



Implementation of Group Counseling Using the Johari Window Technique to Enhance Student Self-Disclosure

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Abstract. This research aims to evaluate the effectiveness of the Johari Window technique in group counseling and to investigate how this technique can enhance students' self-disclosure. It is anticipated that with an improved understanding of self-disclosure through the Johari Window technique, students will be able to reap maximum benefits from the educational process, not only in academic aspects but also in their social and emotional development. The method employed in this research is a Systematic Literature Review (SLR), which involves systematic steps to search, select, and analyze relevant literature sources. During the data collection process, this study examined and compiled a variety of publication types, including articles, journals, dissertations, theses, and dissertations from various sources related to the research topic. The findings indicate that the Johari Window technique is effective in group counseling for enhancing student self-disclosure.

Keywords: johari window; self-disclosure; group counseling.



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Introduction

Self-disclosure is a critical element in the communication process. It is essential for students to develop effective communication skills. When there are barriers to expressing oneself openly, it can pose challenges for students in forming social interactions with others (Rosade & Yakub, 2016). Currently, many students are reluctant to reveal themselves and struggle with conveying their opinions or information about themselves. Moreover, students tend to display openness only to certain individuals, particularly within the small groups they are part of. Almost all students in a classroom tend to join specific groups. However, to establish effective communication, each individual needs to be able to be open with one another (Luciana et al., 2019).

According to DeVito (2011), self-disclosure is the process by which an individual reveals information about themselves to others that was previously unknown to them. This information can include feelings, experiences, thoughts, and personal facts. DeVito explains that self-disclosure is an essential part of the formation of interpersonal relationships because through this process, individuals reveal their identity to others, allowing for the development of closeness, trust, and understanding. Self-disclosure has dimensions such as depth, breadth, honesty, and relevance, all of which contribute to the quality and dynamics of social interactions. DeVito also emphasizes that self-disclosure is a reciprocal process that must be calibrated to the social context and the level of comfort and trust between the individuals involved. It is not just about sharing deep or personal information, but also about selecting the right information to share in the right context.

In concordance with this, Zani et al. (2022) describe self-disclosure as a communicative behavior that provides insights into one's thoughts, feelings, opinions, and beliefs, thereby allowing others to know the individual more intimately, whether in social encounters, face-to-face, or online. Self-disclosure on social media is vitally important in interpersonal and organizational relationships, such as in managing relationships with subordinates, entrepreneurs, marketers, and organizations to achieve excellence in corporate culture. Self-disclosure on social media can also provide rich information and help drive team engagement, build trust, and strengthen relationships with the audience.

It can be concluded that self-disclosure, the courage to open up and share personal information with others, is a crucial aspect of students' social and emotional development. This ability enables students to foster closer and more authentic relationships with peers, teachers, and family. However, various barriers can impede the process of self-disclosure, potentially affecting students' mental health and well-being.

In the educational context, self-disclosure is of critical importance for students to possess. Schools are not only places for learning academic knowledge but also serve as environments for the development of social and emotional skills. These skills include the ability to communicate openly, which is the foundation of self-disclosure. The increasing cases of emotional difficulties among students indicate a need to develop mechanisms that support healthy self-expression. Some students find it difficult to share their personal experiences due to fear of judgment, lack of trust, or lack of communication skills (Anggraini et al., 2021).

Factors influencing self-disclosure include group size, feelings of liking, competence, topic, gender, personality, and self-esteem. Individuals with high self-esteem tend to position themselves equally with others, making interaction easier. A high level of confidence and the absence of fear of others' judgment also facilitate self-disclosure. Furthermore, self-esteem plays a significant role in self-disclosure, where individuals with high self-esteem tend to be more open and confident in expressing themselves. Internal motivation and the surrounding environment also affect self-disclosure, as well as the extent to which one is acquainted with others (Dewi & Delliana, 2020; Kristanti & Eva, 2022).

One technique that has been identified as a potential tool to help enhance self-disclosure is the Johari Window. Joseph Luft and Harrington Ingham (Higgins, 1982) created the Johari Window concept as a representation of a person's interaction with others, illustrated as a window. This 'window' consists of a four-cell matrix, where each cell represents a part of oneself that can be visible or hidden. The four cells include the public area, blind area, hidden area, and unknown area.

Group counseling is recognized as an effective method in education to address various social and personal issues faced by students. Through group dynamics, students learn to support one another and develop a deeper understanding of themselves and others (Arliana et al., 2022; Kalimah, 2022). The integration of the Johari Window technique into group counseling can provide a structured and systematic framework to assist students in the self-disclosure process. It can serve as a means for students to explore and understand aspects of themselves that were previously undisclosed or unrecognized. Although the potential of integrating the Johari Window into group counseling has been acknowledged, existing research remains limited and often inconsistent in its findings. There is a gap in the literature investigating how the application of this technique specifically can enhance self-disclosure among students (Masril & Santosa, 2022).

