Psycho-educational group leaders through the homeroom approach: A systematic literature review

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Abstract

Guidance and counseling services can be done through the form of individual or group. A group shall be led by a counselor who has been previously trained in guidance and counseling. A leader must choose a leadership style with priority given to the achievement of goals within the group such as achieving cohesion within the group. The homeroom approach is how a counselor is able to create a group atmosphere of intervention, like a family atmosphere or a home atmosphere. The study aimed to review the reseach of homeroom intervention in guidance and counseling. The literature review is carried out in five stages: formulation of research questions, search for literature, processing of data, and assessment of the quality of filtering received and not received. A total of 100 articles were identified and subjected to PRISMA analysis, resulting in the selection of 12 articles for further in-depth examination. The criteria for articles included discussions on group leadership, counseling groups, strategies in group leadership, targeting students and guidance and counseling teachers in 2013-2023. The results showed that the homeroom approach can be considered as one of the group leader's qualifications. A group leader must have the ability to listen actively, receive, pay attention, create a warm and welcoming atmosphere, connect among members. A homeroom approach can facilitate the group leader to create an atmosphere of warm, welcoming, safe and comfortable within the group dynamics.

Keywords: *Group leader, Homeroom approach, Psycho-educational group*

Introduction

Individuals are social beings who, with such attributes, form various groups in the sphere of their lives as human beings, so that they cannot escape from interaction with other humans either directly or indirectly. The formed cluster will form a particular existence that has a purpose, attachment, and influence among the individuals that are members of it. A group is a means or medium of communication for individuals to share experiences, insights, attitudes, skills, prevention of problems, or personal development of their members.

Group dynamics requires qualifications in leading a group, because the one who can bring the achievement of a goal is a group leader in directing the entire membership. The leadership style of a group will affect everything in the group, from contracting, speech, activity, group atmosphere, expected outcomes to determining what kind of aims are. So the leadership style becomes the primary priority before forming a psycho-educational group. Leadership style becomes a major highlight in determining the effectiveness and efficiency of group guidance.

In the field of guidance and counseling, there is an intervention that can be done with group intervention, i.e., group arrangements, psycho-educational groups, or counseling groups. Group guidance is an attempt to facilitate an individual's understanding of his or her environment by setting up a group of assistance and preventive programs, while group counseling is a process of discussing and solving problems within a group. So it can be concluded that the purpose and function of group guidance is prevention, while group counseling is healing.

The importance of the role of the counselor in the group, both personally and professionally, to the direction taken by the group. A counselor, as a person, deals with the problems faced by group leaders and the personal qualities of effective leadership. A group leader, as a professional, considers specific group leadership skills, including the skills required to be a group consultant who is competent in diversity.

In addition to the role of a group consultant in preparing to become a group leader, a thorough ethical foundation is just as important as a strong foundation of psychological knowledge and skills. Without knowledge and skill, group processes with the best purpose can make serious mistakes. Group consultants must learn how to apply the ethical codes that have been established to the various dilemmas that will be faced (Corey, 2013).

A leader is an individual whose presence is required to accommodate and coordinate every activity that occurs within a group (Hnsa, 2019). To accomplish the task of accommodating every activity that exists in everyday life, a leader must understand the meaning of leadership and its role in the group. Individuals appointed as group leaders must also understand how they are able to arouse a social spirit within the group in order to create a dynamic group capable of achieving common goals.

A counselor is a person who possesses the professionalism of having mastered the skills to lead a group, be an active listener, respond to situations, explain, summarize, facilitate, empathize, interpret, ask, build good relationships with group members, conduct confrontations, give incentives, define limits, make assessments, be a model, provide alternatives and suggestions, take initiatives, and evaluate (Chen & Rybak, 2018). Counselors also have the core competencies of being trustworthy, having knowledge, and having skills (Sanyata, 2010).

According to Chen & Rybak (2018) group leadership skills are divided into two main categroi, interpersonal skills that refer to the ability of a leader to build relationships and collaborate with group members. It consists of effective communication, empathy, conflict resolution and building relationships in group dynamics. The second is task skills that refer to the ability of a leader to accomplish tasks and achieving goals ranging from planning and organization, decision-making, problem-solving and evaluation.

