

Assistance Efforts for Students with High Poverty and Crime Rates Through Free Tutoring and Personal Social Counseling Services (RPS)

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Abstract: The purpose of this service activity is to help children who come from underprivileged families to get additional lessons without having to think about the cost of education and to foster children who are used as targets of service to avoid all forms of crime. The location of the service is Binduriang District. The schedule for English Tutoring and Counseling Guidance that has been carried out by the service for 4 months. The location of this service were SDN 57 Rejang Lebong, SMPN 32 Rejang Lebong, and SMAN 7 Rejang Lebong. The participants of this services were 100 students consisting of 30 elementary school children, 30 junior high school students, and 40 high school students. There were 16 meetings for free tutoring and personal social counselling services. There are some strategies used in this service, they were: (1) Coordination and Cooperation with Related Stakeholders, (2) Learning Outside of School (Tutoring), (3) Giving Pre-test and Post-test, (4) Personal Social Counseling Services (RPS), (5) Assistance to Education Facilities and Health Facilities, and (6) Giving Gifts to Students. The result of this service process is the English Learning and Personal Social Counseling Service (RPS) which is being implemented at SDN 57 Rejang Lebong, SMPN, and SMAN Binduriang SMAN 7 Binduriang running well and smoothly. The material that has been taught by the servant can be well absorbed by students and related stakeholders is very helpful in the implementation of this service. Students' felt happy and interest when they learn English. They felt motivated in learning process when they were join personal social counselling service. This services makes them feel confidence, discipline, responsibility, diligent, happy, and brave. This service activity hopefully can prevents students to do negative activities after they were finished their school activity.

1. 1 INTRODUCTION

Rejang Lebong Regency is one of the regencies that plays an important role in Bengkulu Province. This district is a cross-provincial road that connects Bengkulu Province with the Provinces of South Sumatra, Jambi, Lampung, and West Sumatra. Rejang Lebong or Curup Regency is often dubbed the Agropolitan Regency. Most of the area in this district consists of hills so along the hills residents grow various types of vegetables and fruits. This district consists of 15 sub-districts as follows: Padang Ulak Tanding, Sindang Beliti Ilir, Padang City, Selupu Rejang, Bermani Ulu Raya, Sindang Kelingi, Sindang Beliti Ulu, Bermani Ulu, Binduriang, Sindang Dataran, Curup, South Curup, East Curup, North Curup, and Central Curup (BPS Kab. Rejang Lebong, 2022). Of the fifteen sub-districts, there is

one sub-district that is the cloudiest or most unsafe sub-district. The sub-district is Binduriang District (Polres Kab. Rejang Lebong, 2022).

Binduriang District consists of five (5) villages, namely the head of Curup, kampung Jeruk, Simpang Beliti, Taba Padang, and Air Dapo. This district is a border area between Bengkulu Province and South Sumatra Province. This district is often referred to as a robber district. Based on data from POLRES Kab. Rejang Lebong In 2022, there were robberies almost every day in this sub-district. This results in cross-road users feeling anxious and uncomfortable when crossing the road (Polres Kab. Rejang Lebong, 2022). The high level of crime in this sub-district is caused by the low level of public education. According to data from the Binduriang sub-district, most of the people in this sub-district have the lowest school education (Kecamatan Binduriang, 2022). Most of

the population in this sub-district work as vegetable and fruit farmers. This low level of education causes psychological weakness and a low economy in the community (Kecamatan Binduriang, 2022). Based on the year-end release carried out by the Rejang Lebong Police in 2021, shows that the crime rate in Rejang Lebong increased compared to 2020. In 2021, there was an increase in the number of cases by 28 percent handled by the Satreskrim, Satnarkoba, and Satlantas ranks of the Rejang Lebong Police. Or there is an increase of 130 cases when compared to the previous year (Head of Rejang Lebong Police, AKBP Puji Prayitno, S.IK, MH, 2021).

It is feared that the high crime rate and poverty in society will affect the educational and psychological development of their children. One of the criminal cases that became the national public spotlight that occurred in the jurisdiction of Rejang Lebong was the rape and murder case of a minor named Yuyun. This case occurred on Saturday, April 2, 2016, in Kasié Kasubun Village, Padang Ulak Trending District, and involved 14 perpetrators.

