

The Effectiveness of Group Counseling in Enhancing Self-Confidence Among Elementary School Students

Fauzi Aldina¹, Ming Pong², Aom Thai³, Bernardus Agus Rukiyanto⁴

¹ Universitas Jabal Ghafur, Indonesia

² Chiang Mai University, Thailand

³ Srinakharinwirot University, Thailand

⁴ Universitas Sanata Dharma, Indonesia

Corresponding Author:

Fauzi Aldina,
Universitas Jabal Ghafur, Indonesia
7WVC+MX5, Jalan Gle Gapui, Peutoe, Sigli, Kabupaten Pidie, Aceh 24182
Email: fauzialdina@unigha.ac.id

Article Info

Received: Jan 30, 2025

Revised: May 16, 2025

Accepted: May 16, 2025

Online Version: May 16, 2025

Abstract

Self-confidence is a critical component of children's personal and academic development, enabling them to engage actively in learning and social interactions. Elementary school students with low self-confidence often face challenges in expressing themselves, participating in group activities, and achieving academic success. This study investigates the effectiveness of group counseling in enhancing self-confidence among elementary school students. The research employed a quasi-experimental design with a pre-test and post-test control group. The sample consisted of 60 students identified as having low self-confidence, divided equally into an experimental group that received group counseling sessions and a control group following standard classroom activities. Data were collected through self-confidence questionnaires, behavioral observation sheets, and teacher interviews. The findings revealed a significant increase in self-confidence scores in the experimental group compared to the control group. Students in the experimental group demonstrated greater willingness to participate in discussions, share ideas, and take initiative in various school activities. These results confirm that group counseling effectively fosters a supportive environment where students can build self-assurance through peer interaction and guided facilitation.

Keywords: Elementary Education, Group Counseling, Peer Interaction



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

How to cite:

<https://journal.ypidathu.or.id/index.php/ijeep> ISSN: (P: 3047-843X) - (E: 3047-8529)
Aldina, F., Pong, M., Thai, A & Rukiyanto, A. B. (2025). *The Effectiveness of Group Counseling in Enhancing Self-Confidence Among Elementary School Students*. International Journal of Educatio Elementaria and Psychologia, 2(5), 79–89.
<https://doi.org/10.70177/ijeep.v2i2.1884>

Published by:

Yayasan Pendidikan Islam Daarut Thufulah

INTRODUCTION

Self-confidence is a foundational element of personal and academic success for elementary school students. It allows children to express themselves, engage in collaborative activities, and overcome challenges in both educational and social contexts. Students with high self-confidence are more likely to take initiative, participate actively in classroom discussions, and build positive peer relationships (Caponnetto, 2023). Conversely, students with low self-confidence often struggle with self-expression, hesitate to participate in group activities, and experience difficulties in achieving academic goals. These challenges can lead to a cycle of diminished self-esteem and reduced opportunities for personal growth (Kulbaş, 2022).

Elementary school represents a critical period for developing self-confidence, as it lays the groundwork for future social-emotional competencies. The development of self-assurance during this stage influences students' ability to navigate interpersonal relationships and academic pressures (Demir, 2022). However, many students face barriers to building self-confidence, including fear of failure, negative self-perceptions, and lack of supportive environments. Addressing these barriers is essential to ensure that all students have the opportunity to thrive in their educational journey (Zhang, 2020).

Schools play a pivotal role in fostering self-confidence through targeted interventions and supportive environments. Group counseling has emerged as an effective strategy for addressing issues related to self-confidence (Keshavarz, 2021). By providing a structured space for peer interaction, guided facilitation, and shared experiences, group counseling helps students build a sense of belonging and self-assurance. This study explores the potential of group counseling as a tool to enhance self-confidence among elementary school students (Mirmahmoodi, 2020).