In group leadership, there are special skills that should be in group leaders, such as skills of care and depth of meaning, which have a linear relationship with positive outcomes. Care is conveyed with warmth, empathy, support, a positive attitude, acceptance, sincerity, attention, compassion, and support from the leader. Group members will feel most secure if the coordination structure is clear enough and they feel observed. The first group leader's skill is caring. Care must be sincere, and the feelings of the member must be accepted and released (Chen & Rybak, 2018).

Keterampilan memimpin kelompok berikutnya is the focusing function, which is performed by redirecting the group to a topic or activity for a particular session. The focus function is most often performed in the group opening section to introduce the group topic. Emotional stimulation interventions include giving energy and attachment to members through

activities such as drawing, modeling, connecting, processing, interpreting, expressing, and receiving feedback. The norms formed within the group will produce group dynamics, which can be further interpreted as how rules, roles, and interactions of members influence whether and how goals in the group are achieved.

The ability of a group leader to give appreciation and respect to each member of the group will also influence the choices or actions of each group member. The leader of the group in the counseling group or class must be appointed by authority (Geroski & Kraus, 2010). The leader of the authority group will affirm the right boundaries and controls and encourage independence through verbal dialogue. The focus of the authoritative action is to communicate the belief that each member has the ability and to support each member so that the ability emerges.

In leading a psycho-educational group, a group leader must have the qualification to lead what is called a leadership style. Leadership style is the reference for members to make a leader as their role-model and direction within a group. One of them is the qualification to bring comfort, safety and warmth in the group. This approach is one where counselors must be able to create a group atmosphere, like at home or in a family atmosphere of warmth, so that they are boldly and actively in the group to present problems and in the process of finding effective solutions from various discussions with group members (Durrotunnisa, Ni Putu Lianasari, & Diah Utaminingsih, 2022; Fiandi, 2023; Mustika, Ridhani, & Farial, 2020). This approach is basically not standing alone because it has to be collaborated with other intervention techniques.

Previous research also mentions that homeroom approaches or techniques through service or group-building arrangements are effective in solving problems and in teaching new skills to group members. A research conducted by Pratika & Asni (2023) showed that the average score before receiving group guidance services with homeroom techniques was 78.7, and after receiving homeroom group guidance services, it was 124.4. Pupils experienced an increase of 45.7. The results of this study found that group mentoring services use effective homeroom techniques to enhance social interaction among pupils.

Then a research also conducted by Kuswantoro et al. (2020) conducted a data analysis of the known result that p = 0,002 is smaller than x by 5% = 0.05 with an average difference of 21, 875. It means that the implementation of group mentoring services with homeroom techniques effectively boosts confidence in the academic field at SM Muhammadiyah Gebang Cirebon. So, the homeroom approach can be used for setting up psycho-educational groups. Next is a recommendation that can be used as a reference in the leadership of a psychoeducational group.

The guidance and counseling services have two forms of implementation, in individual and group forms. In the group guidance and counseling, a counselor as a group leader should be able to create a safe, comfortable, and warm atmosphere, so that the members can be more open and follow the group services with a feeling of calm and happy. One approach that can be used is the homeroom approach. Therefore, researchers are interested in looking for literature about leadership in psycho-educational groups and homeroom approaches that can be a secondary resource for further researchers to re-research further about the leadership style of a consultant in leading groups through this homeroma approach.

Method

The research method used is a systematic literature review (SLR). This method is a research model that is conducted by collecting and evaluating research related to a specific topic focus. The SLR method consists of the following stages: determining the research question, search process, inclusion and exclusion criteria, quality assessment, and data collection (Nuha, Hidayah, & Wahyuni, 2024). The systematic literature review (SLR) method is very useful in helping researchers to provide initial research contributions or preliminary reviews as an understanding and deepening of research on the topic being discussed for further research.

