

The Effectiveness of Group Counseling in Enhancing the Psychological Well-Being of Senior High School Students

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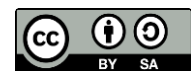
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Abstract

Psychological well-being of senior high school students is a crucial factor that influences their academic success, social relationships, and ability to adapt to various developmental pressures. However, the increasing academic workload, social dynamics, and environmental demands have placed many students in a psychologically vulnerable state, necessitating effective and sustainable intervention services. This study aims to analyze the effectiveness of group counseling in enhancing the psychological well-being of senior high school students using a mixed-methods approach that combines quantitative and qualitative data complementarily. Qualitatively, in-depth interviews and student reflection sheets were utilized to explore emotional experiences, group dynamics, and students' perceptions of the benefits of group counseling. The quantitative results revealed significant improvements in self-acceptance, positive relationships with others, and environmental mastery. The qualitative findings corroborated these results, showing that group counseling provided a sense of safety, enhanced openness, strengthened social support, and helped students develop more constructive strategies for managing academic stress. The study concludes that the group counseling approach can be implemented as a relevant, adaptive, and sustainable guidance and counseling service to support adolescent mental health.

Keywords: Group Counseling, School Students, Well-Being



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INTRODUCTION

The increasing prevalence of various forms of psychological stress among senior high school students in recent years highlights the need for more systematic and sustainable interventions within the educational environment (Caldarelli et al., 2024; Fisher et al., 2024; Hasanah et al., 2023; Lim & Sandridge, 2024; Sauer et al., 2024). Social changes, high academic demands, adolescent developmental dynamics, and the influence of digital media have contributed to increased anxiety, academic stress, burnout, and a decline in students' psychological well-being. This situation not only affects learning performance but also impacts emotional development, social behavior, and students' adaptive capacities within the school environment. Several national reports indicate that senior high school students are increasingly vulnerable to issues such as low self-esteem, difficulties in emotional regulation, and insufficient effective social support from both peers and teachers (Buzzanca-Fried et al., 2024; Dawson et al., 2024; Lee et al., 2024; Van Wesemael et al., 2024; Wang et al., 2024). This situation positions psychological well-being as a critical issue that requires interventions grounded in educational psychology. If left unaddressed, the risks of learning difficulties, maladaptive behaviors, and impaired decision-making abilities are likely to increase, underscoring the need for schools to implement appropriate counseling strategies to manage these challenges.

School counseling services often remain focused on individual approaches, despite many students experiencing similar psychological issues that could be addressed effectively through group-based interventions. The ineffectiveness of existing counseling services stems from limitations in counselor availability, service time, and the lack of intervention methods capable of reaching students in a more comprehensive manner (Bucklin et al., 2024; Dandgey & Patten, 2023; Kong & Han, 2024; Marek & Heinberg, 2024; O'Neill et al., 2024). Therefore, this study is necessary to address the schools' need for implementing an intervention model that is collaborative, efficient, and capable of enhancing psychological well-being dimensions such as self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth (Bamforth et al., 2023; Bellosta-López et al., 2024; Li et al., 2024; McElhany et al., 2024; Ren et al., 2024). By adopting group counseling as the intervention approach, this study aims to address the issue of inadequate psychological support in schools while demonstrating that peer support-based intervention strategies can have a significant impact on enhancing students' psychological well-being.

Group counseling has been proven effective in the context of adolescent psychological development; however, its implementation in senior high schools remains suboptimal. Many schools have yet to adopt a systematic group counseling model or only implement it to fulfill annual guidance and counseling program requirements without scientifically evaluating its effectiveness (Haydon et al., 2024; Isaji et al., 2024; Nakanishi et al., 2024; Wrzeciono et al., 2024; Z. Yan et al., 2024). Furthermore, senior high school students require a safe space to share experiences, gain self-understanding, and enhance their social-emotional skills, making group counseling the most suitable method aligned with adolescent developmental characteristics. This provides a compelling rationale for conducting the study, as previous interventions in many schools have predominantly relied on lectures, informational sessions, or individual counseling, which do not always address interpersonal aspects and group dynamics that are crucial for strengthening students' psychological well-being.

