

GROUP APPROACHES IN GUIDANCE AND COUNSELING SERVICES

^{*1}Bakhrudin All Habsy, ²Rahma Kamila Nurul Ichwan, ³Amelia Nidialuna Ardhana, ⁴Mayda Nurul Habibah, ⁵Ayu Sekar Wangi

^{*1,2,3,4,5,6}Universitas Negeri Surabaya

Email: ^{*1}bakhrudinhabsy@unesa.ac.id, ²rahma.23150@mhs.unesa.ac.id,

³amelia.23123@mhs.unesa.ac.id, ⁴mayda.23132@mhs.unesa.ac.id,

⁵ayu.23047@mhs.unesa.ac.id

Abstract

This study was made to describe and analyze the various types of counseling guidance services with a group approach used in guidance and counseling practice. Group approach in guidance and counseling is one of the approaches used by professionals in providing guidance and counseling services to a group of individuals who have similar problems or needs. Through a literature review of relevant sources, this research involves systematic problem identification and analysis of scholarly publications related to the types of guidance and counseling services with a group approach. The results of this research include the definition of group guidance, the definition of group counseling, the types of group guidance and counseling services, and the stages of group guidance and counseling. By providing a detailed view of the types of group guidance and counseling services, this research aims to provide helpful insights for guidance and counseling professionals in designing and providing services that suit the needs of their clients.

Keywords: Group Approach, Guidance and Counseling

Abstrak

Penelitian ini dibuat untuk menguraikan dan menganalisis berbagai jenis layanan bimbingan konseling dengan pendekatan kelompok yang digunakan dalam praktik bimbingan dan konseling. Pendekatan kelompok dalam bimbingan dan konseling adalah salah satu pendekatan yang digunakan oleh para profesional dalam memberikan layanan bimbingan dan konseling kepada sekelompok individu yang memiliki masalah atau kebutuhan yang serupa. Melalui tinjauan literatur terhadap sumber-sumber yang relevan, penelitian ini melibatkan identifikasi masalah secara sistematis dan analisis publikasi ilmiah yang terkait dengan jenis layanan bimbingan dan konseling dengan pendekatan kelompok. Hasil penelitian ini meliputi pengertian bimbingan kelompok, pengertian konseling kelompok, jenis-jenis layanan bimbingan dan konseling kelompok, dan tahapan bimbingan dan konseling kelompok. Dengan menyediakan pandangan yang terperinci tentang jenis-jenis layanan bimbingan konseling dengan pendekatan kelompok, penelitian ini bertujuan untuk memberikan wawasan yang bermanfaat bagi para profesional bimbingan dan konseling dalam merancang dan menyediakan layanan yang sesuai dengan kebutuhan klien mereka.

Kata kunci: Pendekatan Kelompok, Bimbingan dan Konseling

INTRODUCTION

Humans naturally tend to form groups in their lives, especially because of their social nature. A meaningful life is difficult to achieve alone because humans need interaction with other people to develop and reach their full potential. Relationships with other people are the key to personal growth and achieving goals. Involvement in groups allows for the exchange of ideas, support, and expanded learning, creating a supportive environment for individual development. A number of groups have the primary aim of supporting individuals in changing their thought patterns, emotions, and behaviors. Groups may also be used for therapeutic or educational purposes or for a combination of both (Al-Shamsi et al., 2020; Gilbert et al., 2020). Education-oriented groups aim to help their members develop certain skills to overcome the challenges they face.

A group is a collection of related individuals (Baron et al., 2020; Holmes et al., 2020; Zheng et al., 2021). Meanwhile, group guidance is a group activity where the group leader provides information and directs discussions so that group members become more social or to help group members achieve common goals (Blake et al., 2020; Galea et al., 2020; Garritty et al., 2021). In educational services at schools, group counseling services are guidance and counseling services that enable students to have the opportunity to discuss and resolve the problems they experience through group dynamics (Bieling et al., 2022; Daniel & Marquis, 1988; Paul G et al., 2022). Researchers have recognized the use of a group approach as an effective method for providing support, learning, and growth for individuals in need. Group counseling offers a unique platform where individuals can interact with their peers, share experiences, and get support from group members and facilitators.

