



THE EXECUTION OF GROUP COUNSELING FOR ADOLESCENT GIRLS IN LOVE TO PRECLUDE SELF-HARM BEHAVIORS

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ABSTRACT

Adolescence is a stage of development that is full of dynamics, both physically, emotionally, and socially. In this phase, adolescents begin to experience various significant changes, including feelings of falling in love. This feeling often brings joy, but can also cause confusion, anxiety, and emotional stress, especially for adolescent girls who tend to be more expressive in expressing emotions. In the object i am looking for 5 informants. The purpose of the research to be achieved is to help adolescent girls who are affected by self harm activities due to falling in love in the area where the author lives by conducting observations and with interviews first and group counseling and the research i use is by using descriptive qualitative methods. The results of the study showed that of the five informants, adolescent girls had carried out self harm activities due to falling in love because of their partners.

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1. INTRODUCTION

A kid's personality is influenced by familial influences during their growth and development, resulting from the interplay between the child and their surroundings. Teenagers seek comprehension of their role in social life. Consequently, it is imperative for both familial and societal contexts to acknowledge that teenagers require validation of their existence. Adolescence is a transitory phase between childhood and maturity characterized by biological, cognitive, and socio-emotional transformations (Kasmawati & Alam, 2021).

A salient characteristic of that era was the profound self-awareness among teens, who possessed confidence in their will, ability, and desires. Adolescents contemplate their identities and the factors that distinguish them from others. The profound self-awareness of the adolescent allows for self-assessment and evaluation.

Group counseling constitutes one of the services encompassed within the responsive guidance and counseling service component. The diverse and pressing needs of pupils necessitate adaptive guidance and counseling services from educational professionals. Group counseling is a service that can facilitate responsive support. Group counseling is established to address the requirements of multiple students simultaneously (Barida et al., 2023).

Moreover, there must be awareness and receptiveness prior to initiating the group therapy procedure. Potential group members must be really committed to adhering to the procedure and completing it in its entirety. The group leader is cognizant of their obligations and responsibilities in facilitating group counseling. The

principles of group therapy, when acknowledged, embraced, and consistently followed, will likely result in the successful attainment of the group's therapeutic objectives.

The objectives of group counseling as delineated by Corey include: (1) enhancing self-awareness and self-knowledge to cultivate a distinct identity, (2) recognizing shared needs and challenges among members to foster a sense of connection, (3) facilitating the development of meaningful and intimate relationships, (4) aiding members in identifying community resources to address personal and familial issues, and (5) improving self-acceptance, self-confidence, and self-esteem while achieving new perspectives on oneself and others (Kusuma et al., 2017).

Hall (Klonsky, 2022) indicated that adolescence, spanning ages 12 to 23, is characterized by several emotional disturbances. The storm and stress perspective, introduced by Hall, posits that adolescence is characterized by tumultuous disputes and emotional fluctuations. Adolescents retain a sense of childhood, yet possess sufficient maturity to begin acquiring discipline and responsibility.

The occurrence of self-harm is prevalent among adolescents seeking identity, as demonstrated by Swannell's research (Shaprizal et al., 2025), which reveals that approximately 17.2% of adolescents, 13.4% of young adults, and 5.5% of adults have experienced at least one instance of self-injury in their lives, suggesting a heightened risk of self-harm in adolescents relative to other age demographics. This indicates that adolescents in junior high school (SMP) may exhibit a propensity for self-harm behavior. Consequently, self-harm conduct necessitates careful management, particularly by educators in delivering counseling, including group counseling services. The instructor designated to offer advice and counseling to students is the BK (advice and Counseling) teacher.

Self-injury, or self-harm, refers to the intentional infliction of hurt upon oneself without suicidal intent. This practice is frequently employed as a mechanism for individuals to manage or articulate intense emotions, including fear, grief, frustration, or powerlessness. Self-injury manifests in different forms, including cutting, burning, or striking oneself; however, the intent is not suicidal but rather a mechanism to manage distressing emotions or to assert control over uncontrollable circumstances (Nock, 2019).

The International Society for Study Self Injury defines self-harm as an intentional physical act inflicted on oneself, executed without consideration for societal repercussions or suicidal intent (Thesalonika, 2022). Self-harm, sometimes referred to as self-injury, is a practice that individuals engage in deliberately to manage emotional distress.

The attributes of self-harm conduct include 1) a sense of hopelessness toward the future and a lack of belief in the possibility of improvement. 2) Exhibiting irritability, vindictiveness, animosity, or engaging in behaviors that convey hostility, 3) Engaging in irresponsible behavior or participating in hazardous activities without considering long-term consequences. Engaging in perilous behaviors without contemplating the repercussions, 4) Experiencing a sense of entrapment, as though no escape exists. They perceive no improvement in their circumstances and discern no escape. 5) Ingesting alcohol, narcotics, or illicit substances. The consumption of alcohol, narcotics, or illicit substances may present a danger of self-injury. 6) Isolating oneself from friends, family, or the community. They cease engaging with family and friends and discontinue their customary activities. They become unmanageable. 7) Anxiety, agitation (restlessness, irritability, and nervousness), and disrupted sleep patterns.

