

Islamic Counseling Services for Student Learning Difficulties In Islamic Education

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ABSTRACT

The purpose of this study is to know islamic counseling services for learning difficulties in islamic education. Learning difficulties can be experienced by all students in the learning process, the potential for learning difficulties arises not only due to the potential of intelligence but can also arise due to the potential of non-intelligence. The presence of Islamic counseling As an approach in efforts to provide assistance, to individuals to be able to live with self-understanding, self-adjustment and good self-esteem in line with Allah's provisions and instructions. The method used in this study is descriptive analysis with a qualitative approach. Data collection using the Library as research material. Islamic counseling services that can beprovided in the form of alleviating student learning difficulties, including: a. Individual services; b. Group services; c. Classical services; d. Service as an effort to find a service solution as an effort to find a solution.

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1. INTRODUCTION

Human beings are blessed with privileges in the form of potential. The potential possessed by a child, must be guided and directed and led through

education, both education in general and specifically such as religious education. After education, man will be able to lead himself, and other beings, such success will realize the glory of man, the glory of man is basically the glory of other beings. (Lubis, 2021: 354). Learning is an important part of efforts to develop all the potential possessed by individuals. And the success of human development in his life goes back to how he learned.

One of the abilities possessed by humans is in the form of the potential to learn. Learning is a process activity and becomes an important element in every education implementation. Learning is defined as a process of relatively sedentary behavior change and the ability to change generated through experience and practice. The success and failure of achieving educational goals can be said to depend on the learning process experienced by students. Success in completing the task becomes a will of all students, but not all learning activities end with success.

Not all students find learning activities fun. Various reasons can be a hindrance or obstacle to their learning activities. The obstacles experienced by students are part of the problem of learning flexibility. Problems faced by true students can be solved well, it takes confidence that every difficulty present will inevitably present a solution in solving them, as God said in Q.S. Asy-Syarah/94:5-6:

"Then the seriousness with the difficulties there is ease. Indeed, with adversity there is ease."

The presence of counseling is expected to be able to assist individuals / students in alleviating problems together with counselors. As an approach in an effort to provide assistance, Islamic counseling is interpreted as a process of assistance to individuals to be able to live with self-understanding, self-adjustment and good self-esteem in line with God's provisions and instructions,

so that the purpose of a happy life in the afterlife can be realized. This paper will elaborate on Islamic counseling services for learning difficulties in Islamic education with several main problems, namely: identification of various learning difficulties; understand the problem of learning difficulties; format of counseling guidance services in Islam.

2. METHODS

The method used in this study is descriptive analysis with a qualitative approach. This method produces data that can explain and answer in detail the problem to be studied as it is appropriately, so as to be able to understand social phenomena through a holistic picture and increase understanding in depth.

The type of research carried out is *library research*. This literature study is a series of activities related to the method of collecting library data as research material, reading literature materials to making research notes accompanied by the processing of research materials. (Mestika Zed, 2008: 3).

3. FINDINGS AND DISCUSSION

3.1. Identify Various Learning Difficulties

Individual differences that learners have do not diminish their right to success in their learning activities. However, the ongoing phenomenon in learning activities indicates that there is still an inequality that students receive with the provision of education aimed at students with normal or above normal abilities, so that those who are outside the average will experience different opportunities.

Guidance and counseling services in schools or madrasahs are backgrounded by several psychological problems, including: a) Individual developmental problems, BK becomes one of the individual assistance in the process of self-adjustment in accordance with their developmental tasks; b) The

problem of individual differences; c) The problem of individual needs, individual behavior that arises related to efforts to meet needs; d) Self-adjustment problems, if the individual is unable to adjust, it will cause problems; e) Learning problems. (Tohorin, 2013:9-11).

