



Guidance and Counseling Services in Developing Learner Happiness: Systematic Literature Review

Ari Kurniawan¹, Mamat Supriatna², Yusi Riksa Yustiana³

^{1, 2, 3}Universitas Pendidikan Indonesia

*Email: ari_kurniawan@upi.edu

ARTICLE INFO

ABSTRACT

Article history:

Received: 10/07/2021

Revised: 20/07/2021

Accepted: 01/08/2021

Keywords:

Happiness, Guidance and Counseling, Students.

The guidance and counselling service approach in current research is no longer only focused on problems and how to handle them. Still, many have focused on individual strengths and individual optimization. One of them is happiness. This study aims to analyze the effectiveness of guidance and counselling services in developing students' happiness. The method used is Systematic Literature Review by collecting references from various research kinds of literature from both journals and theses and dissertations in the 2015-2021 timeframe. Data analysis used the meta-synthesis method, namely identifying and interpreting the overall research results following the research questions being studied. The findings of this study are that there are various guidance and counselling service interventions in the literature which are analyzed and categorized into several major themes. And the majority of these interventions have a significant and effective effect on developing students' happiness.

Copyright © 2021 Jurnal Mantik.
All rights reserved.

1. Introduction

Being happy is the desire of every human being. Because happiness is human nature, whoever it is, whatever the age, whatever the gender and status of the person, happiness is something to be achieved and an important thing in life. Happiness is a state that everyone desires in their life span (Carr, 2004). According to Aristotle, happy life is a perfect life, and humans must achieve happiness for life; happiness is a good life (Rachmat, 2004). This means that happiness is the last wish. Another good is pursued for the sake of achieving happiness. This aligns with what Arif (2018) stated that happiness is the ultimate goal of all activities, all efforts, all struggles and struggles in life. Thus everyone seems to want to achieve happiness and will make certain efforts to achieve happiness in his life.

From this explanation, it can be said that happiness is the universal desire of all human beings throughout history and perhaps forever. Although each individual, group or culture's meaning about happiness is different and can change over time. According to Arif (2018), the universal desire for happiness is a concept from Eastern traditions. Meaning is seen as an integral part of happiness, but it can also be seen differently. Unlike happiness which is a universal and eternal idea, meaning is always personal and temporary.

Based on data from the 2021 World Happiness Report released by the Sustainable Development Solutions Network (SDSN) and The Center for Sustainable Development, Columbia University, Indonesia is ranked 82nd out of 149 countries in the happiness index of countries in the world in 2020 by achieving a score of 5,345. Even though in the current state of the Covid-19 pandemic, this position is known to have increased by two ranks compared to the 2019 report, which is at 84th position. Furthermore, based on the release of the Indonesian Central Statistics Agency (BPS), the Indonesian Happiness Index in 2017 was 70.69 on a scale of 0-100, which means that the living conditions of the Indonesian population can be said to be quite happy because the average happiness is already above 50. This shows that the attitude of the Indonesian people in general always tries to be optimistic in living life and always tries to stay happy during difficulties.

In the development of positive psychology, happiness is the main issue that is widely discussed. Many studies have been conducted to examine the factors that have a role in happiness (Seligman, 2002; Seligman



& Csikszentmihalyi, 2000). Furthermore, positive psychology exists to find, recognize and develop factors that are thought to exist in individuals and communities (society) to live a life that grows better and stronger (Seligman & Csikszentmihalyi, 2000). When it comes to happiness, recent research shows some important findings. For example, Diener and Seligman (2002) found that very happy people have highly satisfying relationships with friends, partners and family. So that happy people have more enjoyable daily lives and social relationships.

Seligman (2002) explains that happiness results from an assessment of oneself and the life that is lived and contains positive emotions such as comfort and overflowing joy. Happiness is an appreciation of one's life as a whole consisting of cognitive and emotional evaluations, and happiness is a basic element in a life (Veenhoven, 2010). This is also expressed by Schimmel (2009), happiness is an individual's assessment of the overall quality of his life. According to Hurlock in Kartadinata (2012), happiness is one of the dimensions of a healthy personality. A healthy personality is characterized by the ability to recognize potential and maximize that potential, the ability to engage in productive activities and to be able to control feelings and thoughts. These things can determine a person's quality of life.