According to Waller et al. (2020), group guidance and group counseling have quite significant differences between the two. These include its purpose and function, techniques used, discussion material, etc. The aim and function of group guidance are to prevent problems and focus on individual development. Meanwhile, group counseling aims to solve individual problems and prevent significant problems from occurring.

The various groups that exist in human life are manifestations of the basic principles of humanity, especially in the dimension of sociality. Humans, as social creatures, naturally cannot develop well if they live in isolation and solitude. As a result, humans have always tended to live in communities and interact with each other, forming diverse groups. Therefore, it is natural for humans to help each other.

METHOD

The type of research used is a literature study. A literature study is a data collection technique that entails reviewing relevant books, literature, notes, and reports related to the problem under discussion (Winarni, 2021). In this research, the researcher's focus was more on research articles published in journals over the last 10 years. The reference articles pertain to various types of group counseling services.

This research applies the literature method, which is a key step in the research process. After determining the research theme, the next step is to conduct a literature review that is relevant to the theory and research subject. This research involves systematically

identifying problems and evaluating scientific publications related to types of guidance and counseling services in the context of a group approach. The approach adopted is descriptive-qualitative with a normative approach. The data sources used include various references, such as books, journals, and previous research. Content analysis is used as an analytical method to explore the content of these sources.

RESULTS AND DISCUSSION

A. Definition of Group Guidance and Counseling

1. Definition of Group Guidance

According to Oktaviani et al. (2021), group guidance is a process that involves providing information and assistance to a group of individuals by utilizing group dynamic interactions to achieve certain goals. This service not only occurs in a group context but also acts as a forum for storing information and assisting students in making appropriate decisions in the hope of producing a positive effect in correcting problematic behavior. This service aims to help group members solve their personal problems through group activities to achieve the best growth.

In the view of Hinman et al. (2020), group tutoring is a process where a group of students can jointly obtain knowledge from an expert, such as a guide or counselor, and hold discussions together on certain topics that are relevant for understanding and everyday life. -their day. The main aim of this group guidance is to support the growth and development of individuals, both in personal and academic dimensions, as well as assist them in taking decisions or steps that suit their needs.

These perspectives lead us to the conclusion that group guidance essentially refers to services or assistance offered within a group setting. This involves utilizing group dynamics, including interactions between group members such as sharing ideas, providing responses and suggestions, and various other forms of interaction. A group leader is responsible for providing useful information to help individuals achieve optimal development and achieve set goals.

2. Definition of Group Counseling

Group counseling, as described by Sheridan Rains et al. (2021), provides clients with the opportunity to discuss and overcome their problems through group interaction. The problems discussed are personal problems faced by individual group members.

Fuentes et al. (2021) hold the view that group counseling is a form of assistance to individuals in a group environment with the aim of preventing problems, healing imbalances, and encouraging their development and growth more smoothly.

Experts understand group counseling as a guidance and counseling service that enables clients to discuss and overcome personal problems in a group setting. This approach not only helps individuals individually but also aims to provide support in a group context as a forum for preventing and healing problems as well as facilitating the development and growth of students. Thus, group counseling becomes a holistic and effective approach to helping individuals face challenges and achieve optimal personal development.

B. Types of Group Guidance and Counseling Services

According to Young et al. (2020), group guidance is:

1. Joint Guidance (Group Guidance)

Group tutoring involves a tutor interacting with a group of students in a larger forum. They listen to lectures, participate in discussions, and have the opportunity to ask and answer questions. Guidance experts take an active role in providing instruction.

2. The Group Process Model provides an understanding of interaction in a group.

The group process model places more emphasis on the dynamics and processes that take place within the group itself rather than directly addressing individual needs.

3. Counseling Interviews in Groups (Group Counseling)

Group counseling interviews involve contact between the counselor and several counsees in a group situation. Interaction occurs between the counselor and each counsee, as well as between one counsee and another.