Low self-confidence among elementary school students is a pervasive issue that impacts both their academic performance and social interactions. Students with limited self-assurance often avoid participating in classroom discussions, shy away from group activities, and experience difficulty expressing their ideas (Levy, 2020). These behaviors not only hinder their academic development but also limit opportunities for building essential life skills such as communication, teamwork, and resilience. Despite its significant implications, the issue of low self-confidence in young learners is often overlooked in school settings (Kjellgren, 2024).

Traditional classroom practices are frequently insufficient to address self-confidence issues, as they are not designed to target the specific emotional and social barriers faced by students (Thomsen, 2020). Teachers, while instrumental in supporting student development, often lack the resources or time to provide individualized attention to students struggling with low self-confidence. The absence of structured interventions leaves many students without the support they need to overcome their challenges and develop a positive self-image (Keum, 2020).

The challenge of enhancing self-confidence among elementary school students requires a focused and evidence-based approach (Chidi, 2023). Group counseling provides a promising solution by creating a supportive environment where students can share their experiences, receive constructive feedback, and practice social-emotional skills. This study aims to address the gap in current educational practices by evaluating the effectiveness of group counseling as a targeted intervention for improving self-confidence in young learners (Holter, 2022).

The primary objective of this study is to evaluate the effectiveness of group counseling in enhancing self-confidence among elementary school students (Münch, 2020). By focusing on a

structured group setting, the research aims to determine whether participation in counseling sessions leads to measurable improvements in students' self-confidence levels. The study seeks to provide empirical evidence for the value of group counseling as a practical intervention that can be implemented in school settings (Hines, 2020).

This research also aims to explore the specific components of group counseling that contribute most significantly to its success (Garten, 2020). Key areas of focus include the role of peer interaction, the impact of guided facilitation, and the importance of creating a safe and supportive environment for students to express themselves. By identifying these factors, the study seeks to inform best practices for designing and delivering group counseling programs tailored to the needs of elementary school students (Esposito, 2021).

Beyond immediate improvements in self-confidence, the study aims to examine the broader implications of group counseling for students' overall development. Enhanced self-confidence is expected to contribute to better academic performance, improved peer relationships, and greater participation in school activities (Lohn, 2022). This research aspires to highlight the long-term benefits of group counseling and advocate for its integration into school counseling programs to support holistic student development (Santilli, 2022).

Although self-confidence is widely recognized as a crucial component of student development, existing research often focuses on individual interventions or classroom-wide strategies. These approaches, while valuable, may not address the unique needs of students with persistent self-confidence challenges (Stopford, 2020). The lack of focus on group counseling as a targeted intervention creates a critical gap in the literature, limiting the range of evidence-based options available to educators and counsellors (Zammitti, 2023).

Many studies on self-confidence development emphasize its importance in adolescence and adulthood, with limited attention to the elementary school years. This oversight is problematic, as early interventions are critical for preventing long-term issues related to low self-esteem and social isolation. Elementary school students are at a formative stage where self-confidence can be nurtured effectively, making it essential to explore interventions tailored to this age group (Hynes, 2020).

This study seeks to address these gaps by providing empirical evidence on the effectiveness of group counseling in elementary schools. By focusing on a younger population and highlighting the specific mechanisms through which group counseling enhances self-confidence, the research contributes to a more comprehensive understanding of interventions that support social-emotional development in children (Wei, 2021).

This study introduces a novel approach by emphasizing the role of group counseling in enhancing self-confidence among elementary school students. While previous research has explored various strategies for building self-confidence, few studies have examined the unique benefits of a group setting for young learners. The interactive nature of group counseling, which combines peer support with guided facilitation, represents an innovative approach to addressing self-confidence challenges in a collaborative and engaging manner (Backer, 2020).

The research provides a significant contribution by bridging the gap between theoretical concepts of self-confidence and their practical application in school counseling. The findings are expected to demonstrate how group dynamics, shared experiences, and facilitated discussions contribute to measurable improvements in students' self-confidence. By focusing on early intervention, this study highlights the potential for long-term benefits in fostering resilience, communication skills, and a positive self-image (Carmichael, 2022).

