

The Effectiveness of Group Counseling with *Constructive Criticism* Techniques to Reduce Students' Social Bullying Behavior in Man 1 Deli Serdang

Putri Aulia Prayoga¹, Purbatua Manurung²

^{1,2}Program Studi Bimbingan Konseling Pendidikan Islam, Universitas Islam Negeri Sumatera Utara Medan

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ABSTRACT

This study addresses the growing concern of social bullying among students, particularly behaviours such as exclusion, rumour-spreading, and ridicule that negatively affect students' psychological and social development. The objective of this research is to analyze the effectiveness of group counseling, utilizing the constructive criticism technique, as an intervention to reduce social bullying behavior among students at MAN 1 Deli Serdang. This study applied a quasi-experimental research method with a pretest-posttest control group design. A total sample of 65 students was selected through purposive sampling and assigned to experimental and control groups. Data were collected using observation and a Likert-scale questionnaire to assess changes in students' social bullying behaviour before and after the counselling intervention. Data analysis was performed using paired-sample t-tests to measure the significance of behavioural improvement. The research findings indicate a significant decrease in social bullying behaviour among students who participated in group counselling using the constructive criticism technique ($p = 0.001$). This technique effectively enabled students to receive constructive feedback, enhance self-awareness, and foster positive social interactions. In conclusion, the constructive criticism technique in group counselling has been proven to be an effective intervention in reducing social bullying behaviour among students, thereby contributing to a safer and more supportive school environment.

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Corresponding Author:

Putri Aulia Prayoga

Program Studi Bimbingan Konseling Pendidikan Islam, Universitas Islam Negeri Sumatera Utara Medan

Email: putriaulia140625@gmail.com

1. INTRODUCTION

Educational institutions play a crucial role in instilling values and norms that foster a prosperous life. In improving the quality of education, guidance and counselling services are necessary to support student development, particularly in areas that are not fully

addressed by traditional teaching methods [1]. High school students, especially those in grade XI, are in the adolescent stage, characterised by fluctuating physical and emotional development. They tend to be egocentric, have difficulty understanding other people's perspectives, and often face conflicts with their parents due to differing opinions and values. Additionally, they undergo a transition to greater independence [2].

The rise of violence among teenagers raises concerns that such actions are considered normal. In the school environment, various forms of violence, such as bullying and ostracization, are still common, which are examples of bullying [3], [4], [5], [6]. Bullying is repetitive aggressive behaviour that involves an imbalance of power, including verbal abuse, physical violence, or coercion against specific victims [7]. Based on the results of observations, it was found that social bullying behaviour remains a significant problem at MAN 1 Deli Serdang. Based on the results of quantitative data analysis, it was found that the level of social bullying behaviour in MAN 1 Deli Serdang remains relatively high. Of the 100 respondents involved in the study, as many as 65% of students reported experiencing or witnessing acts of social bullying, including ostracism, spreading rumours, or ridicule. Some students often experience negative treatment from their peers, such as ostracism, spreading rumours, ridicule, and unfriendliness, which can cause discomfort in the school environment. This behaviour not only has an impact on victims who feel emotionally distressed, but also creates a school climate that is less conducive to the learning process.

Factors that trigger social bullying include students' lack of awareness of the negative impact of bullying, low empathy, the influence of a toxic friendship environment, lack of supervision from teachers and parents, and the use of social media, which is often a means of spreading bullying [8], [9], [10]. The lack of effective intervention in handling bullying cases also exacerbates this condition, so more structured prevention and handling measures are needed. The phenomenon of social bullying at MAN 1 Deli Serdang is increasingly worrying because of its impact on the social and psychological development of students. It includes exclusion, gossip, and verbal bullying, which can lead to isolation, low self-esteem, and prolonged stress. This behaviour occurs both inside and outside the classroom, including through social media, and often goes undetected by the school. As one of the efforts to address this problem, group counselling was identified as an effective method [11].

Through group counselling, students are not only mentored individually but can also share experiences, thoughts, and support in a safe and structured environment. Group counselling provides a space for students to understand the impact of their behaviour, both as perpetrators and as victims, and offers opportunities for them to develop more positive social skills. Researchers suggest that constructive criticism techniques are effective in encouraging children's confidence and improving their performance by educating students about the importance of empathy, good communication skills, and nonviolent conflict resolution. Interventions through group counselling aim to foster mutual respect among students, increase their awareness of the negative impact of bullying, and provide learning on more effective ways to resolve conflicts and interact with one another [12].