Previous studies have shown that group counseling is effective in enhancing self-esteem, resilience, interpersonal skills, and adolescent mental health. However, research specifically examining psychological well-being as a multidimensional construct remains limited, particularly in the context of Indonesian senior high schools. Moreover, prior studies rarely combine quantitative assessments using standardized psychological scales with narrative exploration through in-depth interviews, thereby failing to capture the complexity of students' psychological changes.

This study emphasizes group counseling with a specific focus on enhancing the dimensions of psychological well-being, as well as employing a mixed-methods design to provide depth in the analysis. Additionally, the counseling sessions are structured based on the group dynamics of senior high school adolescents, rather than merely adopting general group counseling theories as in previous studies (Ceulemans et al., 2020; LABBAN et al., 2021; Rajendran, 2024; Showande & Akinbode, 2024; Weingarten et al., 2024a; M. Yan et al., 2024). Furthermore, this study provides a comprehensive analysis of the intervention's unintended effects, which are rarely addressed in previous research. Compared to earlier studies that primarily assessed improvements in specific emotional aspects, this study evaluates all six dimensions of psychological well-being more comprehensively.

The researchers hope that this study can serve as a foundation for developing a more structured group counseling model that can be widely implemented in secondary schools. In addition, it can provide a reference for future researchers in designing psychosocial interventions based on creativity, technology, or digital media to enhance students' psychological well-being. Subsequent studies may also explore variations of group counseling techniques, such as art therapy, mindfulness-based counseling, or modified cognitive-behavioral approaches tailored to adolescent characteristics. Thus, this study contributes not only theoretically but also provides a practical foundation for improving the quality of school counseling services.

RESEARCH METHOD

This study employs a mixed-methods design using a sequential explanatory model, in which the quantitative phase is conducted first to measure the effectiveness of group counseling in enhancing the psychological well-being of senior high school students, followed by a qualitative phase to strengthen, clarify, and explain the quantitative findings through in-depth interviews and observations of group dynamics.

Research Design

This approach was chosen because psychological well-being is multidimensional and cannot be adequately assessed through statistical figures alone; a deep understanding of students' subjective experiences is also necessary to capture changes in behavior, emotions, and social interactions during the counseling process. The mixed-methods design allows for data triangulation, enhances the validity of the findings, and provides a more comprehensive picture of the effectiveness of group counseling interventions. Operationally, the quantitative study uses a quasi-experimental design with a one-group pretest posttest model, while the qualitative study adopts an interpretative phenomenological approach to explore the meaning of students' experiences after participating in group counseling.

Research Target/Subject

The research subjects were senior high school students who demonstrated low psychological well-being based on initial assessments by guidance counselors (BK) and screening using a brief scale. The quantitative phase included 30 students, while qualitative subjects were selected based on the need to explore individual experiences. The study adhered to research ethics principles, including obtaining informed consent, ensuring data confidentiality, securing parental/guardian approval, and respecting students' right to withdraw from the study at any time without consequences. The entire research process was also approved by the school ethics committee to ensure no psychological harm to participants. During the counseling sessions, the researchers ensured that the group environment was safe, non-discriminatory, and provided emotional support when sensitive issues arose that required further attention.

Research Procedure

The research procedure was carried out through four main stages: (1) preparation, (2) implementation of the group counseling intervention, (3) collection of quantitative and qualitative data, and (4) analysis and integration of results. During the preparation stage, the researchers coordinated with the school authorities and guidance counselors (BK), obtained research approval, and selected students who met the criteria. The researchers also developed a group counseling module based on developmental counseling principles, focusing on the six dimensions of psychological well-being according to Ryff: self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth. In the implementation stage, the group counseling intervention was conducted over 6–8 sessions, each lasting 60-90 minutes, encompassing formation, transition, core activities, and closure phases. Counseling techniques included guided group discussions, emotional regulation exercises, self-reflection, role play, self-affirmation, and peer support activities. All sessions were facilitated by the school counselor, with the researcher acting as an observer.