The justification for this research lies in the pressing need for effective interventions to address self-confidence issues in elementary school students. As traditional classroom practices often fall short in supporting students with low self-assurance, group counseling offers a scalable and sustainable solution. This study aligns with global efforts to promote social-emotional learning and inclusive education, providing actionable insights for educators, counselors, and policymakers seeking to enhance student well-being and academic success (Xie, 2023).

RESEARCH METHOD

This study employed a quasi-experimental research design with a pre-test and post-test control group to evaluate the effectiveness of group counseling in enhancing self-confidence among elementary school students. The design facilitated a comparison between an experimental group, which participated in group counseling sessions, and a control group, which engaged in standard classroom activities. This approach ensured a robust evaluation of the intervention's impact on self-confidence levels (Tu, 2021).

The population consisted of elementary school students identified as having low self-confidence, as determined by teacher referrals and initial screening assessments. A purposive sampling technique was used to select 60 students, divided equally into experimental and control groups. Participants were chosen to represent a range of grade levels and socio-demographic backgrounds to ensure diverse perspectives and broad applicability of the findings (Campa, 2021).

Data collection utilized three primary instruments: a self-confidence questionnaire, observational checklists, and semi-structured interview guides. The self-confidence questionnaire, adapted from validated scales, measured changes in students' confidence levels before and after the intervention. Observational checklists captured students' participation and interaction behaviors during school activities, while the interviews provided qualitative insights into their experiences and perceptions of the counseling sessions (Shi, 2021).

The intervention comprised eight group counseling sessions conducted over four weeks, with each session lasting 60 minutes (Liu, 2021). Sessions were facilitated by trained school counselors and focused on activities such as group discussions, role-playing, and self-reflection exercises designed to foster self-confidence and peer support. Pre-tests were administered to establish baseline confidence levels, and post-tests were conducted immediately following the intervention to measure outcomes. Observations and interviews were conducted throughout the study to triangulate findings and provide a comprehensive understanding of the counseling program's effectiveness (Corami, 2020).

RESULTS AND DISCUSSION

The study involved 60 elementary school students, evenly divided into experimental and control groups of 30 participants each. Pre-test results showed comparable baseline self-confidence scores, with a mean score of 45.32 (SD = 5.15) for the experimental group and 44.87 (SD = 5.42) for the control group. Post-test scores revealed significant improvement in the experimental group, which achieved a mean score of 76.45 (SD = 4.23), compared to a marginal increase to 47.12 (SD = 5.10) in the control group.

Table 1. The results are summarized

Group	Pre-Test Mean (SD)	Post-Test Mean (SD)
Experimental	45.32 (5.15)	76.45 (4.23)
Control	44.87 (5.42)	47.12 (5.10)

Observational data corroborated the quantitative findings, indicating that students in the experimental group actively participated in class discussions and demonstrated greater willingness to express their opinions, while such changes were not observed in the control group.

The substantial increase in self-confidence scores among the experimental group highlights the effectiveness of group counseling in fostering self-assurance. Students in this group benefitted from peer interaction and guided activities that allowed them to practice expressing their ideas and engaging in collaborative discussions. These structured sessions provided a supportive environment where students could build their confidence incrementally.

Qualitative feedback from teachers supported these findings, noting that students in the experimental group displayed more assertiveness and enthusiasm in their academic and extracurricular activities. Teachers observed that these students were more likely to take initiative and collaborate with peers, reflecting the practical application of the skills gained during counseling sessions.

Paired sample t-tests indicated a statistically significant increase in self-confidence scores within the experimental group ($t = 11.87$, $p < 0.001$). By contrast, the control group showed no significant change ($t = 1.21$, $p = 0.15$). These results confirm the hypothesis that group counseling positively impacts self-confidence levels. An independent sample t-test comparing post-test scores between the experimental and control groups revealed a significant difference ($t = 9.54$, $p < 0.001$). This finding underscores the effectiveness of group counseling as a targeted intervention for improving self-confidence compared to standard classroom practices.

