

The Role of The Guidance and Counseling Teacher in Improving Students Argumentation Ability at MTS Mal UIN North Sumatra Medan

Abdurrahman
Universitas Islam Negeri Sumatera Utara Medan

abdurrahman@uinsu.ac.id

ABSTRACT

This study aims to describe the role of BK teachers in improving students' ability to argue at MTs MAL UIN North Sumatra Medan. The research method used is a qualitative approach. The research subjects were BK teachers, students of MTs MAL UIN North Sumatra Medan, subject teachers taken by snowball sampling. Interview data collection techniques, observation and documentation. Data analysis technique is done by editing, classifying, reducing and presenting data. The results showed that: 1) The argumentation ability of class VII students of MTs MAL UIN North Sumatra Medan can now be said to be even better, in the sense that students dare to argue and do not show shy behavior when arguing. 2) The form of the guidance and counseling teacher's role in improving students' argumentation skills through the implementation of information services, group guidance and content mastery and collaborating with subject teachers and homeroom teachers. there is a special time allocated to carry out guidance and counseling. Meanwhile, the BK teacher's efforts in overcoming these obstacles are by continuing to provide guidance and direction to students so that they are still willing to follow the implementation of guidance and counseling services and make closeness that touches students' socio-emotional. BK teachers also take advantage of the empty lesson hours because the teacher is not present to provide counseling services.

INTRODUCTION

Education will have a dynamic impact on human life in the future. Education can optimally develop various potentials, namely the development of individual potential in the physical, intellectual, emotional, social, and spiritual aspects according to the stage of development as well as the characteristics of the physical environment and the socio-cultural environment in which he lives. a process using specific methods to help people gain knowledge, understanding, and ways of behaving that are appropriate for their needs Meanwhile, according to the Big Indonesian Dictionary, education is the process of changing a person's or group's attitudes and behavior in order to mature humans through teaching and training efforts (Syah, 2010).

Human maturation efforts are carried out through training and teaching. Teaching is a valuable educational activity. The interactions between teachers and students are influenced by educational values. Interactions with educational value occur because the teaching and learning activities carried out have been formulated systematically by utilizing everything to achieve certain goals prior to teaching.

School is essentially a series of communication processes between students and their teachers; however, communication does not always go smoothly for each student. Many impediments exist, such as a lack of logic, willpower, low self-esteem, anxiety, and confidence. It is critical for teachers to understand how to approach students in order to reduce anxiety and increase self-confidence.

Of course, there are obstacles or problems in the teaching and learning process that take place in schools, both problems that arise from the students themselves and problems that arise from other parties. All student-related issues necessitate the assistance of a mentor, also known as a supervising teacher or a school counselor.

The supervising teacher or school/madrasah counselor is someone who is responsible for providing guidance and counseling in schools/madrasas consciously toward the personality development and abilities of students, both physically and spiritually, so that students can live independently and fulfill

various development tasks as God's creatures in addition to individual and social beings, moral, religious, and cultured beings (Ramayulis & Mulyadi, 2016).

In general, the role of BK teachers is to perfectly support educational activities in order to achieve educational goals. BK teachers are expected to be able to improve students' interaction skills in the classroom, both in arguing and expressing their opinions, so that students can carry out learning activities optimally as learning subjects.

The primary responsibility of the BK teacher is to guide students so that they can develop mature personalities and realize their full potential. Students are expected to be able to make the best decisions for themselves, both in terms of solving their own problems and shaping their own character in the future when they enter society.

The supervising teacher's duties and roles as the primary implementer of guidance and counseling activities in schools/madrasas of the entire learning process are expected to run smoothly in accordance with the objectives of guidance and counseling; additionally, students will be assisted in utilizing various difficulties that arise. will hinder their developmental tasks and can plan for the future brilliantly.

A student who is brilliantly planning for the future requires school-based learning. School is an effort to foster the development of human abilities and personalities. The ability to communicate that students must have at school is the ability to argue in a forum or class. This means that the success or failure of achieving educational goals is very dependent on the learning process that students go through, so the ability to argue is very important.

