and Islamic education, as well as provide practical guidance for similar educational institutions in optimizing the role of group guidance in supporting students' adjustment to teachers' teaching.

RESULT AND DISCUSSION

The Challenge of Student Adjustment in Multicultural Environments: Exploring the Complexities of Environmental, Cultural, and Language Change

Education in the era of globalization faces increasingly complex dynamics, especially in a multicultural school environment. Darul Uloom School in Satun, Thailand, reflects this reality with students coming from various cultural and linguistic backgrounds. The main challenge faced by students in this multicultural environment is adjusting to changes in environment, culture and language. These changes can create discomfort and stress, which in turn can affect students' learning and adjustment processes. This research aims to explore how Darul Uloom School students deal with these challenges, identify factors that influence their adjustment and explore strategies that can be implemented to improve the quality of education in this multicultural environment.

Environmental change is one of the crucial aspects that affect students' adjustment. When students transition from a homogeneous environment to a multicultural environment, they are faced with differences in culture, norms and values. This can create a sense of discomfort as students have to navigate the complexities of intercultural interactions (Awhinarto, 2020). The Darul Uloom School case study shows that students experience significant changes in their

learning environment, requiring extra effort to respond well to the new dynamics they face.

Cultural changes have a significant impact on students in multicultural environments. Students may be faced with differences in traditions, customs and social norms. Adjustment to different cultural norms can be a major challenge, especially for students who have grown up in a different environment before. This research highlights the need for adequate cultural adjustment programs in schools to help students understand and permeate the cultural diversity that exists (Puspitasari, 2020).

Language is the main tool in the learning process, and language change is an important factor in student adjustment. Students who have different language backgrounds may have difficulties in understanding subject matter and communicating with fellow students and teachers (in Oktaviani, 2020). Therefore, educational policies that support second language learning need to be implemented to ensure that all students can follow lessons effectively.

Self-adjustment is key to overcoming challenges arising from environmental, cultural and linguistic changes. Students need to develop self-adjustment skills to be resilient amidst the complexities of a multicultural environment. This learning is not only related to academic aspects, but also involves the development of social, emotional and intercultural skills. Teachers have an important role in guiding students through this adjustment process, creating an environment that supports and encourages holistic growth (in Kurnaedi, 2023).

To improve the quality of education in a multicultural environment, certain

strategies need to be implemented. Firstly, self- and cultural adjustment programs need to be strengthened, including counseling and mentoring support for students. Second, student-centered learning approaches need to be implemented, allowing students to play an active role in their learning process. Third, collaboration between teachers, parents and communities needs to be strengthened to create an educational ecosystem that supports students' growth and adjustment (in Kurnaedi, 2023).

The challenges of student adjustment in multicultural environments require serious attention and concrete solutions from educational institutions. At Darul Uloom School, Satun, Thailand, an in-depth understanding of students' experiences is key to addressing these complexities and improving the quality of education in similar environments. Through a situational analysis of this school, this study not only identifies adjustment challenges, but also details practical steps that can be taken to facilitate student adjustment.

Collaboration between the school, parents and community is key in creating an inclusive educational environment. The active involvement of all parties involved will provide the necessary support for students to achieve optimal results from teachers' teaching. Schools can develop adjustment programs that focus on cultural and linguistic diversity, while parents can play an active role in supporting their children's adjustment at home. Communities can also contribute through activities or programs that promote intercultural understanding, creating an environment that supports student growth and learning (in Goa, 2022).

In addition, the results from an in-depth understanding of students'

experiences at Darul Uloom School can provide valuable insights for multicultural education policy development. Responding to environmental, cultural and linguistic changes with inclusive and progressive policies can help create an educational environment conducive to student growth and development. As such, Darul Uloom School has the potential to become a center of innovation for multicultural education, providing a foundation for similar schools around the world in addressing the challenges of student adjustment in this global era.

The Role of Group Guidance in Facilitating Self-Adjustment

Group guidance has a very important role as a key strategy in helping students adjust to teachers' teaching at Darul Uloom School. This study delves into the essential aspects of group guidance that have a positive impact on improving students' adjustment. An in-depth understanding of how group guidance contributes to student adjustment is the main focus in exploring the full potential of this strategic role.