In this case, the focus topic is on the topic of Group Leader, Psychoeducational Group and Homeroom Technique. The subtopics related to this topic are training models, urgency and objectives of training, and skills learned in peer-counseling training in dalam rentang tahun 2013-2023 (Muslihati et al., 2023; Rasyadi, Muslihati, & Rahman, 2022). Pencarian data menggunakan aplikasi Publish or Perish dengan berdasarkan sumber Science Direct, Google Scholar, ProQuest, SAGE Journals, Taylor & Francis dan Emerald. The results of the literature search on the application resulted in 100 articles. Then a quality assessment was carried out taking into account included criteria and excluded criteria based on either the title, abstract or results in the article.

Research Question (RQ)

The questions that are raised in research are deliberate questions that are made based on the needs of the chosen research topic. Research questions are also used in filtering the criteria that are included in the discussion of systematic literature reviews. Research questions as follows, 1) What are the key characteristics of leadership in psychoeducational groups; 2) What are the strategies for implementing a homeroom approach in group guidance; 3) How can the homeroom approach be recommended as a leadership style in psychoeducational groups.

Data Search Process

The data search process is a stage where researchers search for sources of article or journal readings to get answers to research questions. The search process is carried out using the Publish or Perish (PoP) application version 8 and based on the sources of Science Direct (Scopus), Google Scholar, ProQuest, SAGE Journals, Taylor & Francis, and Emerald.

Inclusion and Exclusion Criteria

The inclusion and exclusion criteria were carried out using the Publish or Perish (PoP) application version 8 with the keywords Group Leader, Psychoeducational Group and Homeroom Technique. The criteria were also refined in 2013-2023.

Quality Assessment (QA)

Quality assessment is done using the Preferred Reporting Items for Systematic and Meta-Analyses (PRISMA) method, which makes it easier for researchers to identify, filter, and determine how many articles will be received. This is done by identifying and choosing titles and abstracts that correspond to the purpose of the method. By adjusting the criteria included and excluded which is subsequently done article extension.

Data Collection

Data collection was carried out by collecting data that had been collected from the Publish or Perish (PoP) version 8 application. Data will be stored for each keyword and then analyzed using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method.

Findings and Discussion

The finding section will explain the results of the systematic literature review method stages that were obtained through the data search process, criteria selection, and quality assessment. In the discussion, the results of each of the research questions that have been previously proposed will be explained.

The article search process was carried out with the assistance of the Publish or Perish (PoP) version 8 application with some criteria and search results restrictions. Based on the total search on both sites, n=100 journal articles were generated. The year range has been set to only

show 2013-2023. Of the 100 journal articles, the data was then entered into the Quality Assessment. Then, data processing was carried out on the total number of articles