Various kinds of learning difficulties can be experienced by students, and it would be nice if an educator was able to identify various symptoms of learning difficulties that arise. Here is a description of learning difficulties that can be grouped into four types, namely as follows: 1) Learning difficulties when viewed from the type of learning difficulties are divided into two, the first is severe and the second is moderate; 2) Learning difficulties when viewed from the field of study studied by students, learning difficulties are divided into two, first as a field of study and secondly as a whole field of study; 3) Learning difficulties when viewed from the nature of the difficulties, they are divided into two, firstly permanent difficulties and secondly difficulties that are temporary; 4) Learning difficulties when viewed from the causative factors, it is divided into two, firstly the intelligence factor and the second due to the non-intelligence factor. (Zulfikar, 2017: 132).

Another opinion states that in identifying students who have learning difficulties, it can be done by collecting data, analyzing and interpreting learning outcomes data, alternative assessment references can be used, namely:

1. *Criterion Reference Evaluation* the steps are: a) Determining the minimum number as the pass limit, for example with a value of 6; b) Comparing each learner's grades with pre-set passing limit scores; c) Record or identify learners who score below the pass limit as students who have learning difficulties; d) Determine the priority of assistance based on the amount of difference in grades obtained by students with pass limit scores.

2. *Norm Referenced Evaluation* The steps are: a) Calculating and determining the average grade point average; b) Chain students whose merit scores are below the grade average; c) Determine the priorities of assistance. (Suriyadi, 2013: 136).

Before diagnostic learning difficulties, if the teacher pays attention to the symptoms that appear that can be used as clues, including: 1. Showing low learning achievement, below the average score achieved by the group of students in the classroom. 2. The learning outcomes achieved are not balanced with the effort made. 3. Students are slow in doing learning tasks. He always lags behind with his comrades in everything. 4. Students show unnatural attitudes, such as indifference, pretending, lying, irritability and so on. 5. Protégés high learning achievement for most subjects, but at other times their learning achievement decreases drastically. (Djamarah, 2011:246).

Further Suryabrata (2007) in Purwanti mentioned that students who have learning difficulties can be known through criteria based on certain levels: a) *Grade level*, it's a student who has experienced two times not moving up the grade; b) *Age level*, i.e. the chronological age of students who do not match their grade level; c) *Intelligensi level*, found in learners experiencing *underachievers*; d) *General level*, occurs in learners who are able to obtain achievements but for certain subjects he receives low results. (Purwanti, : 5).

In carrying out the diagnosis, it is necessary to have a procedure consisting of certain steps that are oriented towards finding certain types of learning difficulties experienced by students. The procedures that are quite popular are Weener and Senf (1982) can be used in identifying learning difficulties, namely: 1) Conducting class observations to observe deviant behavior by students when attending lessons; 2) Checking the vision and hearing of learners, particularly for those suspected of having learning difficulties; 3) Interviewing

parents/guardians of students to find out about family matters that may cause learning difficulties; 4) Provide diagnostic tests of certain areas of proficiency to determine the nature of learning difficulties experienced by learners; 5) conducting IQ tests especially for students who are suspected of having learning difficulties. (Syah, 2015:187).

In the next stage of understanding learning difficulties, it will be described about the factors of learning difficulties. Many experts have outlined the factors that cause the onset of learning difficulties in learners. In general, there are two factors that cause the emergence of learning difficulties, namely:

1. Internal Factors;
 - a. Physiological: one of the causes of learning difficulties is the occurrence of physical disorders caused by illness or due to defects in the limbs, disturbances in the five senses and also lack of nutritional intake.
 - b. Psychological: this condition is caused by intelligence, interests, talents, motivation, self-confidence, as well as mental health factors, the personality of students that cause learning difficulties
- 1) External Factors.
 - a. Family Environmental Factors: The family as the first and foremost place of education for each individual. But families can trigger learning difficulties, this is due to many things. How parents educate their sons and daughters, the atmosphere of harmony that occurs between family members, conflicts that arise, socioeconomic conditions of the family do not rule out the possibility of being a factor causing students to have learning difficulties.
 - b. School Environment Factors: Schools as formal educational institutions can be a trigger factor for learning difficulties in students,

including due to improper learning methods, disharmony in the relationship between teachers and students, peer relationships that do not get along, learning materials that are difficult for students to understand, school time, building facilities and tools needed are inadequate.

