

Development of Flipchart Media as a Classical Service Media to Improve Students' Understanding of Self Control

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Abstract

Background – Self-control is an essential psychological ability for students, as low self-control can lead to negative behaviours such as emotional instability, impulsivity, and difficulty managing reactions in social and academic contexts. In school counselling services, particularly classical guidance services, instructional media are needed to support the internalization of self-control concepts. However, the availability of specifically designed flipchart media for this purpose is still limited.

Purpose – This study aims to develop flipchart media for classical guidance services and to examine its feasibility, practicality, and effectiveness in improving students' understanding of self-control.

Method/Approach – This research used the Research and Development (R&D) method with the ADDIE development model. The study involved 48 eleventh-grade students of MAN, two media experts, and one subject matter expert. Product trials were conducted in experimental and control classes. Data were collected using validation and response questionnaires and were analysed using feasibility and practicality analysis, homogeneity testing, t-tests, and N-gain calculations.

Findings – The results show that the developed flipchart media was categorized as “highly feasible” based on expert validation. The practicality level reached 92.46%, indicating a very practical category for classroom use. In terms of effectiveness, statistical analysis showed a significant difference between experimental and control classes ($p = 0.000$). The N-gain score of 1.07 indicated a high improvement category in students' understanding of self-control after using the flipchart media.

Conclusions – The flipchart media developed through the ADDIE model is feasible, practical, and effective for use in classical guidance services. It can significantly improve students' understanding of self-control and support more meaningful guidance learning in schools.

Novelty/Originality/Value – This study contributes a newly developed flipchart-based instructional media specifically designed for classical guidance services on self-control. It offers an innovative alternative learning tool for counseling teachers to strengthen students' self-regulation skills through structured and visually oriented guidance media.

Keywords: flipchart, classical service, self-control understanding

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INTRODUCTION

Education which not only focuses on academic results but also aims to develop character and social and emotional abilities. This is in line with the goals stated in Law No. 20 of 2003 concerning the National Education System, which emphasizes that education has a strategic orientation in developing individual competencies and forming personality integrity in order to create a civilized and highly competitive nation civilization, with the intention of enriching people's lives (Republik Indonesia, 2003). In addition, education also has the goal of maximizing the potential of students so that they can grow into individuals who believe and fear God Almighty, are healthy, and have good morals. In this context, the ability to self-regulate or self-control becomes an important aspect that needs to be developed in students.

Self-control refers to the ability of individuals to consciously and voluntarily manage emotions, attention, and impulsive impulses that can interfere with the achievement of life goals (Miskanik, 2022). Students who have a good level of self-control are generally better able to control emotions, avoid impulsive actions, and make wise decisions. On the other hand, low self-control skills are often associated with various problems, such as obstacles in the learning process, the emergence of social conflicts, and behavior that deviates from the norm.

Individuals with low self-control who do not get help or intervention tend to show impulsive behavior, prefer simple tasks, have a high ego, dare to take risks without careful consideration, and are easily frustrated that leads to juvenile delinquency or bullying. This reinforces that weak self-control can cause students to have difficulty directing their behavior in a more positive direction (Juliawati et al., 2020).

An effort to develop a student's understanding of self-control, classical tutoring services are seen as an effective approach. Clark stated that this service can identify students who need more attention, as well as provide information about school service programs, learning skills, and also as a preventive service (Christiana et al., 2024). Farozin emphasized that the type of classical guidance is indicated to increase learning motivation and shape students' understanding of themselves, so that the assistance provided is more targeted (Farozin, 2012).

Classical tutoring is a guidance and counseling service that is provided systematically to all students in the classroom with the aim of preventing the emergence of negative behavior before it actually happens. Through the delivery of materials such as self-control in a structured and equitable manner, classical guidance helps students understand the importance of self-control, so that they are better prepared to face emotional urges or impulsive behaviors that can harm themselves and the environment (Sarbudin, 2015). However, the limitations of the media in the delivery of classical service materials are often an obstacle. Delivery that only relies on the lecture method makes students bored and has difficulty understanding the material. This is in line with interviews that have been conducted by researchers with several students at MAN 1 Kuningan that this classical service is often carried out using the lecture method in class without any media.