After the article search was carried out, the screening stage based on the accepted and rejected criteria was continued. There are exclusion criteria that will be carried out manually, including: Research background errors as many as n=3 Indication of errors n=3 Conceptual articles n=2. The total exclusion is n=8 articles, so the next data extraction based on quality assessment only remains n=12 journal articles.
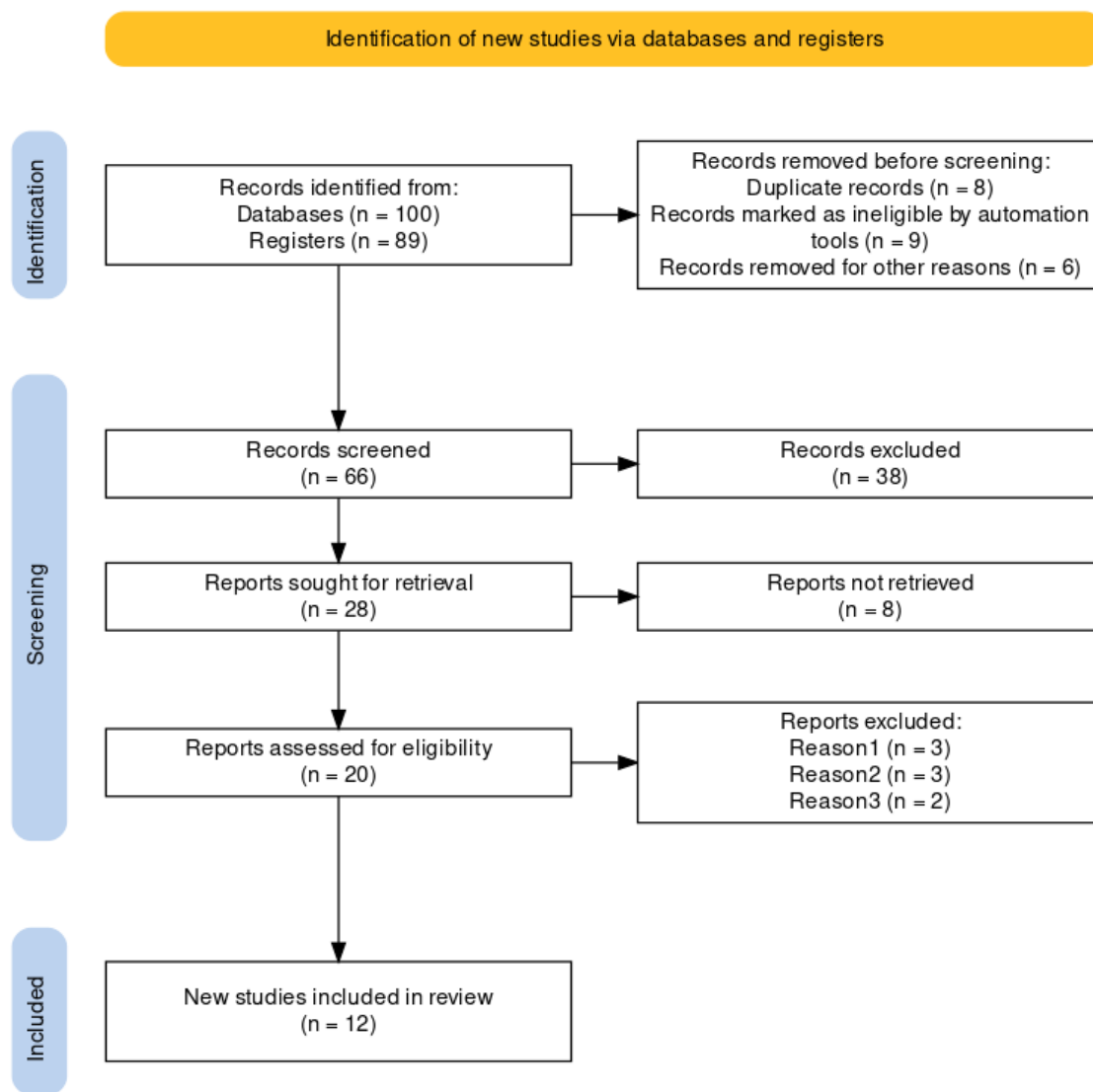

Figure 1.   Preferred Reporting Items for Systematic and Meta-Analyses (PRISMA) Method for Topic Research

Of the 100 articles collected through various websites of reputable journals carried out analysis. General analysis is done by deleting duplicate and unqualified articles that are automatically deleted. The first filtering was done on 66 articles to filter out articles that were not received, continued with the filtering of articles received, and only 12 articles were received and the entire article was extended.