- c. Community Factors: Society plays a big role in personal formation that manifests in students' daily behavior, but situations and conditions around students that do not support learning activities can be triggers. The influences formed through the community environment include: mass media and the pattern of community life (educated environment and scholars, neighbors who like to gamble, drugs, drinkers, thieves and so on. (Slameto, 1990: 31-43)

In addition to these factors, there are also other factors that can cause learning difficulties in the form of psychological syndrome factors in the form of *learning disabilities*. This syndrome is a symptom that appears as an indicator of psychic abnormality or can be confused as a specific learning difficulty. This disorder does not include physical inadequacy but there is a tendency to mild disorders in the brain called *minimal brain dysfunction*. The syndromes that can give rise to learning difficulties are:

- a) Dyslexia: one of the disorders experienced by individuals with disabilities in learning to read and write despite having normal thinking power. Dyslexia is divided into two types, namely the type *auditoris* (inability to distinguish between the same or different sounds) and type *visual* (Children do not experience impairment in their vision but they are unable to distinguish, interpret and remember words). This syndrome is characterized by difficulty learning to learn the components of words and sentences, not fluency in

reading, low ability to understand reading content and difficulty distinguishing similar letters.

1. Disgrafi: difficulties that arise as a result of impaired visual integration of the motor. Children do not experience visual impairments or motor impairments, but they are unable to transfer visual information to the motor system. Learning difficulties, especially in the area of writing, copying/dictating letters and numbers become a differentiator between other writing difficulties (if writing a lot of missing and messy letters).
- b) Diskalkulia: Learning difficulties especially in the area of counting are due to central conditions (difficulty distinguishing geometric shapes, symbols, concepts of numbers). Symptoms can be seen with visual-organizational disorganization and nonverbal integration, disorders of *knowing body images*, disturbances in motor visual integration, sometimes characterized by right-left disorientation, social perception disorders to make decisions. (Sutratimah, 1995: 106-110).

Based on the explanation above, the author can conclude that in identifying student learning difficulties, an educator can be done by observation when students are in teaching activities such as observing student behavior and habits in following lessons, observing student behavior in working on learning tasks, or observing student habits and learning styles, so that it can be done with *home visit*.

3.2. Understanding Learning Difficulties

Learning difficulties literally come from English *Learning Disability* which means as a learning disability. (Thahir. 2014: 204) Another opinion states that learning difficulties have a broad sense and can be understood as follows below:

1. *Learning Disorder* or learning chaos which is a situation where the student's learning process is disrupted due to conflicting responses. Actually, the potential of students is not disturbed, but when in the learning process students experience obstacles because the responses received are not appropriate so that the learning outcomes they achieve are lower than their potential.
2. *Learning Disfunction* or inability to learn to identify symptoms that in the process the learner or individual does not function properly even though the individual does not show any symptoms or mental subnormality, sensory disorders, or other psychological disorders.
3. *Learning Disabilities* is an individual or learner's learning disability that indicates symptoms of learning disability or avoidance, so that his learning outcomes are below his intellectual potential.
4. *Slow Learner* is someone who has a slow ability in the learning process so that it requires more time or repetition compared to individuals who have the same level of intellectual potential.
5. *Under Achiever* aimed at someone who is unable to complete or achieve learning achievements properly. This can be measured through above-average levels of potential, talent and ingenuity but learning outcomes are relatively low. (Suryadi. 2013: 134-135).

Santrock explained that learning difficulties are inadequacies or disorders in which the child experiences normal or above-average intelligence; difficulties in at least one or more subjects; And they have no other problems or disorders, such as mental retardation, that cause that difficulty. In general, learning disorders or difficulties include problems with the ability to hear, concentrate, speak, think, memory, reading/spelling and social skills. (Santrock. 2007: 230).

Saiful Akhyar explained that learning difficulties can be experienced by anyone with low, normal, and high intelligence talents and levels, or caused by internal factors including: talent; intelligence; affective/emotional; and external factors namely: environmental, instructional teaching. (Lubis, 2011: 180). Learning difficulties are a symptom that appears in carrying out learning activities effectively, where the symptoms will appear in cognitive, affective and psychomotor aspects.