Therefore, it is necessary to take preventive action so that these children are not affected by negative behaviors that occur in their environment. One of the efforts is to invite children to be willing or interested in learning so that this will increase their knowledge, information, and insight so that they have the attitudes and skills that prevent them from being involved in negative behaviors in their community.

Since time immemorial, high crime rates have been a hindrance to societal growth. While crime rates are lower than they were in the 1960s and continue to fall, state government spending on law enforcement and punishment continue to rise. A sizable number of economists, social scientists, and politicians believe that increased spending on law enforcement resources may help reduce crime. Becker developed the concept of the deterrent effect, which states that increased police presence increases the likelihood of getting caught, lowering the net anticipated value of crime (Hazra & Aranzazu, 2022). Over the last half-century, the link between working and learning has shifted dramatically, making it more difficult for students, particularly those from low-income families, to get the essential combination of work experience and schooling to qualify for entry-level employment with a future. This new set of issues stems from the structural change from an industrial to a post-industrial economy (Carnevale & Smith, 2018). Low-income students are defined as kids who get a Low income/poor, a variable considered in this study (Nguyen, 2021).

Therefore, children in this area need guidance in learning. Tutoring is one of the important forms of guidance services held in schools. Experience shows that the failures experienced by students in learning are not always caused by ignorance or low intelligence. Often these failures occur because they do not receive adequate guidance services (Priyatno, 2000). Tutoring is becoming more popular across the world, and much English learning occurs outside of the mainstream environment; nonetheless, we know relatively little about the emotional and psychological aspects of private language acquisition. There is a need to broaden the inquiry beyond mainstream English learning to examine how out-of-school English learning influences language learners' attitudes, motivation, and effort investment (Huang, 2017). Tutoring is an option for improving the quality of learning. Tutoring is a technique of assisting individuals in overcoming learning challenges so that, after going through the process of change in learning, they would obtain optimal learning results (Fiah and Purbaya, 2018). Tutoring is currently being exploited as a commodity. As a result, it is frequently discovered that only pupils rated as capable can engage in tutoring activities. It is terrible that pupils from low-income families must rely solely on school materials, even if the knowledge gained outside of school might broaden the child's perspective (Anum & Novalia, 2021).

Free counseling guidance will also be provided to children in the area. counseling services to stimulate the development of student's physical, motor, social, emotional, cognitive, and creative students, he was able to facilitate the process of learning in students (Alhadi, et. al, 2016). Brown and Trusty (2005) found no evidence to support the hypothesis that comprehensive school counseling programs boost success. In contrast, there is rising evidence that school counselors may utilize strategic interventions to promote academic attainment. Supriyanto and Wahyudi (2016) argue that evaluation of students' needs requires collaboration between counselors and stakeholders, therefore development guidance and counseling programs must be established comprehensively. Counseling has numerous purposes, including assisting an individual in developing self-esteem... cannot be isolated from the numerous student services (Hemasti, 2022)

IAIN Curup is an islamic university that has many study programs, including the English language study program and Islamic Counseling Guidance in the Tarbiyah Faculty. This study program wishes to provide educational assistance in the form of English tutoring and counseling services to students in

Binduriang District with the hope that students will be motivated to learn because English is a lesson that students consider "passive" and from counseling services, students get guidance to avoid from negative environmental hazards.

This is the background for the service to carry out community service activities entitled "Assistance Efforts for Students With High Poverty and Crime rates Through Free Tutoring and Personal Social Counseling Services (RPS) in Binduriang District, Rejang Lebong Regency, Bengkulu Province)".

2. 2 THEORETICAL FRAMEWORK

2.1 TUTORING

Tutoring is one of the important forms of guidance services held in schools. Experience shows that the failures experienced by students in learning are not always caused by ignorance or low intelligence. Often these failures occur because they do not receive adequate guidance services. Meanwhile, according to Dewa Ketut Sukardi in his book entitled Guidance and Counseling in Schools, tutoring is defined as a process of assistance from supervisors to students in solving learning problems both at school and outside of school, so that students can adapt to their studies and form habits. learn systematically and consistently to achieve the maximum possible achievement under the abilities that exist in him. The purpose of tutoring in general is to help students to get good adjustments in learning situations, so they can learn efficiently according to their abilities, and achieve optimal development.

