


Developing Social Learning Theory-Based Counseling with *Godril* Dance Values to Reduce Negative Peer Influence in Students' Qur'an Memorization

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<p>Submitted: 2026-03-01</p> <p>Revised: 2026-04-11</p> <p>Published: 2026-05-25</p> <p>Keywords: Counseling Module, Local Cultural Values, Peer Influence, Social Learning Theory, <i>Tahfidz</i> Al-Qur'an</p> <p>Copyright holder: © Author/s (2026)</p> <p>This article is under:</p>  <p>How to cite: Syaifuddin, M. H., Isriyah, M., & Masyitoh, D. (2026). Developing Social Learning Theory-Based Counseling with <i>Godril</i> Dance Values to Reduce Negative Peer Influence in Students' Qur'an Memorization. <i>Bulletin of Counseling and Psychotherapy</i>, 8(2). https://doi.org/10.51214/002026081859000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: Qur'an memorization programs in Islamic schools play an important role in developing students' intellectual and spiritual balance. However, students' consistency in memorizing the Qur'an is often influenced by social interaction dynamics, particularly negative peer influence that may reduce motivation and discipline. This study aims to develop and examine the feasibility of a Counseling Guidance module based on Social Learning Theory (SLT) integrated with the local cultural values of <i>Tari Godril</i> to reduce negative peer influence among <i>Tahfidz</i> students at MAN Lumajang. This study employed an approach using the ADDIE model (analysis, design, development, implementation, and evaluation). The research subjects were 150 <i>Tahfidz</i> students of class MAN Lumajang, Indonesia, consisting of 10 students in a small group trial and 30 students in a field trial. Data were collected through observations, interviews, documentation, expert validation questionnaires, and student response questionnaires. The results of expert validation indicated that the module was very valid, with material feasibility of 88%, language feasibility of 85%, design feasibility of 84%, and practicality of 90%. Students' responses showed a very positive category with an average percentage of 86.25%. The integration of SLT with the philosophical values of <i>Tari Godril</i> strengthens the contextual relevance of counseling services within students' cultural environment. These findings confirm that the developed module is feasible as an innovative counseling strategy to help <i>Tahfidz</i> students manage negative peer influence and maintain consistency in memorizing the Qur'an.</p>
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INTRODUCTION

Islamic education plays an important role in shaping a generation that is not only intellectually competent but also possesses strong spiritual values and good character. Madrasahs as Islamic educational institutions are expected to integrate intellectual, spiritual, and social intelligence in the student learning process (Al-atsari & Achadi, 2024; Kadarsih & Us, 2025; Masyitoh, 2025; Rouf & Noval, 2022). One form of implementing spiritual education in madrasahs is the *Tahfidz* Al-Qur'an program, which aims to develop students who have a close relationship with the Qur'an while also fostering religious character and discipline in their daily lives (Sakho, 2017; Tinggi et al., 2025; Tsania & Fanreza, 2025).

Memorizing the Qur'an is not only related to cognitive abilities but also requires mental readiness and a supportive social environment (Arqam et al., 2026; Down et al., 2025; Syam et al.,

2025). Students' success in maintaining memorization is also closely related to their ability to regulate motivation and learning behavior. Counseling interventions that apply self-management strategies have been shown to improve students' learning motivation and behavioral control in educational settings (Azzahra, 2024; Hikmah & Kaffah, 2025; Isriyah et al., 2025). In practice, students' success in maintaining their memorization is influenced by internal factors such as motivation and self-control, as well as external factors such as social support and interactions with peers (Falasifah & Juliati, 2025; Isriyah et al., 2023; Maarif, 2025; Ruaidah & Husna, 2023). During adolescence, peer influence becomes a dominant factor in shaping students' behavior because adolescents tend to learn through social interactions within their peer groups (Ambriyani, 2025; Isriyah, 2024a).

The phenomenon in Madrasah Aliyah shows that students' consistency in maintaining Qur'anic memorization is often influenced by peer dynamics. Negative peer influence, such as engagement in less productive activities, excessive use of gadgets, and apathetic attitudes toward religious activities, can reduce students' motivation to memorize the Qur'an (Ruaidah & Husna, 2023; Syam et al., 2025). This is in line with Social Learning Theory proposed by Albert Bandura, which explains that individuals learn through observation, imitation, and interaction with their social environment (Ambriyani, 2025). Therefore, a positive social environment can serve as an effective learning medium in shaping constructive behaviors among students.

