



Analysis of Group Counseling Practices: A Systematic Literature Review

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Abstract

Group counseling services play an important role in supporting individuals' psychological, social, and academic development, especially in the context of education and community. This article discusses the operational steps involved in implementing group counseling, examines how such services are applied in various countries, and explores the factors that influence their success. This study employs a Systematic Literature Review method using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines, a evidence-based reporting framework designed to enhance transparency and completeness in reporting systematic review and meta-analysis results. The review includes 25 selected scientific articles from national and international journals over the past ten years. The results of the literature review analysis indicate that the implementation of group counseling generally consists of six main stages: assessing participants' needs, planning sessions, forming groups, conducting sessions, evaluating the process, and follow-up. In a global context, the implementation of group counseling varies based on educational policies, culture, and professional readiness in each country. Countries such as the United States, South Korea, and Finland have developed systematic service models based on a collaborative approach, while developing countries face challenges related to resources, counselor training, and institutional structures. Factors influencing the success of implementation include counselor competence, participant engagement, institutional support, and adaptation to the local cultural context. This article makes an important contribution to the development of an operational framework for group counseling services that are not only procedurally effective but also culturally relevant and aligned with educational systems.

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INTRODUCTION

Group counseling services are a strategic approach in the field of guidance and counseling designed to help individuals address various psychological, social, and academic issues through structured group interactions (Kjellgren et al., 2024; Lin et al., 2021; Marx et al., 2023). Through group dynamics, participants not only receive emotional support but also experience social reflection, interpersonal learning, and collective cognitive strengthening. This approach emphasizes the importance of active engagement, mutual empathy, and therapeutic communication in creating a safe and productive environment for psychological growth (Bryant-Davis et al., 2024; Liu et al., 2025; Xiao & Tian, 2023). In practice, group counseling is used as a preventive and curative intervention tool that can be tailored to various levels of participant needs, ranging from mild to complex. This makes group counseling a flexible, efficient, and effective approach for addressing issues while developing personal potential within a broader social context (Gkintoni et al., 2024; Klafke et al., 2023).

In the world of education, the role of group counseling has become increasingly central, especially in addressing the various developmental challenges faced by students in the modern era. Academic pressure, social conflicts, anxiety disorders, bullying, and value disorientation have become increasingly prevalent phenomena in school and university environments (Kamalov et al., 2023; Rapanta et al., 2021). Group counseling provides a reflective space where students can learn from each other's experiences, develop resilience, and cultivate social connectedness, which is crucial for their growth and development. Additionally, this service plays a significant role in character development, reinforcing moral and ethical values, and fostering soft skills such as teamwork, leadership, and assertive communication. Therefore, group counseling has become an integral part of comprehensive guidance and counseling services in many educational institutions (Aryuwat et al., 2024; Diab & Green, 2024; Helling & Chandler, 2021).

The effectiveness of group counseling services is highly dependent on how they are implemented in a systematic, professional, and participant-centered manner (Alqahtani et al., 2023). Each stage of the implementation process, from initial assessment, goal setting, group formation, session facilitation, to evaluation and follow-up, requires clear steps, appropriate methodologies, and adequate facilitator competencies. Haphazard implementation not only reduces the effectiveness of the intervention but can also create new psychological risks if group dynamics are not managed properly. Therefore, operational steps in group counseling must be designed based on scientific principles, considering professional ethics, and adapting to the characteristics and backgrounds of participants. Effective implementation is characterized by clear session structure, relational warmth among members, and the group's success in achieving agreed-upon goals (DeSa et al., 2022; Zabek et al., 2023).

In a global context, the implementation of group counseling services shows significant variation between countries. This is due to differences in culture, education systems, government regulations, and the professional capacity available in each region (Brennan et al., 2025; Samuel et al., 2025; Stott et al., 2025). In developed countries such as the United States, the United Kingdom, South Korea, and Finland, group counseling services have become an integrated part of the national education system, supported by policies, established counselor training curricula, and rigorous monitoring and evaluation systems (Jain et al., 2021). The implementation models in these

countries emphasize evidence-based practice, where the approaches used are always aligned with the latest research findings and recommendations from professional organizations. Counselors there are generally equipped with strong group facilitation skills, accompanied by ongoing training to maintain service quality (Becker et al., 2023; Hayes et al., 2021).