Table 1. Critical Analysis of Articles with Reputation

No	Author, Published Year	Title	Analysis Result
1.	(Noble, Firth, Delgadillo, & Kellett, 2021)	An investigation of the competencies involved in the facilitation of CBT-based group psychoeducational intervention	This research only provides a way to assess competence in facilitating intervention of CBT-based psycho-educational groups.
2.	(Ohrt, Robinson, & Hagedorn, 2013)	Group Leader Development: Effects of Personal Growth and Psychoeducational Groups	This study qualifies a group leader to have previous experience in leading a group.
3.	(Simbolon, 2020)	Application of Group Counseling Services Methods to Improve Student Learning Discipline	Research explains that implementation in group dynamics must have a good relationship between leader and member as well as be an important relationship when the group is to be terminated.
4.	(Putriani, Neviyarni, & Netrawati, 2021)	Counselor in Group Counseling with Expressive Arts Therapy	This research explains that the role of group leader should be active as well as encourage individuals to use expressive communication skills.
5.	(Harahap, 2021)	Analysis of the Basic Skills of Group Leaders on Students Following the Practicum of Group Procedures	This study explains that leaders can have a strong influence on groups and concludes that only 37.5% have a high skill in group embroidery.
6.	(Nurhayati, Rasimin, & Yusra, 2022)	Students' perceptions of the character of mentoring and counseling teachers as leaders in group counseling	This study explains that only 74% of BK teachers are able to lead in group dynamics.
7.	(Nastiti & Gumilang, 2023)	Profile of Homeroom Techniques as a Gitu Strategy in Group Guidance	This research shows that the homeroom technique can create the same classroom conditions as at home so that students feel comfortable and open in group guidance.
8.	(Triatmojo, Hidayati, & Faris, 2023)	Effectiveness of Home Room Technical Group Counseling Services to Improve Social Media Intelligence in Class XI F State High School 3 Surakarta	The results indicate that after giving group guidance services with homeroom techniques, social media intelligence becomes high.
9.	(Handayani, 2019)	Improving Mathematics Student's Learning Motivation with the Group Guidance of Homeroom Techniques in Vocational School	Research results show that after the service, students have a high learning motivation and undergo the process of gathering ideas, clarification, evaluation, decision-making and problem solving.
10.	(Asmilasih, Rasimin, Wahyuni, & Lubis, 2022)	Efforts to Improve Student Self-Disclosure Through Homeroom Techniques in Group Counseling Services	Through the homeroom technique, student openness increased by 91% and activity increased 85%.
11.	(Fadila Dewi Saputri & Sholihuddin Zuhdi, 2022)	Effectiveness of Homeroom Technical Group Guidance to Reduce Bullying Behavior in Teenagers	The results pointed out that the significance value was 0,000 < 0.05 which means bullying behavior was reduced through the provision of group guidance services with homeroom techniques.
12.	(Rahmania, Kasih, & Kardo, 2021)	Group guidance model using homeroom methods for improving pupil discipline	The results of the research show that the homeroom technique will be effective if it is collaborated with other methods to create a warm, comfortable, familiar and enjoyable atmosphere.

Article filtering has been done through the Preferred Reporting Items for Systematic and Meta-Analysis Model (PRISMA).

Overview Gorup Leadership Model Psychoeducational

Group guidance is a process of giving help to individuals that is carried out with group arrangements. Activities in group guidance include information delivery, group activities, discussion of problems, interventions with counseling techniques, and problem-solving processes through group dynamics (Hartanti, 2022). With the existence of a psycho-educational group, it is

expected to be a breakthrough, focusing on new skills and identifying problems that will be useful for the development of the individual (DeLucia-Wack, 2006). Therefore, group guidance or counseling through psychoeducational groups becomes a viable approach for guidance and counseling teachers to provide services. Through group activities, individuals can observe the diverse personalities of group members, witness the interactions among them, and gain insights into the purpose of forming psychoeducational groups.

In a psycho-educational group, there must be a group leader and possibly a deputy group leader. The biggest mistake group leaders make is that they try to run psycho-educational groups in the same way as counseling or therapy groups (DeLucia-Wack, 2006). The primary focus in the psycho-educational group is on prevention, skills to prevent, and not hitting a problem. Group psychoeducation is a strategy of problem solving with educational psychological techniques in the personal, social, career, and learning styles. Psycho-educational group leadership plays an important role in the dynamic process within the group. There is the leader of the group to lead the achievement of the goal in the group.

A leader is an individual whose presence is required to accommodate and coordinate every activity that occurs within a group. So, in that case, the skills of a group leader must be built on solid theories and assumptions. Thus, as a leader, you must be able to build strength in dealing with complex group dynamics. The method used is interactive support and feedback within a framework of thinking here and now. The ability to lead a group is something that a group leader needs to have. Whether it's influencing skills, fulfilling goals, motivating group members, or even repairing and uniting differences within groups (Chen & Rybak, 2018).