One approach that can strengthen positive social interaction in learning is the integration of local cultural values. Culture-based approaches allow students to understand educational values through social contexts that are close to their daily lives (Astuti et al., 2026; Isriyah, 2022; Khusna & Adji, 2024; Rohim, 2022). In the history of Islam in the Indonesian archipelago, cultural approaches were utilized by the *Walisongo*, particularly *Sunan Kalijaga*, who used art and culture as media for da'wah so that Islamic values could be more easily accepted by society (Husniyah & Sodik, 2024; Riyadi & Karim, 2023; Rohim, 2022; Sari et al., 2024).

In the context of Lumajang Regency, the *Godril* Dance is one of the traditional arts that reflects values of togetherness, coordination, and harmony in the movements of its dancers (Sri Andini, 2020). These values can be conceptualized as a form of social support in students' learning, particularly in fostering collective enthusiasm in memorizing the Qur'an. The integration of the *Godril* Dance values with Social Learning Theory is expected to build more positive social interaction patterns and reduce the negative influence of peers on students who memorize the Qur'an.

However, studies that integrate Social Learning Theory with local cultural values as a strategy to reduce negative peer influence in the context of Qur'anic memorization learning are still limited. Most studies focus on memorization methods or spiritual development without examining the integration of local culture as a medium for social learning (Adibah et al., 2026; Nurkamaliyah et al., 2025; Rohim, 2022; Ruaidah & Husna, 2023; Syam et al., 2025). Therefore, this study aims to develop a Social Learning Theory model based on the values of the *Godril* Dance to reduce the negative influence of peers on students in memorizing the Qur'an. This research is expected to contribute theoretically to the development of guidance and counseling studies and provide practical implications for developing *Tahfidz* student development programs that are more contextual and culturally based.

Study Aim and Hypothesis

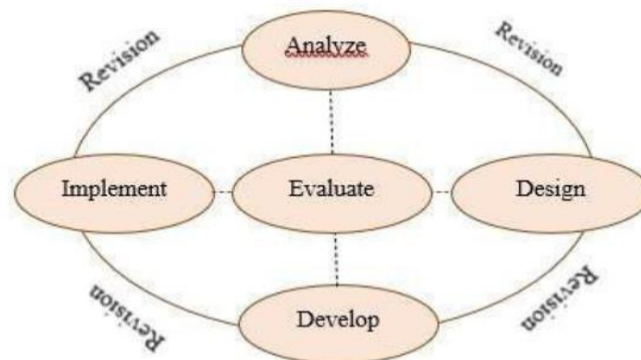
This study aims to develop and examine the effectiveness of a Social Learning Theory (SLT) model based on the values of the *Godril* Dance in reducing the negative influence of peers on students in memorizing the Qur'an in the madrasah environment. This model utilizes the processes of observation, imitation, and social reinforcement within SLT and integrates the values of togetherness, discipline, and responsibility contained in the *Godril* Dance as a medium for social learning (Ambriyani, 2025; Sri, 2020; Warini & Hidayat, 2023). The hypothesis of this study is that

the Social Learning Theory (SLT) model based on the values of the *Godril* Dance is effective in reducing the negative influence of peers on students in the process of memorizing the Qur'an.

METHODS

Design

This study employed a design using the ADDIE model (Analyze, Design, Development, Implementation, Evaluation) to develop a guidance and counseling service module based on Social Learning Theory (SLT) and the values of the *Godril* Dance to reduce the negative influence of peers on students who memorize the Qur'an (Rahmawati & Isriyah, 2025). The ADDIE model was chosen because it provides systematic stages in developing instructional products, starting from needs analysis to product effectiveness evaluation (Slamet, 2022). The research process began with a needs analysis through observations and interviews with guidance and counseling teachers and *Tahfidz* students, followed by the stages of module design, product development, expert validation, implementation with students, and evaluation to determine the feasibility and effectiveness of the developed module (Sultan & Kasim, 2024).



Picture 1: ADDIE model steps (Rafiola et al., n.d.)

Participants

The participants in this study were students enrolled in the *Tahfidzul Qur'an* program at MAN Lumajang. The research population consisted of all students participating in the *Tahfidzul Qur'an* excellence program at the madrasah. A purposive sampling technique was applied by considering students' active involvement in the *Tahfidz* program. Based on this criterion, students of class X-C were selected as the primary research subjects. This class consisted of 10 students involved in the small group trial and 30 students in the field trial, as part of the implementation stage of the ADDIE model. Although a total of 150 *Tahfidz* students from grades X, XI, and XII were involved in the broader research context, the intervention was specifically conducted in class X-C. In addition, Guidance and Counseling teachers were involved as practitioner validators during the development stage to assess the feasibility of the module. Participants were selected based on their relevance to the research context, particularly students who were actively memorizing the Qur'an and experiencing social interaction dynamics with peers in the madrasah environment.