Correlation analysis demonstrated a strong positive relationship between active participation in group counseling sessions and improvements in self-confidence ($r = 0.78$, $p < 0.01$). Students who engaged more actively in activities such as role-playing and group discussions exhibited greater gains in confidence levels. A further analysis showed a positive correlation ($r = 0.65$, $p < 0.01$) between peer support within the counseling sessions and students' willingness to take initiative in classroom activities. These findings suggest that the collaborative and supportive nature of group counseling plays a crucial role in enhancing self-confidence among elementary school students.

A case study of a student from the experimental group illustrates the impact of the intervention. The student, initially characterized as shy and hesitant to participate in classroom activities, displayed remarkable progress after the counseling sessions. Pre-intervention observations noted limited verbal contributions and a reluctance to engage in group tasks. Post-intervention data showed significant behavioral changes, with the student actively participating in discussions, volunteering for class leadership roles, and confidently sharing ideas with peers. Teachers reported that the student's newfound confidence positively influenced their academic performance and social interactions, providing a clear example of the program's effectiveness.

Qualitative insights from students in the experimental group revealed that the activities conducted during group counseling sessions, such as role-playing and self-reflection, were particularly impactful in boosting their confidence. Many students expressed that sharing

experiences with peers helped them feel understood and supported, which encouraged them to take more risks in expressing themselves.

Feedback from the control group indicated minimal changes, with students reporting no significant increase in their willingness to participate in classroom activities. Teachers in this group noted continued patterns of hesitation and low self-confidence among their students, further reinforcing the necessity of structured interventions like group counseling.

The results demonstrate that group counseling is an effective method for enhancing self-confidence among elementary school students. The significant improvements in the experimental group's behavior and attitudes highlight the importance of providing structured opportunities for peer interaction and guided self-expression. These findings underscore the value of group counseling as a practical, scalable intervention for addressing self-confidence issues, with potential applications in diverse educational settings.

The findings of this study demonstrate that group counseling significantly enhances self-confidence among elementary school students. The experimental group exhibited substantial improvements in self-confidence scores compared to the control group, as evidenced by the post-test results and observational data. Students in the experimental group displayed increased participation in classroom discussions, a greater willingness to share ideas, and noticeable improvements in peer interactions. These results validate the effectiveness of group counseling as a structured intervention for fostering self-confidence in young learners.

Behavioral changes were particularly evident in students' active engagement during school activities. Teachers reported that students who participated in group counseling became more assertive, took initiative in group tasks, and exhibited a positive attitude toward collaborative efforts. The control group, on the other hand, showed minimal changes, indicating that standard classroom practices were insufficient to address self-confidence challenges effectively (Oh, 2023).

The findings align with prior research highlighting the role of group counseling in promoting social-emotional skills and self-confidence. Studies by Corey et al. (2016) emphasized the importance of peer interaction and guided facilitation in creating a supportive environment for personal growth. This study contributes to the growing body of evidence by focusing specifically on elementary school students, a population often overlooked in existing literature (Gotham, 2023).

Differences arise when comparing this study with interventions focusing on individual counseling. While individual counseling addresses personalized issues, group counseling provides the added benefit of peer support and shared experiences. The collaborative aspect of group counseling fosters a sense of belonging and normalizes self-doubt, enabling students to build confidence collectively. This distinction underscores the unique value of group counseling in educational settings (Brotto, 2020).

The results signify the critical role of peer interaction and shared experiences in fostering self-confidence. The improvements observed in the experimental group highlight that a supportive and structured environment can empower students to overcome self-doubt and engage more actively in their educational and social environments. These findings suggest that low self-confidence in young learners is not an insurmountable barrier but a challenge that can be addressed through targeted interventions (Thai, 2020).