In this case, teenagers, learners are in a period of transitional development between children and adults, which includes biological, cognitive, and social changes (Santrock, 2003). According to Piaget (in Hurlock, 2002), psychologically, adolescence is when individuals integrate with society. Adolescence usually begins when the child is sexually mature and ends until he is legally mature. Research on changes in behaviour, attitudes, and values during adolescence shows that early adolescence's behaviour, attitudes, and values are different from those in late adolescence. The concept of happiness is a positive psychological approach that aims to change the focus of psychology, from being only focused on improving negative things to focusing on maximizing the positive qualities of individuals (Seligman and Csikszentmihalyi, 2000). Happiness is important for teenagers, in this case, students, as indicated by surveys in various countries, including in Indonesia (Diener & Oishi, 2002; Diener, 2000). Interventions for developing student happiness in schools are carried out by involving teachers through guidance and counselling services.

In general, this study aims to analyze the effectiveness of guidance and counselling services in developing students' happiness. In particular, the purpose of this study is to produce an overview of the following: 1) To analyze the various guidance and counselling services that have been implemented in developing student happiness; 2) Analyzing the comparison of each guidance and counselling service in developing the happiness of students, and 3) Analyzing the effectiveness of each guidance and counselling service in developing students' happiness.

2. Literature Review

2.1 Happiness

According to the APA Dictionary of Psychology (Vandenbos, 2015), happiness is defined as feeling happy, happy, satisfied, and well-being. In The Encyclopedia of Positive Psychology (Lopez, 2009), it is defined that happiness is a subjective phenomenon that each individual determines. According to Kosasih in Ayu (2017), the meaning of the word "happy" is different from the word "happiness". Philosophically, the word "happiness" can be interpreted with complete spiritual comfort and enjoyment and a sense of satisfaction and the absence of defects in thinking so that you feel calm and peaceful. Happiness is abstract and cannot be touched or touched. Happiness is closely related to the psyche of the person concerned.

Sumner (in Veenhoven, 2006) describes happiness as "having a kind of positive attitude towards life, which is entirely a form of possession of cognitive and affective components. The cognitive aspect of happiness consists of a positive evaluation of life, measured either through standards or expectations; from the affective aspect, happiness consists of what we generally call a sense of well-being, finding the richness of life or benefits or feelings. satisfied or fulfilled by them."

Diener (1985) states that happiness or happiness has the same meaning as subjective well-being, where subjective well-being is divided into two components. The two components are the affective component and the cognitive component. The meaning of the word "happy" is different from the word "happiness." Philosophically, the word "happiness" can be interpreted with complete spiritual comfort and enjoyment, a sense of satisfaction, and the absence of defects in the mind to feel calm and peaceful. Happiness is abstract and cannot be touched or touched. Happiness is closely related to the psyche of the person concerned.

From the explanation above, it can be concluded that happiness is a person's assessment of the quality of his life, which is characterized by positive and pleasant emotions and a sense of satisfaction with his life. To achieve authentic happiness, individuals must identify, cultivate, and train and use their strengths and virtues in everyday life.

2.2 Guidance and Counseling Services

Some experts define guidance as follows. Kartadinata in Yusuf & Nurihsan (2008) explains that guidance is a process of helping individuals to achieve optimal development. Yusuf & Nurihsan (2008) stated that guidance is a continuous process, not instantaneous or accidental. Guidance is a series of stages of systematic and planned activities directed at achieving goals. Furthermore, according to Suherman (2007), guidance is a process of assisting individuals (counselees) as part of an educational program carried out by experts (counsellors) so that individuals (counselees) can understand and develop their potential optimally following the demands of their environment. From some of these expert opinions, guidance can be interpreted as a systematic and planned process of assistance services and is carried out by guidance and counselling teachers (counsellors) to students (counselees).

2.3 Purpose of Guidance and Counseling

As a pedagogical effort, the purpose of guidance and counselling must be in line with the goals of education. As stated in the Law on the National Education System No. 20 of 2003, namely the realization of a complete Indonesian human who has a noble character, has knowledge and skills, physical and spiritual health, a strong and independent personality, and a sense of responsibility to society and the nation. According to Yusuf & Nurihsan (2008), specifically, guidance and counselling aim to help students achieve their developmental tasks, including personal-social, learning, and career aspects. Meanwhile, according to Suherman (2007), the purpose of guidance and counselling services is to understand and develop their potential optimally according to the needs of their environment. Meanwhile, in Permendikbud No. 111 of 2014, the general purpose of guidance and counselling services is to help students/counsellors achieve maturity and independence in their lives and carry out developmental tasks that include personal, social, and learning, career aspects as a whole and optimally. The specific purpose of guidance and counselling services is to help counselees to be able to: (1) understand and accept themselves and their environment; (2) planning activities for completing studies, career development and life in the future; (3) develop their potential as optimally as possible; (4) adapt to their environment; (5) overcoming obstacles or difficulties encountered in their lives and (6) actualizing themselves responsibly.

