

Effectiveness of Humanistic-Based Group Counselling to Improve Student Well-Being at MAN 1 Medan

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ABSTRACT

Students are the main subjects in the educational process at school, where Guidance and Counselling (BK) teachers act as facilitators to help students optimise their personal development to become independent, responsible, and prosperous individuals. Student Well-Being can be measured through several indicators, including positive feelings and freedom from anxiety or depression, rational thinking, academic fluency, good social involvement, and the absence of social issues such as isolation. This research aims to: (1) determine the condition of Student Well-Being of MAN 1 Medan students before and after receiving group counselling services with a humanistic approach; and (2) test the effectiveness of group counselling services with a humanistic approach in improving Student Well-Being. Penelitian menggunakan metode kuantitatif dengan jenis pre- The experiment and design used is One Group Pretest-Posttest. The sampling technique used is purposive sampling. The research population consists of 120 students from class XI Science B-1, Science B-2, and Science B-3, with 15 students selected as samples that meet the criteria, namely 13 students in the low Student Well-Being category and two students in the moderate category. The measurement instrument used is a Likert scale. Data analysis was conducted using the non-parametric statistical test Wilcoxon Signed Rank Test, through SPSS version 20. The research results showed an average pretest score of 72.87 and a posttest score of 131.27, indicating an improvement. The hypothesis test obtained an Asymp. Sig value. (2-tailed) of 0.01 (< 0.05), which means there is a significant difference between the pretest and posttest data. Thus, the group guidance services with a humanistic approach have proven effective in improving the Student Well-Being of students at MAN 1 Medan.

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1. INTRODUCTION

Education at the Madrasah Aliyah level has a dual role, which is to develop academic skills while also shaping the emotional and social readiness of students [1]. However, in practice, high academic demands, competition among students, and exposure to the digital environment pose challenges that can affect their psychological well-being. Student well-being is closely related to learning motivation, academic achievement, and the quality of social relationships [2]. Nevertheless, observations at MAN 1 Medan indicate that some students are experiencing emotional distress, anxiety, and a decrease in motivation, which ultimately affects their engagement at school.

Student well-being encompasses cognitive, emotional, social, and physical aspects [3]. Research has shown that guidance and counselling services can help students cope with stress, develop social skills, and build self-confidence [4]. However, most school interventions still focus on short-term problem solving, rather than on the sustainable development of self-potential. This requires a more comprehensive, personalised approach that empowers students to discover their internal strengths.

The humanistic approach, introduced by Carl R. Rogers, offers a counselling paradigm that emphasises unconditional acceptance, empathy, and authenticity in interactions [5]. In the context of groups, this approach creates a safe environment for students to express themselves, share experiences, and build positive self-awareness. International research by Zahra & Zulkifli shows that humanistic-based group counselling effectively enhances students' psychological well-being across various cultural contexts [3]. However, in Indonesia, particularly in the madrasah environment, empirical studies on the effectiveness of this approach are still very limited.

Previous research by Wati & Yulianto shows that humanistic-based group counselling has been internationally recognised as an effective approach to enhancing the psychological well-being of adolescents [6]. This approach emphasises unconditional positive regard, empathy, and authentic interactions that can help students discover their potential and develop self-awareness positively. Research by Utomo & Vina confirms that adolescents view relational elements in humanistic therapy, such as a sense of safety and the opportunity to express themselves, as key factors for positive change [7]. However, most of these studies were conducted in Western countries within the context of general education, so their application in madrasah environments in Indonesia has not been empirically tested.

The research gap is also evident in the lack of studies that integrate a humanistic approach with the cultural and religious values characteristic of madrasahs. Most counselling interventions in Indonesian schools focus on specific techniques, such as cognitive behavioural therapy or role-playing, without specific modifications to accommodate the students' socio-religious context. Additionally, research in Indonesia often uses well-being indicators limited to emotional or social aspects, thus not encompassing a holistic dimension of well-being, including life satisfaction, social relationships, academic engagement, and mental health.