According to the Professional Standards of the Association for Specialists in Group Work for the Training of Group Workers Erford (2019) identify elements of successful planning elements for group activities. One is to follow the rules, ethics, and professionalism of the practice of group activities; a group leader must submit to the ethics and regulations of leading a group; a leader must also be professional in group activities; the model of leadership used; and the leader of the group must choose the techniques and styles of leadership that have been adapted to the needs and abilities of the candidate member, the type of group, and the personal skills of the leader himself.

Leaders in psycho-educational groups are those who actually have the qualifications and experience to lead a psycho-educational group, especially in the setting of children and adolescents. The basic competencies of group leaders include experience working with individuals, adequate training in group theory and dynamics, personal experience, knowledge of specialized topics, and awareness of best practices in group counseling and therapy. B.C. Teachers or counselors are leaders in group guidance and group counseling (Sanyata, 2010). Sehingga kelompok psikoedukasi akan dipimpin secara langsung oleh guru BK, karena guru BK telah memiliki kualifikasi dalam bidang bimbingan dan konseling.

A group is a reflection of a group leader, so the group leader has a huge role and responsibility for achieving a group's goals. Group dynamics, openness of group members, and mutual trust among group members are some of the things that can grow and thrive in a group due to the role of an effective group leader. As a group leader, the BK teacher or counselor has characteristic characteristics for carrying out his profession. Such characteristics can be seen from the point of view of the BK professor or counselor as a person or as a professional (Barida, Widyastuti, & Krisphianti, 2023; Nurhayati et al., 2022).

There are basic principles in facilitating and intervention that the leader of the group is obliged to know, including that the group leader should be careful about what is being done and why to do so; talk to members in the I-you language; create a safe climate for members to open up; do not influence members to raise problems faster; avoid problem solving and giving too quick feedback; empathize with each other; and appreciate the progress and adaptive behavior of members (Chen & Rybak, 2018; Harahap, 2021). This model of leadership is likely to be much

more accepted by members, so members are more interested and more attentive to group leaders. The basic principle of being a group leader must be followed by a leader because it is the basic rule of leading a psycho-educational group.

Therefore, the leadership model in the psycho-educational group must also be supported by the self-efficiency of the group leader (Harahap, 2021; Ohrt et al., 2013). Group leaders who have meaningful development experiences can better understand the process of change and thus have an advantage over group leaders who do not have the same experience. Also found on Ieva, Ohrt et al. (2013) was that students who participated in personal development groups believed that group leaders acted as models and helped them feel more confident in leading groups.

In the research carried out by Noble et al. (2021) explained that in the competence process group activities are related to the use of interpersonal skills such as warmth, empathy, self-confidence, and processes such as management of group dynamics, emotional expression and its impact. Facilitating an effective group atmosphere is thought to contribute to improving group cohesion and can produce a better impact. So it can be concluded that the leadership in the psycho-educational group should pay attention, involve, listen fully to the entire member. Group leadership in general is the skills a leader must have, ranging from listening, influencing, fulfilling goals, motivating members, the ability to correct and unite differences within a group.

Homeroom Approach Implementation Strategy in Group Guidance

Group guidance is an activity given in a group setting, atmosphere, or group dynamics. The purpose of group guidance is that individuals can be invited together to put forward their opinions on something and discuss important topics, develop value values, and develop joint steps in dealing with issues to be discussed in the group (Edmawati, 2021; Simbolon, 2020). There is group guidance used to help individuals their development through group dynamics. Group guidance will facilitate members in discussing thematic topics about the problems they are facing.

The homeroom approach comes from the word "homeroom" itself, which means the room of the house, the home atmosphere, or the family atmosphere in the house. A homeroom approach is a family atmosphere creation technique used to hold meetings or provide guidance with group members in a family environment led by a counselor or counseling mentor (Rohmaniah, Santosa, & Sumiyem, 2022). This approach aims to make members of the group feel comfortable, secure, and open to developing the potential to be taught (Abbas, 2020; Huda, 2023; Lailiyah, Faqih, & Rahayu, 2019). Provide a safe and comfortable atmosphere and be open to counselor responsibilities in providing guidance or counseling interventions as well as in individual or group dynamics.