Meanwhile, according to Nepogodiev (2020), namely:

1. Group Psychotherapy

A therapist uses group psychotherapy, a form of support, to help a group of individuals overcome problems in personality and interpersonal relationships through emotional interactions in small groups. The focus of group therapy is on the unconscious; it helps individuals experiencing neurosis or other serious emotional problems and usually lasts for a long period of time.

2. Group Counseling

Group counseling is a therapeutic process that helps individuals deal with everyday problems in groups. Group counseling aims at recovery and achieving optimal functioning. Typically, group counseling involves individuals in a normal state, without personality dysfunction, and generally lasts in the short or medium term.

3. Training and Development Group

Training and development groups are a form of health education that is not therapeutic in nature. These groups train a group of individuals to enhance specific skills, including social skills, situational management, and retirement preparation. The general goal is to prevent possible future obstacles.

4. Focus Group Discussion

A focus group discussion involves gathering several individuals to discuss a mutually agreed-upon topic. These topics become the focal point of interest for group members. Members don't necessarily have a specific problem with the topic, but they are interested in being involved in the conversation.

5. Self-Help

Self-help is a group forum where several individuals with similar problems gather to share experiences and strategies for overcoming these problems and optimizing their potential. Professionals need not be involved in this forum.

According to Johnson (2018), namely:

1. Free Group

This is a group that members can join without any special requirements. Change and growth in such a group will shape and influence the dynamics of life within it. The mentor is often the center of learning within the group.

2. Task Group

In task groups, the agenda and activities of the group have been determined previously, according to the nature of those who are given the task of completing a job or holding a discussion on a topic, whether the task

originates from within the group itself or is the result of previous group activities.

Meanwhile, the stages of group guidance and counseling are: a) the formation stage, namely the initial stage of forming individuals who gather in a group. The aim of this stage is to ensure that each member can participate actively and is ready to develop group dynamics for achieving shared goals. b) The Transition stage is a crucial phase that aids in redirecting the group's attention towards a more focused direction. The aim of this stage is for the group to remain focused on their goals. c) During the activity stage, also known as the 'core activity' stage, the group engages in discussions on specific topics. At this stage, the group discusses topics that are relevant to their goals. c) the conclusion stage, namely the stage that provides an opportunity for the group to reflect on what they have achieved and done. At this stage, group members can enhance their comprehension of the discussed material. This provides them with the chance to gain a deeper understanding of the discussed topic and its practical applications in life. d) The closing stage represents the culmination of the entire activity process. The group plans the next activity and ends the session with a warm farewell (Murphy et al., 2021; Peters et al., 2020).

CONCLUSION

From the discussion above, it can be concluded that group guidance and counseling is a service to provide support in problem solving and student development in a group context. Individuals can initiate group services on their own initiative or under the guidance of a counselor, with the goal of fostering potential or addressing personal issues. There are several types of services in group guidance and counseling, including joint guidance, group psychotherapy, group counseling, training and development groups, focus group discussions, self-help, free groups, and task groups. Each type of group guidance and counseling service has a unique value that determines its implementation.

BIBLIOGRAPHY

Al-Shamsi, H. O., Alhazzani, W., Alhuraiji, A., Coomes, E. A., Chemaly, R. F., Almuhan, M., Wolff, R. A., Ibrahim, N. K., Chua, M. L. K., Hotte, S. J., Meyers, B. M., Elfiki, T., Curigliano, G., Eng, C., Grothey, A., & Xie, C. (2020). A Practical Approach to the Management of Cancer Patients During the Novel Coronavirus Disease 2019 (COVID-19) Pandemic: An International Collaborative Group. *The Oncologist*, 25(6), e936–e945. <https://doi.org/10.1634/theoncologist.2020-0213>

Baron, T. H., DiMaio, C. J., Wang, A. Y., & Morgan, K. A. (2020). American Gastroenterological Association Clinical Practice Update: Management of Pancreatic Necrosis. *Gastroenterology*, 158(1), 67-75.e1. <https://doi.org/10.1053/j.gastro.2019.07.064>

Bieling, P. J., McCabe, R. E., & Antony, M. M. (2022). *Cognitive-Behavioral Therapy in Groups*. Guilford Publications.