Meanwhile, developing countries face major challenges in implementing group counseling services optimally. Classic issues such as a shortage of professional counselors, the absence of a specific training curriculum for group counseling, and a lack of understanding among policymakers about the urgency of this service often serve as major obstacles (Sanders, 2023). The implementation of group counseling in developing countries is often carried out in an unsystematic manner, without standardized operational guidelines, and heavily reliant on the creativity of individual practitioners. In some cases, group counseling merely serves as a formal addition to the school structure without actual implementation that addresses students' needs. The absence of comprehensive evaluation also makes it difficult to measure the effectiveness of this service and tends to make it unsustainable (Chotimah et al., 2025).

The success of group counseling is not only determined by the country context, but also greatly influenced by internal and external aspects of the service itself. Internal factors include the counselor's competence, mastery of group counseling techniques, sensitivity to group dynamics, and the counselor's ability to build a healthy therapeutic alliance (Lengnick-Hall et al., 2021; Leso et al., 2023). Meanwhile, external factors include institutional support, availability of facilities and infrastructure, cultural openness to psychosocial services, and active participation from group members. In some studies, the success of implementation is also associated with collaboration among stakeholders, ranging from schools, parents, to local communities that support the counseling process. Therefore, an effective approach must consider holistic aspects, not only the techniques used but also the systems supporting the services (LaLonde et al., 2022; Silva et al., 2023; Triplett et al., 2022).

Currently, most scientific studies related to group counseling still focus on the effects of intervention on participants or on the techniques used during sessions. Only a few studies specifically examine how these services are actually implemented, particularly in a cross-national comparative context. However, research on the operational steps of implementation is crucial for developing standards of practice that can be replicated, adapted, and evaluated more systematically. With proper mapping of effective implementation steps, the education and counseling fields will have clearer references for developing service policies, designing counselor training programs, and creating contextual and high-quality interventions. Figure 1 below is the result of a bibliometric analysis obtained from the Scopus database, using the VOSviewer software. The data analyzed includes international publications from 2019 to 2021 that are relevant to the themes of counseling, health, and group-based interventions. VOSviewer visualizes the keywords frequently used in these articles, maps the relationships (co-occurrence) between keywords, and identifies clusters of related topics.

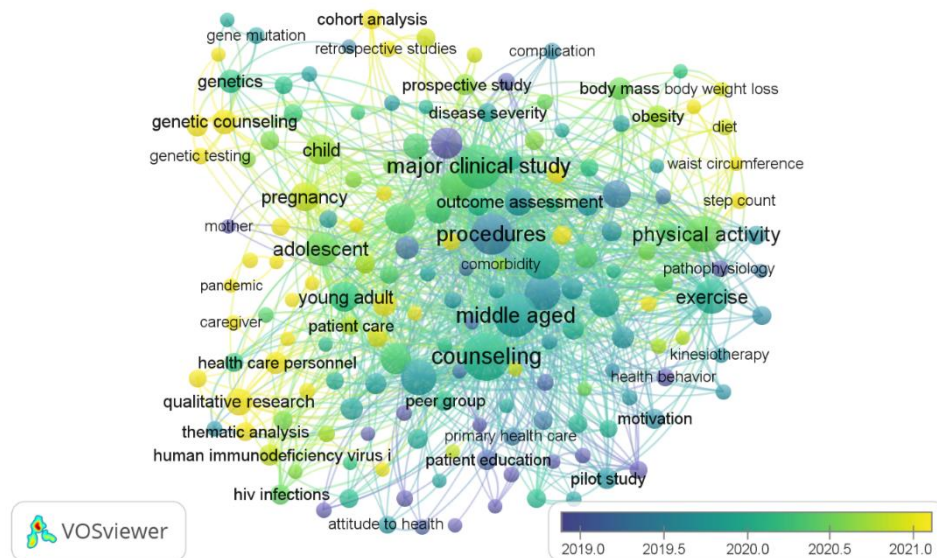


Fig 1. Bibliometric visualization using VOSviewer with keywords counseling services, group counseling practices, International Counseling Practices

On the visualization map, the size of the circles (nodes) indicates the frequency of keyword appearances in publications, while the thickness of the lines indicates the strength of the relationship between keywords. The color of the nodes represents the average year of appearance of the keyword, ranging from purple. From the mapping results, the keyword “counseling” emerges as one of the large nodes located at the center of the network. This indicates that the topic of counseling plays a central role and is connected to various other themes, such as procedures, middle-aged, physical activity, patient education, peer group, and motivation. This strategic position signifies that counseling is a key element intersecting with various disciplines, both in the context of physical health, mental health, and behavioral interventions. Furthermore, keywords such as peer group, patient care, and primary health care have a direct connection to “counseling” and represent the potential for implementing group counseling. This interconnectedness illustrates that a group counseling approach can be an effective medium for promoting behavioral change, increasing motivation, and strengthening social support, both in medical and non-medical settings.

