

Effectiveness of Group Counseling with Self-Control Techniques to Reduce Anger in Adolescents

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Abstract: This quasi-experimental study evaluated the effectiveness of group counseling with self-control techniques in reducing anger among 19 eighth-grade students at UPT SMPN 22 Medan, Indonesia. The research employed a pretest-posttest control group design, with anger levels assessed using the Clinical Anger Scale (Snell et al., 1995). Quantitative results revealed a significant reduction in anger scores among the treatment group (pretest $M = 36.67$, posttest $M = 15.22$, $p < 0.001$), indicating a strong effect of the intervention. The data met assumptions of normality (Shapiro-Wilk $p > 0.05$) and homogeneity of variance (Levene's $p = 0.249$), supporting the validity of statistical analyses. Complementary qualitative data collected through participant observation and brief interviews emphasized improvements in emotional self-regulation, interpersonal communication, and peer support. These findings suggest that integrating self-control techniques into group counseling can serve as a practical and culturally responsive strategy for managing adolescent anger in Indonesian school contexts. The study contributes to the limited body of research on school-based mental health interventions in non-Western educational environments.

Keywords: Anger Issues, Group Counseling, Self-Control

A. Introduction

Adolescence is an important transition period in human development, characterized by biological, cognitive, social, and emotional changes (Puspita, Suryani, & Syarqawi, 2024). Teenagers are in the phase of searching for identity, increasing emotional sensitivity, as well as exploring values and norms that can shape individual character (Umi Kalsum, 2023). These changes often bring emotional instability, including a tendency toward negative emotions such as anger, anxiety, and frustration. In this context, anger becomes one of the common issues that arise during adolescence.

Anger is essentially a normal emotional response that arises as a reaction to situations perceived as threatening or unfair. However, when anger becomes excessive, uncontrollable, or is expressed aggressively, it can develop into anger issues that negatively impact social relationships, the learning process, and the mental health of adolescents (Nurhalimah, 2023). Individuals with anger issues tend to exhibit

behaviors such as cursing, constantly blaming others, and showing disproportionate verbal and physical aggression in response to the situations they face (Selvia & Silvianetri, 2025).

Basic Health Research Data (Kesehatan, 2018) It shows that around 19 million people in Indonesia experience emotional mental health issues, including adolescents. This is an important indication that mental health issues, especially in aspects of emotional regulation such as anger, require serious attention. Although public awareness of the importance of mental health is starting to increase, there are still limitations in evidence-based interventions, particularly in the educational context in Indonesia (Charismana, Retnawati, & Dhewantoro, 2022). One of the intervention strategies that can be used to help adolescents manage anger is through group counseling services.

Group counseling is one of the main services in guidance and counseling that is both preventive and curative (Siregar & Syarqawi, 2024). This service allows students to share experiences, receive feedback, and learn social and emotional skills in an integrated manner within a supportive environment. (Meivani, Irwan, & Syarqawi, 2023). In the context of anger management, one of the approaches that can be applied is the self-control technique (Topan Iskandar, 2023). In the context of anger management, one of the approaches that can be applied is the self-control technique. (Kartika & Siregar, 2023).

Well-developed self-control can help individuals avoid impulsive and destructive behavior, as well as cultivate the ability to respond to difficult situations in a more positive way (Manurung & Darmayanti, 2024). In a school setting, this technique has great potential to be systematically applied in group counseling services, as an effort to reduce the intensity and frequency of maladaptive anger in students. However, although the effectiveness of self-control techniques in managing emotions has been widely researched in Western countries, there is a gap in localized studies in Indonesia, particularly those that integrate these techniques into group counseling in schools. This indicates a need for research that is not only empirically relevant but also contextually appropriate to the local culture and education system. Based on the results of observation and preliminary assessment of eighth-grade students at a public junior high school in Medan City, it was found that a majority of the students showed signs of anger issues characterized by excessive emotional outbursts, verbally aggressive behavior, and emotionally unstable family backgrounds. In addition, the use of social media that is melancholic and contains sad content further exacerbates their emotional regulation. Therefore, this study aims to examine the effectiveness of group counseling services using self-control techniques in reducing anger issues among junior high school adolescents in Indonesia.