The novelty of this research lies in developing and testing a humanistic group counselling model tailored to the cultural and religious context of MAN 1 Medan. This

research quantitatively measures the effectiveness of interventions on student well-being and explores students' subjective experiences during the counselling process to understand the mechanisms of change that occur. Furthermore, this research involves follow-up measurements to assess the sustainability of the intervention results. Therefore, the research outcomes are expected to contribute significantly to developing more contextual, sustainable, and applicable guidance and counselling services in the madrasah environment.

2. METHOD

This research uses a quantitative approach with a one-group pretest and posttest design of pre-experimental type. This design involves only one experimental group without a control group, where the measurement of the dependent variable (student well-being) is conducted twice, namely before the treatment (pretest) and after the treatment (posttest). The comparison of the scores from both measurements is used to determine the changes that occur after the intervention is provided [8]. The selection of a humanistic approach in interventions is based on the consideration that this approach emphasises unconditional acceptance, self-understanding, and the optimal development of student potential. This approach is considered relevant to improve student well-being because it addresses students' emotional, social, and psychological needs, not just academic ones.

The study population is the students of class XI Science B-1, Science B-2, and Science B-3 at MAN 1 Medan. The sampling was conducted using a purposive sampling technique, which is the selection of samples based on certain criteria established beforehand [9]. From the four classes that filled out the initial questionnaire with a total of 120 students, 15 students were identified who met the criteria, namely having a student well-being score below average and the willingness to participate in the entire series of interventions.

The research instrument used is the Student Well-being Scale, which measures six main indicators: positive emotions, rational thinking, no academic disruptions, active social engagement, free from anxiety or stress, and no social problems [10]. This scale is structured with a five-point Likert model, ranging from Strongly Agree to Disagree Strongly. The validity test of the instrument using Product Moment Correlation shows that 31 out of 32 statement items are declared valid, while the reliability test produces a Cronbach's Alpha value of 0.867 (> 0.06), indicating that the instrument has a high level of reliability.

The research procedure is carried out in three main stages. The first stage is preparation, which includes field observation to identify student problems, developing and validating research instruments, and developing a group guidance module based on a humanistic approach for eight intervention sessions. The second stage is implementation, starting with a pretest, followed by conducting group guidance for eight sessions with 15 selected students. Each session focuses on the development of aspects of student well-being, ranging from self-introduction and emotional awareness, strengthening self-acceptance, transforming irrational thoughts into rational ones, enhancing positive social interaction, overcoming anxiety and academic pressure, building social support, setting realistic life goals, to self-reflection and planning follow-up actions. After the eight sessions, a posttest was conducted to measure the changes. The third stage is data analysis and reporting, where the data is analysed using the Wilcoxon test with the help of SPSS version 20 to test the

differences between pretest and posttest scores. Descriptive analysis in mean, standard deviation, frequency, and percentage was also used to provide an overview of student well-being changes.

3. RESULTS AND DISCUSSION

3.1. Results

Table 1. Pretest and Posttest Scores of Students

No	Initial	Pretest	Posttest
1	KAF	80	140
2	SS	74	132
3	AL	70	128
4	PDR	75	128
5	SMR	70	128
6	FN	70	128
7	MFN	70	128
8	AHR	70	128
9	MMAA	80	128
10	FFAB	78	140
11	FC	74	140
12	ADF	72	132
13	RKH	70	133
14	FS	70	128
15	MTPB	70	128

Table 2. Frequency Distribution and Percentage of Pretest Results

Score Range	Category	F	%
140–160	Very High	0	0,00
115–139	High	0	0,00
88–114	Currently	2	13,33
59–87	Low	13	86,67
34–58	Very Low	0	0,00
Total		15	100,00

Table 2 shows that out of 15 students, there are 13 students in the low student welfare category (86.67%) and two students in the moderate category (13.33%). Based on this result, the next step is to provide group counselling services with a humanistic approach.

Table 3. Frequency Distribution and Percentage of Posttest Results

Score Range	Category	F	%
140–160	Very High	2	13,33
115–139	High	13	86,67
88–114	Currently	0	0,00
59–87	Low	0	0,00
34–58	Very Low	0	0,00
Total		15	100,00

Table 3 shows that after being given treatment in the form of group counselling with a humanistic approach, there was an increase in the students' well-being scale. 13 students

(86.67%) were in the high category, and two students (13.33%) were in the very high category. There is a significant difference based on comparing pretest and posttest results. This indicates an improvement from the guidance counsellor's provision of group counseling services. To ensure the significance of this difference, a comparative test was conducted using the Wilcoxon signed-rank test.