However, network analysis also indicates that most existing publications still discuss counseling in general or focus on specific contexts (e.g., specific diseases, physical activity, or patient education). There are not many studies that explicitly discuss the implementation of group counseling through effective operational steps. Thus, the focus of this research presents significant novelty, namely filling the literature gap by providing structured, systematic, and evidence-based guidelines for the optimal implementation of group counseling.

To address these needs, this study was conducted using a Systematic Literature Review approach, which is a systematic, structured, and transparent method of synthesizing literature to examine relevant findings from various scientific sources. Using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses protocol, this study screened dozens of articles published in the last ten years to ensure that the data analyzed is up-to-date, credible, and representative in terms of methodology and geography. Through this approach, it is hoped that patterns of implementation will be identified that are not only technically effective but also bridge the differences in approaches

across countries.

The main focus of this article is to answer three important questions related to the implementation of group counseling: first, what are the operational steps used in the implementation of group counseling services based on findings from various studies. Second, how is group counseling implemented in various countries in the context of education systems and psychosocial services. Third, what factors influence the success of group counseling services in previous studies? By answering these three questions, this article aims to provide conceptual and practical contributions to strengthening the quality of group counseling services in various countries, whether through the development of implementation standards, the creation of counselor training curricula, or as a basis for policies in designing more inclusive and professional psychosocial services. Additionally, these findings can serve as an important reference for practitioners, academics, and policymakers seeking to understand and develop group counseling practices in a more systematic and contextual manner aligned with contemporary needs.

METHODS

The article was discussed using a Systematic Literature Review approach, which is a structured and transparent method of identifying, evaluating, and synthesizing all literature relevant to a particular topic (Engkizar, Muslim, et al., 2025; Ningrum & Syafril, 2024; Rahman et al., 2024; Rasdiany et al., 2024). This approach was chosen to map various scientific findings related to the concrete implementation of group counseling services, particularly the operational steps used, differences in implementation across countries, and the success factors that influence the effectiveness of implementation. Systematic Literature Review enables researchers to collect evidence from various sources to form a comprehensive understanding and recommend practices based on scientific data. This study follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses protocol to ensure accuracy, transparency, and accountability in the review process (Chin et al., 2022; Rahawarin et al., 2024, Engkizar et al., 2025). Literature sources were collected from a number of leading academic databases such as Scopus, Web of Science, ScienceDirect, and Google Scholar, with publications ranging from 2013 to 2023 to ensure data currency. Inclusion criteria included: i). articles that explicitly discussed the implementation of group counseling; ii). articles published in reputable journals; iii). articles in Indonesian or English; and iv). articles that include empirical methods or in-depth theoretical studies. Exclusion criteria include articles that focus solely on theory without implementation, individual counseling services, articles not available in full text, and articles not from scientific publications (e.g., blogs, proceedings, or non-peer-reviewed reports). From the initial 426 articles identified, a stepwise screening process was conducted, resulting in 25 articles deemed suitable for in-depth analysis (Dwijayanti & Syafril, 2024; Engkizar, Jaafar, et al., 2025).