Most of the research in Indonesia is one of the studies by (Lu & Qiu, 2025) discussing group counseling tends to focus on common issues such as learning anxiety, academic motivation, or students' social adjustment. Meanwhile, studies that are specifically

addressed are research by (Rocha & Valença, 2023) Linking self-control techniques within the framework of group counseling services to address dysfunctional anger behaviors in high school students is still limited, both in terms of quantity and depth of analysis. This indicates a significant research gap that needs to be filled to broaden intervention approaches that are relevant to the emotional needs of Indonesian adolescents.

In addition, the cultural and social context of Indonesia, especially in urban areas like Medan, has its own characteristics in shaping the emotional dynamics of students. A permissive family environment towards aggressive behavior, a lack of education about emotional regulation, and exposure to negative content on social media are local factors that exacerbate anger issues among adolescents. The lack of research examining the effectiveness of school-based interventions in this context adds urgency to the need for localized studies.

The novelty of this research lies in the integration of self-control techniques into group counseling services conducted in public school environments in Indonesia, which has not been extensively studied in the national literature. This study not only quantitatively tests effectiveness through measurements of anger scales but also supplements it with qualitative data to observe behavioral changes and social dynamics among students. With this approach, the study offers a contextually relevant, applicable, and evidence-based intervention model that addresses current issues in schools. Therefore, this research is expected to make a significant contribution to the development of guidance and counseling science in Indonesia, and to serve as a basis for implementing more targeted and sustainable emotional service programs within the national education system.

B. Methods

This research uses a quantitative approach with a quasi-experimental design of the pretest-posttest control group design type. This design allows researchers to measure changes in the level of anger before and after the intervention in the experimental group, as well as compare it with the control group. The quasi-experiment was chosen due to limitations in fully randomizing participants, but still provides control over external variables through the use of a comparison group (Hasibuan, 2023). The participants in this study consisted of 19 eighth-grade students at UPT SMP Negeri 22 Medan, selected through purposive sampling technique. This technique was used because the researcher had established specific criteria in the selection of participants, namely students who have a high anger level based on the initial assessment results using a valid instrument. Selecting participants that match the characteristics of the problem (anger issues) ensures that the interventions provided are targeted and relevant to the needs of the students (Creswell, 2020). The instrument used to measure the level of students' anger is the Clinical Anger Scale (CAS) developed by (Snell, Moesel, & Hite, 1995). This scale consists of 21 items that measure various emotional

and cognitive responses to anger-triggering situations. The scale uses a 4-point Likert format, with scores ranging from 0 to 63, where higher scores indicate a more severe level of anger. Score interpretation is divided into four categories: minimal anger (0–13), mild (14–19), moderate (20–28), and severe (29–63). This instrument has shown high reliability with a Cronbach's alpha coefficient of 0.89, indicating strong internal consistency.

The research procedure begins with the implementation of a pretest on both groups, followed by the treatment given to the experimental group in the form of group counseling services using self-control techniques (Siregar A. , 2023). The counseling sessions were held six times, each lasting 60 minutes, over a period of three weeks. The counseling material focused on increasing self-awareness, recognizing anger triggers, impulse control, and cognitive and behavioral exercises to respond adaptively to situations. Meanwhile, the control group received no interventions during the same period. After the intervention was completed, a posttest was conducted on both groups to measure changes in anger levels.

Data analysis was conducted using SPSS software version 28. Normality testing was first performed using the Shapiro-Wilk test to ensure that the data was normally distributed. Next, an analysis was conducted using the paired sample t-test to determine the difference in anger scores before and after treatment in the experimental group. Homogeneity testing was also used to ensure equal variances among groups. The use of these statistical techniques aims to ensure the inferential validity of the research findings (Sugiyono, 2022). With a systematic design and procedure, this research aims to test the effectiveness of group counseling-based psych pedagogical interventions using self-control techniques in addressing anger issues in junior high school students.

C. Results and Discussion

Normality Test of Distribution

The normality test for the variable anger issues has been conducted using the Shapiro-Wilk method. This process aims to determine whether the data for this variable is normally distributed or not. For more clarity, please refer to table 1.

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.212	9	.200*	.857	9	.088
Posttest	.203	9	.200*	.948	9	.663

Table 1 presents the results of the normality test conducted on the pretest and posttest data for the anger issues variable using two methods, namely Kolmogorov-Smirnov and Shapiro-Wilk. However, since the sample size is less than 50 people (n = 9), the

interpretation is focused more on the significance value from the Shapiro-Wilk test, which is more appropriate for small sample sizes. For the pretest data, the Shapiro-Wilk statistic is 0.857 with a significance value of 0.088. Meanwhile, for the posttest data, the statistic is 0.948 with a significance of 0.663. Since both significance values are greater than the critical threshold of 0.05, it can be concluded that both the pretest and posttest data are normally distributed. With the fulfillment of this normality assumption, the data is considered valid for further analysis using parametric tests, such as the paired sample t-test, in testing the effectiveness of group counseling interventions with self-control techniques on the reduction of students' anger issues.