Instruments

The instruments used in this study were designed to support data collection across the ADDIE stages, particularly in the analysis, development, implementation, and evaluation phases. Data collection techniques included expert validation questionnaires, student response questionnaires, interviews, observations, and documentation.

The expert validation questionnaire was used during the development stage to assess the feasibility of the module in terms of content, language, design, and usability by practitioners. The assessment employed a Likert scale ranging from 1 to 5, indicating very invalid to very valid criteria.

The student response questionnaire was administered during the implementation and evaluation stages to measure students' perceptions regarding the attractiveness, usability, and acceptance of the developed module. Interviews and observations were conducted in the analysis stage to explore students' social conditions and the influence of peers on the Qur'an memorization process. Documentation was used to support data throughout the product development and implementation processes

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Data Analysis

Data analysis in this study employed quantitative and qualitative analysis techniques. Quantitative data were obtained from expert validation results and student responses, which were analyzed using percentage techniques to determine the level of product feasibility. The percentage of expert validation was calculated using the following formula: $V_{-ah} = \frac{X_i}{X} \times 100\%$, where X_i represents the total score given by the validator and X represents the maximum possible score. The resulting percentages were then categorized into product feasibility criteria ranging from very invalid to very valid (Andi, 2018).

Student response analysis was calculated using the following formula: $V_{-au} = \frac{T_{se}}{T_{sh}} \times 100\%$ where T_{se} represents the total empirical score of student responses and T_{sh} represents the expected maximum score.

Qualitative data were obtained from observations, interviews, and feedback from validators, which were analyzed through the stages of data reduction, categorization, and interpretation to obtain a comprehensive understanding of students' needs, the module development process, and the evaluation of product implementation (Siyoto & Sodik, 2015). The combination of quantitative and qualitative analysis ensured the feasibility and effectiveness of the SLT-based counseling module integrated with the values of the *Godril* Dance in reducing negative peer influence among *Tahfidz* students.

RESULTS AND DISCUSSION

Results

This study aims to develop a Guidance and Counseling service module based on the local cultural values of *Tari Godril* to reduce the negative influence of peer groups among students of the *Tahfidzul* Qur'an program at MAN Lumajang. The development of the module was carried out using the ADDIE model which consists of five main stages, namely Analyze, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen because it provides a systematic

development framework and allows the development process to be carried out gradually and continuously so that the resulting product can be adapted to user needs (Maulana, 2022).

Through this development model, the design process of the Guidance and Counseling module was conducted comprehensively, starting from analyzing students' needs, designing service materials, developing the module product, validating the module through expert review, and implementing trial activities with *Tahfidzul Qur'an* program students. Research data were obtained through observation, interviews, documentation, expert validation questionnaires, and student response questionnaires. The collected data consisted of qualitative data obtained from observations and interviews, as well as quantitative data obtained from validation instruments and student responses toward the developed module.

The results of the study indicate that the Guidance and Counseling module based on the values of *Tari Godril* was categorized as highly valid by experts with an average validation score above 80%. Furthermore, the results of students' responses toward the module indicated a very attractive category with an average percentage of 86.25%. These findings demonstrate that the developed module is not only feasible to be used in Guidance and Counseling services but also capable of attracting students' interest and supporting the internalization of positive values in their social environment.

Previous Research Stage

The preliminary research stage was conducted to identify the needs for Guidance and Counseling services among students of the *Tahfidzul Qur'an* program at MAN Lumajang. This stage was carried out through field observations, interviews with school counselors, and an analysis of students' social conditions in the madrasa environment.

The observation results indicated that some *Tahfidz* students experienced challenges in maintaining the consistency of their Qur'an memorization. One of the factors influencing this condition was the negative influence of peer groups that did not support memorization activities. During adolescence, social interaction with peer groups plays a strong role in shaping individual behavior. Students tend to imitate behaviors demonstrated by peers within their social groups, making the peer environment an important factor in students' behavioral development.

These findings were strengthened by interviews with the Guidance and Counseling teacher at MAN Lumajang who stated that peer influence significantly affects students' behavior in carrying out *Tahfidz* activities. Students who are surrounded by positive peer environments tend to have higher motivation to maintain Qur'an memorization, whereas students who are involved in less supportive peer groups often experience decreased enthusiasm in memorization activities.

