



## **Group Guidance Services : A Literature Review of Social Skills Improvement of Elementary School Students**

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**Abstract:** This study aims to analyze various studies related to group guidance services and the improvement of social skills of elementary school students. This study used the systematic literature review method with a qualitative approach. This study used bibliometric analysis using VOSviewer software by reviewing research sourced from DOAJ and Google Scholar. The results of the analysis from VOSviewer showed that the issues and trends of group guidance services research had been carried out by researchers in various fields of guidance and counseling and carried out at various levels of education. The findings of various studies showed that group guidance services were seen as having a positive impact on improving the social skills of elementary school students. In the implementation of group guidance services, the role of the leader (counselor) must be active in encouraging the involvement of group members both in group dynamics and in social interactions. The process in this group guidance service will encourage students to achieve the expected goals and also be a means of improving their social skills. This research can be a reference in the implementation of basic group guidance services in improving students' social skills, especially in elementary schools. Guidance and counseling teachers/counselors and teachers in elementary schools can implement group guidance services to improve social skills.

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## **Introduction**

Guidance and counseling is a program that complements the educational process in schools, and it is seen as a support service for students (Hatunoğlu, 2021). Guidance and counseling are integral to the educational process and become one of the components in the implementation of education that aims to help achieve educational goals (Farozin et al., 2019). So, in the educational process, there are 2 main programs, namely learning programs and guidance programs for students (Gysbers & Henderson, 2012). According to Kartadinata (2011), guidance has a pedagogical nature, and this is closely related to education. The goal of guidance is to facilitate each student's growth so that they are able to develop healthy behaviors in the long term and create an environment that allows students to succeed in education or careers in the future. According to Yusuf & Nurihsan (2012), guidance is a systematic stage of activity and has a directed plan towards achieving the expected goals. In addition, counseling is considered a method of assistance that is directly related to the constructive decision-making that the student must make in solving his problems. Guidance focuses on prevention and development, and counseling focuses on support and improvement (Smith & Gillon, 2021). The implementation of guidance and counseling services in schools aims to prepare students to assume responsibility for their decisions and grow in their ability



to understand and accept the results of their choices (Arfasa & Weldmeskel, 2020). It indicates that the right guidance and counseling services will build students' potential and capacity to solve various problems faced by students.

Guidance and counseling are carried out at all levels of formal education (Kemendikbud, 2016., & Batubara & Ariani, 2018). This guidance and counseling service is carried out in an effort to develop all potential students. Therefore, school counselors should assist students in shaping their future through guidance and counseling services (Nkechi et al., 2016). Counselors must provide basic services to students, such as needs assessment, classical guidance, group guidance, information media management, and other guidance and counseling services (Kemendikbud, 2014).

Guidance is one of the important components of education that must be implemented in the school system (Nissa et al., 2023). One of the guidance services that counselors can provide is group guidance. According to Wibowo (2005), group guidance services are group activities consisting of leaders and group members in an effort to provide information and direct discussions so that group members have social skills and can help group members achieve common goals. Group guidance services are a form of collaborative process that aims to provide support, guidance, and education to Individuals in a group format (Rita & Neviyarni, 2021). The goal of group guidance services is to help individuals develop self-awareness, gain insight from others, and build a support network. Group members gather and discuss to share experiences, thoughts, and feelings in a safe and supportive environment toward group dynamics (Putri et al., 2023). Group guidance services aim to convey much information, especially in the fields of learning, career, personal, and social students (Nurfadilla, 2023). Group guidance services also have benefits especially for preventing and resolving social problems. *Group guidance services* are also defined as the process of providing assistance to individuals in group situations. Problems that arise can be conveyed in group forums so that group members can create group dynamics and conduct discussions and social interactions so that they find answers or solve existing problems.