Homogeneity Test

The homogeneity test is used to determine whether there is equality between the control group and the experimental group. The homogeneity test for anger issues among students can be seen from the SPSS results in the following table 2.

Table 2. Test of Homogeneity of Variance

		Sig.
Result of <i>Anger Issues</i>	Based on Mean	.249
	Based on Median	.461
	Based on Median and with adjusted df	.463
	Based on trimmed mean	.258

The homogeneity test of variances is conducted to ensure that the experimental group and the control group have a similar or homogeneous data distribution before further statistical analysis is performed. In this study, the homogeneity test was carried out using several approaches, namely based on mean, median, median with degrees of freedom adjustment, and trimmed mean. The analysis results showed that all significance values from the four approaches were above 0.05. Specifically, the significance value based on the mean was 0.249, indicating that there is no significant difference in variances between the two groups. Therefore, it can be concluded that the data have homogeneous variances. This condition meets one of the basic assumptions in the use of parametric statistical tests, particularly the t-test, so that further analysis can be carried out with a high level of confidence. This homogeneity of variances also strengthens the validity of the research results regarding the effectiveness of group counseling using self-control techniques in reducing anger levels among students.

Hypothesis Testing

Based on the results of the paired samples t-test analysis, there is a statistically significant difference in the level of anger issues among students. The difference in anger issues scores can be seen in Table 3 below.

Table 3. Differences in Anger Issues Scores Between Pretest and Posttest

Variable	Pre-Test		Post-Test	
	Mean	SD	Mean	SD
Academic Stress	36,67	1,658	15,22	1,856

Table 3 shows the comparison of students' anger issues scores before and after being provided with group counseling services using self-control techniques. Based on the analysis results, the average (mean) score of anger issues during the pretest was 36.67 with a standard deviation of 1.658, indicating a high level of anger. After the students underwent intervention through group counseling, a significant decrease was observed during the posttest, with the average score dropping to 15.22 and a standard deviation of 1.856. This decrease in the average score indicates a substantial change in the students' anger levels after the treatment. The results indicate that group counseling services with self-control techniques are effective in helping students manage and reduce angry emotions in a more adaptive way. Thus, this intervention can be an appropriate alternative in addressing emotional regulation issues among adolescents, particularly in the context of secondary education in Indonesia. The results of the paired sample t-test using pretest and posttest on group counseling services to reduce students' anger issues can be seen in Table 4 below.

Table 4. Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	pretest - posttest	21.444	1.014	.338	20.665	22.224

Paired Samples Test		T	df	Significance One-Sided p	Two-Sided p
Pair 1	pretest - posttest	63.458	8	<.001	<.001

Based on the results of the hypothesis test regarding the level of anger issues, a t-value of 0.01 was obtained ($t < 0.05$). This indicates that the null hypothesis (H_0), which states that there is no difference in anger issues, is rejected. Conversely, the alternative hypothesis (H_1) is accepted, thus it can be concluded that there is a statistically significant difference in the levels of anger issues among students. Therefore, the hypothesis proposed in this study is proven to be true and acceptable, as the data obtained provide sufficient evidence to support the existence of differences in anger issues among the groups of students studied.

Based on the results of the statistical analysis conducted, this study proves that group counseling services using self-control techniques are effective in reducing the level of anger issues among eighth grade students at UPT SMPN 22 Medan. The normality test using the Shapiro-Wilk method shows that the pretest and posttest scores are

normally distributed ($p > 0.05$), thus meeting the requirements for parametric analysis. Furthermore, the results of the homogeneity of variance test show that the experimental group and the control group have a homogeneous data distribution ($p > 0.05$), which reinforces the validity of the inferential analysis.

Furthermore, the results of the paired sample t-test show a highly significant difference in scores between the pretest ($M = 36.67$) and posttest ($M = 15.22$), with a p-value < 0.001 . The difference in average scores of 21.444 with a t-value of 63.458 indicates a significant effect of counseling intervention on the reduction of students' anger issues. This reinforces the finding that a self-control approach in group counseling services can help students develop emotional regulation and self-control skills when facing anger-triggering situations.