Based on research, group counselling is one of the effective approaches. However, there is a difference in the use of techniques, where researchers employ the Constructive Criticism technique to enable students to interact, express their feelings, and receive

constructive criticism, thereby recognizing the negative impact of their behavior and encouraging positive change [13]. The research focuses on the impact of bullying from the victim's perspective, while this study seeks to understand and change the behaviour of bullies.

Constructive criticism techniques offer a more interactive and reflective approach than other counselling techniques, such as Cognitive Behavioural Therapy (CBT) and Solution-Focused Brief Therapy (SFBT) [13]. CBT focuses on the cognitive restructuring of individuals by changing negative mindsets, while SFBT is oriented towards quick solutions by harnessing students' strengths and positive experiences [14]. In contrast, *constructive criticism* focuses on social dynamics and group interactions, where students actively receive and provide feedback on their behaviour, thereby creating a collective awareness of bullying and encouraging change through deep reflection.

The research also supports the effectiveness of group counselling, with the results of the Paired Samples T-Test showing a significant decrease in academic anxiety in the experimental group compared to the control group. These findings confirm the importance of innovative techniques in school counselling services [15]. Some of the research that supports the effectiveness of group counselling with *constructive criticism* techniques in reducing *social bullying* includes a study by Darimis entitled "*Treating Verbal Bullying Among Students Between Cognitive Behavioural Counselling and Group Counselling with Discussion.*" The study found that constructive criticism in group counselling can help teens reduce aggressive behaviours, including social bullying. Students who receive constructive criticism tend to exhibit positive attitude changes and develop improved social skills [16].

Another study by Hikmat in "*The Effect of Empathy Training on Bullying Behaviour in Juvenile Prisoners: A Quanti/Quasi-Experiment*" also examined the effectiveness of group counselling in dealing with social bullying. The results of this study showed that students who participated in reflection and empathy sessions experienced a significant decrease in social bullying behaviour, supporting group counselling as an effective intervention method [17]. Another study by Shriverin, titled "*A Response to Constructive Criticism of Social and Emotional Learning*", found that constructive criticism in group therapy can change negative behaviours [18]. Students who receive feedback from peers are more aware of the impact of their actions and begin to develop more positive communication, which ultimately reinforces the effectiveness of *constructive criticism* techniques in reducing social bullying. These studies provide strong evidence on the importance of applying constructive techniques in group counselling as a means to reduce social bullying behaviour among students. This is an important foundation for further exploring the effectiveness of group counselling using this technique at MAN 1 Deli Serdang. The purpose of this study is to explore and analyze the effectiveness of group counseling that incorporates constructive criticism techniques in an effort to reduce social bullying behavior among adolescents.

2. METHOD

This study uses a quantitative/quasi-experimental method. Experimental research is defined as the most comprehensive quantitative research approach, meaning that it meets all

the requirements to test the causal relationship with *the pretest-posttest control group design* [19]. This method aims to determine the effectiveness of group counselling incorporating constructive criticism techniques in reducing students' social bullying behaviour. The population in this study consists of all students at MAN 1 Deli Serdang, specifically those in grade 10 (n = 90), grade 11 (n = 140), and grade 12 (n = 105), who tend to exhibit social bullying behavior. The sample was selected using *the purposive sampling technique, comprising 30 students from the control class and 35 students from the experimental class, based on the criteria of students who had a high score on the scale of social bullying behaviour, as determined by the initial assessment results*. The sample was divided into two groups: the experimental group (students who received group counselling with constructive criticism techniques) and the control group (students who did not receive special treatment). The data in this study were collected through several techniques to ensure the accuracy and depth of the analysis. Observations were made to assess students' behavior before and after receiving group counseling treatment that incorporated *constructive criticism* techniques. Additionally, a questionnaire or social bullying scale is used to measure the level of students' social bullying behaviour before and after the intervention, allowing for the collection of quantitative data on the changes that occur.

This study employs a Likert scale measurement. The Likert scale aims to determine the extent and nature of a person's or a group of people's opinions, attitudes, and perceptions regarding natural or social phenomena. Answers on the Likert scale consist of a gradation of statements from positive to negative [20].