Argumentation, according to Gorys Keraf, is a type of rhetoric that seeks to influence the attitudes and opinions of others in order for them to believe and ultimately act in accordance with what the writer or speaker desires (Keraf, 2005). in such a way that he can demonstrate whether an opinion or a certain thing is true or false through speaking skills practiced while learning in class

When students are learning in class, it is common to see that when a teacher allows them to ask questions, most of them do not dare to ask, even if they do not understand the lesson explained by the teacher and do not have speaking

skills when arguing in class. There are disturbances in students during the learning process, and these disturbances can take the form of anxiety or worry, as well as a lack of confidence in students about their daily learning activities. There are times when students feel anxious or worried if they are unable to make arguments or express their opinions in front of the class, or students also feel afraid of being wrong in expressing their opinions.

Through group guidance activities and information services, BK teachers are expected to assist students in arguing as experts. Guidance in schools is intended to assist students in understanding themselves and their surroundings in order to plan for the future. Guidance in schools focuses on serving students as individuals who use school education to develop themselves in all aspects of their personalities.

Based on observations and interviews with BK teachers at MTs MAL UIN North Sumatra Medan, there are still many students who struggle to develop their argumentation skills. This can be seen when these students are a little confused and worried when asked to ask questions or ask something to the teacher and feel embarrassed. - He is shy about expressing himself properly, especially during the lesson.

This statement is supported by the number of students who lack self-confidence, students who are afraid, many students who still do not understand the lessons taught by the teacher despite being given examples, and students who have weaknesses in answering the teacher's questions. Similarly, many students in class VII MTs MAL UIN North Sumatra Medan are still shy about expressing their opinions and are unable to express their opinions effectively.

Following observations, it was discovered that there were difficulties and a lack of argumentation in class VII MTs MAL UIN North Sumatra Medan, which was influenced by a number of factors, including a lack of self-confidence, student anxiety factors, and a fear of being wrong when arguing and expressing opinions.

Responding to situations like this requires students to fortify themselves, and a BK teacher at school can play an important role in helping students improve their ability to argue. Especially in terms of boosting self-esteem and reducing

student anxiety. This is a compelling reason for researchers to investigate and evaluate the role of BK teachers in providing counseling and guidance services to class VII students at MTs MAL UIN North Sumatra Medan in arguing.

THEORETICAL STUDIES

A. Students' Argumentation Ability

1. Understanding Arguing

The teaching and learning process in which there are speaking skills is always taught in schools to improve students' ability to communicate both individually and in groups. One of the speaking skills that must be mastered by students at school is arguing. Many people misunderstand the argument. Argumentation is often understood as a fight between two parties full of emotions. The argument rests on a very distinctive human activity, namely thinking. Argumentation is the process of drawing valid conclusions from a decision to a conclusion. Argumentation is not a description of how we usually think in everyday life but a normative rule about how we should think.

Arguing is essentially presenting a set of ideas that consistently leads to conclusions that are hoped to be defended in debate. As a result, anyone who wishes to construct a strong argument should strive to have adequate information or knowledge (Adian & Pratama, 2013).

Arguing entails gathering ideas that lead to conclusions in order to use them in defending the debate, so arguing necessitates a large amount of information and knowledge. Whereas Weston defines argument as "providing a series of reasons or evidence in support of a conclusion," an argument in this context is more than just a statement about a particular point of view, and it is more than just a disagreement. An argument is a reasoned attempt to support a particular point of view (Wston, 2007). Argumentation necessitates the use of reasons and evidence to support a conclusion, allowing it to support certain points of view. According to Spence, a successful argument is communication between the respective authorities recognized by both parties in the argument (Spance, 2001).

According to the above definition, argumentation is the delivery of opinions through certain interactions to demonstrate that something is true or which can be classified with other types of interactions, such as debates, talks, and discussions.

2. Elements of Argument

Explanations, proofs, and reasons can all be used to argue. Arguing also necessitates the inclusion of elements that can be used to reinforce the argument. According to Warnick and Inch, the elements of an argument are (1) claim, (2) reasoning, and (3) evidence. The speaker's expressed position or conclusion that he or she wishes to be accepted. The act of connecting evidence and reasoning is known as reasoning. The reasoning process can be done both explicitly and implicitly. An opinion supported by observable objective facts is referred to as evidence. Facts and opinions on facts are two types of evidence (Adian & Pratama, 2013).

Thus, it can be concluded that the elements of arguing are positioning, reasoning, and evidence that can persuade the listener to accept one's argument. The strength of the argument is determined by its compatibility with the principles of good reasoning. A person's ability to draw straight and orderly conclusions from the reasons he presents is referred to as good reasoning.

3. Framing the Argument

When preparing an argument, consider how you will present your point logically. A good argument is one that not only expresses the contents of one's mind, but also provides a number of reasons to back it up. A bad argument is a conversation in which the same opinion is expressed over and over again.