Group guidance services can be an alternative to problem prevention, and can be a means of improving the social skills of elementary school students. According to Altaftazani et al (2020), social skills are one of the important factors that can help students in the process of interaction with their environment. Social skills are an important part of developing social competences (Rose-Krasnor & Denham, 2009). Individuals must be trained in social skills from an early age so that it becomes a provision for them to live in their social environment (Suswandari et al., 2020). Children need guidance to be able to learn social skills, namely how to listen, 'nice talk', 'brave talk', take turns, accept cultural differences, forgive, say help and thank you, talk in groups, help, learn empathy and compassion, be friendly, cooperate, invite other children to play, play cooperatively, ask permission, share, follow directions and help others (Uslu, 2020). These simple things are part of the social skills that must be taught to students. Social skills are strongly associated with acceptance, emotional health and the ability to create interpersonal relationships (Loukatari et al, 2019). Social skills can be built through various aspects of the learning process, including observation, modeling, testing and receiving feedback (Cartledge & Milbum, 1995). Children who have good social skills are well-liked by their peers, and they are more successful in their social life and academic school contexts (Arnold et al., 2012).

This study seeks to provide a comprehensive explanation related to the role of group guidance services in improving the social skills of elementary school students. In addition, research issues and trends on group guidance services will also be presented. Research that



explains group guidance services and social skills is Mahyuddin (2020) about developing a group guidance service model using role-playing techniques with the aim of improving social skills, or Silondae (2013), which explains a culture-based group guidance service model to improve social skills. In general, this study is different from previous, this study will discuss in detail the research findings related to group guidance services and social skills of elementary school students. In addition, various issues and trends in group guidance service research through the VOSviewer application will also be presented so that the review of this article is an important thing to do in an effort to make a major contribution to the development of science, especially in reviewing group guidance services and social skills of elementary school students. This study seeks to identify, classify, and summarize existing research on group guidance services and social skills of elementary school students. This research is the main study in analyzing various important aspects of various studies that examine group guidance services to improve social skills in elementary schools.

### **Research Method**

This research used a qualitative approach with literature review method. According to Daniel & Warish (2009), literature study is a technique for collecting information from various sources such as books, scientific articles, magazines, and other sources. This method is considered very suitable for studying a variable in depth. The type of literature study method in this study was systematic literature review (SLR), this method aims to analyze, review, and identify articles from various scientific journals (Triandini et al, 2019). Systematic literature review (SLR) differs from other traditional literature reviews, this method aims to identify all scientific studies that address a particular question, this methodology has been developed to minimize the effects of selection, publication and data extraction bias (Nightingale, 2009). This study also used bibliometric analysis using VOSviewer software to see issues and research trends of group guidance services, research data taken from DOAJ and Google Scholar.

Data collection in this study by looking for various research references from DOAJ and google scholar about group guidance services and social skills of elementary school students. This research was taken from the last 10 years (2014-2024). The screening process in the last 10 years aims to see the latest developments in group guidance service research with a focus on other studies. Some of the research found would be analyzed in detail regarding issues and trends and the impact of group guidance services on improving the social skills of elementary school students.

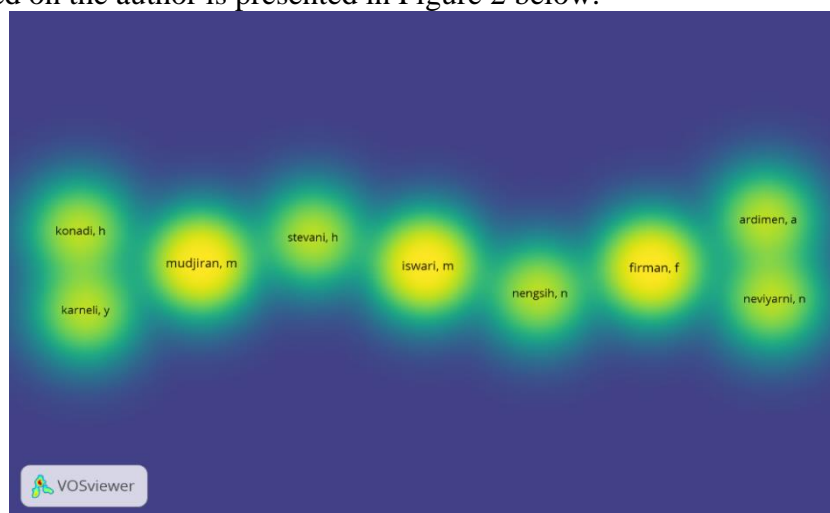
### **Results and Discussion**

Group guidance services are one of the basic services in guidance and counseling that counselors can do to develop various potentials, especially in the personal, social, learning, and career fields of students. When viewed from VOSviewer's analysis, the issues and trends of group guidance services research are explained as follows.