2.4 Guidance and Counseling Strategies in Developing Learner Happiness

Guidance and counselling strategies to facilitate students in developing their happiness are following the components of the guidance and counselling program, namely basic services, responsive services, individual planning services, and system support. Basic services assist all students that are designed and implemented systematically to develop effective abilities according to the stages and developmental tasks so that students can achieve their developmental tasks optimally. The basic services that will be implemented include classical guidance, group guidance, and orientation services. Meanwhile, responsive service is the provision of assistance to students who face problems and need help immediately so that they do not experience obstacles in achieving their developmental tasks. Responsive services aim to help student participants experiencing problems regarding their development which are feared to hinder their development and progress to a more serious level. Responsive services that may be carried out concerning increasing and developing happiness are individual counselling, collaboration, and group counselling. Based on the assumptions above, the hypothesis of this research can be formulated as follows,

H1: Guidance and Counseling services are effective in developing the happiness of students.

3. Method

This research uses qualitative research with the meta-synthesis method. Additional analysis used in this systematic review is the descriptive analysis by explaining the findings of scientific articles in narrative form. In writing this systematic review, no other additional analytical methods were added; they only summarized the results in the article and analyzed them according to the themes that had been generated. The data reviewed and reviewed include author, country, year, background, theoretical framework, research objectives, research design, sample size including selection and size, sampling method, research variables, participant description, reliability and validity, measurement instrument, analysis and statistical techniques,



outcomes related to interventions used to develop learner happiness, the significance of outcomes, outcomes of interest, findings generated with recorded limitations or biases and analysis of results.

4. Result and Discussion

4.1 Characteristics of Respondents from the Study

Respondents from the research in this study were students, namely, in this case, junior high school students, high school / vocational students, students and youth orphanages. In this study, the number of respondents was 756 students. Respondents in this study were, on average, between the ages of 12-21 years. The gender characteristics of the respondents are not a limitation. Based on data from the study, more than 50% of respondents have low levels of happiness, thus requiring service interventions related to the development of their happiness.

4.2 Study Result

The presentation of the literature results in writing this systematic review contains a summary of each selected literature in tabular form. Under the table, it is necessary to explain the meaning of the table and its trends in paragraph form. An electronic database search yielded a total of 1,069 pieces of kinds of literature. Duplicate literature that did not meet the inclusion criteria was deleted, leaving 31 literature. The 31 pieces of kinds of literature are then screened again, which can be processed according to the problem formulation. This results in a total of 21 pieces of literature (2015-2021). Then the 21 pieces of literature were analyzed based on the intervention and its development. The results of studies that meet the criteria for a systematic review are presented in table 1 below:

Table 1.
Characteristics of Included Studies (n=21)

No	Author and Year	Method (DSVIA)	Research result
1	(Anwar et al.,2015)	D: Experimental quantitative research S: 8 youth orphanage V: group counselling and happiness	There is no effect of group counselling on increasing happiness in orphanage youth. These data indicate no increase in happiness in orphanage adolescents after being given treatment in group counselling.
2	(Yonatan et.al,2016)	D: Pre-experimental quantitative research S: 6 teenagers living in "X" orphanage (aged 12-18 years) V: Group therapy and Psychological Well Being A: Mean ideal and Wilcoxon test	Giving group therapy intervention can significantly increase the PWB dimensions of environmental mastery (0.039), life goals (0.027), and personal growth (0.042).
3	(Ramadhani, 2017)	D: Quasi-experimental research S: 45 students of class IX SMP Daarut Tauhiid Boarding School Bandung V: Guidance of gratitude D: quantitatively using multiple regression analysis	The results showed that gratitude guidance was effective in increasing the subjective well-being of students.
4	(Jembarwati, 2017)	S: 30 students of class X Gita Bahari High School V: Well being development model A: multiple regression	The type of teacher interpersonal behaviour affects emotional well-being so that a more real understanding and application in interactions and the teaching and learning process is needed