Many debates take place around us, but they only repeat their respective points of view, making progress impossible. This is due to the fact that they only state their respective conclusions without providing the reasons for those conclusions.

An argument will be more convincing if it begins by stating a number of facts (premises), the truth of which the interlocutor will acknowledge, and then draws logical conclusions in accordance with that premise. There are two

conditions that must be met in order for the interlocutor to believe the opinion is true:

- a. Fact or premise must be true
- b. The conclusion must be in accordance with the facts or the underlying premise.

Herring explains some important facts about the facts:

- a. Using facts. Naturally, it is clear that facts are a very important component in almost any debate. Before starting any argument, one should seek information about the topic to be discussed.
- b. Gathering facts, One does not necessarily succeed in convincing others just by saying so, we must support our arguments with facts. The internet has now become the first place for people to find information, although this medium must be used with great care (Herring, 2008).

4. Presenting the Argument

It is insufficient to simply prepare for the arena of opinion debate by compiling effective supporting facts and reasons. One must also consider how to present it, which will vary depending on whether the argument is presented in a meeting, casual conversation, or presentation, but the principle remains the same.

According to Herring J, the most important aspect of presenting an argument is to explain it as clearly as possible. Someone should immediately convey the main issues to be discussed, along with the reasons that support that opinion, at the start of the presentation session (Herring, 2008).

5. Exposure

There are several things that make our argument more interesting, namely:

- a. Clarity; it is a fallacy if one thinks that the more complicated an argument is, the more convincing it will be to the listener. Even the most difficult problems can be broken down into simpler factors. Someone may need to convey some rather complex things, but can almost always explain it in terms of some of the simpler key factors of clarity. If the listener doesn't understand our argument, or the reasons that support it, a person may not make progress.

- b. Courage; it is better to emphasize one thing clearly than ten things that confuse or bore the listener. Remember that only one argument needs to come to fruition. So choose the best argument and use it as best you can
- c. Enthusiasm; present arguments with passion. It is not a mistake if we show that we really have a great concern for a problem. Remember that being excited is not the same as being aggressive. Stay positive, and keep the atmosphere alive. If you feel bored and uninterested when you say something, don't be surprised if other people feel the same way.
- d. Start properly; before making an argument, it should be started properly so that it can influence other people. From the very beginning, one wants others to immediately see a problem from the point of view, one's efforts to convince others will be successful if started properly (Herring, 2008).

Based on the explanation of the hadith above, it is understood that in arguing one must be able to convince the listener of the argument he has conveyed by speaking clearly, so that people who hear it can understand it.

6. Inhibiting Factors in Arguing.

The inhibiting factors in arguing are: Anxiety and Confidence.

- a. Anxiety, Many people are afraid, anxious and even tremble before doing something, especially in an argument. Signs of anxiety include shaking knees, heart beating harder, sweating, hands shaking, face turning red, hands sweating, mouth becoming dry, lack of concentration and paralyzing physical and psychological feelings. Anxiety like this should be considered a positive symptom, because it signals that things don't happen to us on a regular basis, as well as a sign that we don't really value ourselves. Anxiety does not indicate that the person is not capable, Anxiety is not at all related to a person's ability (Hendrikus, 2010).
- b. Self-confidence, Someone who does not have social self-confidence does not feel comfortable with other people in general communication situations. This can be seen from the attitude of someone who can't be relaxed, rigid, harbors fear/worries about rejection, pessimism, fear of failure, tends to reject praise that is intended sincerely, always puts/positions oneself as the last one, is

inflexible in voice and attitude. his gestures were fixated on certain sounds and gestures, nervous and awkward.

B. The Role of Guidance and Counseling Teachers in Improving Students' Argumentation Ability

A good counselor (guidance) is enthusiastic about his work and his interactions with others. A mentor must also be able to act and behave in a friendly, polite, and wise manner toward the person being mentored (conseele). A counselor's personality traits can be seen in his life attitude and emotional maturity, such as in his care and regulation of his life.

In general, a teacher (supervisor) must be patient, wise, calm, have a sense of humor, self-respect, and socialism, and likes to accept criticism from people with an open heart; he must also have good physical and mental health, as well as good speech. It is gentle and playful, and it attracts others. In terms of adjustment, a counselor must usually be able to put himself in a position that allows him to see, understand, and relate to situations and impulses at home as well as the realities of social life.