2.2 PERSONAL SOCIAL COUNSELING SERVICES

Counseling services are educational services, directing the subjects served to be able to realize themselves in the nature and dimensions of humanity through the development of Pancadaya. A life that is nuanced with human dignity is the direction and focus of counseling services. Personal Development Area. In general, this personal development refers to the

development of self-reliance in the individual: how to be faithful and pious, to be able to create and feel, to be able to take initiative, and to be able to work. In a more focused manner, this field is oriented to how individuals can do things themselves for their own lives; can serve themselves; can become independent individuals who can develop KES and handle KES-T on their own. Social Development Field. If the field of personal development is self-oriented (individual), the field of social development is oriented to social relations, namely individual relationships with other people. The elements of communication and togetherness in the broadest sense become the main reference in the field of social development.

3. 3. SERVICE IMPLEMENTATION

4. 3.1 OVERVIEW OF SERVICE LOCATIONS

The location of the service is Binduriang District. The schools chosen by the devotees in the Binduriang sub-district were as follows: SDN 57 Rejang Lebong, SMPN 32 Rejang Lebong, and SMAN 7 Rejang Lebong. The three schools are located on Jl. Raya Curup- Lubuk Linggau, Binduriang District. The selection of the three schools was because the three school locations were close together and could be reached on foot and did not take much time. The school is also very supportive of the implementation of this service. This can be seen from the enthusiasm of the principal, teachers, and staff at the three schools in preparing classrooms and other supporting facilities in assisting the implementation of this service.

5. 3.2 SCHEDULE

Service activity "Assistance Efforts for Students With High Poverty and Crime rates Through Free Tutoring and Personal Social Counseling Services (RPS)" was held from September to December. The schedule for the service activities is as follows:

Table 1. Schedule of Service Activity

Activity	FE B	MA R	AP R	MA Y	JU N	JU L	AU G	SE P	OC T	NO V	DE C
6. Writing Proposal											
7. Proposal Submission											

8. Activity Preparation											
9. Activity Implementation											
10. Preparation of Activity Implementation Report											

Servants have carried out service activities starting in September. They were sixteen (16) meetings, both tutoring, and counseling. The schedule

for English Tutoring and Counseling Guidance that has been carried out by the service for 4 months is as follows:

Table 2. Schedule of English Learning Tutoring

No	Days	Time	Location	Month				Total Meetings
				1	2	3	4	
1	Monday	14.00-16.00	Elementary School	4	5	4	3	16 times
2	Wednesday	14.00-16.00	Junior High School	4	4	5	3	16 times
3	Friday	14.00-16.00	Senior High School	5	4	5	3	16 times
Total Keseluruhan				48 meetings				

Table 3. Schedule of Personal Social Counseling Services

No	Days	Time	Location	Month				Total Meetings
				1	2	3	4	
1	Saturday	08.00-12.00	School Hall	4	5	4	3	16 times
Total				16 meetings				

3.3 THE CURRENT CONDITION OF COMMUNITY

Current Condition of “Assisted Communities before the implementation of the “Assistance Efforts for Students With High Poverty and Crime rates Through Free Tutoring and Personal Social Counseling Services (RPS)” service activity Free Personal Social Counseling (RPS) in Binduriang District, Rejang Lebong Regency, Bengkulu Province) is as follows: (1) High Crime Rate, (2) High Poverty Rate, and (3) Low Level of Education and Weak Psychological Society.

1.4 EXPECTED CONDITIONS

After getting Free Tutoring, it is hoped that children from very poor categories of families can fill their free time with useful positive activities such as group study or independent study so that deviant behaviors are happening in the community around them (drugs, alcohol), the children who are the subject of assistance will know the consequences and impacts for their future if they commit crimes, are trapped in early marriage, and become a disease of

society (drug users, sex workers, thieves, rapists). , killer, etc.), the assisted subjects will get motivation and enthusiasm to learn from the service that it is very important to have education and behave well towards themselves and others because what can change the standard of living and human degrees is education and behavior.