No	Author and Year	Method (DSVIA)	Research result
		analysis D: Quantitative Research	
5	(Safaria et al., 2017)	S: 30 teenagers are randomly selected V: Gratitude and forgiveness training, and happiness D: Quasi-experimental research	The results showed a positive effect of gratitude and forgiveness training on increasing happiness
6	(Silvia, 2018)	S: 169 students of class XI High School 14 Bandung V: Coaching and psychological well-being D: Pre-experiment with One-Group Pretest-Posttest Design	In the experimental group, the dimensions that experienced the highest increase were independence and self-acceptance. Therefore, coaching techniques are effective to improve students' psychological well-being.
7	(Lubis et al., 2018)	S: 7 teenagers in the Ar-Riyadhul Jannah orphanage V: Subjective well being and gratitude training D: Experimental quantitative research methods.	Gratitude training is effective for improving subjective well-being in adolescents in orphanages
8	(Sofia et al., 2018)	S: 30 students from Mulawarman University V: Authentic Happiness	There is no increase in authentic happiness after being given listening to tingkilan music.
9	(Martin et al., 2018)	D: Randomized pretest-posttest control group design S: 12 students of Junior High School Muhammadiyah Boarding School V: Relaxation of dhikr and subjective well-being D: Pre-Experimental Design one group pretest-posttest	The level of subjective well-being of student adolescents has increased after being given dhikr relaxation.
10	(Setyowati, 2018)	S: Class III student of Guidance and Counseling Study Program UAD V: Adventure-Based Counseling Program and Happiness D: Experimental design	There is an influence of adventure-based counselling services before and after treatment, especially on meaningfulness and achievement. This can be seen from the changes in students' happiness scores before and after treatment.
11	(Afridah et al., 2018)	S: 29 students of Vocational School X V: Islamic prayer miracle training and emotional well-	There was a significant difference with $p=0.00$ ($p<0.05$) between the g scores of the emotional well-being of students who were given the Islamic Miracle of Prayer training and those who were not.



No	Author and Year	Method (DSVIA)	Research result
		being D: Quantitative research	
12	(Ratnasari et al., 2018)	S: 6 students of class XII Nusantara Wisata Respati Jakarta Vocational School V: Religious counselling and psychological well-being D: Mixed Method Research	Religious counselling is very useful to improve psychological well-being in students.
13	(Kurniasari, 2019)	S: 16 Accounting education students V: psychological well-being and gratitude. intervention techniques D: Quasi-experiment	There are differences in the level of psychological well-being of the experimental group before and after the intervention using group guidance through the gratitude intervention technique.
14	(Alfinuha et al., 2019)	S: 20 teenagers at the Pelita orphanage V: HERO Training and Psychological Well-being D: Mixed research S: 58	The training provided (psychological capital) is effective for improving psychological well-being.
15	(Wahyuni, 2019)	UNJ undergraduate students class 2016/2017 V: Acceptance and commitment counselling, and well-being D: Research and development method	The Acceptance and Commitment Counseling Model is a generic counselling model. This model can improve the welfare of both students who have low and high psychological flexibility.
16	(Muqodas, 2019)	S: The research subjects were 54 students of UPI class 2018 V: Psychological well-being and well-being counselling	The research findings show that the welfare counselling model can be relied on as an alternative to guidance and counselling services so that students can improve their psychological well-being and find a meaningful life
17	(Maulidiyyah, 2020)	D: Quantitative research S: Class XI Science 9 State High School 8 Bandung V: Subjective well-being and personal-social guidance programs.	This study resulted in: 1) the tendency of students' subjective well-being to be in the moderate category; 2) the focus aspects developed in the personal-social guidance program are self-acceptance and social integration, and 3) personal-social guidance services are effective in developing the subjective well-being of class XI students at State High School 8 Bandung
18	(Wijaya et al., 2020)	D: Pre-experimental one group pretest-posttest S: 14 teenage boys at Harapan orphanage aged 12-18 V: Training on emotional intelligence and psychological well-being of adolescents	There is the effectiveness of emotional intelligence training on increasing psychological well-being.
19	(Sholichah et al., 2020)	D: Experimental study S: 40 youth survivors of family violence V: Religious Cognitive	RCBC can be developed as an alternative intervention to improve subjective well-being in adolescents, especially in the Muslim community.

No	Author and Year	Method (DSVIA)	Research result
20	(Nurasyifa, 2021)	Behavior Counseling and Subjective Well-being. D: Quantitative research S: 60 students of SMPN 1 Kalipucang V: Personal guidance on the game of snakes and ladders and the happiness of students D: Sequential Explanatory Design S: 122 students of SMK N 8 Pontianak who come from six ethnic groups, namely; Malay, Dayak, Chinese, Bugis, Javanese and Madurese	The results showed that personal guidance with the snake and ladder game technique was quite effective in developing respondents' happiness in the experimental group and vice versa in the control group.
21	(Rizal, 2021)		The wellness counselling model has been tested and shows its effectiveness in increasing adolescent happiness in multiethnic schools.