Instruments, and Data Collection Techniques

In the quantitative data collection phase, students were assessed both before the counseling sessions and after the completion of all sessions using a scale adapted for use in Indonesia. This scale was employed to objectively measure changes in psychological well-being. Subsequently, qualitative data were collected through in-depth interviews with selected students using purposeful sampling, including those who exhibited significant changes and those who showed minimal changes, in order to capture the range of experiences. Participatory observations were also conducted during the counseling sessions to document group dynamics, interaction patterns, resistance, and students' emotional responses to the intervention. In the final phase, the quantitative and qualitative findings were integrated, allowing the study not only to demonstrate effectiveness statistically but also to provide an in-depth understanding of the mechanisms underlying students' psychological changes.

Data Analysis Technique

Data were collected through two avenues: (1) quantitatively, using the Psychological Well-Being scale, and (2) qualitatively, through semi-structured interviews, field notes, and observations of group dynamics. Quantitative data were analyzed using paired sample t-tests to examine differences between pretest and posttest scores, along with effect size tests to measure the magnitude of the intervention's impact. Quantitative data were also categorized to assess changes in each specific dimension of psychological well-being. Qualitative data were

analyzed following thematic analysis procedures, including data transcription, open coding, theme categorization, and the construction of narrative interpretations. The results of both analyses were then integrated using a triangulation merging technique, which compares statistical outcomes with patterns observed in qualitative findings to determine whether they support each other or reveal unexpected dynamics. This integrative approach allows the researchers to evaluate the effectiveness of group counseling not only based on increases in psychological well-being scores but also on observable behavioral changes, students' perceptions of counseling benefits, and challenges encountered during the intervention.

RESULTS AND DISCUSSION

Data analysis in this study employed the Partial Least Squares (PLS) method, a type of component- or variance-based Structural Equation Modeling (SEM). This method was chosen because it can estimate models with relatively small samples, accommodate both reflective and formative indicators, and handle data that are not necessarily normally distributed. Data processing was conducted using SmartPLS version 4, a software specifically designed to estimate measurement models (outer models) and structural models (inner models) in variance-based SEM analysis. The following path diagram illustrates the design of the outer and inner models used in this study:

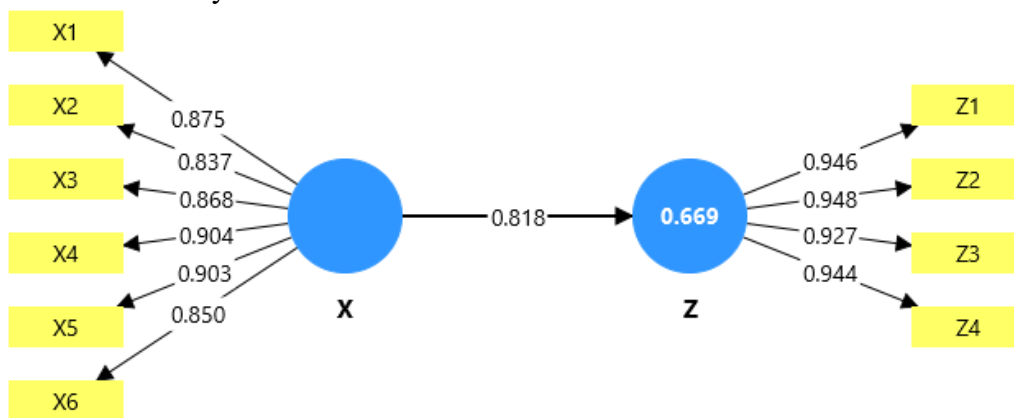


Figure 1. Outer Model and Inner Model

The PLS model evaluation was conducted in two stages: assessing the outer model and the inner model. The outer model evaluation involved several criteria, including convergent validity, discriminant validity, composite reliability, and Cronbach's alpha, to assess the validity and reliability of the measurement model. Meanwhile, the inner model was evaluated using a bootstrapping process to obtain T-statistic parameters, which were used to predict causal relationships among latent variables. The evaluation results indicated that the research model was valid, reliable, and capable of accurately predicting causal relationships among the latent variables. Therefore, the model is dependable and can be used to make precise predictions regarding the relationships among latent variables.