Table 4. Results of Descriptive Statistics for Pretest and Posttest of Student Well-being Scale

	N	Mean	Std. Deviasi	Min	Max
<i>Pretest</i>	15	72,87	72,87	70,00	80,00
<i>Posttest</i>	15	131,27	4,847	108,00	140,00

The data in Table 4 shows that the average pretest score is 72.87 with a minimum score of 70.00 and a maximum of 80.00. Meanwhile, the average posttest score is 131.27 with a minimum score of 108.00 and a maximum of 140.00. This significantly increases from the low/moderate category to the high/very high category.

Table 5. Results of the Wilcoxon Signed Ranks Test

	N	Mean Rank	Sum Ranks
Negative Ranks	0a	0,00	0,00
Positif Ranks	15b	8,00	120,00
Ties	0c		
Total	15		

Explanation:

- a. Pretest < Posttest
- b. Pretest > Posttest
- c. Pre-test = Post-test

The results in Table 5 show that no students experienced a decrease in scores; all students (15 people) showed an increase in scores from the pretest to the posttest, and no students maintained the same score.

Table 6. Results of the Wilcoxon Test on Student Welfare Scale

	Value
Z	-3,468b
Asymp. Sig. (2-tailed)	0,001

Based on Table 6, the p-value of 0.001 (< 0.05) indicates that the research hypothesis is accepted. Thus, implementing humanistic-based group counselling services at MAN 1 Medan significantly improved the well-being of students previously in the low and moderate categories to high and very high.

This research involved 15 students from class XI Science B-1, Science B-2, and Science B-3 at MAN 1 Medan who were selected through a pretest questionnaire on student well-being, with 13 students categorized as low and two students categorized as medium, proven to be effective in improving to 13 students categorised as high and two students

categorised as very high. The implementation of group counselling services was carried out in eight sessions using a humanistic approach based on Carl Rogers' theory, focused on developing self-understanding, communication skills, empathy, and problem-solving abilities.

The initial session emphasises forming a safe, open group atmosphere that values confidentiality, openness, and active participation. The subsequent sessions integrate stimuli of open-ended questions to encourage engagement, discussion, and critical thinking. The material presented aligns with indicators of student well-being, including: positive feelings, rational thinking, stable academic performance, active social engagement, freedom from anxiety and pressure, and freedom from social problems.

The posttest results show an increase in student well-being scores among all participants. The improvement is evident in optimism, gratitude, responsibility, more rational decision-making, the ability to focus on learning, the courage to express opinions, and decreased social anxiety. The counsellor's strategy, which combines providing material, discussion, and active participation, has proven effective in fostering self-awareness and enhancing student well-being.

Implementing group guidance with a humanistic approach at MAN 1 Medan involves eight sessions that discuss personal, family, social, learning and career, as well as spiritual aspects. Each session is designed to build self-awareness, communication skills, empathy, self-management, and problem-solving abilities. In the personal and family aspects, students are encouraged to understand concepts of self, roles, responsibilities, and the influence of the family environment on their well-being. One case discussed shows that students' openness in expressing personal issues can stimulate group support and encourage positive change. In the social aspect, students learn that good mental well-being is reflected in positive social engagement and freedom from feelings of isolation. Group discussions aim to hone critical thinking, expressing opinions, and problem-solving skills.

In the learning and career sessions, students map their life and educational journeys from childhood to the present, allowing them to see personal development as part of self-actualisation. Regarding spiritual aspects, students are invited to distinguish between true happiness and momentary pleasure and understand the importance of gratitude, acceptance, and managing negative emotions so that they do not hinder personal development. The posttest results show a significant increase in students' well-being scale, moving from low and medium categories to high and very high, and group participants are asked to provide reflections for the counsellor, which is part of the final stage in the implementation process of group guidance services, including feedback, messages, and impressions. The humanistic approach that provides space for freedom, a comfortable atmosphere, and focuses on individual uniqueness has proven to be effective in helping students analyse experiences, understand themselves, and develop their potential optimally. The role of the guidance counsellor as a facilitator is the key to the success of this process, helping students become responsible, independent individuals who can adapt well.