Source: Data processed

4.3 Discussion

Based on the research search table above, the 21 research results can be grouped by type of service intervention into eight major themes of service intervention. Based on the data from the research above, more than 50% of respondents have a low level of happiness, thus requiring service interventions related to the development of their happiness.

a. Group Guidance and Counseling Service Interventions

This intervention was carried out in the research of Anwar (2015) and Yonatan et al. (2016). The interventions carried out were group counselling and group therapy. In Anwar's research (2015), group counselling is a form of counselling that utilizing groups to help, provide feedback, and experiential learning. Group counselling essentially uses the principles of group dynamics. Group counselling counselees use group interactions to increase understanding and acceptance of certain values and goals. At the same time, group therapy in the study of Jonathan et al. (2016) is one of the mental health interventions used to change the client's perception and behaviour. This group therapy is the first step considering that participants (teenagers) are still not used to being open in telling about the conditions or problems they face.

In the group counselling intervention (Anwar, 2015), the procedure carried out is, to begin with screening the subject by giving a happiness scale, then determining the happiness scale score and the research subject who has a low score from that scale. Furthermore, group counselling is carried out, which consists of four stages, namely the initial stage, transition, work cohesion and productivity, and consolidation and termination. After group counselling has been carried out, the next stage is to give the happiness scale back to measure whether there are differences that occur after giving group counselling interventions with the pre-test results at the beginning of the implementation.

b. Guidance and Counseling Intervention Gratitude

This intervention was carried out in the research of Ramadhani (2017), Safaria et al. (2017), Lubis et al. (2018). The interventions carried out are gratitude guidance, gratitude and forgiveness training, and gratitude intervention. In Ramadhani's research (2017), gratitude guidance is a service in the form of a program to provide understanding and practice of recognizing the goodness that has been received so that students can function cognitively to assess life more positively in overcoming emotions and behaviours that make them less successful in school. The gratitude guidance activity applies service materials based on the phase of individual change in feeling gratitude and the gratitude practice expressed by Emons, tailored to the needs of students in the material that will be delivered at each session.

In the gratitude training service intervention (Lubis et al., 2018), the procedure is started by collecting data using the selected instrument. Then the selected subjects are made into an experimental group. The



group was given a pre-test and then a gratitude training treatment, and finally, a post-test was given. Based on the results of data analysis, the value obtained from z SWLS = -2,375; z SPANE = -2.214; p SWLS = 0.018 < 0.05; p SPANE = 0.027; p < 0.05 (significant), which means that gratitude training is effective for improving subjective well-being in adolescents in orphanages.

c. Well-being/Wellness Guidance and Counseling Interventions

This intervention was carried out in the research of Jembarwati (2017), Muqodas (2019), and Rizal (2021). The interventions carried out are well-being development models, welfare counselling, wellness counselling. In Jembarwati's research (2017), the well-being development model is a regression model of character training and teacher profiles in interpersonal behaviour on the emotional well-being of students. In Muqodas' research (2019), welfare counselling is a counselling service designed as an integral part of an overall educational program. It focuses on the meaning of life, strengths, happiness, virtues, goals, talents, positive relationships, optimal development, and issues related to optimization individual development. Counselling is intended to develop students' psychological well-being, which includes the dimensions of self-acceptance, positive relationships with others, having a purpose in life, good personal growth, independence, and environmental mastery. In Rizal's research (2021), wellness counselling is a health concept that requires individual awareness to make choices to engage in healthy behaviour; wellness counselling aims to help counselees live more meaningful lives in all areas of life.

This study concludes on the service intervention of the well-being development model, the research hypothesis to obtain the emotional well-being development model is accepted. Welfare counselling services are proven to be effective in improving students' psychological well-being and proven to be effective in improving all aspects of student psychological well-being. And in wellness counselling services, the wellness counselling model has been tested in the field and shows its effectiveness to increase adolescent happiness in multiethnic schools.

d. Coaching Techniques Guidance and Counseling Intervention

This intervention was carried out in the study of Silvia (2018) and Alfinuha et al. (2019). The interventions carried out are coaching techniques and HERO training. In Silvia's research (2018), coaching techniques are a series of youth empowerment activities containing structured activities, specific activity content, and secondary activities with learning opportunities and support development. Coaching techniques have characteristics, namely activities that build life skills and provide opportunities for youth to demonstrate participation and leadership in families and schools. In research by Alfinuha et al. (2019), HERO training consists of four psychological capacities: hope, self-efficacy, resilience, and optimism.