Table 1. Likert Scale

Valuation	Likert Scale
Excellent	5
Good	4
Enough	3
Less	2
Very Less	1

Source: Simamora [21]

The Likert scale is used to assess respondents' perceptions or attitudes towards social phenomena, including bullying behaviour at school. This scale is referenced in Simamora [21], "The Likert Scale, Usage Bias, and Its Output Path," *Journal of Management*, which discusses the use of the Likert scale in social research and how to interpret data related to issues such as social bullying. Documentation was collected to complement the research data with records related to cases of social bullying that had occurred in schools. The combination of these techniques aims to gather more comprehensive data on the effectiveness of group counselling in reducing social bullying behaviour.

The data analysis in this study employed a quantitative approach. In quantitative data analysis, validity and reliability tests are conducted to ensure that the research instruments used have a high level of accuracy and consistency in measuring the variables being studied. Furthermore, a normality test was carried out to determine if the data obtained was normally distributed. To test the hypothesis, the *Paired Sample t-Test* is used to compare two average

values of the same group before and after treatment, or two conditions that are paired with each other, such as a pretest and posttest in the same group.

3. RESULTS AND DISCUSSION

3.1. Results

Equations should be placed at the centre of the line and provided consecutively with equation numbers in parentheses flushed to the right margin, as in (1). The use of Microsoft Equation Editor or MathType is preferred.

Validity Test

Validity refers to the extent to which an instrument can measure what it should measure. An instrument is considered valid if the question items accurately reflect the concept or variable being studied. Validity is often assessed by examining the correlation between the question item score and the total score, typically using the Pearson correlation test. If the correlation value is calculated to be greater than r_{table} , then the item is declared valid.

Table 2. Validity Test

No	Calculation	Table	Validity
1	0,861	0,3338	Valid
2	0,628	0,3338	Valid
3	0,738	0,3338	Valid
4	0,529	0,3338	Valid
5	0,862	0,3338	Valid
6	0,414	0,3338	Valid
7	0,504	0,3338	Valid
8	0,359	0,3338	Valid
9	0,464	0,3338	Valid
10	0,461	0,3338	Valid
11	0,862	0,3338	Valid
12	0,406	0,3338	Valid
13	0,676	0,3338	Valid
14	0,468	0,3338	Valid
15	0,364	0,3338	Valid

Based on the results of the validity test of 15 research instruments, it was found that the total r-count value of each item was greater than the r-table value of 0.3338. The calculated r-value ranges from 0.359 to 0.862. Since all r values are calculated greater than the r table, it can be concluded that all question items in this instrument are declared valid. This indicates that each item in the instrument can measure the aspect or variable in question precisely. Thus, this instrument is suitable for collecting research data because it has met the requirements for content validity.

Reliability Test

Reliability is related to the consistency of an instrument in measuring. This means that a reliable instrument will produce stable and consistent data when used under the same

conditions at different times. Reliability tests are typically performed using the Cronbach's alpha formula. An instrument is considered reliable if Cronbach's Alpha value ≥ 0.60 .

Table 3. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.858	15

Based on the results of the reliability test, a Cronbach's Alpha value of 0.858 was obtained for 15 instruments. This value indicates that the instrument has an excellent level of internal consistency. In general, an instrument is declared reliable if Cronbach's Alpha value ≥ 0.60 . With a value of 0.858, which is well above the minimum limit, it can be concluded that this instrument is highly reliable, meaning that every question item in the instrument consistently provides reliable results when used in repeated measurements.

Normality Test

The Normality Test aims to determine whether the residual data (the difference between predicted and actual values) is normally distributed. This test is important because residual normality is one of the assumptions in regression analysis. If the significance value (p-value) is greater than 0.05 with the Shapiro-Wilk test, then the residual data is normally distributed.

Table 4. Normality Test

	Shapiro Wilk	Significance
Reducing Bullying Behaviour	Control Group Pretest	0,948
	Control Group Posttest	0,542
	Pretest Experimental Group	0,565
	Posttest Experimental Group	0,404

Based on the results of the normality test using the Shapiro-Wilk method, the significance values for each group were obtained as follows: pretest of the control group of 0.948, posttest of the control group of 0.542, pretest of the experimental group of 0.565, and posttest of the experimental group of 0.404. All of these significance values are greater than 0.05, which means that the residual data in each group is normally distributed. Thus, it can be concluded that the data on all four groups meet the assumption of normality.

Paired Sample Test t-Test

The paired sample t-test is used to compare two average values of the same group before and after treatment, or two conditions that are paired with each other, such as a pretest and posttest within the same group. The goal is to determine if there is a significant difference after receiving a treatment or intervention.

