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The Effectiveness of Group Counseling in Reducing *Self-harm* Behavior Considering Personality Types in Adolescents at SMP "X" in Krian

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Abstract- Adolescence This study aims to evaluate the effectiveness of group counseling in reducing self-harm behaviors among junior high school students at SMP "X" in Krian, and to identify differences in self-harm levels between introverted and extroverted personality types following the intervention. The research employs a quantitative method with a one-group pretest-posttest experimental design. The sample consists of 8 subjects, comprising 4 introverted and 4 extroverted personality types. All subjects were placed in a single experimental group without a control group. Sampling was conducted using purposive sampling techniques based on criteria of adolescents with moderate self-harm scores, ensuring subject safety for future endeavors. Data collection utilized the Self-harm Inventory (SHI) scale in its Indonesian version. Data analysis involved Paired sample t-test and mann-whitney u test. The paired sample t-test results indicated a significant decrease in self-harm behaviors after the intervention ($p < 0.05$), with pretest and posttest mean scores of 34.38 and 21.13, respectively. The mann-whitney u test revealed significant differences between introverted and extroverted subjects in responding to the intervention ($p < 0.05$), with a greater reduction in self-harm observed among introverted subjects. These findings support the hypothesis that group counseling is effective in reducing self-harm behaviors and that intervention effectiveness varies based on personality type.

Keywords: Group Counseling, Self-harm, Personality Types

I. INTRODUCTION

Self-harm, as defined by NICE (2015) and WHO (2018), refers to an individual's act of inflicting harm upon oneself through various means without the intention or desire to end life. According to Tang (2016), self-harm behaviors can vary, with one of the most common forms being self cutting, which involves cutting or injuring the skin using sharp objects such as razors or other tools. Self-harm can also manifest in other forms such as burning, hitting oneself, picking at wounds, pulling or plucking hair, or even ingesting toxic substances. These behaviors often recur and become detrimental habits (Pattison & Kahan, 1983). Besides being influenced by conditions like depression, self-harm can also stem from drug use, interaction with peers engaging in self-harm, low self esteem, conflicts with parents, school related difficulties, and anxiety (Agustin, 2019).

The prevalence of self-harm among Indonesian adolescents is notably high. Recent data indicates that approximately 20.21% of adolescents in Indonesia have engaged in self-harm behaviors, with the majority (around 93%) being females (Faradiba, Paramita, Dewi, 2021). This phenomenon is also observed at SMP "X" Krian, where some students have been reported to engage in self-harm. Guidance and Counseling (BK) teachers at the school have observed that exposure to social media content and emotional pressures from both family and school environments can influence these behaviors. Interviews with students involved in self-harm behaviors indicate feelings of anger, being disregarded, or lacking sufficient support from their surroundings.

Self-harm behaviors are often used as a way to cope with negative feelings, alleviate anxiety, or express psychological pressures (Walsh, 2007). Negative or irrational thoughts can trigger self-harm

actions, where individuals hope to relieve negative emotions or reduce feelings of guilt towards themselves (APA, 2013). Adolescents' self-harm behaviors are frequently affected by their personality traits. Research indicates that introverted personality types tend to have a higher risk of engaging in self-harm compared to those with extroverted personalities (Faried, 2018; Maidah, 2013).

A study in China by Jiao, Xu, and Chen (2022) revealed that personality traits influence the likelihood of engaging in self-harm, with a prevalence rate of about 40.1%. Their findings show a significant relationship between all dimensions of personality traits and self-harm, with resilience acting as a mediator in the relationship between extraversion, neuroticism, and psychoticism and self-harm. Feist, Feist, and Tomi (2017) state that personality encompasses consistent and unique traits within an individual, which influence behavior.

At SMP "X" Krian, most students tend to keep their feelings to themselves rather than sharing them, often feeling that parents or their environment do not respond well. Variations in students' personalities affect their responses to similar situations. Research by Maidah (2013) and Faried (2018) indicates that family and environmental background, as well as introverted personality and rigid thinking patterns, contribute to self-harm behavior.

To enhance the self-esteem of students engaged in self-harm behaviors, one effective approach is through group counseling. This assertion is supported by Ulum and KUSDARYANI's (2019) findings, which illustrated the efficacy of group counseling using Rational Emotive Behavior Therapy (REBT) in enhancing the self-esteem of seventh-grade students affected by self-harm behaviors at SMP Negeri 32 Semarang. Group counseling involves utilizing group dynamics to provide crucial assistance in addressing self-harm behaviors within school environments. According to Fitri (2018), group counseling is a form of support provided to students through group interaction, aimed at problem-solving, decision-making, and enhancing self-understanding, interpersonal skills, and environmental awareness. It enables students to share experiences, communicate, and interact effectively.

Corey (1988), a pioneer in group counseling theory, asserts that group counseling facilitates sharing experiences, gaining support, and learning from others' experiences within the group. Fitri (2018) defines group counseling as an effort to help students through group interaction, providing

information to assist them in problem-solving, decision-making, and improving self-understanding, interpersonal skills, and environmental awareness. Group counseling fosters an environment where each member feels accepted and safe, enabling them to express their ideas and feelings freely. Members learn new behaviors and develop responsibility for their choices (Wahyu, 2018).

Yalom (1975), in his group counseling theory, emphasizes the therapeutic process of groups in providing individuals with opportunities to address emotional issues through interaction with other group members. Yalom highlights therapeutic factors such as universality (realizing they are not alone in their issues), catharsis (emotional release), and altruism (helping others to enhance self-esteem) as pivotal elements in group counseling.

Interview findings indicate that students engage in self-harm due to inadequate emotional management skills or by learning and imitating peers or their social environment. This situation demands attention and action to address the phenomenon of self-harm. Therefore, the researcher is motivated to conduct a study titled "The Effectiveness of Group Counseling in Reducing Self-harm Behavior: A Study on Personality Types among Junior High School Students in SMP 'X' Krian."

The objective of this research is to assess the self-harm behaviors of students both prior to and following participation in group counseling sessions, and to measure the effectiveness of group counseling in reducing self-harm behaviors, particularly considering the influence of personality types among adolescents. This research is expected to provide valuable insights into preventing and intervening in self-harm behaviors among adolescents, contributing to the creation of a supportive and safe learning environment.

II. RESEARCH METHODOLOGY

This study utilized a pre-experimental design using a single-group pretest-posttest approach. This design utilizes a single group of subjects as the primary unit of analysis, where measurements are taken before and after the intervention or specific treatment. Differences between pre- and post-intervention outcomes are considered the effect of the treatment (Sugiyono, 2017).

The dependent variable (Y), also referred to as the outcome variable, is impacted or triggered by the independent variable. According to Sugiyono (2017), in this study, the dependent variable is the

level of self-harm behavior measured using the Self-harm Inventory (SHI) Indonesian version before and after group counseling intervention. The independent variable (X) is the factor that influences or causes changes in the dependent variable. In this research, the independent variables consist of two factors: Group counseling intervention (X1) and personality type (X2).

In the context of this study, the population includes all junior high school students at SMP "X" in Krian, totaling 210 students who have been involved in self-harm behaviors. Sampling, as per Sugiyono (2017), involves selecting a subset of the population with specific characteristics. The sample size of 137 students was determined using Krejcie's table. Purposive sampling was employed to ensure the sample represents the population accurately, given the focus on specific characteristics relevant to the research objectives.

Hypothesis testing in this study utilized paired sample t-test and mann-whitney u test as analytical methods. The Paired Sample T-test was applied to evaluate the effect of the group counseling intervention, measured before and after the intervention. Meanwhile, the mann-whitney u test was employed to examine differences in scores between introverted and extroverted subjects after the intervention.

III. RESULT

A. Hypothesis test

TABEL I.

Descriptive Analysis Result

Aspect	Total	Mean
Pretest	8	34,38
Posttest	8	21,13

Source: Processed Data by Researchers

Based on the descriptive analysis provided, it was observed that the average score for self-harm prior to the intervention was 34.38, whereas following the Group Counseling intervention, this average decreased to 21.13. This indicates a reduction in self-harm among the subjects following the intervention. Furthermore, the results of the Paired Sample T-test are as follows:

TABEL II
Paired Sample T test

Aspect	Total	Mean	t	Sig.(2-tailed)
Self-harm	8	13.250	9.070	0.000

Source: Processed Data by Researchers

Based on the statistical analysis provided, it was determined that there exists a notable discrepancy between the average values prior to (pretest) and subsequent to (posttest) the intervention, where the mean value was 13.250 and the significance was 0.000, which is less than 0.05 ($p < 0.05$). Based on these results, after identifying the significant difference between the pretest and posttest, the next step is to categorize the difference in scores between the pretest and posttest of subjects to assess the effect of the intervention. The following table categorizes the difference between pretest and posttest scores to illustrate the change in self-harm scores before and after the treatment.

TABEL III.
Category of Difference Between Pre-test and Post-test Results

S	Personalit y	Pre- test	Post- test	Result	Note
ZHR	Introvert	34	24	10	Decreased
NZ	Introvert	32	23	9	Decreased
JH	Introvert	38	23	15	Decreased
AL	Introvert	31	21	10	Decreased
SY	Ekstrovert	33	19	14	Decreased
SLI	Ekstrovert	30	20	10	Decreased
CA	Ekstrovert	37	18	19	Decreased
AU	Ekstrovert	40	21	19	Decreased

* Self-harm Category: Low: < 26, Medium: 26 - 41, Heavy: > 42

Source: Processed Data by Researchers

Based on the analysis results, it can be concluded that all subjects experienced a decrease in self-harm scores. Additionally, the mann-whitney u test was conducted to evaluate the difference in outcomes after intervention between subjects categorized as introverts and extroverts, yielding the following results:

TABEL IV.

Results of mann-whitney u test Ranks

Test	Personality	N	Mean Rank
Self-harm after group counseling	Introvert	4	6.38
	Ekstrovert	4	2.63

Source: Processed Data by Researchers

TABEL V.

Results of Mann-Whitney U Test
Statistical Test

Self-harm after group counseling	
Mann-Whitney U	0.500
Wilcoxon W	10.500
Z	-2.191
Asymo. Sig. (2-tailed)	0.028

Source: Processed Data by Researchers

²⁶ Based on the data analysis from the Mann-Whitney U test, a U value of 0.500 was found with a Wilcoxon W value of 10.500 and a Z value of -2.191. Furthermore, it was observed that the Mean Ranks for self-harm scores after group counseling were higher for subjects with introverted personality types (6.38) compared to subjects with extroverted personality types (2.63). This indicates that the reduction in self-harm behaviors among introverted subjects was more significant than among extroverted subjects.

²⁹ The statistical result from the Mann-Whitney U test showed an Asymp. Sig. (2-tailed) value of 0.028, which is smaller than the predetermined significance level (0.05). This indicates a notable disparity between the two personality groups in how they reacted to the group counseling intervention. These findings imply that group counseling was more effective for subjects with introverted personality types compared to those with extroverted personality types. In conclusion, the statistical results support the effectiveness of the group counseling intervention, which varies depending on the subjects' personality types.

B. Effectiveness of Group Counseling for Reducing Self-harm Behaviors Among Junior High School Students

The Paired Sample T-Test analysis showed a significant score of 9.070 with a p-value of 0.000 ($p < 0.01$), indicating a highly significant difference in self-harm scores before and after group counseling intervention. The mean self-harm score before intervention was 34.38, which decreased to 21.13 after intervention. This demonstrates a significant reduction in self-harm behaviors among adolescents at SMP "X" in Krian. Based on these statistical results, it can be concluded that the research hypothesis stating the effectiveness of group counseling in reducing self-harm behaviors among adolescents is supported.

C. Differences in Self-harm Behaviors Based on Personality Types Following Group Counseling

The Mann-Whitney U score was 0.500 with a p-value of 0.028 ($p < 0.05$), indicating significance below 0.05. This shows a significant difference in self-harm levels between introverted and extroverted subjects after receiving the intervention. Thus, it can be concluded that the research hypothesis stating the difference in self-harm levels between introverted and extroverted personality types after intervention is supported.

IV. DISCUSSION

The intervention conducted in this study aimed to test 2 hypotheses, revealing significant differences in the level of self-harm before and after group counseling intervention among junior high school students at SMP "X" in Krian. The average self-harm level before intervention was 34.38, which decreased to 21.13 post-intervention, indicating a substantial reduction in self-harm behaviors after group counseling was applied. The results of the Paired Sample T-Test indicated a significance score of

9.070 with a p-value of 0.000 ($p < 0.01$), confirming the effectiveness of group counseling in reducing self-harm among adolescents at SMP "X" in Krian. This significant reduction underscores the substantial positive impact of group counseling, providing a space for group members to share experiences and receive support, thus aiding in reducing self-harm behaviors. These findings align with previous studies asserting the effectiveness of group counseling in addressing psychological issues among adolescents, as supported by Aisyah (2022) in a study at SMP Negeri 10 Semarang utilizing group counseling with REBT techniques, which significantly reduced the frequency and intensity of self-harm behaviors. Similarly, studies by Ramadhani (2023) using rational emotive imagery techniques in group counseling among high school students demonstrated similar outcomes. Group counseling enables adolescents to learn healthier and more adaptive coping strategies, thereby enhancing their emotional and mental well-being. Well-structured group counseling programs guided by experienced professionals yield better long-term outcomes. In conclusion, group counseling proves effective in reducing self-harm behaviors among junior high school adolescents at SMP "X" in Krian. The use of appropriate techniques in group counseling, coupled with group support and interaction, significantly contributes to achieving these positive outcomes.

Based on the second hypothesis, the Mean Ranks for self-harm scores after group counseling were higher in introverted subjects (6.38) compared to extroverted subjects (2.63). Statistical analysis concludes a significant difference in reducing self-harm behaviors between introverted and extroverted subjects following group counseling intervention. The reduction in self-harm behaviors was more pronounced in introverted subjects. Factors explaining this phenomenon include introverts' tendency toward reflection and introspection, which facilitate processing and contemplation of group counseling content, leading to more significant behavioral changes. Despite introverts' inclination toward individualism, a supportive group environment can provide a sense of security and acceptance, encouraging them to be more open to and accepting of change. This discovery is reinforced by earlier studies. Jannah (2021) found that group counseling using cinema therapy effectively helps introverted adolescents manage and improve their emotional stability through

experiences and insights gained from group interactions as metaphors for life. Similarly, Sakinah (2018) demonstrated that group counseling effectively creates an environment conducive to developing openness and self-confidence, crucial for introverted individuals. This study provides evidence that group counseling effectively reduces self-harm behaviors among adolescents, with introverted subjects showing more significant improvements. These findings are crucial considerations for designing more effective intervention programs tailored to individual personality types.

V. CONCLUSION

Based on the analysis conducted, this study demonstrates that group counseling intervention is effective in reducing self-harm behaviors among adolescents at SMP "X" in Krian. There was a notable reduction in the average self-harm scores from pre-intervention to post-intervention. The results of the Paired Sample T-test showed a statistically significant difference in the mean scores before and after the intervention ($t = 9.070$, $p = 0.000 < 0.05$), confirming the success of the intervention. Furthermore, all subjects showed a decrease in self-harm scores after the intervention, with the majority experiencing a reduction in scores within the low category, averaging around 10 points.

Personality type also influenced the response to the intervention. Introverted subjects exhibited a more significant reduction in self-harm compared to extroverted subjects. The mann-whitney u test results showed a significant difference between the two personality groups in response to group counseling intervention ($U = 10.500$, $Z = -2.191$, $p = 0.028 < 0.05$).

Overall, these findings support that group counseling can be an effective strategy in reducing self-harm behaviors among adolescents, with responses influenced by each individual's personality type. These findings contribute significantly to the development of further interventions and the implementation of appropriate counseling programs in school environments to support adolescent mental well-being.

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