Group guidance creates a vital dialog space to understand the dynamics of social interaction among students. By opening these lines of communication, students can share their experiences, concerns, and perspectives regarding adjustment in a heterogeneous educational environment. In this structured space, students can feel heard, accepted and supported by their peers. This integration becomes a strong foundation in creating togetherness among students, reducing potential conflicts, and improving their mental and emotional well-being.

Group guidance also acts as a tool to facilitate the integration of students in a

heterogeneous educational environment. With diverse cultural backgrounds, languages, and educational experiences, group guidance opens the door to understanding and appreciating differences. Interaction within the group creates camaraderie among students, helping them build healthy social networks, as well as reducing the potential isolation that newer students may feel. This not only supports adjustment, but also contributes positively to an inclusive atmosphere in schools (in Komarsyah, 2022).

In diverse educational environments, group guidance is a powerful tool for creating mutual understanding among students. The process of dialog and interaction within the group helps students to see from various perspectives, broadening their horizons to the lives and cultures of fellow students. With this mutual understanding comes a sense of empathy and tolerance, which are key elements to support students' adjustment process in the midst of differences (in Sinaga, 2022).

Group guidance not only provides social support and integration, but also serves as a tool that facilitates students in developing necessary adaptation skills. Within the group, students learn to cope more effectively with challenges and changes. They can share strategies and experiences in dealing with barriers to adjustment, thus promoting the development of positive adaptation skills. This gives students the confidence to overcome situations that may become barriers to their adjustment.

The role of group guidance as a key tool in facilitating student adjustment at Darul Uloom School is complex and profound. By opening spaces for dialog,

facilitating integration, creating mutual understanding and supporting the development of adaptation skills, group guidance becomes an essential element in creating an educational environment that supports students' holistic growth. In the context of a diverse educational environment, group guidance is not only an effective strategy to support students' adjustment, but also a foundation for building an inclusive and sustainable learning community.

A key role in the success of group guidance is the teacher's role as facilitator and group leader. Teachers, in their capacity as facilitators, are responsible for creating an environment that supports students' growth, engages them in the learning process, and facilitates open dialog among group participants. An effective group leader can steer the discussion in a productive direction, ensure students' active involvement, and motivate them to achieve group goals.

In the context of Darul Uloom School, understanding the contribution of group guidance is crucial to designing and implementing policies that support students' academic and social growth. Group guidance, by providing emotional and social support, can reduce students' stress and anxiety levels, which in turn can increase focus and concentration on academic achievement. Through group discussions, students can share learning strategies, solve problems together, and gain deep insight into the subject matter.

The contribution of group guidance can also be seen in the context of students' social development. The interactions that occur in groups create opportunities for students to build healthy relationships, improve communication skills, and develop a sense of responsibility towards their

group. Therefore, positive social outcomes of group guidance not only include strong interpersonal relationships, but can also create an environment that supports the development of leadership, collaboration, and empathy skills (in Amrin, 2013).

The implementation of good group guidance practices at Darul Uloom School will not only create positive effects in terms of improving students' academic and social outcomes, but will also shape a more inclusive and competitive educational environment. Through group guidance, students can get support not only from teachers but also from their peers. This can create a collaborative atmosphere among students, enrich the teaching-learning process, and help create a culture of inclusion that promotes diversity and recognition of differences.

An in-depth understanding of the contribution of group guidance is the first key step towards continuous improvement in education at Darul Uloom School and perhaps at similar schools around the world. By implementing group guidance strategies in a holistic and integrated manner, schools can ensure that this approach is not just a temporary policy, but also an integral part of their educational culture and identity. As such, Darul Uloom School has the potential to be a pioneer in creating an empowering and inclusive educational environment, providing inspiration for other schools to adopt similar approaches.

Contribution of Group Guidance to Students' Academic and Social Outcomes

Based on Smith's (2018) findings, this study confirms that students' adjustment in an educational environment can have a significant impact on their academic outcomes and social development. Students' adjustment process includes various aspects, such as interaction

with peers, adaptation to academic demands, and self-discovery. Many students experience challenges during this adjustment phase, and this is where group guidance plays a vital role. By providing a space to share experiences and support each other, students can overcome such obstacles more effectively.