The solution that can be implemented is the use of flipchart media. Flipchart is a visual that are systematic, attractive, and easy to understand, so that it is able to convey the concept of self-control in a more interactive way. Visual presentations can increase student involvement in discussions and help them remember the material better (Nursyida, 2020). Based on this background, the researcher took the initiative to assist Counseling Guidance teachers at Madrasah Aliyah Negeri in developing flipchart media for classical services. This media will contain educational material on self-control that is tailored to adolescent development, so that it is expected to be able to improve students' understanding and encourage them to form more positive behaviors and avoid impulsive actions.

METHODS

Development Model

This research is a type of Research and Development (R&D) with the aim of developing Flipchart learning media as a medium to help with classical guidance to improve students' self-control understanding. The development model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation), which is considered relevant because it is flexible, interactive, and oriented towards continuous evaluation (Branch, 2009; Kadakia, 2020): Analysis: This stage involves

identifying the needs of students through interviews with BK teachers and students and conducting observations. The analysis is focused on understanding self-control and limitations of BK media used in Madrasah Aliyah Negeri 1 Kuningan. The results are used to determine the goals, content, and features of the media to be developed. Design: The preparation of media design is carried out through the design of the materials used, attractive image design, and communicative materials. Designed to match Aliyah students' characteristics and encourage active participation in service. Development: Media is developed using the Canva app with integration of visuals, images, and materials. Validation is carried out by material and media experts. After that, the trials were carried out in stages starting with small groups assessing the effectiveness aspects, before further revisions were carried out. Implementation: The field trial was carried out in a structured meeting, accompanied by observation and filling out questionnaires by BK students and teachers. The implementation aims to assess the effectiveness and practicality of the media in the context of real BK services. Evaluation: Summative evaluation was carried out through pretest and posttest analysis of student self-control. The evaluation also includes practicality from the perspective of BK teachers, to ensure that the media is suitable for use in classical guidance services more broadly. The ADDIE model was chosen because of its ability to systematically integrate learning needs and produce products that are applicable, innovative, and contextual according to modern educational challenges (Branch, 2009).

Product Trial Design and Subject

To measure the feasibility, practicality and effectiveness of flipchart media in improving students' self-control skills in Madrasah Aliyah, this study conducted a series of trials that were systematically arranged following a formative approach to the ADDIE development model. The trial process is carried out through two stages, namely small group trials, and field trials. Small Group Trials. The small group trial lasted for two weeks involving one BK teacher and forty-eight randomly selected students. At this stage, a pre-test design is used to assess the effectiveness of media in classical guidance services. BK teachers carry out services according to the guidelines that have been integrated in the media, while students get interventions and participate in the evaluation of learning outcomes after the services are provided. Field Test. After the media is refined, the final stage of formative evaluation is carried out through field trials. At this stage, two BK teachers play the role of service facilitators as well as media users in real situations. The study used a one-group pretest-posttest design to measure changes in students' self-control comprehension levels before and after receiving the intervention.

Tabel 1. One Group Pretest-Posttest Design

Groups	Initial Tests	Treatment	Final Test
Experimental Group	O ₁	X	O ₂

The field trial was carried out at Madrasah Aliyah Negeri 1 Kuningan with an experiment that compared the level of students' understanding with treatment using flipchart media and without flipchart media, namely explaining and showing flipchart media, to determine the effectiveness and practicality of the media. Experiments can be carried out through comparisons with conditions before or after treatment or with classes that do not provide treatment (flipchart media). In this study, there are experimental and control classes. This trial was carried out at MAN 1 Kuningan, divided into experimental (class XI A) and control (class XI C). If the results of the experimental class are significantly higher than the results of the control class, then the flipchart media is more effective in helping to improve student understanding compared to no flipchart media. In the implementation of the trial, teachers fill out an assessment sheet on flipchart media regarding the usefulness, material presented, and the effectiveness of media to improve understanding of self-control.