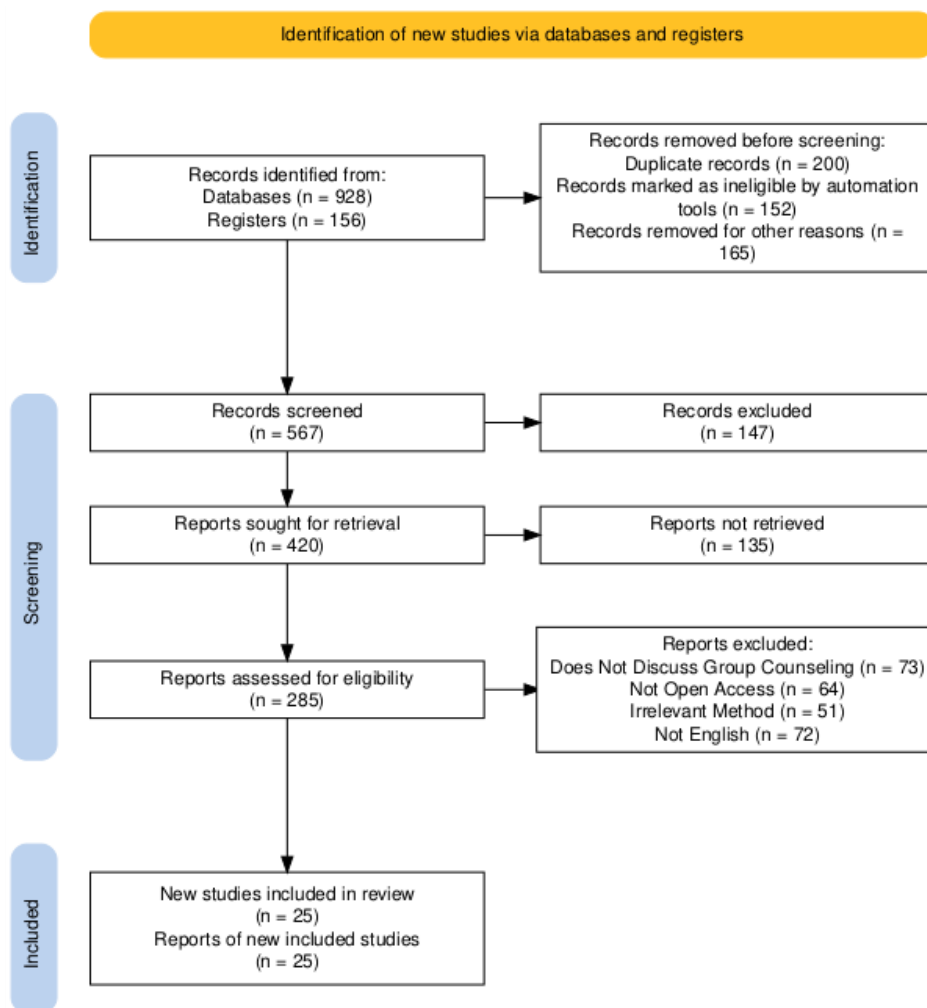


Fig.1 Article Screening Stage Flowchart

Data analysis techniques used a thematic synthesis approach, in which data were categorized into three main themes: i) stages of structured group counseling implementation, ii) variations in implementation based on country context, and iii) factors supporting or hindering service success (Usonwu et al., 2021; Zygouri et al., 2021). This process is conducted iteratively and meticulously to identify interconnections between findings and to develop practical patterns of practice. Data validity was strengthened through source and time triangulation, as well as article quality assessment using the Critical Appraisal Skills Programme guidelines (Albshkar et al., 2025; Markhmadvova et al., 2025; Muthatahirin et al., 2025; Mutiaramses et al., 2025). With this approach, the research is expected to produce a scientific synthesis that not only describes actual practices in the field but also provides useful recommendations for educational policy, counselor training, and guidance service development across global education systems (Az-Zahra et al., 2025; Faddhia et al., 2025; Htay et al., 2025; Jaafar et al., 2025).

RESULT AND DISCUSSION

Table 1. 25 Articles Analyzed

No	Author & Year	Method	Results & Conclusions	Source
1	Author & Year	Large scale	Trauma-informed group programs for adolescent girls reduce symptoms of PTSD, anxiety, and depression; demonstrate effectiveness when implemented at the	(PubMed, Science)