Blake, H., Bermingham, F., Johnson, G., & Tabner, A. (2020). Mitigating the Psychological Impact of COVID-19 on Healthcare Workers: A Digital Learning Package. *International Journal of Environmental Research and Public Health*, 17(9), Article 9. <https://doi.org/10.3390/ijerph17092997>

Daniel, J. S., & Marquis, C. (1988). Interaction and Independence: Getting the Mixture Right. Dalam *Distance Education*. Routledge.

Fuentes, J., Hervás, A., Howlin, P., & (ESCAP ASD Working Party). (2021). ESCAP practice guidance for autism: A summary of evidence-based recommendations for diagnosis and treatment. *European Child & Adolescent Psychiatry*, 30(6), 961–984. <https://doi.org/10.1007/s00787-020-01587-4>

Galea, S., Merchant, R. M., & Lurie, N. (2020). The Mental Health Consequences of COVID-19 and Physical Distancing: The Need for Prevention and Early Intervention. *JAMA Internal Medicine*, 180(6), 817–818. <https://doi.org/10.1001/jamainternmed.2020.1562>

Garritty, C., Gartlehner, G., Nussbaumer-Streit, B., King, V. J., Hamel, C., Kamel, C., Affengruber, L., & Stevens, A. (2021). Cochrane Rapid Reviews Methods Group offers evidence-informed guidance to conduct rapid reviews. *Journal of Clinical Epidemiology*, 130, 13–22. <https://doi.org/10.1016/j.jclinepi.2020.10.007>

Gilbert, A. W., Billany, J. C. T., Adam, R., Martin, L., Tobin, R., Bagdai, S., Galvin, N., Farr, I., Allain, A., Davies, L., & Bateson, J. (2020). Rapid implementation of virtual clinics due to COVID-19: Report and early evaluation of a quality improvement initiative. *BMJ Open Quality*, 9(2), e000985. <https://doi.org/10.1136/bmjopen-2020-000985>

Hinman, R. S., Campbell, P. K., Lawford, B. J., Briggs, A. M., Gale, J., Bills, C., Kasza, J., Harris, A., French, S. D., Bunker, S. J., Forbes, A., & Bennell, K. L. (2020). Does telephone-delivered exercise advice and support by physiotherapists improve pain and/or function in people with knee osteoarthritis? Telecare randomised controlled trial. *British Journal of Sports Medicine*, 54(13), 790–797. <https://doi.org/10.1136/bjsports-2019-101183>

Holmes, E. A., O'Connor, R. C., Perry, V. H., Tracey, I., Wessely, S., Arseneault, L., Ballard, C., Christensen, H., Silver, R. C., Everall, I., Ford, T., John, A., Kabir, T., King, K., Madan, I., Michie, S., Przybylski, A. K., Shafran, R., Sweeney, A., ... Bullmore, E. (2020). Multidisciplinary research priorities for the COVID-19 pandemic: A call for action for mental health science. *The Lancet Psychiatry*, 7(6), 547–560. [https://doi.org/10.1016/S2215-0366\(20\)30168-1](https://doi.org/10.1016/S2215-0366(20)30168-1)

Johnson, M. H. (2018). *Essential Reproduction*. John Wiley & Sons.