3.5 STRATEGY IMPLEMENTATION

The action strategy used in the service activity “Assistance Efforts for Students With High Poverty and Crime rates Through Free Tutoring and Personal Social Counseling Services (RPS)” in Binduriang District, Rejang Lebong Regency, Bengkulu Province), namely: (1) Coordination and Cooperation with Related Stakeholders, (2) Learning Outside of School (Tutoring), (3) Giving Pre-test and Post-test, (4) Personal Social Counseling Services (RPS), (5) Assistance to Education Facilities and Health Facilities, (6) Giving Gifts to Students

4. RESULTS OF SERVICE IMPLEMENTATION

4.1 DATA DISCUSSION

The servant who is a Lecturer of English and Counseling Guidance at IAIN Curup provides

learning materials and counseling materials according to their knowledge. English Language Tutoring and RPS Counseling Guidance consists of 16 material topics or meetings. The materials for English Learning Guidance and RPS Counseling Guidance materials for elementary, middle, and high school children are as follows:

Table 4. Elementary English Learning Materials

Date and time	Meetings	Materials Provided
Monday/ 05-09-2016	1	Alphabet
Monday/ 12-09-2016	2	Numbers
Monday/ 19-09-2016	3	Vegetables
Monday/ 26-09-2016	4	Animals
Monday/ 03-10-2016	5	Colors
Monday/ 10-10-2016	6	Food
Monday/ 17-10-2016	7	Drink
Monday/ 24-10-2016	8	Fruit
Monday/ 31-10-2016	9	Clothes
Monday/ 07-11-2016	10	Time
Monday/ 14-11-2016	11	Places
Monday/ 21-11-2016	12	Jobs
Monday/ 28-11-2016	13	Accessories
Monday/ 07-12-2016	14	Transportation
Monday/ 07-12-2016	15	Nature & Plants
Monday/ 07-12-2016	16	Pieces of Furniture



Figure 1. English tutoring activities at SDN 57 Rejang Lebong

Elementary English Tutoring learning materials have been held for 16 meetings and are scheduled according to the schedule that has been made. The participants of this tutoring are 30 students. Participants are very enthusiastic about learning so the devotees feel a very high learning atmosphere during the implementation of this service. The servants did not see any negative facial expressions on their faces. The students arrived on time during the tutoring activities.

Table 5. Junior High School English English Learning Materials

Date and time	Meetings	Materials Provided
Wednesday/ 07-09-2016	1	Part Of Body
Wednesday/ 14-09-2016	2	Day & Month
Wednesday/ 21-09-2016	3	Weather
Wednesday/ 28-09-2016	4	My School
Wednesday/ 05-10-2016	5	My Family
Wednesday/ 12-10-2016	6	My House
Wednesday/ 19-10-2016	7	My Bedroom
Wednesday/ 26-10-2016	8	My Bathroom
Wednesday/ 02-11-2016	9	My Classroom
Wednesday/ 09-11-2016	10	My Kitchen
Wednesday/ 16-11-2016	11	My Living Room
Wednesday/ 23-11-2016	12	Greetings And Partings
Wednesday/ 30-11-2016	13	Daily Routine
Wednesday/ 07-12-2016	14	Descriptive Text
Wednesday/ 14-12-2016	15	Narrative Text
Wednesday/ 21-12-2016	16	Procedure Text



Figure 2. English tutoring activities at SMPN 32 Rejang Lebong

The learning materials for the Junior High School English Tutoring have been held for 16 meetings and are scheduled according to the schedule that has been made. The participants of this tutoring are 30 students. The junior high school students who took part in this activity were very happy and suggested to their principal that this activity be continued. They are very enthusiastic about learning English and hope that this activity will continue to be carried out. At least with the implementation of this activity, these adolescent students can spend their free time with positive and useful activities.

Table 6. Senior High School English English Learning Materials

Date and time	Meetings	Materials Provided
Friday/ 02-09-2016	1	Introducing yourself and someone
Friday/ 09-09-2016	2	Greeting someone
Friday/ 16-09-2016	3	Making an Advertisement
Friday/ 23-09-2016	4	Responding Compliments and Congratulations
Friday/ 30-09-2016	5	Accepting and declining an Offer/ Invitation
Friday/ 07-10-2016	6	Expressing Surprise
Friday/ 14-10-2016	7	Responding to thanks
Friday/ 21-10-2016	8	Complimenting someone
Friday/ 28-10-2016	9	Congratulating someone
Friday/ 04-11-2016	10	Expressing disbelief Making an Announcement
Friday/ 11-11-2016	11	Making, approving, canceling Appointments
Friday/ 18-11-2016	12	Showing attention and Sympathy
Friday/ 25-11-2016	13	Descriptive Text
Friday/ 02-12-2016	14	Recount Text
Friday/ 09-12-2016	15	Procedural Text
Friday/ 16-12-2016	16	Narrative Text



Figure 3. English tutoring activity at SMA N 7 Rejang Lebong

Senior high school English Tutoring learning materials have been held for 16 meetings. The participants in this tutoring are 40 students. Children are very interested in learning English because learning English at their school is very limited. They do not understand the material that has been given by the teacher. With this tutoring, students from SMAN 07 Rejang Lebong feel helped by learning materials that they do not understand at school. They can also study without having to think about the cost of paying for additional lessons. The school also asked the staff so that this tutoring could be carried out again in the future.