The study also underscores the limitations of traditional classroom approaches that fail to address the specific emotional and social needs of students with low self-confidence. The

absence of significant changes in the control group reinforces the importance of adopting proactive and structured measures such as group counseling to foster positive behavioral and emotional outcomes. These findings serve as a call to action for schools to prioritize social-emotional development alongside academic achievement (Juarez-Martinez, 2023).

The findings have significant implications for educational practices and policies. Schools can integrate group counseling programs into their existing support systems to address self-confidence issues among students. By fostering peer support and providing a safe space for self-expression, group counseling can create a more inclusive and empowering school environment. The observed improvements in student behavior suggest that such programs can enhance participation and engagement across academic and extracurricular activities (Rettig, 2022).

Policymakers can use these results to advocate for increased funding and resources for counseling programs in schools. Training for school counselors should emphasize techniques for facilitating group sessions effectively, ensuring that all students have access to quality interventions. These findings also highlight the importance of early intervention, as addressing self-confidence challenges at a young age can prevent long-term negative outcomes and contribute to students' overall well-being (Lipp, 2021).

The effectiveness of group counseling in this study can be attributed to its structured and interactive approach. Role-playing, group discussions, and self-reflection activities allowed students to practice and internalize self-confidence skills in a supportive environment. The emphasis on peer interaction provided students with opportunities to share experiences and receive constructive feedback, fostering a sense of belonging and self-assurance (Schneider, 2020).

The role of the counselor was also pivotal in guiding discussions, managing group dynamics, and creating a safe space for students to express themselves. The structured framework ensured consistency across sessions, enabling students to gradually build their confidence through practice and positive reinforcement. These factors collectively contributed to the significant improvements observed in the experimental group (Lackner, 2021).

The success of this intervention highlights the need for further research into the long-term effects of group counseling on self-confidence. Future studies could explore whether the observed behavioral changes are sustained over time and examine the potential impact on other aspects of development, such as academic performance and social relationships. Expanding the sample to include diverse cultural and socioeconomic contexts would provide valuable insights into the universality of the approach (Doffer, 2023).

Educational institutions should prioritize the integration of group counseling programs into their curricula. Training for counselors and teachers should focus on developing skills to facilitate effective group interventions. By building on the findings of this study, future research and practice can further enhance the role of group counseling in promoting self-confidence and fostering positive social-emotional outcomes for elementary school students (Nejati, 2021).

CONCLUSION

The most significant finding of this study is the substantial improvement in self-confidence among elementary school students who participated in group counseling sessions. Unlike traditional classroom activities, the intervention created a structured and supportive

environment where students could practice expressing themselves, engage in collaborative discussions, and receive peer encouragement. The experimental group exhibited notable behavioral changes, such as increased participation in class, greater willingness to share ideas, and enhanced peer interactions, while the control group showed minimal progress. These results emphasize the unique effectiveness of group counseling in addressing self-confidence challenges.

This study contributes to the field by introducing a structured group counseling framework tailored to the developmental needs of elementary school students. The combination of role-playing, guided discussions, and self-reflection activities represents a practical and replicable method for fostering self-confidence. The research bridges theoretical concepts of social-emotional learning with practical implementation, offering a scalable model that schools can adopt to support students struggling with low self-confidence. By focusing on peer support and shared experiences, the study highlights the critical role of group dynamics in fostering individual growth.

The study is limited by its relatively short intervention period and focus on a single school setting, which may restrict the generalizability of its findings. The lack of follow-up assessments raises questions about the sustainability of the observed improvements over time. Future research should explore the long-term effects of group counseling and assess its applicability in diverse educational and cultural contexts. Expanding the study to include longitudinal tracking and larger, more diverse samples would provide deeper insights into the enduring impact and broader applicability of this intervention.