In addition, the analysis of local cultural values revealed that *Tari Godril*, as one of the traditional arts of Lumajang, contains philosophical values such as togetherness, discipline, responsibility, and perseverance. These values are considered relevant to the character development of *Tahfidz* students, particularly in maintaining commitment to Qur'an memorization activities. Therefore, the integration of local cultural values into Guidance and Counseling services is considered a contextual approach that can support the character development process of students.

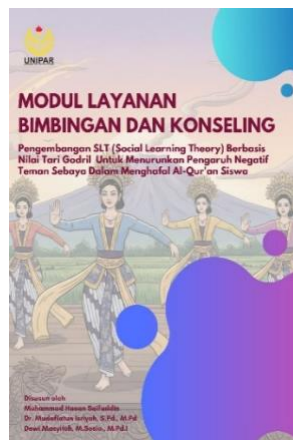
Model Development Stage

The model development stage was conducted based on the results of the needs analysis. At this stage, the researcher designed a Guidance and Counseling service module that integrates Social Learning Theory with the philosophical values contained in *Tari Godril*. The integration of these two approaches aims to help students understand the influence of their social environment and develop the ability to choose positive behaviors within their peer groups.

The Guidance and Counseling module was designed in the form of information services and group guidance activities that can be used by school counselors in classroom-based counseling services. The module structure was systematically organized to ensure ease of use by Guidance and Counseling practitioners in schools. The main components of the module consist of an introduction, service objectives, service materials based on *Tari Godril* values, learning activities based on discussion and reflection, and student understanding evaluation.

The learning approach used in the module adopts a contextual approach that connects local cultural values with students' daily social experiences. Through this approach, students not only gain an understanding of peer influence but are also able to internalize positive values such as discipline, responsibility, and togetherness as reflected in the philosophy of *Tari Godril*.

Therefore, the developed module functions not only as a learning medium in Guidance and Counseling services but also as a means of strengthening students' character through the integration of local cultural values in the learning process.



Picture 2. Initial Product Module

Model Validation Stage

After the development stage was completed, the Guidance and Counseling module underwent an expert validation process. The validation process was conducted to assess the feasibility of the module before it was implemented in the field. The validation involved educational practitioners, particularly school counselors who have experience in implementing Guidance and Counseling services in schools.

The validation assessment focused on four main aspects, namely material feasibility, language feasibility, design feasibility, and practicality for practitioners. The assessment used a rating scale ranging from 1 to 5, and the results were analyzed using a validation percentage formula.

The results of the expert validation showed that the developed Guidance and Counseling module received highly positive evaluations. The material feasibility aspect obtained a percentage of 88% with a very valid category. The language feasibility aspect obtained a score of 85% with a very valid category. Meanwhile, the design feasibility aspect obtained a percentage of 84%, and the usability aspect obtained 90%, both categorized as very valid.

Overall, the validation results indicate that the Guidance and Counseling module based on the values of *Tari Godril* is considered highly valid and suitable for use in school counseling services. The validators also provided several suggestions regarding improvements in the module layout and strengthening the connection between the service materials and students' social life contexts. These suggestions were used as the basis for refining the module before conducting implementation trials.



Picture 3: Final Product Module

Effectiveness Test

The effectiveness of the module was tested through the implementation stage involving students of the *Tahfidzul Qur'an* program in class X-C at MAN Lumajang. The trial was conducted in two stages, namely a small group trial and a field trial.

The small group trial involved 10 students to identify their initial responses toward the developed module. During the implementation of the counseling service using the module, students showed high enthusiasm for the presented materials. This occurred because the service materials were connected to local cultural values that were familiar to the students, making it easier for them to understand the conveyed values.

The field trial was subsequently conducted with 30 students. In this stage, classroom-based Guidance and Counseling services were carried out using the module as the service implementation guide. The counseling activities included discussions about peer influence, introduction to the values of *Tari Godril*, and reflection on students' social behavior within their peer environments.

The effectiveness evaluation was conducted through an analysis of students' responses to the module. The results showed that the attractiveness aspect obtained a percentage of 86%, the ease of understanding aspect obtained 84%, the material relevance aspect obtained 88%, and the usefulness aspect obtained 87%. The overall average response reached 86.25%, which falls into the very attractive category.

These results indicate that the Guidance and Counseling module based on the values of *Tari Godril* is capable of attracting students' interest and helping them understand the influence of peer groups in their social lives. Therefore, this module can serve as an effective medium for Guidance and Counseling services to support students in developing positive social behaviors.