The supervising teacher's role here may be to provide full motivation and support to students. Assisting students in coping with themselves as they adjust to their classmates' or peers' presence in the school environment. Providing group guidance services to students who are unable to argue, as well as fostering self-confidence and relieving student anxiety.

The success of a student who can argue is inextricably linked to the success of the teacher who educates him. As a result, a teacher's job must include more than just informing students about science; it must also include assisting students in developing their thinking maturity, as well as providing motivation and enthusiasm. This is what drives the supervising teacher in today's schools. Because today's students require not only knowledge services but also guidance, motivation, and services to help them develop optimally, it is the responsibility of a supervising teacher to increase self-confidence and reduce self-anxiety so that he can argue and learn it.

Of course, as mentors, we must position ourselves as parents who want to inform our students with various knowledges. However, for children who are less open, they will perceive us as teachers to be feared and shunned, and they will be unconcerned and indifferent. But we can begin with small steps, such as greeting him frequently and frequently asking him to speak. Furthermore, a supervising teacher can offer guidance and counseling services. For example, if a student is having difficulty arguing, we can offer group guidance services that discuss a topic. certain. Then we can ask them to argue while also training them to have the courage to argue and argue.

RESEARCH METHODOLOGY

This study employs a qualitative approach, which is defined as research that seeks to reveal phenomena that occur in the field without changing the meaning subjectively by the researcher, but rather presenting data based on existing phenomena and the meaning of the research subject.

The class VII students of MAL UIN SU Medan were chosen as the subjects of this study. This determination is based on how frequently these students participate in madrasah/school guidance and counseling activities.

Because the primary goal of research is to collect data, data collection techniques are the most strategic step in the research process. The researcher will not be able to obtain data that meets the data standards if they do not understand the data collection techniques.

Following the completion of the data collection process, the next step is to conduct data analysis. Data analysis or interpretation is the process of searching for and systematically organizing records of research findings obtained through observations, interviews, and other means in order to improve research understanding of the subject under study and turn them into findings for others by editing, categorizing, reducing, and presenting them.

The triangulation technique is used in this study to ensure the validity of the data. This technique is defined as checking data from various sources in various ways and at various times (Sugiyono, 2015).

Triangulation is a method of determining the validity of data that makes use of something else. Triangulation double-checks the data's degree of confidence as information. So, triangulation refers to the best method for eliminating differences in reality construction that exist in the context of a study when collecting data about various events and relationships from various perspectives.

The data is seen again the degree of confidence as an information through triangulation. In credibility testing, triangulation is defined as checking from multiple sources using various techniques. There are various types of triangulation.

THE RESULT OF RESEARCH

A. The ability to argue for VII graders at MTs MAL UIN North Sumatra Medan

The argumentation ability of MTs MAL UIN North Sumatra Medan class VII students refers to how students express their opinions or arguments and ask their teachers about things they don't understand. Researchers are aware of this ability to argue as a result of previous interviews and observations. Many students still appear perplexed when they want to ask the teacher a question or express their opinion clearly. This is known because many students are still shy about asking questions and are unable to effectively express their arguments.

Based on the explanation above, it can be seen that the argumentation ability of class VII students at MTs MAL UIN North Sumatra Medan is still lacking; many are still shy and afraid to ask questions and do not dare to speak when asked to argue, despite their focus on their lessons.

B. The Forms of the Role of BK Teachers in Improving the Argumentability of Class VII Students at MTs MAL UIN North Sumatra Medan

Almost all educational institutions now have guidance and counseling teachers in their classrooms. This effort is made because the supervising teacher is viewed as one element that can aid the educational process; additionally, there have been numerous examples demonstrating that the presence of a supervising teacher can be more intensive in dealing with problematic students.

Counseling teachers play an important role in various efforts to uncover the problems that students face, particularly for students who have learning difficulties related to their ability to argue. One of the ways in which BK teachers have succeeded is in how they have implemented guidance and counseling.

The implementation of guidance and counseling services by BK teachers at MTs MAL UIN North Sumatra Medan has been running effectively and can be considered quite good in overcoming student problems in accordance with the principal's monitoring, in addition to the implementation of guidance and counseling services at this madrasa/school has been carried out and attempted by BK teachers as optimally as possible in accordance with student problems. The implementation of this counseling guidance service is carried out based on predetermined programs such as annual, semi-annual, monthly, weekly, and daily programs. Furthermore, in the program, nine activities were carried out.