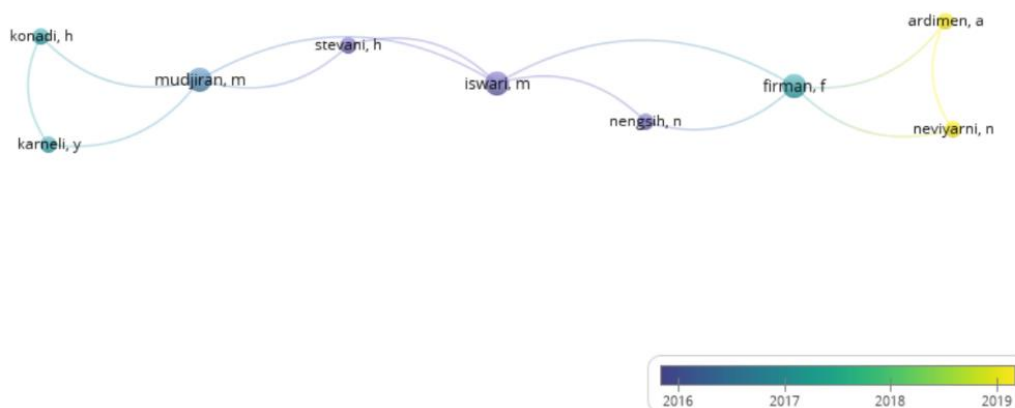
**Figure 1. Network Visualization of Co-authorship**

From Figure 1 above, several networks of writers are formed, such as Mudjiran with Konadi, Korneli, Stevani, and Iswari, the Iswari authorship network with Stevani, Mudjiran, Nengsih, and Firman, and the Firman authorship network with Nengsih, Iswari, Ardimen, and Neviyarni. In addition, the density or emphasis on the research topic "group guidance services" based on the author is presented in Figure 2 below.



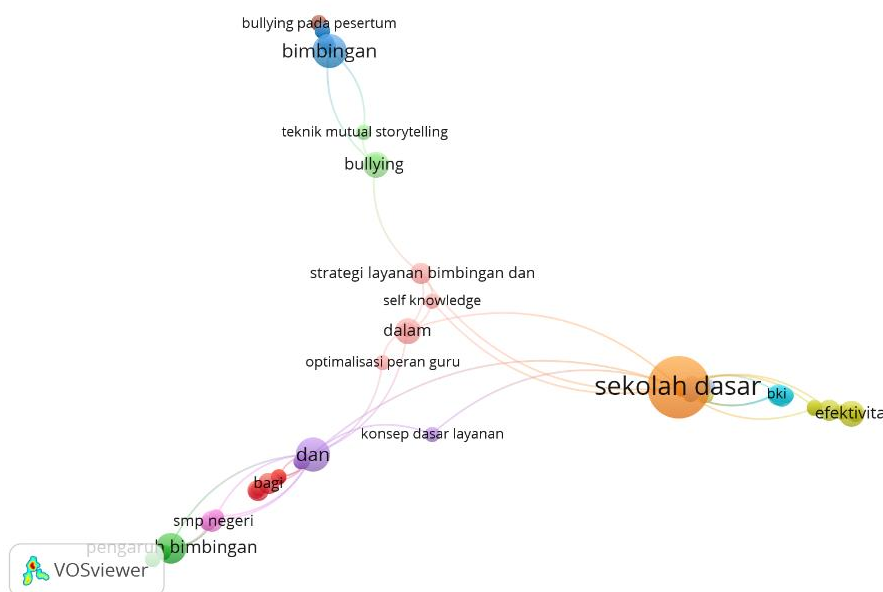
**Figure 2. Emphasis on Group Guidance Services Research Topics**

Based on Figure 2 above, the brighter and larger the color in the cluster, the more or stronger the writer network in the cluster. Then, the dimmer the color on the map, the lower the strength of the author network in the cluster. From the picture above, the network of writers of Mudjiran, Iswari, and Firman has a high density and intensity. Research that is relatively new or current can be shown in Figure 3 below.