In the coaching technique intervention (Silvia, 2018), the procedures carried out are divided into three stages, namely a preliminary study (literature study), program preparation (rational validation of the intervention program), and testing the effectiveness of the intervention program. In conclusion, there is a difference in the increase in the average gain in psychological well-being scores between the experimental group and the increase in psychological well-being in the control group before and after the intervention using coaching techniques. Changes in psychological well-being that increased in the experimental group contained four significant dimensions (self-acceptance, purpose in life, environmental mastery, and independence) and two dimensions of psychological well-being that were not significant, namely dimensions (good relations and personal development). In the experimental group, the dimensions that experienced the highest increase were independence and self-acceptance. Therefore, coaching techniques are effective to improve students' psychological well-being.

e. Emotional Therapy Guidance and Counseling Intervention

This intervention was carried out in the study of Sofia et al. (2018) and Wijaya et al. (2020). The interventions carried out were emotional healing therapy and emotional intelligence training. In the study of Sofia et al. (2018), emotional healing therapy is therapy to share experiences and support each other between friends who are experiencing emotional problems. In addition, this therapy is used to release subconscious emotions that can help a person find a purpose in life, obtain physical and psychological health, achieve satisfying relationships with partners and family, find the right mate, achieve the desired career, and achieve financial freedom. In Research Wijaya et al. (2020), emotional intelligence training in this study will teach basic concepts about emotions and appropriate actions to respond to these emotions. An understanding of emotions can improve an individual's ability to manage

emotions. Individuals can take advantage of emotions in positive things such as motivating and pushing themselves to achieve goals and expectations.

In the emotional healing therapy intervention (Sofia et al., 2018), the procedure carried out started by giving a pre-test to the sample. The sample was divided into two groups, namely experimental and control, then gave emotional healing therapy to the experimental group. After that, it was carried out—post-test to both groups. In conclusion, it can be seen that authentic happiness after being given emotional healing therapy shows a value of $t = -1.833$ and $p = 0.421$, which means that there is no increase in authentic happiness after being given emotional healing therapy. Then it is known that authentic happiness after being given the treatment of listening to tingkilan music shows the value of $t = -1.064$ and $p = 0.305$, which means that there is no increase in authentic happiness after being given listening to tingkilan music.

f. Religious Guidance and Counseling Intervention

This intervention was carried out in the study of Martin et al. (2018), Afridah et al. (2018), Ratnasari et al. (2018), and Sholihah et al. (2020). The interventions carried out were relaxation of dhikr, training in Islamic prayer miracles, religious counselling, and religious cognitive behaviour counselling. In the dhikr relaxation intervention (Martin et al., 2018), the procedure carried out begins by giving a pre-test to the participants. The participants are divided into two groups, namely experimental and control, then the experimental group is given dhikr relaxation treatment, and finally, the post-test is done the test. In conclusion, the level of subjective well-being of adolescent students has increased after being given dhikr relaxation. Excited and increasingly grateful for the blessings that God has given me.

In the intervention of religious cognitive behaviour counselling (Sholichah, 2020), the procedure begins with giving a pre-test to the participants. The participants are divided into two groups, namely experimental and control. The experimental group is given treatment with religious cognitive behaviour counselling, and finally, after that, it is carried out. Post-test. In conclusion, the results show that RCBC has a significantly positive effect with a value of $t = -2.658$; $p=0.005$. In conclusion, RCBC can be developed as an alternative intervention to improve subjective well-being in adolescents, especially in the Muslim community.

g. Guidance and Counseling Interventions Counseling Programs

This intervention was carried out in the research of Setyowati (2018) and Wahyuni (2019). The interventions carried out are adventure-based counselling programs, acceptance and commitment counselling models. In Setyowati's research (2018), an adventure-based counselling program is a counselling model that can be adapted through many settings and deliberately utilizes adventure activities to facilitate participants' socio-emotional growth and personal and behavioural changes. In Wahyuni's research (2019), the self-acceptance counselling model is a process of helping individuals to develop their potential for well-being by using experiential practice techniques, metaphors and mindfulness.