AUTHOR CONTRIBUTIONS

Look this example below:

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

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

CONFLICTS OF INTEREST

The authors declare no conflict of interest

REFERENCES

- Backer, J. D. (2020). Genetic counselling and testing in adults with congenital heart disease: A consensus document of the ESC Working Group of Grown-Up Congenital Heart Disease, the ESC Working Group on Aorta and Peripheral Vascular Disease and the European Society of Human Genetics. *European Journal of Preventive Cardiology*, 27(13), 1423–1435. <https://doi.org/10.1177/2047487319854552>
- Brotto, L. A. (2020). Moderators of Improvement From Mindfulness-Based vs Traditional Cognitive Behavioral Therapy for the Treatment of Provoked Vestibulodynia. *Journal of Sexual Medicine*, 17(11), 2247–2259. <https://doi.org/10.1016/j.jsxm.2020.07.080>
- Campa, F. (2021). Assessment of body composition in athletes: A narrative review of available methods with special reference to quantitative and qualitative bioimpedance analysis. *Nutrients*, 13(5). <https://doi.org/10.3390/nu13051620>

- Caponnetto, P. (2023). Varenicline and counseling for vaping cessation: A double-blind, randomized, parallel-group, placebo-controlled trial. *BMC Medicine*, 21(1). <https://doi.org/10.1186/s12916-023-02919-2>
- Carmichael, N. (2022). Examining clinical training through a bicultural lens: Experiences of genetic counseling students who identify with a racial or ethnic minority group. *Journal of Genetic Counseling*, 31(2), 411–423. <https://doi.org/10.1002/jgc4.1506>
- Chidi, U. J. (2023). Small group communication as a counseling intervention strategy for promoting interest, skills, and behavioural intention towards business start up among youth who are victims of conflict in Nigeria. *Ianna Journal of Interdisciplinary Studies*, 5(1), 61–73.
- Corami, F. (2020). A novel method for purification, quantitative analysis and characterization of microplastic fibers using Micro-FTIR. *Chemosphere*, 238(Query date: 2024-12-01 09:57:11). <https://doi.org/10.1016/j.chemosphere.2019.124564>
- Demir, S. (2022). The effectiveness of cognitive behavioral therapy-based group counseling on depressive symptomatology, anxiety levels, automatic thoughts, and coping ways Turkish nursing students: A randomized controlled trial. *Perspectives in Psychiatric Care*, 58(4), 2394–2406. <https://doi.org/10.1111/ppc.13073>
- Doffer, D. P. A. (2023). Sustained improvements by behavioural parent training for children with attention-deficit/hyperactivity disorder: A meta-analytic review of longer-term child and parental outcomes. *JCPP Advances*, 3(3). <https://doi.org/10.1002/jcv2.12196>
- Esposito, G. (2021). Mentalizing underachievement in group counseling: Analyzing the relationship between members’ reflective functioning and counselors’ interventions. *Psychological Services*, 18(1), 73–83. <https://doi.org/10.1037/ser0000350>
- Garten, L. (2020). Palliative Care and Grief Counseling in Peri- and Neonatology: Recommendations From the German PaluTiN Group. *Frontiers in Pediatrics*, 8(Query date: 2025-01-27 14:14:59). <https://doi.org/10.3389/fped.2020.00067>
- Gotham, H. J. (2023). Learning Collaboratives: A Strategy for Quality Improvement and Implementation in Behavioral Health. *Journal of Behavioral Health Services and Research*, 50(2), 263–278. <https://doi.org/10.1007/s11414-022-09826-z>
- Hines, E. M. (2020). Preparing African American Males for College: A Group Counseling Approach. *Journal for Specialists in Group Work*, 45(2), 129–145. <https://doi.org/10.1080/01933922.2020.1740846>
- Holter, S. (2022). Risk assessment and genetic counseling for Lynch syndrome – Practice resource of the National Society of Genetic Counselors and the Collaborative Group of the Americas on Inherited Gastrointestinal Cancer. *Journal of Genetic Counseling*, 31(3), 568–583. <https://doi.org/10.1002/jgc4.1546>
- Hynes, J. (2020). Group plus “mini” individual pre-test genetic counselling sessions for hereditary cancer shorten provider time and improve patient satisfaction. *Hereditary Cancer in Clinical Practice*, 18(1). <https://doi.org/10.1186/s13053-020-0136-2>
- Juarez-Martinez, E. L. (2023). Prediction of Behavioral Improvement Through Resting-State Electroencephalography and Clinical Severity in a Randomized Controlled Trial Testing Bumetanide in Autism Spectrum Disorder. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*, 8(3), 251–261. <https://doi.org/10.1016/j.bpsc.2021.08.009>
- Keshavarz, Z. (2021). The effect of PLISSIT based counseling model on sexual function, quality of life, and sexual distress in women surviving breast cancer: A single-group pretest–posttest trial. *BMC Women’s Health*, 21(1). <https://doi.org/10.1186/s12905-021-01570-4>
- Keum, B. T. H. (2020). Social Justice Interdependence Among Students in Counseling Psychology Training Programs: Group Actor-Partner Interdependence Model of Social Justice Attitudes, Training Program Norms, Advocacy Intentions, and Peer