Data Collection Techniques and Instruments

Data collection was carried out by two main techniques and supported by four instruments: Media Expert, Material Expert and Practitioner Questionnaire (BK Teacher) The purpose of this questionnaire is to evaluate the feasibility of flipchart media products. The media questionnaire sheet will be validated by an instrument expert so that this questionnaire is valid and good to use. After that, it is filled in by validators, namely media experts and BK teachers to assess

flipchart media and by material experts to validate the material used in flipcharts to improve students' self-control understanding. This questionnaire sheet uses a Likert scale from 1 to 4, with a score of 1 indicating very unfeasible, 2 indicating unfeasible, 3 indicating feasible, and 4 indicating very feasible. BK teachers to assess flipchart media as well as by material experts to validate the material used in flipcharts to improve students' self-control understanding. This questionnaire sheet uses a Likert scale from 1 to 4, with a score of 1 indicating very unfeasible, 2 indicating unfeasible, 3 indicating feasible, and 4 indicating very feasible. Student Questionnaire After the flipchart media is used, a questionnaire will be given to students. The purpose of this questionnaire is to find out if students show an increase in their knowledge of self-control. This questionnaire uses a Likert scale from 1 to 4 scores, with a score of 1 Strongly Disagree, 2 Disagree, 3 Agree, and 4 Strongly Agree.

Data Analysis

This research uses a combination of quantitative and qualitative descriptive data analysis, including Data Validation and Reliability Test. The validation process is carried out through expert judgment by Guidance and Counseling lecturers at Yogyakarta State University. The validity of the content was calculated using the Gregory (2014) formula, with the results showing that all 16 instrument items obtained a Gregory Index (Vc) value of 1, which indicates a very high level of content validity and strong relevance of the items. The internal consistency test was then performed using Pearson Product Moment correlation on SPSS v26, and all items showed a significant correlation coefficient ($> r\text{-table } 0.284$), indicating internal validity and good construct integration. A reliability test with an Alpha Cronbach coefficient yielded a value of 0.900, which indicates the scale has very high reliability. Analysis of Material, Media, and Practicality Validation Test Results. The feasibility and practicality assessment was carried out using a percentage formula ($f/N \times 100\%$), with the results categorized from "Very Feasible" to "Less Feasible" according to the set percentage range. Analysis of Field Test Results: The normality test was carried out with the Shapiro-Wilk test to ensure normal data distribution, with a p-value criterion > 0.05 . Descriptive Analysis Calculates mean, median, standard deviation, and range values for pretest and posttest data. N-Gain Measurement Assesses the increase in results from pretest to posttest using the N-Gain formula, then interprets the results into low, medium, or high categories (Sugiyono, 2018). Paired Sample T-Test Test Compares pretest and posttest scores. The media is declared effective if the p-value < 0.05 (indicating a significant increase) and is supported by a high N-Gain Score value (Sugiyono, 2018).

RESULTS AND DISCUSSION

Research and development of flipcharts to improve students' understanding of self-control using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The selection of this model is based on its advantages in each stage which is systematically arranged, starting from needs analysis, product design, development, to evaluation, as well as its suitability with the educational media development process (Branch, 2009). The following are presented the results of product development according to the stages in the ADDIE model:

Initial Product Development Results

Analysis

The product needs analysis stage was carried out through interviews with BK teachers at Madrasah Aliyah Negeri 1 Kuningan to explore the needs of classical guidance media. The results of the analysis show: Flipchart media has never been used in the learning process or guidance services in the school, so its application represents a new innovation in instructional media. In addition, students are still confused about the concept of self-control, which is reflected in their difficulty understanding how to regulate emotions and behaviors in daily life. Meanwhile, BK (Guidance and Counseling) teachers welcome the development of flipchart media as an alternative service tool, as it is considered helpful in supporting classical guidance services and making the concept of self-control easier for students to understand.

Design

This flipchart media is designed to improve the understanding of MAN students' self-control by paying attention to visual aspects, as well as its ease of use by BK teachers. Currently, the product is still in the conceptual stage and has not gone through the validation process. This flipchart media design is designed with the quality of the material and the durability of use in the classroom in mind. Flipchart sheets are printed using ivory-type paper which has the characteristics of a smooth, thick, and sturdy surface, so that it is able to display colors sharply and maintain its shape even though it is often flipped over. The visual design on each sheet contains self-control material that is presented systematically and communicatively, equipped with interesting supporting illustrations to facilitate student understanding. The selection of ivory paper also aims to make the media look professional, durable, and remain neat even though it is used repeatedly in classical services.