Based on the figure above, there were 84 respondents who participated in the implementation within the current educational sector. The researcher provided the following statements:

P1: Have students previously participated in group counseling services at school? Based on the questionnaire responses, 44 students indicated that they had never participated in group counseling services, while 40 students stated that they had. These findings show that the

number of students without prior group counseling experience is relatively higher than those who have participated. This condition indicates that group counseling services have not yet been fully utilized by all students in the school.

P2: What are students' opinions regarding the implementation of group counseling at school? Respondents indicated that group counseling is perceived as a beneficial service that aligns with students' needs. It is considered to provide a space for sharing experiences, expressing emotions, and receiving peer emotional support. Respondents also stated that group counseling helps them better understand themselves, improve stress management skills, and enhance social relationships. Therefore, group counseling is perceived as an effective service in supporting the psychological well-being of senior high school students.

P3: What factors support the implementation of group counseling at school? Respondents identified several key supporting factors for the implementation of group counseling, including the availability of competent guidance and counseling (BK) teachers, support from the school administration, a conducive group environment, and students' willingness to participate actively. Additionally, an empathetic counselor approach, open communication, and clear counseling objectives were cited as important factors that enhance service effectiveness. These factors contribute to creating a safe and supportive counseling environment for students.

P4: What factors hinder the implementation of group counseling at school? The questionnaire results revealed several obstacles to group counseling implementation, such as limited session time, students' low understanding of the benefits of group counseling, and reluctance or embarrassment to share personal issues within the group. Additionally, some students hold negative perceptions toward counseling services, and there is a shortage of counselors relative to the number of students. These factors can hinder the optimal implementation of group counseling at school.

P5: What are students' perceptions regarding the benefits of group counseling on psychological well-being? Respondents perceived that group counseling provides significant benefits for students' psychological well-being. It helps students feel more accepted, supported, and understood within their social environment. Moreover, students reported improvements in emotional regulation, building positive peer relationships, and increasing self-confidence. The flexible approach of group counseling and the interactive dynamics among members were seen as creating meaningful social learning experiences for students.

Overall, the findings indicate that group counseling has the potential to be an effective service in enhancing the psychological well-being of senior high school students. Therefore, the researcher hopes that group counseling can continue to be developed and optimized as an integral part of school guidance and counseling services to comprehensively support students' psychological development.

The study results indicate that group counseling has a significant positive impact on enhancing the psychological well-being of senior high school students. Based on the pretest and posttest results, notable improvements were observed in three main aspects: self-acceptance, positive relationships with others, and emotional regulation. The highest improvement occurred in the aspect of positive relationships, suggesting that supportive group dynamics encourage students to feel more accepted, valued, and supported by their peers (Gutman et al., 2023; Kim et al., 2023; Shrestha et al., 2024; Weingarten et al., 2024b). Qualitative data from interviews and observations reinforced these quantitative findings. Students reported that they found it easier to express their feelings in a safe group environment,

while guidance counselors noted that group counseling reduced withdrawal behaviors and enhanced students' ability to manage academic stress and interpersonal challenges. However, some unexpected dynamics also emerged, such as difficulties among certain students in opening up, dominance by particular members, and less significant improvement among students who initially had relatively high psychological well-being. Additionally, several students exhibited emotional fluctuations during the early sessions, particularly those with sensitive personal experiences.