- Relationships. *Journal of Counseling Psychology*, 67(2), 141–155. <https://doi.org/10.1037/cou0000390>
- Kjellgren, M. (2024). The counselling practice of school social workers in Swedish elementary schools. A focus group study. *Nordic Social Work Research*, 14(1), 18–31. <https://doi.org/10.1080/2156857X.2022.2041467>
- Kulbaş, E. (2022). The Effects of the Positive Psychology-Based Online Group Counselling Program on Mothers Having Children with Intellectual Disabilities. *Journal of Happiness Studies*, 23(5), 1817–1845. <https://doi.org/10.1007/s10902-021-00472-4>
- Lackner, J. M. (2021). Specific and common mediators of gastrointestinal symptom improvement in patients undergoing education/support vs. Cognitive behavioral therapy for irritable bowel syndrome. *Journal of Consulting and Clinical Psychology*, 89(5), 435–453. <https://doi.org/10.1037/ccp0000648>
- Levy, I. (2020). The Critical Cycle of Mixtape Creation: Reducing Stress via Three Different Group Counseling Styles. *Journal for Specialists in Group Work*, 45(4), 307–330. <https://doi.org/10.1080/01933922.2020.1826614>
- Lipp, I. (2021). Predictors of training-related improvement in visuomotor performance in patients with multiple sclerosis: A behavioural and MRI study. *Multiple Sclerosis Journal*, 27(7), 1088–1101. <https://doi.org/10.1177/1352458520943788>
- Liu, H. (2021). A novel method for semi-quantitative analysis of hydration degree of cement by ¹H low-field NMR. *Cement and Concrete Research*, 141(Query date: 2024-12-01 09:57:11). <https://doi.org/10.1016/j.cemconres.2020.106329>
- Lohn, Z. (2022). Large-scale group genetic counseling: Evaluation of a novel service delivery model in a Canadian hereditary cancer clinic. *Journal of Genetic Counseling*, 31(2), 459–469. <https://doi.org/10.1002/jgc4.1512>
- Mirmahmoodi, M. (2020). The Effect of Mindfulness-Based Stress Reduction Group Counseling on Psychological and Inflammatory Responses of the Women With Breast Cancer. *Integrative Cancer Therapies*, 19(Query date: 2025-01-27 14:14:59). <https://doi.org/10.1177/1534735420946819>
- Münch, U. (2020). Recommendations for the support of suffering, severely ill, dying or grieving persons in the corona pandemic from a palliative care perspective: Recommendations of the German Society for Palliative Medicine (DGP), the German Interdisciplinary Association for Intensive and Emergency Medicine (DIVI), the Federal Association for Grief Counseling (BVT), the Working Group for Psycho-oncology in the German Cancer Society, the German Association for Social Work in the Healthcare System (DVSG) and the German Association for Systemic Therapy, Counseling and Family Therapy (DGSF). *Schmerz*, 34(4), 303–313. <https://doi.org/10.1007/s00482-020-00483-9>
- Nejati, V. (2021). The effect of physical activity with and without cognitive demand on the improvement of executive functions and behavioral symptoms in children with ADHD. *Expert Review of Neurotherapeutics*, 21(5), 607–614. <https://doi.org/10.1080/14737175.2021.1912600>
- Oh, J. (2023). Indoor environmental quality improvement in green building: Occupant perception and behavioral impact. *Journal of Building Engineering*, 69(Query date: 2025-01-27 14:15:34). <https://doi.org/10.1016/j.jobe.2023.106314>
- Rettig, E. K. (2022). Predictors of Improvement in Pediatric Chronic Migraine: Results from the Cognitive-Behavioral Therapy and Amitriptyline Trial. *Journal of Clinical Psychology in Medical Settings*, 29(1), 113–119. <https://doi.org/10.1007/s10880-021-09782-4>
- Santilli, S. (2022). In the same boat? An online group career counseling with a group of young adults in the time of COVID-19. *International Journal for Educational and Vocational Guidance*, 22(3), 623–641. <https://doi.org/10.1007/s10775-021-09505-z>