Az-Zarnuji in the book *Ta'lim Muta'alim* states that learning is worship and leads a child to obtain the happiness of the world and the hereafter, therefore learning should be aimed at achieving God's blessings. When a person is in the process of learning should have six requirements in order to obtain ease in learning. The six conditions are: a) Smart; b) Spirit; c) Be patient; d) Have a fee; e) There are teachers; f) There is time. If one of these six factors is not met then learners could potentially have learning difficulties. (Danuri, :124).

The explanation above can be concluded that learning difficulties can be experienced by all students in the learning process, the potential for learning difficulties arises not only due to the potential of intelligence but can also arise due to the potential of non-intelligence. The symptoms that appear are characterized by low or below predetermined average learning outcomes.

3.3. Forms of Counseling Guidance Services in Islam

Guidance and counseling services are aimed at assisting clients in overcoming the problems they face. Guidance and counseling services are also adapted to the development of increasingly complex human life, as well as in the field of education, appropriate guidance and counseling are needed in overcoming their problems. The Quran and As Sunnah are the main foundations in the implementation of Islamic counseling.

Islamic counseling guidance is any activity carried out by a person in providing assistance to others whose spiritual difficulties in his life environment

so that the person is able to overcome it himself because of the emergence of awareness or surrender to the power of God Almighty, so that present and future arise. Helping each other and advising each other is one proof of the actualization of human faith so that in the end a happy life is fulfilled in the world and the hereafter:

"And help you in [doing good and taqwa], and do not help in sin and transgression, and fear Allah, indeed, Allah is severe in torment.. (Q.S. Al-Maidah: 2)"

Furthermore, it will be explained how the form of Islamic counseling services that can be done in the form of alleviating student learning difficulties, including: a. Individual services; b. Group services; c. Classical services; d. Services as an effort to find service solutions as an effort to find solutions.

A. Individual Services

Individual service is a process of providing assistance carried out through a counseling interview by an expert (counselor) to an individual who is experiencing a problem (client) which boils down to solving the problem faced by the client. (Prayitno. 2004: 105). Another opinion states that individual counseling or individual counseling is a process of providing assistance that allows it to take place face-to-face with the counselor / guidance teacher in an effort to discuss and alleviate problems. (Tohirin. 2015: 296).

The client/learner is not the object of counseling but the subject of counseling that develops, it is best to see the client as a subject and a free servant of God. The counselor's personal example is also able to touch the client's sense of identity to identify the counselor, this can trigger the client's suggestion to change in a positive direction. Things that cannot be ignored in establishing relationships with clients are communication, how the communication that is established is able to touch the heart with Islamic dialogue to cause comfort, other beliefs to the presence of a sense of diversity in students. (Tohirin: 2013: 24-25).

Meekness with humility in the process of counseling guidance in accordance with the word of Allah in surah Ali Imran: 159 as follows:

“So it is because of Allah's mercy that you are gentle towards them. If you were harsh and harsh, they would have stayed away from all around you, so forgive them in that matter. Then when you have rounded up your resolve, put your trust in Allah. Indeed, Allah loves those who put their trust in Him.. (Q.S.3:159)”

From the description above, it can be concluded that counseling with individual services is a process of assistance provided by counselors to counselors / students who are having problems face-to-face which aims to make students able to solve their own problems with responsibility, allowing clients to gain insight, understanding and consultation as an effort to develop themselves positively.

There are five stages of effectiveness that can be a factor that affects the willingness of students to participate in individual services, namely: 1) The client realizes that he is experiencing problems; 2) the client realizes that he needs help in order to solve the problem he is experiencing; 3) Efforts in seeking help; 4) Active participation in the counseling assistance process; 5) The client expects the results of the effort from the counseling service. (Prayitno. 2004: 298)

The process of implementing individual services is carried out with several stages of activities, namely: planning, implementation, evaluation, analysis of evaluation results, follow-up and reports. (Tohirin. 2013: 169).

1. Planning that includes identifying clients, arranging meeting times, preparing venues and technical devices for service delivery, establishing service facilities, and preparing administrative completeness.
2. Implementation which includes receiving clients, building structures, using counseling techniques in discussing client problems, what the problem is and what kind of results are expected from counseling.