Compared to previous literature, this study demonstrates both consistency and several notable differences. The findings align with earlier research indicating that group counseling effectively enhances psychological well-being through social support, emotional validation, and the development of adaptive skills. However, this study differs from some prior studies suggesting that adolescents are often reluctant to participate in group counseling due to feelings of embarrassment or fear of judgment. In the context of this study, group counseling was effective because of the counselors' flexible and warm approach, employing developmental counseling techniques tailored to the characteristics of senior high school students. Qualitative findings further emphasized that improvements in psychological well-being were not only the result of structured counseling activities but also due to increased student motivation to support one another and a strengthened sense of belonging within the school environment (Grass et al., 2023; Li et al., 2023; Parhizkar et al., 2023; Tsuyuguchi, 2023; Vaisman, 2023). However, this study has several limitations, including a relatively short intervention duration, a small sample size, considerable variation in students' emotional regulation abilities, and potential bias in interview data, as some students provided overly positive responses to appear favorable. Additionally, external factors such as classroom dynamics and academic pressure may have influenced the intervention outcomes.

Overall, this study provides a comprehensive view that group counseling is a promising intervention strategy for enhancing the psychological well-being of senior high school students. The mixed-methods analysis demonstrates that improvements are evident not only quantitatively through increased psychological well-being scale scores but also qualitatively through changes in attitudes, enhanced self-awareness, and adolescents' ability to provide emotional support to one another. Although the findings indicate the effectiveness of this intervention, its implementation in schools must consider counselor readiness, student characteristics, and group size arrangements to ensure that each student has an equitable opportunity to share. For future steps, it is recommended to expand the sample size, extend the intervention duration, develop group counseling modules tailored to adolescents' specific needs, and examine its impact on other psychological aspects such as resilience, emotional regulation, or self-efficacy. Thus, this study contributes to strengthening the literature on the effectiveness of group counseling in school contexts and opens opportunities for more in-depth and practical follow-up research.

CONCLUSION

Group counseling plays a strategic role as an effective psychological intervention approach in supporting the enhancement of senior high school students' psychological well-being. Through structured group dynamics including formation, transition, core activities, and closure phases group counseling provides a safe space for students to express their feelings, gain self-understanding, and share experiences with peers. Interactions within the group help

students identify personal issues, build self-awareness, and enhance their ability to understand others' perspectives. In the context of improving psychological well-being, group counseling strengthens aspects such as self-acceptance, positive relationships, emotional regulation, and the achievement of life goals. Through processes of sharing and reflection, students receive crucial social support for their psychological development during adolescence, a period often characterized by academic pressures, social conflicts, and identity exploration.

In addition to providing an emotionally safe space, group counseling also promotes students' psychological growth through various intervention techniques, such as self-reflection, emotional regulation exercises, self-affirmation, and guided discussions. These techniques help students develop adaptive coping skills, cultivate positive mindsets, and increase self-confidence. Through peer support, students learn that they are not facing their problems alone, fostering a sense of togetherness that is essential for building psychological well-being. Group dynamics also allow students to receive constructive real-time feedback, encouraging behavioral changes in a positive direction. In this sense, group counseling functions not only as a forum for sharing experiences but also as an interpersonal learning space that reinforces students' social-emotional development.

The effectiveness of group counseling remains influenced by several factors, including counselor readiness, students' emotional maturity, group composition, and the school environment. Counselors must possess adequate facilitation skills to ensure that the counseling process is effective and does not create risks, such as dominance by certain members or resistance from less open students. Additionally, counselors need to adapt counseling techniques to the characteristics of senior high school students, who are navigating complex psychosocial developmental stages. Challenges such as limited time, tight school schedules, or the diversity of student issues may also impact the effectiveness of the counseling process. Therefore, successful group counseling requires school support, the availability of a conducive counseling environment, and counselors' commitment to continuously enhance professional competence through ongoing training. In this way, group counseling serves not only as an intervention to improve students' psychological well-being but also as a means to strengthen a healthy emotional ecosystem within the school.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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