3.2. DISCUSSION

This research provides strong empirical evidence that group guidance services based on a humanistic approach can significantly improve student well-being at MAN 1 Medan. The increase in well-being scores from low and moderate categories to high and very high categories between pretest and posttest emphasises the effectiveness of this approach as an intervention for student well-being in the context of formal education. The Wilcoxon Signed Ranks test results with a p-value of 0.001 (<0.05) further strengthen the claim of the service's success in helping students cope with various psychological challenges they face.

The humanistic approach that emphasises self-understanding, empathy, unconditional acceptance, and creating a safe, warm, and supportive group climate is at the core of this group counselling process. This approach aligns with the theory of Taufik & Utami, which views individuals as beings with high self-actualisation potential when supported by a conducive environment [11]. This finding is consistent with Sari & Triana, who emphasise the role of self-efficacy and self-understanding in enhancing the happiness and psychological well-being of students [12].

Furthermore, Rahayu & Satria emphasise that interventions that instill empathy and self-awareness reduce social anxiety and enhance overall quality of life [13]. In this study, students showed a quantitative increase in the scale of student well-being and improvements in internal qualities such as increased optimism, gratitude, and better emotional management skills, which are indicators of holistic well-being.

One important aspect that makes this service effective is forming a group atmosphere that encourages openness and active participation. This is consistent with the findings of Putra & Rahmawati's study, which emphasises that a safe and inclusive environment is a prerequisite for addressing the phenomena of impostor syndrome and academic anxiety [14]. In this context, the school counsellor acts as a facilitator who provides material and builds an environment that supports the process of reflection and positive change.

The research by Novianti & Oktavian supports this finding by showing that a psychosocial approach emphasising self-acceptance and reducing perfectionism effectively lowers stress and anxiety among medical students, who face high academic pressure [15]. In our research, a similar situation occurred, where students became increasingly able to make rational decisions, manage social anxiety, and improve their focus and interpersonal communication skills.

In addition, the seminal study by Mulyani & Nurdin on the impostor phenomenon highlights how feelings of worthlessness and fear of failure can hinder personal development [16]. The humanistic approach has been proven effective in helping students overcome these barriers by building self-acceptance and self-confidence, as further reinforced by the meta-analysis of Kartika & Lestari, which emphasises the benefits of psychological interventions in reducing impostor syndrome and improving mental well-being [17].

Joko & Kurniawan added that active involvement in supportive groups is crucial in improving the psychological well-being of humanitarian student activists [18]. This experience reflects the context of this research, where group guidance serves as a social learning space that fosters communication skills, empathy, and self-management, which directly influences the improvement of student well-being.

Indah and Jaya also revealed that organisational stress management and role conflict significantly impact academic performance and student well-being [19]. In this study, students learn to recognise and manage academic and social pressure through coping strategies developed in guidance sessions, thus holistically improving their well-being..

Haris & Intan explained that reinforcing self-esteem and social support are key factors contributing to academic success and psychological well-being [20]. Group guidance services with a humanistic approach provide space for students to share, accept, and support each other, emphasizing the importance of social aspects in recovery and self-development.

Gita & Handoko also emphasised the importance of academic resilience and self-confidence that can be developed through guidance services, which are directly relevant to the results of this research [21]. Students in the tutoring group improved problem-solving skills, interpersonal communication, and stress management, which are essential assets in facing academic and social challenges.

Furthermore, Farid & Hidayati emphasise that an inclusive and supportive academic environment can reduce feelings of anxiety and insecurity [22]. Implementing a humanistic approach in this group guidance has successfully created that climate, thus supporting students to grow and develop optimally, both academically and emotionally.

Ervina & Gunawan concluded their findings by emphasising the urgency of a humanistic approach in the context of education as an effective method for developing students' emotional and social well-being [23]. They emphasise that the space for freedom of expression and an approach that values individual uniqueness are key to the success of guidance and counselling interventions.