3. Evaluation
4. Analysis of evaluation results
5. Follow-up includes activities to establish the type of follow-up direction to relevant parties, and implement a follow-up plan.
6. Reports as a form of individual counseling service reports, submit the results of reports to related parties up to the documentation stage.

B. Group Services

Islamic counseling essentially seeks to accompany and assist individuals in understanding themselves and being able to develop faith by empowering all their potential with maximum effort and devotion to Allah. A service that has a character with the Qur'an and Hadith as its main foundation, Islam is able to be a solution to every problem that arises, one of which is by trying to understand the nature of man, that humans are the best beings compared to other beings, as Allah clearly said in Q.S. At-Tin: 4-6 below:

"Indeed, We have created man in the best possible form. Then We return him to the lowest place, except those who do charity and for them the reward is endless." (Q.S. At-Tin: 4-6).

Group counseling is believed to be one of the approaches used in alleviating student learning problems. Gazda (1984) in Kurnanto provides the definition of group counseling as a dynamic interpersonal process that focuses on efforts in thinking and behaviors, and involves on possible therapeutic functions, as well as being oriented towards reality, cleansing the soul, trusting each other, maintenance, understanding, acceptance and assistance. (Kurnanto. 2013: 8).

Furthermore, Prayitno explained that group counseling services are basically individual counseling services that are carried out in a group atmosphere. There are counselors and there are clients, namely the members of

the group (which numbers at least two people). There is a counseling relationship in the same atmosphere as in individual counseling, namely, warm, permissive, open and full of familiarity. There is disclosure and understanding of client problems, tracing the causes of the problem, efforts to solve the problem (if necessary by applying special methods), evaluation and follow-up activities. (Prayitno. 2004: 297).

The objectives of this group counseling include: 1) helping individuals achieve optimal development; 2) Play a role in encouraging the emergence of motivation for clients to change their behavior by utilizing their potential; 3) the client can deal with the problem faster and does not cause emotional disturbances; 4) Creating intensively evolving social dynamics; 5) Develop good and healthy communication and social interaction skills.

In achieving goals in group counseling, the counselor needs to pay attention to factors that can affect success in the counseling process. These factors include: a) *Instillations on hope*; b) *Universality*; c) *Imparting of information*; d) *Altruism*; e) *The corrective recapitulation of the primary family group*; f) *Development of socializing techniques*; g) *Imitative behavior*; h) *Interpersonal learning*; i) *Group cohesiveness*; j) *Catharsis*. (Kurnanto. 2013: 12-15).

Group counseling in its implementation goes through several stages. The classifications are: 1) Preconsolation, as a stage of group formation, orientation to exploration; 2) The transition stage, the atmosphere of the group is already formed, the emerging dynamics grow in an open direction; 3) The stage of activity, as a stage of work with discussion, sharing of opinions and experiences towards the completion of its goals; 4) Closing stage by consolidation and termination; 5) Evaluation Stage as an assessment and evaluation of the effectiveness of oneself and group; 6) Follow-up sessions, can be done independently or in groups. (Kurnanto. 2013: 135-186)

Based on the description above, it can be concluded that group counseling is an alternative counseling service to direct students to understand their potential which will facilitate students in various aspects of their development to discussion (obtaining feedback in the form of responses and experiences from other members) and alleviation of student learning problems carried out through group dynamics.

C. Classic Service

Classical guidance services are one of the basic guidance services designed so that counselors have direct contact with students on a scheduled basis, in the form of active and creative discussion activities in participating in the activities provided. (Rasidah. 2017: 157). Winkel and Hastuti explained in Ibn Athiyah that classical guidance is a guidance service provided to students in the number of class units or a guidance service provided by BK teachers to a number of students in one class. (Athiyah. 2021: 60).

Meanwhile, another opinion states that this classical service is a guidance service that targets all students in one class or combined in several classes. These classic service activities are mostly carried out in schools. and became a routine activity carried out by counselors. In the process of implementing classical services, counselors generally divide into four service areas, namely: personal, learning, social and career. (Supriyo. 2010: 5).