Orientation services, information services, placement and distribution services, learning services, individual counseling services, group guidance services, group counseling services, consulting services, mediation services, and five supporting applications, namely instrumentation applications, data collection, case conferences, home visits, and case transfers, are among the nine services. The main descriptions, goals, and timetables for carrying out these activities can all be obtained through the BK program.

The performance of BK teachers in this madrasa/school reveals their role. According to the findings of interviews conducted by researchers with the principal and class VII students of MTs MAL UIN North Sumatra Medan, the performance of BK teachers at this madrasa / school is quite satisfactory and follows the rules, though it requires developments or changes depending on the situation. The BK teacher always provides encouragement as well as services

related to learning problems, instructs students not to withdraw during class hours, and directs students when they enter the classroom.

Supervising teachers must make a greater effort to pay attention to their students, particularly in their efforts to improve students' argumentation skills, because students' interest and desire to learn has decreased significantly in recent years. In carrying out counseling guidance, BK teachers at MTs MAL UIN North Sumatra Medan take specific approaches to students with problems and then guide them based on their problems.

The BK teacher provides information services, such as providing knowledge and insight on how to improve students' argumentation skills and self-confidence. BK teachers at this school also provide group guidance services to see how far class VII students at MTs MAL UIN North Sumatra Medan can argue. The role of BK teachers in improving students' argumentation skills, apart from providing services, also plays an important role in motivating students appropriately so that they can accept and change their minds even if they have to work hard. Not only that, the BK teacher in this madrasa/school also sets a good example which according to him can be imitated and followed by his students in all positive ways.

BK teachers in madrasah/schools do more than just help their students with their problems. Guidance and counseling are not only provided in the form of services. In order to carry out their guidance and counseling duties, BK teachers should collaborate with all school personnel. This is one of the processes for providing guidance and counseling services in this madrasa/school in order for it to function properly. BK teachers at this school also collaborate closely with madrasa principals, homeroom teachers, and field study teachers to ensure that problems encountered by students in their studies are properly addressed.

C. Factors Behind the Argumentation Ability of Class VII Students of MTs MAL UIN North Sumatera

Guidance and counseling are essential services provided in madrasahs/schools in order to improve students' argumentative abilities. This is due

to students' anxiety and distrust when asked to think or argue, and they do not dare to ask the teacher a question even if it is not understood.

A teaching is said to run and work well if it has the ability to change students in a broad sense, so that the experience gained by students during the teaching process is directly beneficial to their personal development. Similarly, guidance and counseling provided by the BK teacher can be said to be successful if the teacher is able to change his students in such a way that the benefits can be felt.

The obstacles that prevented class VII students of MTs MAL UIN North Sumatra Medan from arguing were due to their lack of interest in participating in the implementation of counseling and guidance services, and there were still many of them who were shy and lacked confidence in arguing, in addition to the fact that there was no special time for BK in carrying out guidance and counseling activities.

BK teachers' efforts to overcome these obstacles include continuing to provide guidance and direction to students so that they continue to want to follow the implementation of guidance and counseling services, as well as approaching students and providing services that can strengthen them.

BK teachers at this school provide information services about the ability to argue and self-confidence, as well as group guidance services and the opportunity to see and practice their argument skills. On that basis, it is hoped that they will be able to overcome feelings of shyness and anxiety. If the teacher is not present in the classroom, BK teachers provide services.

Through interviews with researchers, several seventh-grade students at MTs MAL UIN North Sumatra Medan stated that the guidance and counseling services provided them with a way to argue effectively. Such as increasing self-confidence, removing feelings of worry and fear of being wrong, practicing in front of a mirror, and reading extensively to increase vocabulary in arguments so that they can argue.

Based on some of the above explanations, the researcher concludes that the factors that cause the students' inability to argue at this school can be overcome,

even though there are many time constraints that do not affect the guidance and counseling services. Students respond positively when they are given strength and guidance that leads to goodness.

DISCUSSION

BK teachers are teachers with full duties, responsibilities, authority, and rights in guidance and counseling activities for a group of students. Guidance and counseling services in schools are activities that assist students in determining themselves, adjusting to their surroundings, and planning for their future.

In general, the BK teacher is responsible for guiding students individually so that they have mature personalities and are aware of their overall potential. These students are expected to be able to make the best decisions for themselves, both in terms of solving their own problems and determining their future career when they enter society.

The BK teacher at MTs MAL UIN North Sumatra Medan is more than just a symbol; his role must be that of a forum that can truly solve student problems related to learning problems, particularly the ability to argue and solve solutions that can be found for the good of the student.