Therefore, group guidance is identified as an effective strategy in helping students overcome their adjustment challenges. Through group interactions, students can build social skills, expand their support network, and feel more connected to the school environment. These aspects have a direct impact on academic outcomes, as students who feel connected and supported tend to be more focused and motivated in their learning. Group guidance can provide a safe platform for students to express feelings, reduce stress, and improve their psychological well-being (in Nirmala, 2023).

The teacher's role as a facilitator and leader of the guidance group is crucial to creating an environment that supports student growth. Teachers can play a very positive role by providing guidance, providing insight, and supporting students' personal reflection. As a group leader, the teacher must be able to create an inclusive atmosphere and encourage active participation from each group member. Teachers' understanding of students' individual needs and characteristics is crucial to ensure that group guidance is responsive and relevant (in Yuhasnil, 2022).

With an in-depth understanding of the contribution of group guidance, this research seeks to provide a basis for the improvement of educational policies and practices at Darul Uloom School. Effective

implementation of group guidance in schools can be a valuable asset in improving the quality of education and student experience. Over time, better academic outcomes and social development of students can create a more positive and supportive school environment overall.

The importance of supporting the role and training of teachers in conducting group guidance is key to ensuring the success of this strategy in improving students' academic and social outcomes. A well-trained teacher can be a key catalyst in the group guidance process, ensuring that each session adds significant value to students' development. Strong support for the role of teachers in the implementation of group guidance programs will ensure the consistency and sustainability of this strategy amidst the challenges and dynamics of the educational environment.

As a result of effective group guidance implementation, it can be anticipated that there will be improved academic outcomes and social development of students. Students who engage in purposeful group guidance activities will have the opportunity to improve their interpersonal, conflict resolution, and problem-solving skills. This will not only enrich students' experiences during their school years, but will also create a solid foundation for their future success.

As a result, a more positive and supportive school environment will have a positive impact on students' motivation and enthusiasm for learning. By improving the quality of education and empowering students through group guidance, Darul Uloom School has the potential to become a more excellent and adaptive educational institution. These positive outcomes can also create an inclusive culture in the

school, where every student feels supported and recognized in their educational journey.

Integration of Group Guidance in the Context of Islamic Education

The integration of group guidance in the context of Islamic education reflects a holistic approach to character building and students' spiritual development. In the Islamic view, education beyond the intellectual aspect is essential, involving the development of morals, ethics and spirituality. Group guidance, as an effective tool, helps align Islamic values with the reality of students' daily lives. By focusing group guidance in the context of Islamic education, it enables students to deepen their understanding of religious values, as well as internalize and apply them in their daily lives.

Group guidance in Islamic education is not only a pedagogical method, but also a medium that facilitates the internalization of Islamic values. Through group interaction, students can better understand Islamic moral and ethical concepts and apply these teachings in various life situations. Thus, the integration of group guidance in the context of Islamic education has a positive impact on character building and guiding students' spiritual development, creating a holistic and Islamic-minded educational environment.

The importance of group guidance in the context of Islamic education can also be found in efforts to build a community based on Islamic values. Through interactions between students in the group, they can support each other in understanding and practicing Islamic teachings. The concepts of togetherness, justice and compassion can be instilled through the group guidance process, creating an educational climate that

promotes peace, tolerance and respect for differences.

In the context of Islamic education, the role of the teacher in group guidance becomes even more significant. Teachers not only act as facilitators of the group process, but also as role models and spiritual leaders. By understanding the principles of Islam, teachers can guide students in exploring the meaning of life, understanding the purpose of life, and facing moral challenges with an Islamic perspective. Thus, the integration of group guidance becomes a powerful tool to create a generation that has a solid religious foundation (in Novartianti, 2014).

Aspects of students' psychological and emotional well-being can also be strengthened through the integration of group guidance in Islamic education (in Asyraf, 2022). By providing a platform to share experiences, hopes and fears, students can feel heard and supported in an environment that understands the values of spirituality. This process creates a strong emotional bond between students and with Allah, thus promoting positive self-development and mental stability.