Classical guidance services are able to help students in self-adjustment, make decisions for their own lives, be able to adapt in their groups, be able to improve self-concept, self-esteem, and be able to receive support or provide support to their friends, to help students develop their potential to the fullest. (Rasidah. 2017: 158).

Based on the explanation above, the classic service is aimed at all students in the class or a combination of several classes, by conducting discussion activities and *brain storming*. This service is different from teaching and has its own provisions in its implementation. The classical format that is carried out is preventive with the aim of maintaining the emergence of potential problems in students, in addition to being preventive classical services are also intended for preservation in the sense of caring for a condition or potential that is already good. In an effort to implement effective classical services, there are several steps that must be considered, namely: 1) Preparation: class determination, readiness of tools and media, readiness of students and materials; 2) Determine the tendency of learners' needs in classical services tailored to the results of student understanding; 3) Prepare classical services in writing as well as proof of administration of activities. So that the provision of material is carried out with good planning, which is arranged based on needs and appropriate references; 4) Determine the methods/techniques and tools that suit the classical service needs; 5) Evaluation includes: the suitability of the program in implementation, the obstacles found in the service, the impact that arises in learning, the response of students and parents, to the development of students both in terms of learning, personal, social and career. (Dirjen PTK Depdiknas :2007).

D. Services as an Effort to Find Solutions

In principle, providing counseling is a process of helping individuals to develop appropriately. In counseling relationships should build a relationship capable of developing effective strategic actions or interventions to facilitate change. (Lesmana. 2005: 97). Building a pleasant relationship will make the client interested in engaging in the conversation, until finally open to explaining the problem. Building relationships with the joy of clients in line with the teachings of Islam that Allah has said. (Wilis. 2010: 23).

“And we did not send thee (Muhammad) except to mankind as the messenger of the gentile and as the giver of the warning.” (Q.S 34:28)

Learning difficulties experienced by students are characterized by several symptoms appearing should require special attention from students so that they do not become a distraction in the process to the final result of learning. There are several efforts that can be made to overcome the problem of student difficulties, including:

- 1) Providing an understanding to students that problems or failures in terms of learning are natural, every problem must have a cause to the resolution of the problem. (Lubis. 2011: 374).
- 2) Teachers have a big role in assisting students in school, by understanding students who have learning difficulties well, are expected to be able to overcome their learning problems. The teacher's active efforts involve students in kbm, strive to create a pleasant learning atmosphere, provide reinforcement in the form of praise for student efforts. In addition, the presence of the teacher outside the classroom in a relaxed and comfortable atmosphere has the potential to be a solution to students' problems.
- 3) The involvement of various parties in responding to problems that arise in the student learning process, strengthening the support of the family and all elements in the school play a role in student problems.
- 4) Another opinion states that as an educator or Guidance counseling teacher, it can help students by talking to the principal as the person in charge of school and BK activities, making more in-depth observations about students who experience learning problems, analyzing *cummulative records*, talking to other teachers in the context of cooperation in guidance and counseling, to the transfer of hands. (Suriyadi. 2013: 146-148).

4. CONCLUSION

Learning difficulties are basically a symptom that appears in various types of behavioral manifestations either directly or indirectly. These symptoms appear in cognitive, affective and psychomotor aspects. In identifying student learning difficulties can be done through the symptoms of learning difficulties that appear. Collecting data, analyzing and interpreting learning outcomes data using assessment references. Through criteria based on level-level: *grade level; age level; intelegensi level; general level*. Islam pays attention through counseling guidance services as an effort to alleviate learning difficulties, including through individual counseling, group counseling, classical counseling and many more services that can be done. Counseling is a process of helping individuals develop appropriately. Relationships that are built should be able to develop effective strategic actions or interventions to facilitate client/learner change. Teachers / counselors are expected to play a big role in assisting students in school, by understanding students who have learning difficulties well, are expected to be able to overcome their learning problems. The teacher's active efforts involve students in teaching and learning activities, strive to create a pleasant learning atmosphere, provide reinforcement in the form of praise for student efforts.

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