Table 5. T test

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest posttest	-6.100	8.926	1.630	-9.433	-2.767	-3.743	29	.001

Based on the output of the paired sample t-test for the pretest and posttest data pairs of the experimental group, a mean difference value of -6,100 was obtained, indicating a decrease in the average score after treatment. The significance value (Sig. 2-tailed) of 0.001, which is smaller than 0.05, indicates a significant difference between the pretest and posttest scores. Thus, it can be concluded that the treatment or intervention given to the experimental group is effective in reducing bullying behaviour. This decrease in score is statistically significant, indicating that the change is not due to chance but rather to the effect of the administered treatment.

3.2. Discussion

The Effectiveness of Group Counseling with Constructive Criticism Techniques to Reduce Social Bullying Behavior in MAN 1 Deli Serdang

Research conducted at MAN 1 Deli Serdang shows that social bullying behaviour is still a serious problem that affects the psychological condition of students and creates an uncondusive learning environment. These behaviours, such as ostracism, rumour spreading, and ridicule, indicate negative social dynamics that are influenced by individual factors and the student's social environment. This aligns with the opinions of Budiman [22] and Rahmanillah [23]. Who emphasise that social bullying often arises due to low empathy, lack of supervision from teachers and parents, and the influence of peers and social media. In the context of education, as emphasised by Chiracu et al. [4], schools not only function as a place for knowledge transfer but also as a space for character formation and the fostering of healthy social values.

The rise of bullying incidents experienced by school children means that effective and relevant intervention strategies are needed to overcome social bullying, especially in grade XI students who are in the adolescent development period with still unstable emotions and in the process of finding their identity [16]. One approach that has proven effective in addressing social bullying behaviour is group counselling, which incorporates *constructive criticism techniques*. This technique is a positive, informative, and solution-based method of delivering criticism, aiming to encourage behaviour change without lowering self-esteem [16]. In group counselling, constructive criticism enables students to provide each other with feedback in a supportive and non-judgmental atmosphere. Shriver and Weissberg emphasize that this technique can help students recognize the impact of their behavior through self-reflection, foster empathy, and develop social skills [11].

This approach is based on several key principles, according to Burgess, namely focusing on behaviour, not individuals. It is delivered positively and constructively. Provide concrete solutions and offer better behavioural alternatives, encouraging deep self-reflection [17]. In practice, this technique helps bullies recognise their mistakes without feeling attacked, while also fostering a collective awareness that bullying behaviour cannot be tolerated.

The application of *constructive criticism techniques* has been proven to be able to reduce aggressive behavior and increase students' social awareness, as shown in the research of Group counseling with a constructive criticism approach not only serves as a curative effort, but also as a preventive, because it creates a healthy discussion environment where students learn to receive input, understand the perspectives of others, and work together in solving problems of negative behaviors such as social bullying [24]. Thus, this approach is highly relevant in creating a safer and more inclusive school environment, while also supporting the overall psychological development of students. By considering the various factors that influence social bullying, including individual characteristics, school environment, family, and peer influence [22], an educational and reflective approach, such as constructive criticism, is crucial. This technique encourages behavioural transformation from within students, not just actions, so that the results achieved are more sustainable and meaningful.

4. CONCLUSION

Based on the study's results, which are associated with the theoretical study and previous findings, it can be concluded that group counseling with constructive criticism techniques has proven effective in reducing social bullying behavior among MAN 1 Deli Serdang students. This technique encourages students to be aware of the negative impact of their behaviour through constructive feedback, reinforcing empathy, social skills, and self-reflection. Given the high rate of social bullying and the psychological impact it causes, the implementation of this counselling service is a strategic step in creating a safer, supportive, and student-oriented school environment.

Research Implications

The results of this study have important implications for education practitioners, especially BK (Guidance and Counselling) teachers, suggesting that the application of constructive criticism techniques in group counselling sessions can be an effective method for addressing negative social behaviour in the school environment. Additionally, this approach can be integrated into character development programs or school value-based learning as a preventive and curative measure in addressing bullying.

Suggestions for further research

This research opens up opportunities for further study of the effectiveness of *constructive criticism techniques* in a broader context, such as differences in their effects based on students' gender, grade level, or social background. In addition, further research can also explore the combination of these techniques with other approaches, such as peer

mentoring, restorative practices, or social-emotional learning, to gain a deeper understanding of the holistic effectiveness in building a socially and emotionally healthy school climate.

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