Overall, the results of this study strengthen the evidence that group guidance with a humanistic approach not only enhances the quantitative aspects of student well-being but also deepens self-understanding, social skills, and emotional resilience of students. The role of the School Counselor as a facilitator who can create an atmosphere of empathy, appreciation, and unconditional support is a key factor in success. Thus, this approach is highly relevant and needs to be integrated into school guidance and counselling programs to support the holistic development of independent, responsible, and prosperous students.

Although the main focus of this research is on the effectiveness of group counselling services with a humanistic approach to improve students' well-being, some findings from journals that are less directly relevant to this topic still provide interesting additional perspectives to consider in the context of education and counselling.

For example, a study by Damayanti & Fikri discussing the cognitive dissonance of students' behaviour towards the dangers of microplastics, although the topic is different, provides an important insight into how students deal with the mismatch between their knowledge and their behaviour [24]. In the context of group guidance, this underscores the need for interventions that focus on emotional aspects and the development of critical awareness and concrete behavioural changes, so that guidance services can be developed to be more holistic and inclusive.

Cahyono & Dewi studied postgraduate students' experience writing dissertations using ChatGPT technology [25]. Although this topic is related to technology and academic processes, the implications of using technology in learning and guidance can open

opportunities for integrating technology in counseling services, such as serving as a supportive medium for self-reflection or developing students' communication skills. This can be an area for further exploration in developing more modern and adaptive guidance services that meet the needs of the times.

A study by Budi & Wulandari on quantitative research methods provides an overview of a systematic scientific approach [26]. Although it does not directly address the psychosocial aspects of students, a good understanding of rigorous research methodology is very important for guidance counsellors and researchers to develop valid and accountable intervention programs. This supports the quality and credibility of the guidance services provided.

In addition, Ahmad & Sari, who discuss the impostor phenomenon in the context of behavioural psychology, provide a useful theoretical foundation even though they do not directly examine group counselling services [2]. Knowledge about this phenomenon can enrich the understanding of guidance and counselling teachers in dealing with students' feelings of insecurity and anxiety, as part of a program designed to improve students' well-being.

Although some of these journals do not explicitly discuss humanistic approaches or student well-being, they still provide important insights that can be considered in developing guidance and counselling services in the future. For example, the a need to integrate a multidimensional approach that accommodates cognitive, technological, and methodological aspects in supporting students' overall growth and development. Thus, even though the focus of this study is limited to humanistic approaches in group counselling, the perspectives from these less relevant journals can serve as a foundation for innovative and more adaptive, comprehensive, and contextual guidance services in this modern era.

4. CONCLUSION

Based on the research results, it can be concluded that the well-being of the students in class XI Science B-1, Science B-2, and Science B-3 at MAN 1 Medan before receiving group guidance services with a humanistic approach was in the low to moderate category. This is reflected in the pretest scores, which indicate that the majority of students experienced various psychological challenges such as negative feelings, anxiety, irrational thinking patterns, as well as difficulties in academic focus and social interaction.

After being provided with group counselling services using a humanistic approach, there was a significant increase in student well-being, where the student well-being scale fell into the high to very high category in the posttest. This service effectively created a safe and supportive group atmosphere, allowing students to express themselves freely, deepen their self-awareness, and optimally develop their unique potential.

The humanistic approach that emphasises empathy, unconditional acceptance, and self-actualisation development contributes positively to helping students analyse past experiences, cope with negative emotions, and overcome mindsets that hinder personal growth. Thus, the role of the guidance counsellor as a facilitator is crucial in guiding this process, following the Ministry of Education and Culture Regulation No. 111 of 2014, which

states that guidance counsellors are tasked with helping students optimally achieve developmental tasks to become independent, responsible, and prosperous individuals.

Nevertheless, this study has limitations, particularly regarding the small sample size and the absence of a control group to compare the intervention results. Therefore, it is recommended that future research employ a stronger research design involving a control group and extending the duration of observation. Additionally, studies in various other school contexts are also important to test the generalizability of the findings and to broaden the application of the humanistic approach in group counselling services. Practically, the results of this study provide a strong foundation for school counsellors and other educational practitioners to implement a humanistic approach in group counselling services as an effective strategy to enhance students' self-well-being and support their holistic development in the school environment.

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