The purpose of this study is to ascertain the level of effectiveness of the Johari Window technique in group counseling and to determine how this technique can assist students in enhancing self-disclosure. Consequently, this research aims to provide evidence-based recommendations for educational practice. This study is expected to make a significant contribution to educational practitioners, school counselors, and policymakers in developing effective group counseling programs. By improving understanding of self-disclosure through the Johari Window technique, students are expected to achieve maximum benefits from the educational process, not only in academic aspects but also in their social and emotional development.

Method

The approach utilized in this study is a Systematic Literature Review (SLR). This approach involves a systematic series of steps for searching, selecting, and analyzing appropriate and relevant literature sources. During the data collection process, this research searched for and compiled various types of publications, including articles, journals, dissertations, theses, and dissertations from various sources related to the research topic (Shafira et al., 2023). The stages in the Systematic Literature Review (SLR) follow the method outlined by (Filosofianita et al., 2023). The following are the six SLR stages applied in this study: (1) Research Question (RQ): Defining the research questions that align with the topic, such as the effectiveness of group guidance with the Johari Window technique in enhancing student self-disclosure and its application; (2) Literature Source Search: Involving the process of sourcing literature from various platforms, including Google Scholar, Publish or Perish, Semantic Scholar, and Science Direct; (3) Data Selection: Determining the continuity of literature sources based on inclusion and exclusion criteria. Inclusion criteria involve keywords such as "Johari Window," "self-disclosure," and "group guidance." Exclusion criteria include data not relevant to the RQ and the keywords used; (4) Quality Assessment: Evaluating the quality of literature sources relevant to the RQ; (5) Data Collection: Collecting data from 180 literature sources, and selecting 7 literatures to be used in the research; and (6) Deviation from

Protocol: Concluding the findings from the research review, covering results or differences found from the established protocol.

These stages provide a systematic and structured framework for conducting the SLR, ensuring the quality and relevance of the literature sources used in the research.

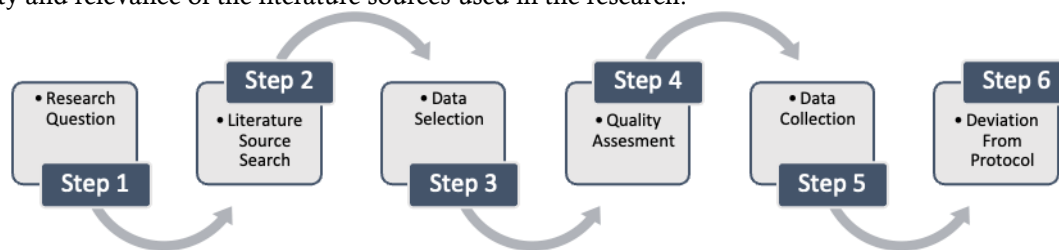


Figure 1. Stages of Research

Results and Discussions

From the relevant literature search, we identified 180 scholarly articles. Upon further review, we succeeded in identifying 7 articles related to the implementation of group counseling using the Johari Window technique to enhance student self-disclosure. The following is an overview of the results from the search for relevant scholarly articles in table 1.

This research, conducted through a systematic literature review method, has identified a positive correlation between the implementation of group counseling with the Johari Window technique and the enhancement of self-disclosure among students. The literature review suggests that students engaged in group counseling with this technique are more open and able to communicate about their feelings and thoughts.

Further analysis reveals that the Johari Window technique is effective in facilitating self-disclosure by aiding students in understanding and identifying private areas that have previously been hidden or unknown. Counselors can employ the Johari Window quadrants to encourage students to speak more freely about themselves. In comparison to other counseling methods, the Johari Window is distinguished by providing a clear structure and enabling students to take an active role in the self-learning process. This indicates that group counseling supplemented with this technique has a greater potential to enhance self-disclosure.

The review results affirm the benefits of group counseling as a supportive environment for students to practice self-disclosure. Students feel more comfortable and secure sharing in a structured group setting led by a trained facilitator. The facilitator's role is essential in this process. Facilitators who comprehend the dynamics of the Johari Window can guide students in a manner that strengthens trust and reduces anxiety related to self-disclosure. Group counseling that adopts the Johari Window technique utilizes group dynamics to encourage individual growth. Interactions among students in group activities offer opportunities to provide and receive feedback. As students reflect on others' views of themselves, they acquire new perspectives that they can integrate into their self-understanding. This process gradually lessens the tension between self-perception and how they are perceived by others, which in turn supports the development of a more coherent and authentic self-identity.

From the research findings Rashid (2023), it is apparent that students participating in group counseling with the Johari Window technique experience an increase in self-awareness and interpersonal skills. They are more capable of recognizing and expressing their needs and personal boundaries. Student responses to the implementation of the Johari Window technique are generally positive. Many students report feeling more valued and understood following group counseling sessions, indicating the technique's effectiveness in enhancing interpersonal communication.