In the adventure-based counselling program intervention (Setyowati, 2018), the procedure is to give a pre-test to the selected respondent, give an adventure-based counselling program treatment, and finally give a post-test. In conclusion, the analysis results obtained a significance value of $0.798 > 0.05$; the provision of the Adventure Based Counseling program had no significant effect on student happiness. However, there is an influence of adventure-based counselling services before and after treatment, especially on meaningfulness and achievement. This can be seen from the changes in students' happiness scores before and after treatment.

In the acceptance and commitment counselling model intervention (Wahyuni, 2019), the procedure implemented is the model development process beginning with the development of a hypothetical model, rational validation and model testing using experimental research. The counselling service was developed based on six main processes divided into ten sessions. In conclusion, this study aims to formulate an Acceptance and Commitment Counseling model to improve student welfare. The Acceptance and Commitment Counseling Model is a generic counselling model. This model can improve the welfare of both students who have low and high psychological flexibility.

h. Guidance and Counseling Interventions Guidance Programs

This intervention was carried out in the research of Maulidiyyah (2020) and Nurasyifa (2021). The intervention carried out is a personal social guidance program on snake and ladder game techniques. In Maulidiyyah's research (2020), the personal social guidance program is guidance to assist individuals in



solving personal social problems. In Nurasyifa's research (2021), personal guidance on snakes and ladders game techniques is the provision of services carried out through the snake and ladder game with all forms of rules and contains aspects of happiness. The happiness aspect is operationalized through the instructions listed in the box on the snake and ladder board.

In the intervention of the personal social guidance program (Maulidiyyah, 2020), the procedure carried out started with giving a pre-test to the group being tested, then being given treatment, namely the personal social guidance program, and finally giving the post the test to the test group. In conclusion, this study resulted in: 1) the tendency of the subjective well-being of students to be in the moderate category; 2) the focus aspects developed in the personal-social guidance program are self-acceptance, positive relationships with others, autonomy, life goals, social actualization, and social integration; and 3) personal-social guidance services are effective in developing the subjective well-being of class XI students at State High School 8 Bandung.

5. Conclusion

Based on a systematic literature review study, conclusions can be formulated that there are various guidance and counselling service interventions in the 21 analyzed literature and can be categorized into eight major intervention themes, namely, group guidance and counselling interventions, gratitude, well-being/wellness. Coaching, emotional therapy, religious, counselling programs, and guidance programs. Guidance and counselling service interventions in the analyzed literature have varied interventions from one study to another. Each intervention has advantages and disadvantages. Each intervention is adjusted based on the characteristics of the students who are given the service or treatment. Guidance and counselling service interventions in the literature analyzed had a significant effect on the happiness of students. This shows that the counselling guidance service intervention is effective in developing the happiness of students.

6. References

- [1] Afridah, A., Wahyuningsih, H., & Nugraha, S.P. (2018). Efektivitas Pelatihan Keajaiban Do'a Islami untuk Meningkatkan Kesejahteraan Emosi pada Siswa Smk "X" Di Yogyakarta. *Jurnal Intervensi Psikologi*, 10(1), 19-32.
- [2] Alfinuha, S., Hadi, B., & Sinambela, F. (2019). Pelatihan HERO untuk Meningkatkan Kesejahteraan Psikologis Remaja Panti Asuhan. *Jurnal Psikologi Teori dan Terapan*, 10(1), 60-73.
- [3] Anwar, Z. (2015). Penerapan Konseling Kelompok Untuk Meningkatkan Happiness Pada Remaja Panti Asuhan. *JIPT: Jurnal Ilmiah Psikologi Terapan*, 3(01), 144-153.
- [4] Carr, A. (2004). *Positive Psychology The Science of Happiness and Human Strengths*. New York: Brunner-Routledge.
- [5] Diener, ED & Ryan, Katherine. (2009). Subjective Well Being: a General Overview. *South African Journal of Psychology*, 39(4), 391-406.
- [6] Diener, ED. (2007). Personality, Culture, and Subjective Well-being: Emotional and Cognitive Evaluations of Life. *Annual Revision Psychological Journal*, 54, 403-425.
- [7] Hurlock, E.B. (2002). *Psikologi perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan Edisi Kelima*. Jakarta: Erlangga
- [8] Jembarwati, O. (2017). Model Pengembangan Well Being pada Peserta Didik. *Journal An-nafs*, 2(1), 111-127.
- [9] Kurniasari, E. (2019). Efektivitas Teknik Gratitude Intervention untuk Meningkatkan Psychological Well-being Mahasiswa. (Tesis). Bandung: SPs UPI
- [10] Lopez, S.J. (2009). *The Encyclopedia of Positive Psychology*. United Kingdom: Blackwell Publishing Ltd.
- [11] Lubis, I.R., Linda, & Agustini. (2018). Efektivitas Gratitude Training Untuk Meningkatkan Subjective Well-Being Pada Remaja di Panti Asuhan. *Jurnal Psikogenesis*. Vol. 6, No. 2, 205-213.
- [12] Martin, I., Nuryoto, S., & Urbayatun, S. (2018). Relaksasi Dzikir untuk Meningkatkan Kesejahteraan Subjektif Remaja Santri. *Psikis: Jurnal Psikologi Islami*. Vol. 4, No. 2.
- [13] Martin, I., Nuryoto, S., & Urbayatun, S. (2018). Relaksasi Dzikir untuk Meningkatkan Kesejahteraan Subjektif Remaja Santri. *Psikis: Jurnal Psikologi Islami*, 4(2).
- [14] Maulidiyyah, A.N. (2019). Pengembangan Kesejahteraan Subjektif Remaja Melalui Program Bimbingan Pribadi-Sosial.
- [15] Muqodas, I. (2019). *Konseling Kesejahteraan untuk Meningkatkan Kesejahteraan Psikologis Mahasiswa*. (Disertasi). Bandung: SPs UPI.
- [16] Nurasyifa, R. (2021). Efektivitas Bimbingan Pribadi dengan Teknik Permainan Ular Tangga untuk Mengembangkan Kebahagiaan. (Tesis). Bandung: SPs UPI.