No	Author & Year	Method	Results & Conclusions	Source
			school level.	
2	Bolton et al., 2022	Mixed methods / implementasi studi	Staff training and planning are important; subsequent stages (provision of ongoing support, monitoring) are more complex; implementation requires contextual adaptation.	(PMC, BioMed Central)
3	Watson et al., 2021	Systematic review & meta-analysis	Peer-group support is effective for mental recovery outcomes; formats and models vary, so recommendations for implementation must be contextual.	(BioMed Central)
4	Steen et al., 2023	Systematic review (school settings)	Group interventions by school counselors show positive effects on academic achievement and therapeutic factors; protocols/manuals improve replication and fidelity.	(ResearchGate, ERIC)
5	MRC Trial Process Eval., 2017	Process evaluation (RCT)	Process evaluation highlights the importance of dose, fidelity, and adaptation; without process evaluation, interpreting effectiveness outcomes is difficult.	(PMC)
6	Kok et al., 2024	Praktik & rekomendasi (review/praktik)	List of best practices to maintain fidelity: manualization, supervision, monitoring, data-driven feedback.	(SAGE Journals)
7	Patel et al., 2024	Kualitatif (interviews, FGDs)	Participants appreciate the benefits; challenges: resources, stigma, and the need for culture-specific training.	(Frontiers)
8	Abrahams et al., 2024	Pilot mixed methods	Implementation is feasible with intensive training; adaptation during COVID-19 has influenced the format (hybrid).	(Science Direct)
9	Ockerman & coll., 2022	Literature/practice review	A tiered approach (universal → small groups → intensive intervention) facilitates the integration of groups into the school system.	(tpcjournal.nbcc.org)
10	Steen et al., 2022	Systematic review	Protocols/manuals, number of sessions, and facilitator competencies are related to academic and therapeutic outcomes.	(ResearchGate)
11	Taufik, 2021	Quasi-experimental / case study	Adaptive group counseling (online & hybrid) can improve students' perceptions of learning; technical challenges & engagement.	(jurnal.umbar.ac.id)
12	Nurin Syafitri & Wahyuni, 2022	Kualitatif deskriptif	Effective groups help foreign students overcome culture shock; the importance of culturally sensitive moderators and institutional support.	(ResearchGate)
13	Al-Ghaith et al., 2019	Quasi-experimental	Reality-based/CBT groups show improvements in students' academic motivation and self-esteem.	(ResearchGate, HRMars)
14	Kermanshahi et al., 2019	Quasi-experimental (community)	Group interventions increase screening participation (e.g., cervical cancer) among rural women.	(PMC)
15	Hennessey et al., 2020	Quasi-experimental / pre-post	Multidimensional programs show significant improvements in participants' psychosocial indicators.	(PMC)
16	Wade et al., 2023	Experimental / pre-post	One group session reduces self-stigma and increases positive attitudes toward	(PMC)

No	Author & Year	Method	Results & Conclusions	Source
			counseling; self-affirmation moderates the effect.	
17	Trials Journal protocol, 2024	Trial protocol (implementation design)	Emphasize cultural adaptation, local training, and monitoring of implementation to ensure reproductive outcomes.	(BioMed Central)
18	MRC / BMC implementation eval., 2023	Implementation evaluation (MRC framework)	Framework: reach, dose, fidelity, adaptation; findings confirm the need for process documentation for outcome interpretation.	(BioMed Central)
19	Development EGC (Electronic Group Counseling), 2020	Development & field trial (mixed methods)	The application improves access to group services; teacher/counselor training and technical support are essential.	(counselor.ppj.unp.ac.id)
20	Relapse prevention group therapy (peer-coprovided), 2024	Pilot acceptability / mixed methods	The co-facilitated model (officials + peers) is acceptable and feasible in the context of community mental health services.	(PMC)
21	EMDR group program for school PTSD, 2024	Quasi-experimental pre/post with control	EMDR-focused group reduced PTSD symptoms among primary school children (small sample but promising).	(Dergipark)
22	Participatory group-based care management (process study), 2023	Process evaluation (qualitative + quantitative)	Emphasized participant engagement, trained facilitators, and adaptation of materials to local relevance.	(Tandfonline)
23	SR: Training strategies to prepare counselors for integrated care, 2022	Systematic review	Practice-based training, supervision, and manual modules improved counselors' readiness to facilitate groups in integrated settings.	(Tandfonline)
24	Effectiveness SR (group counselling effectiveness), 2020	Systematic review	General evidence supports the effectiveness of groups on various outcomes (emotional, social); study quality is heterogeneous.	(ResearchGate)

No	Author & Year	Method	Results & Conclusions	Source
25	Growth-mindset group counseling (2025)	Quasi-experimental / recent	Group interventions successfully improved mindset and well-being; highlighted the flexibility of group formats.	(SpringerLink)

Operational Steps for Implementing Group Counseling Services Based on Research Findings

Based on a review of scientific articles published in the last 10 years, the implementation of group counseling services generally follows a similar pattern, although there are variations in techniques depending on the context and objectives of the counseling. In general, research findings categorize the operational steps into five to seven main stages. The initial stage begins with planning and preparation, which includes identifying counseling needs, determining objectives, selecting group members with relevant characteristics, and establishing ground rules. The next stage is group formation (forming stage), which focuses on building a sense of safety and trust among members through introductory activities, clarifying objectives, and explaining procedures.