Discussion

The results of this study indicate that the development of a Guidance and Counseling (GC) service module based on the local cultural values of *Tari Godril* can serve as an alternative strategy to help *Tahfidzul Qur'an* students cope with the negative influence of peer groups. These findings demonstrate that integrating local cultural values into counseling services can enhance students' understanding of the importance of choosing a positive social environment and strengthen their commitment to maintaining consistency in memorizing the Qur'an (Alsubaie et al., 2019). Culture-based approaches in counseling services have been widely recommended in recent studies because they are considered more contextual, relevant to students' lived experiences, and capable of increasing student engagement in the counseling process (Isriyah et al., 2023; Maulana, 2022; Sari & Handayani, 2021; Sodik et al., 2024).

In the context of adolescent development, Previous studies also highlight that students' engagement in counseling services is strongly influenced by social interaction and perceived social

presence within their learning environment (Isriyah et al., 2023). The results of observations and interviews in this study revealed that students' behavior in maintaining consistency in Qur'an memorization is strongly influenced by their peer environment. Students tend to imitate the behavior of friends within their social groups, both behaviors that support and those that hinder learning and memorization activities. These findings are consistent with previous studies showing that peer influence plays an important role in shaping adolescents' attitudes, learning motivation, and social behavior (Firmansyah et al., 2024; Iwan et al., 2021). A positive peer environment has been shown to increase students' learning motivation and discipline, whereas less supportive social environments may lead to decreased academic motivation and learning engagement (Trisyananda & Winingsih, n.d.).

The role of social environment in shaping students' behavior has also been emphasized in recent counseling studies showing that positive social interaction can foster healthier behavioral patterns and learning engagement (Isriyah & Rahmawati, 2025). Individuals learn not only through direct experiences but also through observing the behaviors of others who are considered social models (Bandura, 1986). In the context of this research, students not only receive information about the impact of peer influence but also learn to emulate the positive values contained in the philosophy of *Tari Godril*. Values such as discipline, togetherness, responsibility, and perseverance are integrated into the counseling service activities so that students can connect these cultural values with the process of maintaining consistency in memorizing the Qur'an. Recent research indicates that Positive social modeling can enhance students' self-regulation and intrinsic motivation in learning activities (Isriyah et al., 2025; Schunk, 2020).

The findings of this study also show that a local culture-based approach can increase student engagement in the counseling service process. The high level of positive responses from students toward the developed module indicates that the integration of local cultural values makes the service materials more contextual and easier for students to understand. This aligns with the concept of culturally responsive counseling, which emphasizes the importance of integrating cultural values into counseling processes so that interventions become more relevant to clients' social and cultural backgrounds (David, 2016; Isriyah & Rahmawati, 2025)). In the Indonesian educational context, the use of local culture in counseling services can also strengthen students' cultural identity while supporting character development based on local wisdom values (Parasayu et al., 2026; Rahmat & Widodo, 2022).

In addition to enhancing the relevance of service materials, the use of local culture in counseling services is also consistent with the contextual learning approach, which emphasizes the importance of connecting learning with students' social and cultural realities (Abdan et al., 2024). Contextual learning enables students to understand concepts through experiences that are closely related to their daily lives, thereby making the internalization of values more effective (Putra, 2025). In this study, *Tari Godril* was not only used as a medium for cultural learning but also as a means to instill character values that support the development of positive behavior among *Tahfidz* students.

The use of arts and culture in character education has also been widely recommended by recent studies because it can increase students' emotional engagement and self-reflection during the learning process (Yoon et al., 2024). Traditional arts function not only as cultural expressions but also as learning media for social values such as cooperation, discipline, and responsibility (Isriyah, 2024b). Therefore, integrating *Tari Godril* into the counseling service module provides meaningful learning experiences for students and helps them understand social values that can be applied in their daily lives.

The results of this study also demonstrate that a culture-based counseling service approach can be an effective strategy for strengthening students' resilience against negative peer influence (Aulia et al., 2025). Social resilience in adolescents is strongly influenced by their ability to select positive social environments and manage social pressure from peer groups (Masten et al.,

2021). Through counseling services based on the values of *Tari Godril*, students are encouraged to reflect on their social behaviors and understand the importance of choosing peers who can provide positive influences on their personal development.