- [17] Ramadhani, D. (2017). Efektivitas Bimbingan Gratitude untuk Meningkatkan Subjective Well-being Peserta Didik. (Tesis). Bandung: SPs UPI.
- [18] Ratnasari, D., Miskanik, & Rahmaniah, A., (2018). Use of Religious Counseling (Islami) to Improve Psychological Well Being on Students of SMK Nusantara Wisata Respati Jakarta. *Terapeutik Jurnal Bimbingan dan Konseling*, 2(1), 06-19.
- [19] Rizal, Y. (2021). *Konseling Wellness untuk Meningkatkan Kebahagiaan Remaja di Sekolah Multietnis Kalimantan Barat*. (Disertasi). Bandung: SPs UPI.
- [20] Safaria, T., Diponegoro, A. M., & Bashori, K. (2017). The Efficacy of Gratitude and Forgiveness Training to Increase Happiness. *Medwell Journals*, 12(11), 1948-1951.
- [21] Seligman, M.E.P & Csikszentmihalyi, M. (2000). *Positive Psychology: An Introduction*. American Psychology Association, 55(1), 5-14.
- [22] Setyowati, A. (2018). The Effectiveness of Adventure Based Counseling Program to Improve Student Happiness. *GUIDA Journal*, 8(1), 15-21.
- [23] Sholichah, M., Kushartati, S., & Hidayati, E. (2020). Religious Cognitive Behavior Counseling to Increase Subjective Well-being in Adolescent Survivors of Family Violence. *Jurnal Psikologi Integratif*, 8(2), 18-38.
- [24] Silvia. (2018). Efektivitas Teknik Coaching untuk Peningkatan Psychological Well-being Siswa. (Tesis). Bandung: SPs UPI
- [25] Sofia, L., Devi, A.J., Wahdaniah, & Pertiwi, G.A. (2018). Musik Tingkilan dalam Emotional Healing Therapy Sebagai Upaya Meningkatkan Authentic Happiness. *Psikostudia: Jurnal Psikologi*, 7(1), 1-10.
- [26] Wahyuni, E. (2019). *Model Konseling Penerimaan dan Komitmen Untuk Meningkatkan Kesejahteraan Mahasiswa Universitas Negeri Jakarta*. (Disertasi). Bandung: SPs UPI.
- [27] Wijaya, R. S., Putri, G. S., & Pandjaitan, L. N. (2020). Efektifitas Pelatihan Kecerdasan Emosional Untuk Meningkatkan Kesejahteraan Psikologis Remaja Panti Asuhan. *Jurnal Humanika*. Vol. 12, No. 1, 60-78.
- [28] Yonatan, F., Hartanti, & Nanik. (2016). Pengaruh Group Therapy Terhadap Psychological Well-Being Remaja Panti Asuhan. *Calypra Jurnal*, 5(1). 1-12.