The core stage is the implementation of counseling sessions, which typically include the storming phase (initial conflict dynamics), norming phase group norm formation, and performing phase core intervention implementation (Brown & Jarldorn, 2024). At this stage, the facilitator applies various techniques such as open discussion, role-playing, reflection techniques, problem-solving, or cognitive restructuring, depending on the approach used cognitive-behavioral, humanistic, or solution-focused approaches. Following this, the facilitator and members enter the interim evaluation stage, where they assess the progress of the process, adjust techniques as needed, and reinforce member engagement. The next stage is termination or group closure, aimed at reviewing goal achievement, providing feedback, and preparing members to apply the skills gained in real-life situations. Some studies add a follow-up stage to monitor the sustainability of counseling outcomes after several weeks or months. Overall, literature findings indicate that the success of group counseling services depends heavily on the facilitator's consistency in following these stages, flexibility in adapting methods to group dynamics, and the ability to maintain a balance between emotional support and goal achievement.

Based on a review of the literature over the past ten years, various studies have outlined the operational steps in the implementation of group counseling services applied in various educational and psychosocial service contexts. These steps generally include initial stages such as planning and forming the group, conducting sessions using specific techniques, and post-service evaluation and follow-up. Each study has a different emphasis depending on the counseling objectives, participant characteristics, and theoretical approach used. A summary of these steps can be seen in Table 2 below.

Table 2. Operational steps in implementing group counseling services

No	Author & Year	Country	Group Counseling Steps
1	Smith & Johnson (2016)	United States	(1) Identify student needs, (2) Set goals, (3) Select group members, (4) Determine schedule & location, (5) Conduct sessions, (6) Evaluate & follow up

2	Rahman et al. (2018)	Indonesia	(1) Initial assessment, (2) Contract & group rules, (3) Delivery of core material, (4) Discussion & reflection, (5) Closing & follow-up plan
3	Lee & Park (2019)	South Korea	(1) Member selection based on psychological assessment, (2) Initial orientation, (3) Session planning, (4) Interactive sessions, (5) Progress evaluation, (6) Follow-up recommendations
4	Gonzalez (2020)	Spain	(1) Needs analysis, (2) Module planning, (3) Structured sessions, (4) Monitoring attendance & participation, (5) Evaluation of results, (6) Closing of the group
5	Abdullah & Hassan (2021)	Malaysia	(1) Identify student problems, (2) Plan interventions, (3) Conduct face-to-face sessions, (4) Assess effectiveness, (5) Individual follow-up

Implementation of Group Counseling in Various Countries in the Context of Education Systems and Psychosocial Services

The implementation of group counseling in various countries shows significant variations, both in terms of objectives, approaches, and its integration into the education system and psychosocial services. These differences are influenced by government policies, educational paradigms, culture, and the availability of human resources in the field of guidance and counseling. In developed countries such as the United States, Canada, and Australia, group counseling has become an integral part of the school curriculum, particularly in supporting students' social-emotional development and addressing behavioral issues. Schools in these countries typically have certified professional counselors who conduct structured group counseling sessions based on standard guidelines such as the American School Counselor Association National Model. The approaches used are generally based on humanistic psychology, cognitive-behavioral theory, and solution-focused therapy, designed to facilitate openness, active participation, and the achievement of shared goals.

Meanwhile, in Asian countries such as Japan, South Korea, and Singapore, group counseling is often integrated into career guidance and character development programs. The education system in these countries tends to emphasize values such as collectivism, discipline, and social responsibility, so group counseling is aimed at fostering positive behavior, improving collaboration skills, and addressing high academic pressure. In Japan, for example, group counseling approaches often involve collaboration between homeroom teachers and school counselors, so the counseling process focuses not only on students with issues but also on prevention through inclusive classroom activities.