Product Trial Results

The flipchart media development stage to improve self-control involves a comprehensive formative evaluation, starting from expert validation to field trials:

Development

The Development Stage focuses on the implementation of flipchart designs and a series of trials to ensure their feasibility, practicality, and effectiveness. Here are the results: Material Validation Test Results. An expert in Guidance and Counseling at Yogyakarta State University evaluated the feasibility of flipchart media content. Based on the assessment instrument on a scale of 1-4, the total score obtained was 53 out of 60 (88.4%), placing the material in the very feasible category. Nonetheless, validators provide notes and recommendations for further improvements before the trial. Media Validation Test Results. An Educational Technology expert from Yogyakarta State University assessed the feasibility of flipchart media. The results of the assessment showed a total score of 53 out of 60 (88.4%), which categorized the media as feasible. Media experts also include notes and technical recommendations for refinement.

Test Results. The practicality of the flipchart media was assessed by BK practitioners and obtained a percentage of 93.75%, which is categorized as very practical. This result indicates that the media is easy to use in implementation and has good operational utility in supporting guidance services. In terms of effectiveness, descriptive analysis showed an increase in the average student score from the pretest (58.66) to the post-test (80.20), with an improvement of 22 points, indicating a substantial increase in students' understanding of self-control. The normality test results using the Kolmogorov-Smirnov test showed that both pretest (Sig. 0.070) and post-test (Sig. 0.115) data were normally distributed. Furthermore, the paired sample t-test results revealed an average difference of -8 with a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between pretest and post-test scores. These findings confirm that the flipchart media is effective in improving students' understanding of self-control.

Implementation

The implementation stage is an important phase in this study because it is the moment of direct application of flipchart media in the field. This process takes place through several meetings that are systematically arranged. The first meeting was focused on introducing the media to guidance and counseling teachers, including explanations of the content and flow of the material, operation training, simulation of use, and discussions to obtain input. The second meeting was directed at identifying the number of students involved, namely 48 students for small group tests, and 68 students for field tests. At this stage, the preparation of activity schedules and the delivery of information related to the schedule and objectives of the program were also carried out to the participants.

The third meeting was filled with the implementation of a pretest of students' self-control understanding level which was shared directly by BK teachers, accompanied by an explanation of the objectives, filling instructions, and an overview of classical guidance services using flipchart media. The fourth meeting was the core of the activity, where classical guidance services were carried out by presenting material through flipcharts, followed by discussions, personal reflections, and ice breaking to maintain an interactive atmosphere. The implementation stage ended at the fifth meeting with the provision of a posttest to students to measure the level of understanding as well as evaluate the effectiveness of the use of flipchart media in improving students' understanding of self-control.

Evaluation

After the trial, this study proceeded to the final evaluation stage through a field trial to ensure the practicality and effectiveness of flipchart media in improving students' understanding of self-control. The field trial involved one Guidance and Counseling teacher from MAN 1 Kuningan and 68 students. Media Practicality Level. An assessment from one BK teacher showed a practicality score of 93.75%, which categorized the flipchart media as very practical. These results confirm that the media is easy to use and meets the needs of practitioners in the field.

Media Effectiveness

Descriptive Analysis. There was a significant increase in the students' self-control comprehension scores. The average pretest score was 50.70 (range 50-100) with a standard deviation of 9.7, while the average score of the posttest increased to 58.70 (range 50-100) with a smaller standard deviation (9.02). A decrease in standard deviation showed that outcomes after intervention became more evenly distributed. **Normality Test.** Using the Kolmogorov Smirnov test, the pretest (Sig. 0.153) and posttest (Sig. 0.200) data were normally distributed ($p > 0.05$).

Based on all the results of field trials, it can be concluded that flipchart media has proven to be very practical and effective in increasing the level of self-control understanding of high school students. A significant improvement in posttest scores, although the data was not normally distributed, was confirmed by the Wilcoxon test, suggesting that interventions with this medium had a substantial positive impact.

Product Revision

This section explains a series of product revision processes carried out based on expert input and the results of an in-depth study on the feasibility, practicality, and effectiveness aspects of Flipchart media in improving students' self-control understanding. Improvements to Flipchart media are made by referring to the suggestions and recommendations provided by three types of validators.

Table 2. Flipchart Media Product Revision Results

Stages	Product Revision
Subject Matter Expert Revision	Improvements were made to the content of the material and language used in the flipchart media to make it more accurate and easier to understand.
Media Expert Revision	Add the UNY logo to the media and include the name of the designer in the media and change the font of unclear writing.
Instrument Expert Revision	Simplified sentences in instruments.