The Johari Window technique assists students in reducing their 'Blind Spot', that is, aspects of personality or behavior they are unaware of but are known to others. Group counseling facilitators utilize group dynamics to provide constructive feedback to students regarding these observations. The acceptance of this feedback enables students to reflect on themselves and adjust their behavior to improve communication and interpersonal relationships with others. The 'Facade' quadrant highlights information that is known to the individual but concealed from others. In group counseling, the Johari Window becomes a powerful tool for identifying and discussing barriers that prevent self-disclosure. With the assistance of skilled facilitators, students are encouraged to gradually reduce their 'Facade', facilitating the development of trust and paving the way for more authentic relationships. Moreover, the 'Unknown' quadrant includes aspects of the self that are unknown to both the individual and others. Group counseling sessions that employ the Johari Window encourage exploration of these unknown areas through introspective and interactive activities. Facilitators can guide students in this process of self-discovery,

which often leads to new insights and inspires personal growth as well as enhanced self-disclosure abilities (Battaglia, 2015; Koca & Erigüç, 2020; Lowes, 2020).

According to Luciana et al. (2019), while the Johari Window technique offers a valuable framework, its application is not without challenges. Facilitators may face obstacles such as resistance from students who are uncomfortable with the concept of self-disclosure or who have difficulty articulating their personal experiences. In these situations, facilitators must have the skills to manage group dynamics with sensitivity, guiding discussions in a supportive way and ensuring that every student feels safe and supported.

Table 1. Literature Selection Results

No	Authors and Publishing Year	Article Title	Effectiveness of Using the Johari Window Technique
1.	Ashri (2022)	Efforts to Enhance Self-Disclosure Using the Johari Window Technique in Group Counseling for Class IX.2 Students at MTSN 8 Kampar	The study results indicate that student self-disclosure experienced a significant increase following the application of the Johari Window technique in group counseling.
2.	Munthe (2022)	Improving Students' Self Disclosure Skills Through Johari Window Technique	The research findings demonstrate that the Johari Window technique can enhance students' self-disclosure skills.
3.	Laoli et al., (2023)	Enhancing Self-Disclosure Skills Through the Johari Window for Class VIII-A Students at SMP Negeri 2 Gunungsitoli Utara	The study results show that group counseling using the Johari Window technique effectively improves students' self-disclosure skills.
4.	Mukherjee et al., (2023)	The Influence of Personality Traits on Johari Window Perception and Self-Disclosure in the Workplace	The Johari Window technique can enhance self-disclosure by providing a better understanding of oneself and how others perceive us. The Johari Window technique can assist individuals in being more open in communication and interaction with others, as well as facilitating more authentic and transparent self-disclosure.
5.	Rashid (2023)	Utilization of Group Counseling with the Johari Window Technique to Enhance Self-Disclosure Among Students at SMA Tri Sukses Natar, South Lampung	This study found that the Johari Window technique in group counseling leads to increased self-disclosure among students.
6.	Rosade & Yakub (2016)	The Effect of Group Guidance To Increase Self-Disclosure of Students of Class X MIA SMA Negeri 1 Pekanbaru Tahun Ajaran 2015/2016	The research results indicate that group counseling has a positive influence on improving the level of student self-disclosure.
7.	Sernika (2013)	Increasing Self-Disclosure Through the Johari Window Technique for Class X Students at SMK Negeri 1 Pacitan	The research findings suggest that the Johari Window technique is effective in enhancing self-disclosure among tenth-grade students at SMK Negeri 1 Pacitan.

However, there is variability in the outcomes obtained. Factors such as the age of the students, cultural context, and school environment appear to influence the extent to which the Johari Window technique can enhance student self-disclosure. This suggests the need for an approach tailored to the specific needs of each student group. Although many studies demonstrate relevant results that the technique is effective, there are limitations in the existing research (Zani et al., 2022). Many studies do not

use control groups or fail to consider the impact of other external variables that might affect student self-disclosure, such as social support from family or friends.

The challenges in implementing this technique include student resistance to the concept of self-disclosure and difficulties in articulating personal experiences. Facilitators need to demonstrate the ability to overcome these challenges by managing group dynamics in a supportive way and ensuring a safe environment for all students. From this discussion, it can be concluded that the Johari Window is an effective technique in group counseling to enhance self-disclosure. However, its success is highly dependent on the facilitator's expertise, the use of adaptive strategies, and a deep understanding of student needs. Practical recommendations include comprehensive facilitator training, flexible session design, and ongoing assessment of the effectiveness of counseling. Further research is highly recommended to improve understanding of the application of the Johari Window in various educational contexts and student populations.

Conclusions

The Johari Window technique is an effective method in group counseling for enhancing student self-disclosure. However, the success of its implementation relies heavily on the facilitator's expertise in managing sessions, sensitivity to individual and group needs, and alignment with social and cultural contexts. Thus, recommendations for educational practice include comprehensive training for facilitators, adaptive and responsive session design, and continual assessment of the effectiveness of group counseling in promoting self-disclosure. Additionally, further research is needed to explore the use of the Johari Window technique in various educational settings and with a more diverse student population to validate and expand these findings.

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