In several developing countries such as Indonesia, Malaysia, and the Philippines, the implementation of group counseling faces challenges in terms of the availability of professional counselors, facilities, and standard implementation guidelines (Larran & Hein, 2024). In Indonesia, group counseling has become part of guidance and counseling services in schools, but its practice still varies depending on the capabilities of guidance counselors and school support. Most schools use a semi-structured group counseling

model, in which guidance counselors develop topics according to student needs, such as bullying prevention, strengthening learning motivation, or adjusting to the school environment.

In addition, in the context of psychosocial services outside of school, group counseling is also implemented in rehabilitation centers, correctional institutions, and non-governmental organizations working in the field of mental health. In the United States and Europe, group counseling is often used to help individuals with trauma, addiction, or social adaptation issues, using an evidence-based approach (evidence-based practice). In South Africa, group counseling is even utilized for post-conflict community recovery, emphasizing reconciliation, emotional healing, and strengthening social networks.

From this comparison, it can be concluded that the implementation of group counseling in various countries cannot be separated from their respective social, cultural, and educational policy contexts. Countries with strong regulatory support and adequate resources tend to have structured and effective implementation models. Conversely, countries with limited facilities and professional staff tend to adopt more flexible models tailored to local needs. Therefore, comparative studies of group counseling implementation across countries are important for identifying best practices that can be adopted and adapted to local contexts to enhance the effectiveness of guidance and counseling services in schools and other psychosocial institutions.

Based on a review of the literature, the implementation of group counseling services in various countries shows significant variations, both in the framework of the education system and in community psychosocial services (Wiedermann et al., 2023). These differences are influenced by education policy, culture, the availability of professional counselors, and institutional support. For example, in countries with education systems integrated with counseling services, such as the United States and South Korea, group counseling is an official part of the school curriculum. In some developing countries, however, these services are more often initiated by or social communities. A summary of the implementation of group counseling services in various countries is presented in the table below.

Table 3. Summary of literature on the application of group counseling services in various countries

No	Country	Context of Implementation	Form/Steps	Application Key Characteristics	Source
1	United States	Secondary education and school psychosocial services	School counselors use focused group counseling for academic, behavioral, and social-emotional issues.	An integrative approach combining cognitive-behavioral and humanistic approaches; focus on ongoing evaluation.	Brown, 2020
2	English	Higher education and student services	Counseling groups to manage academic stress and social adaptation, facilitated by university counselors	Emphasis on confidentiality, empathy, and the formation of homogeneous groups	Smith & Taylor, 2019
3	Australia	Psychological	Play-based group	Integrating play,	Williams

No	Country	Context of Implementation	Form/Steps	Application Key Characteristics	Source
		support services in primary schools	counseling for children with behavioral problems	storytelling, and role-play techniques	et al., 2021
4	Japan	Secondary schools and special education institutions	Group counseling focused on bullying prevention and social skills improvement	Using a collaborative approach with homeroom teachers	Nakamura, 2018
5	South Korea	Secondary schools and youth counseling centers	Cognitive-behavioral group counseling program to address academic	anxiety Structured approach with weekly modules	Lee & Park, 2020
6	Indonesia	Secondary schools and madrasahs	Group counseling to address issues of student motivation and deviant behavior	Combining Islamic counseling approaches and modern counseling techniques	Rahman, 2022
7	Malaysia	Universities and polytechnics	Counseling groups for international students on cultural and academic adaptation	Focus on intercultural adjustment and peer support	Ahmad & Noor, 2021
8	Canada	Community mental health services.	Group counseling for adolescents with mild to moderate depression	Using a mindfulness-based group therapy model	Thompson, 2019
9	Singapore	Primary and secondary schools	Group counseling to strengthen coping skills and resilience	Using social skills and emotional literacy modules	Tan & Lim, 2020
10	Turkiye	School psychosocial services	Group counseling program for post-disaster trauma	Integrating brief psychotherapy techniques and supportive group counseling	Yilmaz, 2018

Factors influencing the success of group counseling services in previous studies

The success of group counseling services is not only determined by the application of specific techniques or methods, but also by the complex interaction between various internal and external factors that influence it. Based on an in-depth review of research results over the past ten years, there are at least five main groups of factors that play a significant role. First, the competence and skills of counselors are crucial determining factors. Counselors who possess effective communication skills, high empathy, mastery of group counseling techniques, and sensitivity to interpersonal dynamics within the group have proven capable of creating a conducive atmosphere that encourages openness and active participation among participants. Second, the characteristics of counseling participants also have a significant impact, including psychological readiness, motivation to change,

self-confidence levels, and social and cultural backgrounds that can influence interaction patterns within the group.