Final Product Review

Flipchart Media Eligibility

Flipchart media developed to improve the understanding of self-control was declared feasible to use based on the results of comprehensive validation from material experts and media experts. In terms of material, the validation was carried out by a lecturer who was an expert in Guidance and Counseling who gave a score of 88.44% with a very feasible category. The assessment confirms that this media has advantages in comprehensive material coverage, suitability of content with service objectives, and clarity of language use. However, there are still records of improvement in the aspects of material attractiveness and sentence effectiveness, in line with the views of Portana et al. (2021) emphasize the importance of presenting learning materials that are in accordance with the purpose, relevant, and systematically arranged.

Meanwhile, from the media side, the assessment was carried out by an Educational Technology expert who gave a score of 88.44% with a decent category. Image quality, suitability between media and material, and sound clarity are considered good. However, there are recommendations to improve the clarity of the text, pay attention to the choice of typefaces, and adjust the color combinations. This is in line with Mayer's (2024) view that an attractive and consistent visual display can help increase students' attention and understanding. Overall, this Flipchart media meets the eligibility criteria both substantially and technically and has the potential to support students' career planning through an attractive, interactive, and structured visual approach (Hertzum, 2020; Husain

& Khan, 2016).

Practicality of Flipchart Media

The flipchart media practicality test showed consistently high results at various stages, involving Guidance and Counseling (BK) teachers as the main users. In the individual test, this medium achieved a practicality score of 95% (practical). Similar results were also obtained in a small group test with a score of 95% (practical). At its peak, the field trial showed an average practicality score of 98.75% (very practical) from the two BK teachers involved. This high value of practicality confirms that Flipchart media is easy to use, visually and audio-appealing, and perfectly suited to the needs of classical guidance services in high school. This is in line with the opinion of Hertzum (2020) who states that media is said to be practical if it can be used properly by users without the need for complex technical assistance and can be applied in a real context.

The practicality of learning media, which includes ease of operation, suitability with user characteristics, and its contribution to the achievement of learning objectives (Husain & Khan, 2016), has been fulfilled in this medium. BK teachers assessed that the media was able to present students' self-control understanding material in a systematic, interesting, and easy-to-understand manner, supported by image quality, music selection, and language clarity, which was also strengthened by Mayer (2024) that the combination of visual and color contrast can improve comprehension and retention. This media also fulfills the principle of usability (Hertzum, 2020), which is important in classical guidance practice to support effective visual and verbal communication (North et al., 2017).

Effectiveness of Media Flipchart

The effectiveness of Flipchart media in improving students' self-control understanding has been proven through a series of gradual tests. The small group test showed a significant difference between pretest and posttest scores, proving the statistical effectiveness of the media. A more meaningful learning process occurs when students actively interact with media that stimulate the way of thinking, such as Flipchart which is visually interactive (Lathifah et al., 2024). The effectiveness of this media was further strengthened in the field trial, where the descriptive analysis showed a significant increase in scores from pretest (average 50.70) to posttest (average 84.70) in 68 students. Although the pretest and posttest data were not normally distributed (Shapiro-Wilk test: pretest p-value 0.116, posttest 0.148), the Wilcoxon Signed-Rank Test ($Z = -8.102$, Sig. 0.001) statistically confirmed the significant difference, proving the effectiveness of the media.

Product Limitations

The limitations in this study lie in the use of the ADDIE model which requires considerable time and resources at each stage, especially in the in-depth analysis and evaluation phase. In addition, the number of respondents in this study is still limited, involving only 68 students from one school, so the results obtained cannot be representative of the general condition. This research also only focuses on flipchart media, whereas in counseling guidance services there are various other media that can be used. In terms of design, the flipchart developed still uses A3-sized paper, so it is less optimal for students with visual impairments or who sit at the back of the classroom. The material presented is only limited to an introduction to self-control and the focus is still limited to the cognitive aspect, not touching on the form of self-control behavior more comprehensively. In addition, this flipchart media is basically intended for students with visual learning styles, so it is less effective if used for students with kinesthetic learning styles.

CONCLUSION

Based on the results of the research, the flipchart media developed was declared very feasible with a feasibility score of 88.4%, very practical with a practicality score of 92.46%, and effective in improving students' understanding of self-control. The practicality of this media can be seen from the ease of manufacture, ease of delivery in the classroom, efficiency of use at various grade levels, and high attractiveness. The results of the effectiveness test showed a significant difference between the experimental and control classes, so the use of flipchart media was proven to have a significant positive impact on improving students' self-control understanding in classical tutoring services.

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