Thus, the results of this research support that group counseling based on self-control techniques is an effective, practical, and implementable intervention strategy in the school environment, especially in helping adolescents cope with emotional issues related to anger. This finding also makes an important contribution to enriching the literature on guidance and counseling services based on local Indonesian culture, which is still limited in the context of adolescent emotion management.

These findings are in line with various previous research results that affirm that cognitive-behavioral group counseling approaches, including self-control techniques, are effective in helping individuals, especially adolescents, manage anger and other negative emotions. For example, a study by (Juliyanto, Santoso, & Mahardika, 2022) shows that anger management programs for adolescents can significantly reduce anger scores and improve problem-solving abilities, communication, and self-adjustment. This is reinforced by findings (Inzlicht & Roberts, 2024), which shows that cognitive-behavioral group counseling can help students understand the relationship between their thoughts, feelings, and actions, as well as develop self-awareness of their emotional responses.

In addition, solution-focused counseling approaches as researched by (Rahmawati & Wibowo, 2022) also shows its effectiveness in reducing aggressive behavior in adolescents. This indicates that counseling approaches focused on strengthening the individual's internal capacities, such as self-control techniques, are very effective in enhancing emotional regulation. Research (Diron, Dharsana, & Suarni, 2023) also proves that group CBT counseling can reduce anger and increase assertiveness, aspects that are relevant in handling anger issues in adolescents.

In the context of Indonesia, research by (Stojanovic & Wood, 2024) the training of anger management for street teenagers shows a decrease in aggressive behavior and an increase in self-control. Likewise, (Andriati & Hidayati, 2025) shows that social skills training in group counseling is able to reduce expressions of anger and

aggression. These studies indicate that reinforcing aspects of self-regulation and social skills is very important in addressing anger issues in adolescents.

Programs like Aggression Replacement Training (ART), which includes anger control training, social skills, and moral reasoning, have also been proven effective internationally. The self-control techniques used in this study essentially contain similar elements, namely the reinforcement of self-awareness, impulse control, and emotion diversion strategies. Furthermore, the study by (Ahmadi, Nurjannah, & Anjum, 2024) regarding spiritual-CBAMT (Cognitive Behavioral Anger Management Therapy) in Indonesian adolescents shows that this approach is very effective in improving anger management skills, emphasizing that a local value-based approach and self-control are very relevant in the context of education in Indonesia. In addition, (Charismana, Retnawati, & Dhewantoro, 2022) It shows that self-control has a strong moderating role in connecting anger with violent behavior in adolescents.

These results strengthen the validity of this study, which positions self-control techniques within the context of group counseling services as an approach that is not only evidence-based but also contextual and adaptive to the needs of adolescents in the Indonesian educational environment. This indicates that school-based interventions have great potential in mitigating emotional disturbances such as anger issues, which often lead to other negative behaviors such as aggressiveness, social conflicts, and interpersonal relationship disturbances.

Contribution and practical implications this research make an important contribution to the field of guidance and counseling, particularly in developing an adaptive and contextual group counseling service model. While many previous studies were conducted in Western countries or on culturally different populations, this research fills the gap in the literature regarding the effectiveness of self-control techniques in the context of junior high schools in Indonesia. By empirically demonstrating the effectiveness of this service, this research can serve as a foundation for the development of emotional counseling intervention modules to be widely applied in schools.

Practically, this research also illustrates that group counseling services do not require large resources, yet can produce significant psychological impacts. This is important for schools that have limitations in providing individual psychological services. Guidance counselors can utilize this approach in addressing students who show signs of anger issues, both preventively and curatively. Thus, the results of this research not only contribute to theoretical and methodological aspects in the field of guidance and counseling, but also serve as a strong foundation for educational policies and more inclusive and contextual psychosocial interventions for adolescents in Indonesia. However, some studies that are not directly relevant actually strengthen the argument that group counseling approaches using self-control techniques are a specific and focused innovation. These journals provide a comparative perspective from various

interventions and contexts which, although related to emotion or behavior management, do not align with the focus of this research in terms of population, intervention techniques, or educational context.