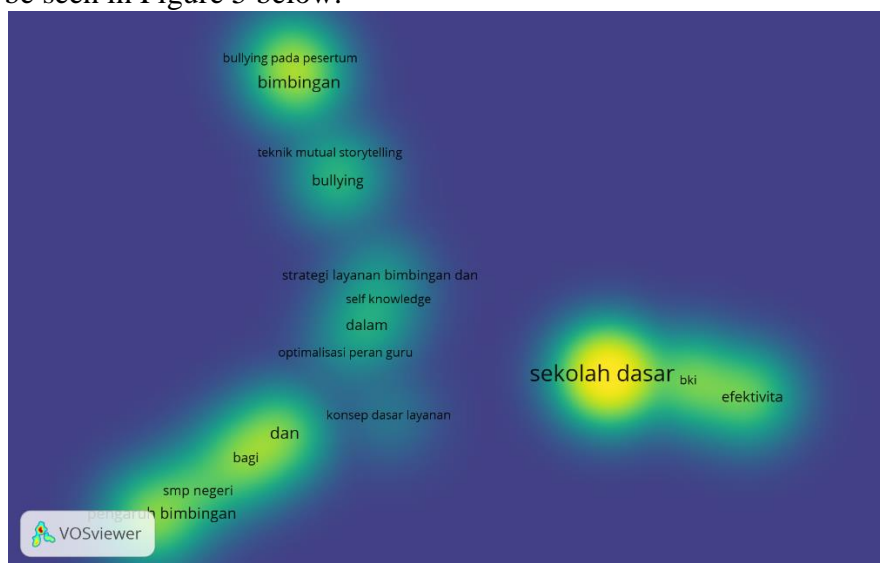
**Figure 3. Recent Research on Group Guidance Services**

Based on Figure 3 above, the more yellow the color shows, the more recent the research is. Therefore, the research conducted by Neviyarni and Adimen is classified as the latest research discussing group guidance services in Indonesia. The results can be seen in Figure 4 below based on keyword co-occurrence, which displays visualization of networks between keywords.



**Figure 4. Network Visualization of Keyword Co-occurrence**

Based on Figure 4 about keyword co-occurrence visualization the most dominant keyword is elementary school. If enlarged with the focus of elementary school keywords, it will relate to guidance and counseling service strategies, basic service concepts, self-knowledge, the field of guidance, guidance effectiveness, religious character, bullying, rumbeurum guidance, and other short keywords. Research opportunities on group guidance services that raise aspects of novelty can be seen in Figure 5 below.



**Figure 5. Future Research Opportunities on Group Guidance Services**





Based on Figure 5 above, research opportunities on group guidance services in the future are closely related to aspects of novelty seen from density visualization based on the keywords used. If the keyword is yellow, it indicates more research is done. The dimmer the color is, the less often the research is done, so some keywords such as basic service concepts, optimization of teacher roles, guidance and counseling service strategies, self-knowledge, and mutual storytelling techniques are research that can be taken by researchers related to group guidance services including in elementary schools.

Issues and research trends of group guidance services in guidance and counseling are topics that researchers often discuss, and this is also done in an effort to improve the social skills of elementary school students. Some studies that discuss group guidance services and their relationship with the social skills of elementary school students are as follows.

**Table 1. Research on Group Guidance Services and Social Skills of Elementary School Students**

No	Authors	Research Topics	Year
1	Prianto & Jayanti	Sociodrama techniques in the service of group guidance towards students' self-confidence	2023
2	Equatora et al	Group guidance services on student confidence	2023
3	Setiowati & Nuryanto	Identification of guidance and counseling service needs for elementary school early intervention strategies for students	2022
4	Risal & Alam	Group guidance services on social relationships	2021
5	Andriati	Role-playing techniques in group guidance services to students' social interactions	2016
6	Mahyuddin	Role-playing techniques in group guidance services towards social skills	2016
7	Kurnia	Role playing techniques in group guidance services towards developing student empathy	2016
8	Asmarani et al	Simulation game techniques in group guidance services towards cooperation in learning	2016
9	Budiono	Group guidance services towards solidarity between friends	2014

Researchers have widely discussed research issues and trends in group guidance services, and it is also connected with various fields of service in guidance and counseling. Group guidance services and their relevance to students' social skills have also been written about, especially at the junior and high school levels. However, at the elementary school level, it is still rare to find research that discusses group guidance services research and social skills. Overall, the research findings from Table 1 above show that group guidance services have a positive impact on the fulfillment of the needs and tasks of student development (Setiowati & Nuryanto, 2022), including students' social skills (Mahyuddin, 2016), including aspects of self-confidence (Prianto & Jayanti, 2023., Equatora et al, 2023), social relationships and social interactions (Risal & Alam, 2021., & Andriati, 2016), solidarity between friends (Budiono, 2014), empathy (Kurnia, 2016), and student cooperation (Asmarani et al, 2016).