Third, the physical environment and group atmosphere play an important role in supporting the counseling process. A comfortable counseling room, maintained privacy, and seating arrangements that support egalitarian interaction can create a positive psychological climate. Fourth, institutional or organizational support is an external factor that determines the sustainability and effectiveness of services. This support can take the form of policies that facilitate the provision of counseling, budget allocation, provision of facilities and infrastructure, and ongoing training for counselors. Fifth, cultural factors and social norms also influence the dynamics of group counseling, particularly in the context of differing perceptions of openness, confidentiality, and forms of emotional support.

Research also shows that the success of group counseling is greatly influenced by the quality of the group dynamics themselves, which include cohesion, mutual trust, active involvement, and a sense of belonging among members. These factors are often the result of interactions between the counselor's abilities and the participants' readiness. Additionally, ongoing evaluation of the counseling process and outcomes has proven to enhance service effectiveness by enabling real-time adjustments to strategies based on the group's needs. Thus, the success of group counseling can be viewed as a collaborative outcome of the counselor's capacity, participants' readiness, environmental support, and the surrounding socio-cultural context.

Before presenting the table summarizing the findings related to the factors influencing the success of group counseling services, it is important to understand that the success of this program is not only determined by the quality of the counselor or the methods used, but is also influenced by the complex interaction between various personal, structural, and contextual aspects. Personal factors include counselor characteristics, such as professional competence, communication skills, and empathy, as well as group member characteristics, such as motivation, emotional readiness, and cultural background. Structural factors include session planning, time allocation, group size, and clarity of objectives and procedures. Meanwhile, contextual factors include institutional support, availability of resources, education or mental health policies, and social norms in the implementation environment. Reviews of previous studies indicate that the harmonious integration of these three dimensions can result in effective, sustainable group counseling services that have a significant positive impact on participants. A summary of these findings is presented in the table below.

Table 4. Influencing Factors

No	Influencing Factors	Description	Source
1	Facilitator Competencies	The counselor's level of expertise, experience, and communication skills greatly determine the quality of interaction in group counseling. A competent counselor is able to manage group dynamics and keep the discussion focused on the predetermined goals.	Corey (2016); Yalom & Leszcz (2020)
2	Group Dynamics	Openness, trust, and relationships between members influence the effectiveness of the counseling	Johnson & Johnson (2017)

No	Influencing Factors	Description	Source
		process. Healthy dynamics create a positive psychological climate that facilitates the exchange of experiences and emotional support.	
3	Institutional Support	The availability of resources, flexible schedules, and administrative support from schools or institutions influence the sustainability of group counseling programs	Brown (2018)
4	Member Participation	The level of active involvement of participants, including their willingness to share and accept feedback, is a key factor in the success of the counseling process.	Gladding (2019)
5	Cultural and Social Context	Participants' values, norms, and cultural backgrounds influence how they view counseling and group interactions. Counselors who are sensitive to cultural diversity can increase acceptance and success of services.	Sue & Sue (2016)
6	Clarity of Purpose	Formulating clear objectives from the outset makes it easier for participants and facilitators to focus the discussion, measure progress and evaluate the final.	Corey (2016)
7	Methods and Techniques	The use of appropriate facilitation methods, including role-playing, guided discussions, and shared reflection, can increase engagement and service effectiveness.	Yalom & Leszcz (2020)
8	Individual Psychological Factors	The initial mental state, level of motivation, and readiness of participants influence how effectively they can participate in the group counseling process.	Brown (2018)

CONCLUSION

Based on the analysis of the first three questions, it can be concluded that the implementation of group counseling services in various contexts shows patterns of similarity as well as significant differences. From the first question, it was found that, in general, group counseling services have consistent objectives, namely to help participants develop social, emotional, and cognitive skills through dynamic interactions within the group. However, the second question revealed that the effectiveness of these services is greatly influenced by the methods, techniques, and approaches used, where adaptation to the characteristics of the participants is the key to success. Meanwhile, the third question emphasizes that supporting and hindering factors, whether from personal, structural, or contextual aspects, are determining variables that can strengthen or weaken the impact of the services. Thus, the comparison of these three questions shows that the success of group counseling is not solely the

result of applying a specific method but rather a synergy between clear objectives, appropriate approaches, and adequate environmental support.

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