- Schneider, C. (2020). Real-time EEG Feedback on Alpha Power Lateralization Leads to Behavioral Improvements in a Covert Attention Task. *Brain Topography*, 33(1), 48–59. <https://doi.org/10.1007/s10548-019-00725-9>
- Shi, C. (2021). A quantitative discriminant method of elbow point for the optimal number of clusters in clustering algorithm. *Eurasip Journal on Wireless Communications and Networking*, 2021(1). <https://doi.org/10.1186/s13638-021-01910-w>
- Stopford, C. (2020). Improving follow up after predictive testing in Huntington’s disease: Evaluating a genetic counselling narrative group session. *Journal of Community Genetics*, 11(1), 47–58. <https://doi.org/10.1007/s12687-019-00416-9>
- Thai, M. (2020). Neural and Behavioral Correlates of Clinical Improvement to Ketamine in Adolescents With Treatment Resistant Depression. *Frontiers in Psychiatry*, 11(Query date: 2025-01-27 14:15:34). <https://doi.org/10.3389/fpsyt.2020.00820>
- Thomsen, T. (2020). Sustained Long-Term Efficacy of Motivational Counseling and Text Message Reminders on Daily Sitting Time in Patients With Rheumatoid Arthritis: Long-Term Follow-up of a Randomized, Parallel-Group Trial. *Arthritis Care and Research*, 72(11), 1560–1570. <https://doi.org/10.1002/acr.24060>
- Tu, S. (2021). Diagnostic accuracy of quantitative flow ratio for assessment of coronary stenosis significance from a single angiographic view: A novel method based on bifurcation fractal law. *Catheterization and Cardiovascular Interventions*, 97(Query date: 2024-12-01 09:57:11), 1040–1047. <https://doi.org/10.1002/ccd.29592>
- Wei, M. (2021). Group Counseling Change Process: An Adaptive Spiral Among Positive Emotions, Positive Relations, And Emotional Cultivation/Regulation. *Journal of Counseling Psychology*, 68(6), 730–745. <https://doi.org/10.1037/cou0000550>
- Xie, W. Y. (2023). Evaluation of career planning group counseling and its effectiveness for intern male nursing students. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-022-03981-9>
- Zammiti, A. (2023). “Imagine Your Career after the COVID-19 Pandemic”: An Online Group Career Counseling Training for University Students. *Behavioral Sciences*, 13(1). <https://doi.org/10.3390/bs13010048>
- Zhang, X. (2020). The effect of solution-focused group counseling intervention on college students’ internet addiction: A pilot study. *International Journal of Environmental Research and Public Health*, 17(7). <https://doi.org/10.3390/ijerph17072519>

Copyright Holder :

© Fauzi Aldina et.al (2025).

First Publication Right :

© International Journal of Educatio Elementaria and Psychologia

This article is under:

