

Application of Group Counseling Services for Emotional Regulation in Students from Broken Home Families: A Literature Study

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Abstract. *The family is the primary environment that shapes the emotional development of individuals. Disharmony in the family, as in the case of a broken home, can negatively impact the student's ability to regulate emotions, the manifestation of which is often seen in the form of difficulty managing anger, anxiety, and sadness. This study aims to systematically examine the application of group counseling services as an intervention to improve the ability to regulate emotions in students from broken homes through a literature review approach. The method used was a literature review of various scientific sources such as journals, books, and previous research relevant to the variables of group counseling, emotion regulation, and students from broken homes. The results of the study showed that group counseling provided a safe and supportive environment for students to share similar experiences, thereby reducing feelings of isolation. Through group dynamics, such as feedback, modeling, and interpersonal learning, students can learn and practice adaptive emotion regulation strategies. These interventions facilitate the development of coping skills, improve self-understanding, and build empathy, which collectively contribute to improved ability to effectively manage emotional turmoil. It was concluded that group counseling services are one of the potential and effective approaches to help students from broken home families in developing healthier emotional regulation*

Keywords: *Group Counseling; Emotion Regulation; Student; Broken Home; Literature Studies*



INTRODUCTION

The family is the first and main environment for children in the process of growth and development. A whole, harmonious, and emotionally supportive family is an important foundation for a child's personality development, social skills, and academic achievement. Under ideal conditions, parents act as a model for healthy emotional regulation, provide a sense of security, and become a place for children to learn to express their feelings appropriately. Family harmony also provides the psychological stability that children need to face developmental challenges at every stage of age.

The condition of a family greatly determines the mental health and psychological well-being of each of its members. An atmosphere full of warmth and harmony will create a whole and stable family. As explained by Minuchin (1974, in Lestari 2012), the family plays a central role as the first place where a child grows, both physically, emotionally, spiritually, and socially. It is there that the most basic education about ethics and compassion is given. A healthy and harmonious family is the main key to the spiritual well-being of its members. Ideally, a child is raised in a complete family structure with a father and mother. However, the reality is that not all children experience this ideal condition, and many have to face the reality of a family that is not complete or broken home.

However, the reality on the ground shows an increasing number of broken home families characterized by divorce, prolonged parental conflict, or the absence of one of the parental figures. Data from the Central Statistics Agency shows that the trend of divorce in Indonesia is increasing every year, and this has a direct impact on children who grow up without complete family support. Children from broken homes often lose their sense of security, face changes in parenting, and even experience verbal and emotional violence that worsens their psychological condition (Gross, 2015).

Children from broken homes tend to experience emotional instability such as anger, anxiety, deep sadness, and depression. Socially, they often withdraw themselves, have difficulty building interpersonal relationships, or even fall into deviant behavior. Academically, many studies show that the condition of broken home families has an effect on decreasing children's learning concentration, motivation, and achievement in school. If left untreated, this impact can continue into adulthood, affecting long-term resilience and quality of life (Fitriyah, 2020).

Previous research on the emotional development of children who have experienced parental divorce has revealed that these children tend to have difficulty controlling their emotions. Children from broken homes are not yet able to express their feelings and emotions appropriately. This is reflected in their behavior that often disturbs friends while studying, and when angry, they tend to explode and hit their friends (Mahendra et al., 2022). Meanwhile, other research states that the impact of a broken home can be both negative and positive, depending on how the individual deals with it (Sigiro et al., 2022).

According to Putri, Nurul Faiza Eka, et al. (2025) in their study systematically reviewed various studies on the application of group counseling to children from broken homes. The results of the literature review show that group counseling plays an important

role in helping children overcome the psychological impact of family disharmony, especially in managing emotions, increasing self-confidence, and social adaptability. This article emphasizes that group counseling services are effectively used as preventive and curative intervention strategies for broken home children who are prone to experiencing emotional and behavioral problems.

Group counseling is present as one of the effective approaches to help broken home children in developing emotional regulation. Through group dynamics, children can share experiences with peers, get social support, and learn healthy coping strategies. Group counseling not only serves as a cathartic tool, but it also provides an opportunity to practice social skills, increase empathy, and build a sense of community. With group counseling, children gain a safe and supportive environment to manage their feelings adaptively.

A number of studies support the effectiveness of group counseling in broken home children. Fitriyah (2020) found that group counseling reduced anger levels in children who experienced a broken home. Putri et al. (2025) reported an improvement in emotion regulation ability through Cognitive Behavioral Therapy (CBT)-based group counseling. Meanwhile, research by Karneli et al. (2022) shows that the Rational Emotive Behavior Therapy (REBT) approach in group counseling increases adolescents' self-acceptance from broken homes.

This literature review has novelty because it seeks to summarize the results of previous research comprehensively to see the consistency and variation of the effectiveness of group counseling on the emotional regulation of broken home children. Previous studies have focused more on aspects of counseling techniques or specific cases in a particular school, while this study presents a comprehensive picture by comparing national and international research results. The urgency lies in the practical need for counseling strategies that can be widely applied, both in schools, counseling institutions, and communities, to help broken home children develop healthy emotional regulation (Putri et al., 2025).

METHODOLOGY

This study uses a literature review method, which is a systematic review of previous studies related to the application of group counseling services in helping emotional regulation in students from broken homes. This method aims to obtain a comprehensive understanding of the effectiveness of group counseling services in regulating students' emotions by examining the results of previous research. The literature review process includes several stages, namely search, screening, feasibility assessment, and selection of relevant articles.

Steps of the Literature Review Method:

1. Finding Data Sources

- a. Sources of information are obtained from Google Scholar, ResearchGate, and ScienceDirect.

- b. The selection of sources is carried out by considering scientific reputation and suitability with the field of Guidance and Counseling, including references from within and outside the country.

2. Defining Keywords

- a. Keywords used:
"Group Counseling"
"Emotion Regulation"
"Student"
"Broken Home"
- b. The combination of keywords is structured in such a way as to generate a broader search and remain relevant to the research topic.

3. Setting Inclusion Criteria

- a. Criteria included:
Article published in 2014-2025
Research focus on students from broken homes
The intervention used was group counseling
Articles are available in full-text.
The article contains the results of empirical research (qualitative, quantitative, or mixed-method).
- b. Exclusion Criteria:
Articles in the form of opinions, essays, or editorials.
Research that does not specifically address the regulation of emotions.
Articles that use interventions other than group counseling.
Studies that focus only on adult populations or non-child/adolescent groups

4. Article Screening and Analysis

- a. Initial search results: found >50 articles.
- b. After screening (titles, abstracts, and full texts), 17 relevant articles were obtained.
- c. Important information noted from the article includes: Author's name, Year of publication

5. Data Merger and Analysis

- a. Data from articles are collected and analyzed with a systematic approach. A systematic approach is used in the process of data collection and analysis to ensure traceability and replication of study results
- b. The results of the study are grouped by main focus, such as:
The effectiveness of group counseling on the emotional regulation of broken home students.
Applied techniques and models of group counseling.
Challenges of implementation in school and family settings.
Integration of group counseling services with environmental support (teachers, parents, peers).
- c. Systematic analysis was carried out by comparing research results between studies, identifying patterns of findings, differences, and contextual factors that

affect effectiveness. In addition, the summary table is compiled to show the authors, year, method, and main results of each study.

Thus, the systematic literature review approach is expected to provide a comprehensive, measurable, and accountable understanding of the effectiveness of group counseling in helping students from broken home families in regulating emotions.

The readings found in this study will be used as material and are displayed in the form of the table below:

Yes	Title of Article/Thesis	Year	Writer
1	The role of group counseling in developing students' emotional regulation	2021	Hamzah, A., and Nur Khalizah, I.
2	The effectiveness of CBT-based group counseling to improve the emotional regulation of high school students	2020	Hidayat, A., & Sri Yani, N.
3	Group counseling to improve students' emotional regulation	2021	Rahman, A., & Fitriyani, R.
4	Group counseling to improve empathy and self-control in adolescents	2022	Kusumawati, D., & Widodo, A.
5	Group counseling as an effort to reduce anxiety of broken home students	2019	Mahmudi, A., & Prasetyo, R.
6	The effectiveness of peer support-based group counseling to improve adolescent emotional regulation	2023	Murni, S., Lestari, T.
7	Analysis of the needs for the development of resilience-based counseling services	2019	Putra, A., & Syarifuddin, H.
8	Effectiveness of symbolic modeling techniques in adolescents broken home	2021	Roro Kurnia Novita, R.
9	Emotion regulation and its impact on adolescent achievement	2022	Setiawan, M., & Oktaviani, A.
10	CBT-based group counseling to reduce aggressive behavior in broken home students	2020	Yuliana, D., & Hasanah, U.

From the table above, it can be concluded that the number of articles reviewed to determine the implementation of group counseling services as an effort to regulate emotions in children from broken home families is 10 articles that are research journals and thesis.

RESULT AND DISCUSSION

Group Counseling as an Emotion Regulation Strategy

Group counseling is a form of counseling service that emphasizes interaction between group members to achieve certain psychological development goals. In the context of children from broken homes, group counseling provides opportunities for children to express their feelings, hear the experiences of others, and find solutions together.

Gross (2015) explains that emotion regulation can be improved through skill training that allows individuals to recognize, assess, and manage their emotions adaptively. Group counseling is an effective tool because children not only get guidance from counselors, but also emotional support from peers.

Mechanisms of Effectiveness of Group Counseling

Several key mechanisms explain why group counseling is effective for emotional regulation in broken home children. First, there is peer support that fosters a sense of security and reduces loneliness (Fitriyah, 2020). Second, the cathartic process, which is an opportunity to vent hidden feelings, makes children feel more relieved and understood. Third, role modeling from other members who are better able to manage emotions is a real example for children to learn healthy coping strategies. This mechanism is strengthened by research by Karneli et al. (2022) which found that group dynamics can accelerate the learning of emotion regulation due to direct feedback from counselors and peers.

Comparison of Approaches in Group Counseling

The approaches used in group counseling vary. Roro (2021) emphasized the effectiveness of Cognitive Behavioral Therapy (CBT) in reducing anxiety and improving self-control. Yuliana & Hasanah (2020) also proved that CBT-based group counseling reduces aggressive behavior in broken home students. On the other hand, research by Karneli et al. (2022) with Rational Emotive Behavior Therapy (REBT) showed positive results in increasing the self-acceptance of broken home adolescents. These findings suggest that the effectiveness of group counseling can be improved when combined with a specific theoretical approach.

Impact on Psychological, Social, and Academic Aspects

The results of the literature show that group counseling has an impact not only on the management of emotions, but also on the social and academic aspects. From the psychological aspect, children show a decrease in anger levels, anxiety, and increased self-confidence (Fitriyah, 2020; Rahman & Fitriyani, 2021). From the social aspect, group counseling helps children build empathy, communication skills, and the ability to establish interpersonal relationships. Meanwhile, from the academic aspect, children who are more emotionally stable tend to have better motivation to learn and concentration, although this impact is often indirect.

Challenges and Implications

Although group counseling has proven to be effective, there are some challenges in its implementation. Broken home children are sometimes reluctant to open up because of embarrassment or fear of being judged. This requires the counselor to create a safe and accepting atmosphere. In addition, the success of group counseling is greatly influenced by the counselor's skills in facilitating group dynamics. The implication of these findings is the need for counselor training in implementing integrative approaches such as CBT and REBT, as well as adjustments to local culture to make counseling more relevant and accepted by children.

Synthesis of Findings

The literature shows consistency that group counseling is an effective intervention to improve the emotional regulation of broken home children. The differences that emerge lie in the techniques and approaches used, but all agree that peer support and group interaction are key factors in success. Group counseling not only serves as a space for emotional healing, but also as a forum for social learning that helps children build resilience and long-term life skills.

CONCLUSION

The results of the literature review show that group counseling is effective in helping children from broken homes in regulating emotions. Through group dynamics, children can express their feelings, get peer support, and learn healthier coping strategies. This intervention has been shown to reduce anxiety, anger, and increase confidence and social skills. The implication of these findings is that group counseling can be an important part of counseling guidance services in schools and community institutions. Integrative approaches such as CBT and REBT can strengthen the effectiveness of group counseling programs. The suggestion from this study is for counselors and schools to facilitate more group counseling activities on an ongoing basis, as well as future research to examine its long-term impact on the development of broken home children

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