Table 7. Counseling Guidance Materials for Elementary, Junior, and Senior High School

Date and time	Meetings	Executor	Materials Provided
Saturday/ 03-09-2016	1	Servant	Ready To Be An Ideal Teen
Saturday/ 10-09-2016	2	Servant	Become a Friend
Saturday/ 17-09-2016	3	Servant	Good Study Attitudes and Habits
Saturday/ 24-09-2016	4	Servant	Islamic Association Ethics
Saturday/ 01-10-2016	5	Servant	Good Self Concept
Saturday/ 08-10-2016	6	Servant	Rape In the Name of Love

Saturday/ 15-10-2016	7	Servant	Cultivating Confidence
Saturday/ 22-10-2016	8	Servant	Fast Reading Tips
Saturday/ 29-10-2016	9	Servant	Know Yourself
Saturday/ 05-11-2016	10	Servant	Increase Study Concentration
Saturday/ 12-11-2016	11	Servant & POLRES	Crime and Punishment, Dangers of Drugs & Alcohol
Saturday/ 19-11-2016	12	Servant & BKKBN	Reproduction health
Saturday/ 26-11-2016	13	Servant & DIKNAS	Poor Student Aid
Saturday/ 03-12-2016	14	Servant	Cultivating Emotions
Saturday/ 10-12-2016	15	Servant	Community Problems
Saturday/ 17-12-2016	16	Servant	Dangers of Free Sex & Early Marriage



Figure 4. Personal Social Counseling Services activities

Personal Social Counseling Services learning materials in elementary, junior, and senior high school have been held for 16 meetings and are scheduled according to the schedule that has been made. The participants of this RPS counseling were 100 students consisting of 30 elementary school children, 30 junior high school students, and 40 high school students. The provision of counseling guidance materials was not only provided by the service staff but also assisted by relevant stakeholders, namely the National Education Office of Rejang Lebong Regency, BKKBN of Rejang Lebong Regency, and POLRES of Rejang Lebong Regency. This activity went well and smoothly. All parties helped and supported the implementation of this activity.

4.2 FOLLOW UP

4.2.1 English Learning Tutoring

The English Tutoring which is being implemented at SDN 57 Rejang Lebong, SMPN 32 Rejang Lebong, and SMAN 7 Rejang Lebong is running well and smoothly. The school is very supportive of this service activity. The school helps the servants in providing the place and facilities for activities. The material that has been taught by the devotees can be well absorbed by the students. Students are very enthusiastic about learning because they are very

happy to get additional study hours without having to think about the cost problem.

4.2.2 Personal Social Counseling Service (RPS)

The RPS Counseling Guidance at SDN 57 Rejang Lebong, SMPN 32 Rejang Lebong, and SMAN 7 Rejang Lebong went well and smoothly. This services makes them feel confidence, discipline, responsibility, diligent, happy, and brave. The school is very supportive of this service activity. The school also helps servants in providing places and facilities for activities. The material that has been taught by the devotees can be well absorbed by the students. After the submission of the material by the servant, the material will be delivered by the POLRES, the Education Office, and the BKKBN.

5. CONCLUSIONS

English learning tutoring and personal social counseling services (RPS) which have been implemented at SDN 57 Rejang Lebong, SMPN, and SMAN 7 Binduriang went well and smoothly. The school is very supportive of this service activity. The school helps the servants in providing the place and facilities for activities. The material that has been taught by the servant can be well absorbed by the students. Students are very enthusiastic about learning because they are very happy to get additional study hours without having to think about the cost problem. Stakeholders are also very helpful in the implementation of this service. The Education Office, BKKBN, and District POLRES. Rejang Lebong delivered material that was very useful for students in Binduriang District.

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