The ability to argue is the ability to convey messages or opinions through spoken language as an activity to convey ideas, ideas, thoughts that are compiled and developed according to the needs of listeners through the ability to convey messages, adapt when speaking, and be able to control themselves which is developed according to the needs of listeners or information recipients. This ability can help him explain his point of view to others, allowing him to improve his learning abilities.

Students at MTs MAL UIN North Sumatra Medan will be guided in improving their argumentation skills, so they will require guidance and direction from guidance and counseling teachers. Through their role, the BK teacher approaches and directs students to always want to take BK services related to arguing, such as providing information services, such as providing knowledge and insight on how to improve argumentation skills and self-confidence, and

providing group guidance services to see the extent to which their argumentation skills also provide training to be able to argue.

Furthermore, BK teachers play a role in appropriately motivating students so that they can accept and change their thoughts, as well as implementing good examples that can be imitated and followed by his students in all positive ways. Counseling teachers also work with other school personnel, such as classroom teachers, subject teachers, and school principals, to help students improve their argumentation skills.

It has been demonstrated that guidance and counseling teachers can improve the argumentation skills of class VII students so that on average, students at MTs MAL UIN North Sumatra Medan can argue well.

CONCLUSION

Based on the results of research that has been carried out in accordance with the formulation of the problem that has been made previously, it can be concluded that:

1. The argumentation ability of class VII students of MTs MAL UIN North Sumatra Medan can now be said to be even better, in the sense that students have the courage to express their opinions or arguments and are no longer shy when asked to argue.
2. The forms of the role of class VII BK teachers at MTs MAL UIN North Sumatra Medan are to provide information services whose material is about improving students' argumentation skills, as well as self-confidence material to grow confidence when arguing, then provide group guidance services to see to what extent the argumentation ability of class VII students and set a good example for students. When doing this, the BK teacher does not only do it himself, but the BK teacher also cooperates with school personnel so that the guidance and counseling services that are carried out can run well.

3. The factors behind the causes of this student's inability to argue are the lack of student interest in participating in the implementation of guidance and counseling services and the absence of special time for guidance and counseling activities in carrying out guidance and counseling activities. Efforts made by BK teachers in overcoming these obstacles are to continue to provide guidance and direction to students so that they are still willing to follow the implementation of guidance and counseling services and make approaches to students. In addition, in overcoming this time the BK teacher provides services by entering an empty class when the subject teacher is not present. The role of the BK teacher has been proven to be able to improve the argumentation ability of class VII students at MTs MAL UIN North Sumatra Medan, this can be seen from some of the students' opinions which stated that the guidance and counseling they received from the BK teacher had a positive impact on students' ability to argue.

Based on the results of this study, it is recommended:

1. Principals are expected to continue to work with BK teachers and teaching staff to improve students' argumentation skills, and always provide direction and guidance and are expected to provide BK rooms, and make class schedules for BK.
2. Supervising teachers are expected to be able to increase their attention to the problem of arguing among students which can be done through directing and conducting guidance and counseling as well as providing other information.
3. Students are expected to be able to apply what has been conveyed by the supervising teacher at MTs MAL UIN North Sumatra Medan.
4. For other researchers who want to do research with the same problem, make this thesis an addition to research and make improvements in its implementation.

REFERENCES

- Adian, D. G., & Pratama, H. S. (2013). *Tekhnik Berargumentasi Berfikir Sebagai Kecakapan Hidup*. Jakarta: Kencana.
- Hendrikus, D. W. (2010). *Retorika: terampil Berpidato, Berdiskusi, Berargumentasi, Bernegosiasi*. Yogyakarta: Kanisius.
- Herring, J. (2008). *cara Tepat Berdebat Secara Cerdas, Meyakinkan, dan Positif*. Yogyakarta: Pustaka Pelajar.
- Keraf, G. (2005). *Argumentasi dan Narasi*. Jakarta: Gramedia.
- Ramayulis, & Mulyadi. (2016). *Bimbingan dan Konseling Islam*. Jakarta: Kalam Mulia.
- Spance, G. (2001). *Seni Berargumentasi dan Menang Setiap Saat*. Jakarta: Gramedia Pustaka.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
- Syah, M. (2010). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: Remaja Rosdakarya.
- Wston, A. (2007). *Kaidah Berargumentasi*. Yogyakarta: Pustaka Pelajar.