Theoretically, this study contributes to the development of culture-based counseling approaches within the context of Islamic education, particularly in *Tahfidzul Qur'an* programs. The integration of social learning theory with local cultural values demonstrates that counseling services can be developed contextually by considering the social and cultural characteristics of students. This approach aligns with the evolving paradigm of modern counseling, which emphasizes the importance of multicultural and contextual approaches in counseling practice (Boyd et al., 2024; David, 2016).

However, this study has several limitations that should be considered. First, the research was conducted in only one class at MAN Lumajang, resulting in a limited sample scope. Therefore, the generalization of the findings should be interpreted cautiously. Second, the measurement of module effectiveness was largely based on student responses and expert validation. Further research is therefore required using experimental research designs to examine the impact of the module on improving the consistency of Qur'an memorization more comprehensively.

Based on these limitations, future studies are recommended to employ experimental designs involving larger and more diverse samples and to conduct longitudinal studies to examine the long-term impact of culture-based counseling modules. Further research may also explore the integration of other forms of local culture in counseling services as an effort to enrich culture-based counseling approaches rooted in local wisdom in Indonesia.

Overall, the results of this study indicate that the integration of local cultural values in Guidance and Counseling services has significant potential to support students' character development and strengthen their resilience against negative peer influence, particularly in the context of *Tahfidzul Qur'an* education. This approach not only contributes practically to the implementation of counseling services in schools but also contributes academically to the development of culturally grounded counseling models that are relevant to the Indonesian educational context.

Implications

Overall, this study provides theoretical and practical contributions to the development of culturally based counseling and guidance services in Islamic educational settings. Theoretically, this research strengthens the relevance of Social Learning Theory in explaining how social interaction and modeling processes influence students' behavior in maintaining consistency in memorizing the Qur'an. The integration of the philosophical values of *Tari Godril*, such as togetherness, discipline, and responsibility, expands the application of SLT by incorporating local cultural dimensions as a medium for internalizing character values. Practically, this research produces a counseling guidance module based on the values of *Tari Godril* that can be used as an alternative intervention strategy to help *Tahfidz* students understand and manage peer influence in a more positive way. These findings also indicate that counseling approaches based on local wisdom can increase students' engagement in guidance services and strengthen the relevance of counseling materials to the social and cultural context of students in madrasah environments.

Limitations and Recommendations for Further Research

This study has several limitations that should be considered. First, the research was conducted in only one *Tahfidz* class at MAN Lumajang with a relatively limited sample size; therefore, the results cannot yet be generalized broadly to other madrasah contexts. Second, the evaluation of the module's effectiveness mainly relied on expert validation and students' responses, so the impact of the intervention on improving the consistency of Qur'an memorization has not been tested through

a stronger experimental design. Third, the study focused on the development of a counseling module; therefore, the long-term implementation of the SLT model based on *Tari Godril* values has not been fully observed. Based on these limitations, further research is recommended to employ experimental or quasi-experimental designs with larger and more diverse samples involving several madrasah or Islamic boarding schools, as well as longitudinal studies to examine the long-term impact of this intervention on students' motivation, memorization consistency, and resilience to negative peer influence. Future studies may also develop more varied counseling media based on local cultural values, including the integration of digital technology in learning and counseling services within madrasah environments.

CONCLUSION

This study demonstrates that a counseling guidance module based on the local cultural values of *Tari Godril* was successfully developed as an intervention strategy to help students in the *Tahfidzul Qur'an* program cope with negative peer influence. The findings reveal that students' consistency in maintaining Qur'an memorization is strongly influenced by social interaction dynamics within peer groups, indicating the need for counseling approaches that can redirect social influence toward more positive behaviors. The integration of Social Learning Theory with the philosophical values of *Tari Godril* enables students to understand learning processes through observation, modeling, and social reinforcement within a cultural context familiar to their daily lives. The expert validation results show that the developed module falls into the highly valid category, while students' responses indicate a very positive level of acceptance toward its implementation in counseling services. These findings suggest that counseling approaches based on local wisdom have strong potential to strengthen students' character and increase their awareness in selecting supportive social environments for Qur'an memorization activities. Therefore, the development of counseling services based on local cultural values can serve as an important innovation in supporting *Tahfidz* education while reinforcing the integration of religious values, culture, and social learning in madrasah environments.

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AUTHOR CONTRIBUTIONS STATEMENT

The author is fully responsible for all stages of this research and the preparation of this article. The author formulated the research problem, developed the theoretical framework, designed the research instruments and the counseling service module based on the values of *Tari Godril*, conducted data collection and analysis, and prepared and revised the manuscript until the final version. The author has read and approved the final version of the manuscript prior to publication.

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