Group guidance services are seen as having a positive impact on improving students' social skills, including in elementary school. According to Ilhamuddin et al. (2024), group guidance services can be in the form of delivering information or discussions related to social, personal, learning, and career issues and problems of students. In the implementation of group guidance services, the leader (counselor) must be able to stimulate members to engage in group dynamics and encourage them to build social interaction through discussion; this is also in accordance with the opinion of Hartini (2022), under the guidance of the leader



(counselor), all group members are encouraged to engage in strong and productive group dynamics. Group members think about solving the right problem on the topic of the problem being discussed.

The implementation of group guidance services consists of four phases including the initial stage, transition stage, work stage, and termination stage (Galdding, 2012). Group guidance services have an impact on three things, namely 1) developing students' potential, especially in terms of social skills, 2) prevention of social problems, and 3) problem-solving. Group Guidance Services will allow students to be involved in solving problems through social interaction and group discussions; of course, from these skills will emerge various social skills. According to Gresham & Elliott (2008), there are 5 aspects of social skills, namely, cooperation, assertiveness, responsibility, empathy, and self-control. These five aspects are believed to be achievable in group guidance services. There are aspects of social skills in group guidance including 1) cooperation is carried out by group members to be actively involved in solving problems through sharing ideas and active discussions, 2) 2) express feelings and opinions firmly, openly, and honestly by each individual as a member of the group (assertive), 3) responsibility as an active member of the group to achieve common goals and solve problems, 4) have empathy for various conditions in the group, and 5) have the self-control to regulate, guide, manage, and direct each behavior so that it has a positive impact on both individuals and groups.

Group guidance services are an important part of the guidance and counseling process in primary schools. In the Operational Guide for the Implementation of guidance and counseling in Elementary Schools (Kemendikbud, 2016), at least this group guidance service has 2 implications, namely 1) being part of basic services and 2) one of the service strategies in specialization service activities and individual planning. Group guidance services in basic service efforts are concerned with the development of attitudes, knowledge, and skills in personal, social, learning, and career areas. These group guidance services can be provided using a variety of media such as guidance boards, leaflets and innovative media of guidance and counseling. In addition, group guidance services in the specialization and individual planning service aim to create and implement personal, social, learning, and career plans for students in elementary school.

## **Conclusion**

Group guidance services are one of the basic services that counselors can do in developing various potentials including improving the social skills of elementary school students. The issues and trends of group guidance research have been widely researched in various aspects at all levels of education. Several studies have been found on group guidance services to positively improve students' social skills, including self-confidence, social relationships and social interaction, solidarity between friends, empathy, and cooperative attitudes. The role of the leader (counselor) in encouraging the involvement of group members in the process of discussion and interaction in group guidance services is key to achieving group goals and also a means of improving aspects of social skills (cooperation, assertiveness, responsibility, empathy, and self-control) of students. This research is expected to be a reference in carrying out basic group guidance services in an effort to improve student's social skills, especially in elementary schools, and this is also a study for other researchers in researching group guidance services and social skills.



## Recommendation

Some research issues related to the theme of group guidance services that can be taken by researchers such as basic service concepts, optimization of teacher roles, guidance and counseling service strategies, self-knowledge, and mutual storytelling techniques. In addition, the issue of group guidance services and social skills of elementary school students is also still rarely done, this is shown by the lack of research results that explain these two things. So that researchers can take a role to be further involved in researching about group guidance services and social skills of elementary school students. This research is important for counselors or teachers in elementary schools to be able to apply group guidance using various techniques that are appropriate to the child's level of development both cognitively, socially, emotionally, and others, so that this group guidance service will have an impact on improving students' social skills. This study is also one of the references for other researchers to conduct research on group guidance services on the social skills of elementary school students

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