The integration of group guidance in the context of Islamic education at Darul Uloom School stimulates leadership development based on Islamic values. Education in this school not only teaches students to achieve individual success, but also emphasizes the values of responsible, fair and empathetic leadership. Through participation in group activities that emphasize social and humanitarian responsibility, group guidance in Islamic education contributes greatly to the formation of future leaders who are not only academically qualified, but also have noble character.

Students at Darul Uloom School are not only taught about personal success, but are also empowered to become leaders who can make a positive impact in society. Group mentorship creates a platform where students can learn about leadership in a practical way, face group responsibilities, and understand the meaning of cooperation. It is not just about achieving individual excellence, but also about how their positive influence can be felt within the surrounding environment.

As a result, students who go through group guidance in the context of Islamic education at Darul Uloom School not only become academically successful individuals, but also acquire strong leadership skills that can be applied in daily life. They learn to recognize Islamic moral and ethical values that can guide them in making appropriate and responsible decisions. Thus, the integration of group guidance in this school not only shapes students into excellent leaders, but also helps them understand their roles and responsibilities in bringing about positive changes in society.

Research Contribution to the Development of Inclusive Islamic Education

Group guidance plays a significant role in the development of inclusive Islamic education at Darul Uloom School, Satun, Thailand. First, group guidance successfully improved students' self-adjustment at the school. Through interaction and sharing experiences in a group setting, students are able to overcome adjustment challenges, create an environment that supports individual growth, and reduce adjustment stress.

The effectiveness of group guidance at Darul Uloom School is reflected in its

ability to provide important social support for students. Group discussions provide students with opportunities to feel heard, build social networks, and connect with peers. This creates an environment where students can support and understand each other, helping them get through the challenges of adjustment better. More than just a tool for adjustment, group guidance in this school also serves as a vehicle for individual empowerment through group interaction. Students not only get support to overcome their problems, but can also grow and develop through this collaborative experience.

This research shows that group guidance is implemented with Islamic educational values in mind, which strengthens its contribution in shaping students' characters holistically. This approach ensures that interventions are not only culturally and religiously appropriate, but also support students' holistic development in accordance with Islamic teachings. Group guidance at Darul Uloom School is not just a method, but rather a practical implementation of Islamic values in helping students adjust. This creates a link between group guidance and spiritual, moral and ethical development in accordance with Islamic principles.

The contribution of this research lies in providing concrete guidelines for the development of a more inclusive Islamic education policy at Darul Uloom School. The results provide a foundation for designing group guidance programs that can be adapted and integrated into school policies. By understanding the crucial role of group guidance, schools can ensure that every student can optimize their potential in an Islamic education environment. Group guidance becomes an important instrument

to create an inclusive atmosphere in schools, strengthen learning communities, and ensure that every student feels supported in their educational journey.

CONCLUSION

Darul Uloom School in Satun, Thailand, pointed out some crucial aspects related to the challenges of student adjustment in a multicultural environment. These challenges include significant changes in environment, culture and language that require student adjustment. Factors such as cultural and language changes were identified as key barriers that require special handling to ensure effective learning.

The importance of self-adjustment emerges as a key element to overcome these challenges. Students need to develop not only academic skills, but also social, emotional and intercultural aspects of themselves. Therefore, multicultural education strategies should focus on developing self-adjustment skills.

Several strategies are proposed to improve multicultural education, including the strengthening of personal and cultural adjustment programs, student-centered learning approaches and close collaboration between teachers, parents and the community. These measures are considered essential for improving the quality of education in multicultural environments.

Group guidance is recognized as a key strategy in helping students adjust. In the context of Islamic education, the integration of group guidance provides a holistic impact that includes aspects of morals, ethics, and spirituality. Group guidance is also considered an important instrument to create an inclusive

atmosphere, strengthen the learning community, and provide support to every student. Research shows that group guidance has a positive impact on improving students' academic outcomes and social development. The social support provided by group guidance can reduce students' stress and anxiety levels, improve focus, and create an inclusive atmosphere in schools.

Overall, Darul Uloom School has the potential to become a center of innovation for multicultural education and inclusive Islamic education. The findings of this study provide concrete guidelines for the development of more inclusive Islamic education policies in this school, providing inspiration for similar institutions around the world in dealing with the challenges of student adjustment in this global era.

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