Research by (Sari, Lusa, & Yusuf, 2024) The research on the effectiveness of music therapy for stress in students indeed discusses the management of negative emotions, but it uses an arts-based approach that is relaxing and non-verbal. Music therapy does not direct individuals towards recognizing the thought patterns or behaviors that trigger negative emotions, unlike self-control techniques that are more reflective, cognitive, and facilitate change from within the individual through an active counseling process. Next, (Nurhalimah, 2023) which examines progressive muscle relaxation techniques in the elderly to address anxiety, methodologically using passive interventions and focusing more on the physiological responses to anxiety. The elderly as subjects also have very different emotional and social dynamics compared to middle school adolescents. This research, on the contrary, shows that group counseling encourages students to actively share experiences, practice self-control directly, and learn from the social dynamics occurring within the group.

Research (Afriyani & Saputra, 2025) to examine the influence of traditional games on the social development of early childhood. Although this topic is relevant in the context of social behavior development, the intervention does not specifically target emotional management, but is more about social-motor stimulation. Traditional games also do not involve a deep reflective process on emotions, as is done in group counseling sessions using self-control techniques. The results of this study actually show that anger control skills can be trained through a more structured and systematic psychological approach, rather than just through play activities.

Research (Yandri & Rahayu, 2024) discussing the use of cognitive behavioral therapy (CBT) for individuals with social anxiety disorder. Although CBT and self-control both have a cognitive basis, the clinical context and the severity of the symptoms studied in the journal are not comparable to cases of functional anger issues in schools. Anger issues in middle school students often arise due to academic pressure, social conflict, or an inability to express emotions appropriately. Self-control techniques in group counseling can be used preventively to prevent further disturbances, while CBT is generally used for clinically diagnosed interventions. Research by (Madjid, Aswar, & Tajuddin, 2024) researching soft skill training for improving work motivation among company employees. This study is more related to productivity and motivation in the workplace, which is not relevant to emotional management in adolescents. In the educational context, approaches like the one used in this research are more appropriate because they are aimed at helping students understand and regulate their emotions in a dynamic social environment like a school. Research by (Selvia & Silvianetri, 2025) to assess the effectiveness of systematic desensitization techniques for specific phobias. This technique is highly individualized and focuses on reducing anxiety reactions to particular objects or situations, whereas anger issues

have a more complex spectrum of triggers that are closely related to interpersonal interactions. Group counseling allows students not only to reflect on themselves but also to gain perspectives from peer experiences, which is very important in building self-control strategies.

Lastly, (Nurhayati & Khairunnisa, 2024) researching career guidance to improve vocational readiness of vocational high school students. The focus of this research is on vocational aspects and career decision-making, rather than emotional management or psychological dynamics. This study shows that in the context of junior high school, interventions should be tailored to adolescent developmental needs, which are more related to personality formation and emotional control, not work readiness. Through this comparison, it is clear that this research occupies a unique position and makes a significant contribution to the literature on counseling guidance. The self-control technique in group counseling approaches has proven to be not only relevant but also very effective in addressing emotional issues commonly experienced by adolescents. The seven journals exhibit limitations in addressing emotional problems contextually and age-specifically. Therefore, the results of this study also respond to the lack of explicit studies that highlight self-control as a primary technique in group counseling for adolescents in secondary schools.

D. Conclusions

Based on the results of data analysis obtained through processing with SPSS, it can be concluded that there is a significant decrease in the level of anger issues among students after participating in group counseling using self-control techniques. This finding indicates that the self-control approach is effective in helping students manage their anger. Through group counseling, students are guided to enhance self-awareness, control impulsivity, and develop the ability to make more rational decisions in situations that trigger negative emotions. This process allows students to respond to anger more adaptively and without causing harm to themselves or others. However, this research still lacks in providing recommendations that can be practically implemented by schools or policymakers. Therefore, as an implication of the research results, it is suggested that anger management be integrated into the school curriculum, particularly in character education and personality development. Additionally, a peer-based group counseling approach is also recommended as an alternative potential strategy to enhance student engagement and comfort in the counseling process. Through the integration of structured programs and approaches relevant to students' needs, it is hoped that the management of negative emotions such as anger can be conducted more comprehensively and sustainably within the school environment. For future researchers, it is recommended to expand the scope of research by involving a larger and more diverse sample, both in terms of educational levels and the socio-cultural backgrounds of the learners. In addition, future researchers may also examine the effectiveness of self-control techniques by comparing them with other approaches such as cognitive behavior therapy,

mindfulness-based interventions, or other emotion regulation techniques. The use of mixed methods is also recommended to obtain a more holistic understanding of the internal processes experienced by students during group counseling. Thus, future research results can provide broader contributions to the development of guidance and counseling services in schools.

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