In addition to the goal of developing the best potential of each member, this approach is chosen, and it is expected that the group members will be more open in expressing the problems they face and then jointly seeking solutions and midway solutions. One of the advantages of this approach is that the continuity and progress of the mentoring process can take place by creating a pleasant atmosphere; interaction between group members can be built so that cohesion within the group is achieved (Kuswantoro et al., 2020; Sapruddin, 2023). Hopefully with this homeroom approach it achieves the goal of becoming more effective and efficient as well as facilitating group leaders to become one of the qualifications they should have.

There are characteristics that are typical of the homeroom approach: family, open, free, fun, and group. With these characteristics, this approach can be very collaborative with the approaches of other psycho-educational groups. The benefit of having a homeroom approach to group guidance is the opportunity to contact many members by providing the information they need so that they are expected to be more brave to express their opinions, receive the views of other members, and be consulted by a counselor or counseling mentor (Satria, 2021).

A study conducted by Masdudi in Pratika & Asni (2023) stated that the goal of the homeroom approach is to help teachers of guidance and counseling or counselors in knowing

each member better and providing them with effective assistance, so it is expected that through group guidance services with a homeroom approach, members will have more active and social interaction with many people. It can be concluded that the homeroom approach can be chosen as one of the intervention techniques in group guidance that will bring a family atmosphere so that the members feel safe and comfortable to follow the whole activity in the guidance of the group.

Recommendation of the Homeroom Approach as a Leadership Style in a Psycho-Educational Group

The psycho-educational group has an important role to play in assisting the group members in providing preventive information or in removing them. It is also influenced by the ability of the group leader or counselor who will lead the intervention group. A group leader who has had sufficient experience or hours of flight in rendering services can be seen from the diligence or wisdom in his leadership style. The leadership style of the psycho-educational group is a distinctive feature of each counselor.

Counselors are expected to have their own leadership style that they have formed through a variety of theoretical education, training, and experience in the field in person. Consultants who have had their own characteristics of leadership can make members of the group more relaxed and comfortable. So it is expected that consultants are also taught to choose their leadership styles in the psycho-educational group. One of the approaches that is captured at once as a technique in psycho-educational group intervention is the homeroom approach.

A homeroom approach is an approach in which a group counselor or leader can create a warm, comfortable, safe atmosphere, like a family or an indoor atmosphere, so that the group members can boldly and actively present the problems they are facing and then conduct surveys and find solutions midway through the issues to be discussed. The use of a homeroom approach in group leadership will be in line with the competence that the psycho-educational group leader should have as it can bring a comfortable and safe atmosphere to the members, so that members can be more open.

Group psychoeducation with a homeroom approach is understood as an effective measure, according to some research literature, as a way to enhance cohesion within the group. This approach can be the leadership style of a consultant. The counselor must be able to carry himself warmly and enthusiastically, create a sense of security, empathy, and mutual respect, whatever attributes the members bring, so that the members feel there is proximity and confidence to tell, argue, or present something in the psycho-educational group. Leadership style is very important to the group leader or BK teacher in leading a psycho-educational group, because group leader is also an important factor in the success of group service. Therefore, the homeroom approach is expected to be one of the qualifications for group leaders as psycho-educational group leadership styles.

Conclusion

Based on a systematic review of the above literature, it can be concluded that group leaders have a central and primary role in leading a psycho-educational group. The group leader must have a special characteristic for leading his group, which he has gained from training and experience in the field during the conduct of psycho-educational group activities. One intervention or technique that can at once be a style of group leadership is the homeroom approach. This approach is a way in which counselors create a group atmosphere, such as a home atmosphere or a family warmth, so that group members can have the courage to raise problems and find a middle way or a solution together with other members, and they are expected to listen and receive every input that each group member discloses and keep confidential. Further research is expected to produce findings that explain the effectiveness of homeroom approaches to

leadership styles in psycho-educational group activities that can further be the development of a leadership style that focuses on members, i.e. by providing a warm, comfortable and safe atmosphere and open reception.

Acknowledgments

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