Murphy, M., Scott, L. J., Salisbury, C., Turner, A., Scott, A., Denholm, R., Lewis, R., Iyer, G., Macleod, J., & Horwood, J. (2021). Implementation of remote consulting in UK primary care following the COVID-19 pandemic: A mixed-methods longitudinal study. *British Journal of General Practice*, 71(704), e166–e177. <https://doi.org/10.3399/BJGP.2020.0948>

Nepogodiev, N. (2020). Global guidance for surgical care during the COVID-19 pandemic. *British Journal of Surgery*, 107(9), 1097–1103. <https://doi.org/10.1002/bjs.11646>

Oktaviani, L., Fernando, Y., Romadhoni, R., & Noviana, N. (2021). Developing a web-based application for school counselling and guidance during COVID-19 Pandemic. *Journal of Community Service and Empowerment*, 2(3), Article 3. <https://doi.org/10.22219/jcse.v2i3.17630>

Paul G, R., Jacobus Susanna J., Weller Edie A., Hassoun Hani, Lonial Sagar, Raje Noopur S., Medvedova Eva, McCarthy Philip L., Libby Edward N., Voorhees Peter M., Orłowski Robert Z., Anderson Larry D., Zonder Jeffrey A., Milner Carter P., Gasparetto Cristina, Agha Mounzer E., Khan Abdullah M., Hurd David D., Gowin Krisztina, ... Munshi Nikhil C. (2022). Triplet Therapy, Transplantation, and Maintenance until Progression in Myeloma. *New England Journal of Medicine*, 387(2), 132–147. <https://doi.org/10.1056/NEJMoa2204925>

Peters, M. D. J., Marnie, C., Tricco, A. C., Pollock, D., Munn, Z., Alexander, L., McInerney, P., Godfrey, C. M., & Khalil, H. (2020). Updated methodological guidance for the conduct of scoping reviews. *JBIM Evidence Synthesis*, 18(10), 2119. <https://doi.org/10.11124/JBIES-20-00167>

Sheridan Rains, L., Johnson, S., Barnett, P., Steare, T., Needle, J. J., Carr, S., Lever Taylor, B., Bentivegna, F., Edbrooke-Childs, J., Scott, H. R., Rees, J., Shah, P., Lomani, J., Chipp, B., Barber, N., Dedat, Z., Oram, S., Morant, N., Simpson, A., ... The COVID-19 Mental Health Policy Research Unit Group. (2021). Early impacts of the COVID-19 pandemic on mental health care and on people with mental health conditions: Framework synthesis of international experiences and responses. *Social Psychiatry and Psychiatric Epidemiology*, 56(1), 13–24. <https://doi.org/10.1007/s00127-020-01924-7>

Waller, G., Pugh, M., Mulken, S., Moore, E., Mountford, V. A., Carter, J., Wicksteed, A., Maharaj, A., Wade, T. D., Wisniewski, L., Farrell, N. R., Raykos, B., Jorgensen, S., Evans, J., Thomas, J. J., Osenk, I., Paddock, C., Bohrer, B., Anderson, K., ... Smit, V. (2020). Cognitive-behavioral therapy in the time of coronavirus: Clinician tips for working with eating disorders via telehealth when face-to-face meetings are not possible. *International Journal of Eating Disorders*, 53(7), 1132–1141. <https://doi.org/10.1002/eat.23289>

Winarni, E. W. (2021). *Teori dan Praktik Penelitian Kuantitatif, Kualitatif, PTK, R & D*. Bumi Aksara.

Young, S., Adamo, N., Ásgeirsdóttir, B. B., Branney, P., Beckett, M., Colley, W., Cubbin, S., Deeley, Q., Farrag, E., Gudjonsson, G., Hill, P., Hollingdale, J., Kilic, O., Lloyd, T., Mason, P., Paliokosta, E., Perecherla, S., Sedgwick, J., Skirrow, C., ... Woodhouse, E. (2020). Females with ADHD: An expert consensus statement taking a lifespan approach providing guidance for the identification and treatment of attention-deficit/ hyperactivity disorder in girls and women. *BMC Psychiatry*, 20(1), 404. <https://doi.org/10.1186/s12888-020-02707-9>

Zheng, S., Yang, L., Zhou, P., Li, H., Liu, F., & Zhao, R. (2021). Recommendations and guidance for providing pharmaceutical care services during COVID-19 pandemic: A

China perspective. *Research in Social and Administrative Pharmacy*, 17(1), 1819–1824.
<https://doi.org/10.1016/j.sapharm.2020.03.012>