Observations indicate that adolescent females may resort to self-harm as a consequence of emotional distress from bereavement and insufficient support from their social environment, including family and peers. Adolescent females who engage in behaviors such as self-harm, ingestion of hazardous chemicals, wrist cutting, self-starvation, and, in the most severe cases, suicide. During adolescence, there is a significant propensity for self-harm behaviors. Self-harm typically originates during pre-adolescence or early adolescence, a period characterized by rapid, frequent, and unpredictable emotional fluctuations. Currently, adolescents encounter escalating peer pressure, isolation, and discord with their parents or environment.

Qonita (2023) identifies various variables that compel individuals to engage in self-harm, including: 1) Emotion Regulation; this element emerges as a mechanism to manage repressed negative emotions, including stress, despair, and anxiety stemming from personal concerns. They are aware that their actions are incorrect, yet they persist in engaging in them as a means to alleviate the distress caused by negative emotions and thoughts (depression, anxiety, tension, rage, melancholy). Loneliness has been demonstrated to be a contributing factor to self-harming behavior. This indicates that increased loneliness correlates with an elevated propensity for self-harm, while decreased loneliness corresponds with a diminished desire for self-harm. Anxiety, a contributing factor to adolescent self-harm, arises from their reactions to adverse events and their diminished capacity to cope with challenges. Both adolescent girls and boys may encounter significant challenges while confronting a problem. 4) Biological Factors (Genetic): Genetic and familial research indicate that the risk rate among first-degree relatives of patients with severe unipolar depression is estimated to be 2 to 3 times more than that of the general population. The concordance rate is approximately 11% in dizygotic twins and 40% in monozygotic twins.

It may be inferred that multiple factors influence an individual's propensity for self-harm, including familial and social context, historical trauma, compromised mental health, emotional regulation difficulties, loneliness,

and heightened anxiety. Group mentoring activities offer numerous advantages for adolescents. The group counseling program will provide adolescent girls the opportunity to engage and exchange essential knowledge. Furthermore, adolescent females may cultivate the capacity to identify the challenges they are likely to encounter and embrace self-acceptance upon recognizing that their peers frequently confront analogous issues and adversities. Moreover, adolescent females exhibit greater audacity in articulating their opinions within a group setting and demonstrate a higher propensity to embrace the viewpoints presented by their peers rather than those articulated by a counselor (Khoerotunnisa, 2024). In the execution of group therapy, the counselor will endeavor to address and support the needs of adolescent girls as effectively as possible to attain the anticipated service objectives. Group counseling programs assist adolescent girls in addressing diverse issues by offering a supportive group setting. The adoption of group counseling enables adolescent girls to better comprehend self-harm prevention and to deepen their self-awareness. Group conversations enable adolescent females to express emotions that may incite self-harm tendencies, such as emotional distress, hopelessness, or overwhelming stress, within a secure setting. Consequently, group counseling emphasizes not only the resolution of current issues but also the cultivation of proactive abilities to sustain mental and emotional well-being in the future.

2. RESEARCH METHODS

Understanding Group Counseling

Historically, the evolution of guidance and counseling science in Indonesia reveals that the terms guidance and counseling were first recognized as a translation of the English terms guidance and counseling. In 1970, during the onset of the New Order development era in Indonesia, the term counseling, a translation of the word counseling, acquired the connotation of psychological counseling.

Guidance events can transpire at any moment in daily life, whether in educational settings, domestic environments, or communal interactions, exemplified by professors directing students, parents advising children, and leaders steering citizens through diverse activities. The guidance process may also transpire via print or electronic media. All assistance conducted in this manner is termed informal guidance, characterized by undefined form, substance, goal, and implementation characteristics. The primary objective of guiding and counseling is to assist individuals in becoming productive members of society equipped with diverse insights, views, interpretations, choices, modifications, and abilities, enabling them to adapt to their environment.

Counseling is the interpretation of "counseling." Counseling derives from the term "counsel," signifying the provision of advice, direction, or recommendations to individuals in a face-to-face context. Counseling entails the delivery of advice or direction to individuals in a face-to-face setting, provided by an expert (counselor/helper) to an individual facing a problem (client/helper). Counseling fundamentally offers support in identifying solutions or facilitating recovery for those encountering issues or manifestations of mental diseases (neurosis or psychosis) (Lubis, 2021).

Experts assert that Edwin C. Luwis defines counseling as a process aimed at assisting clients in enhancing their emotional and behavioral well-being in interpersonal relationships, wherein the counselor promotes positive behaviors to enable clients to effectively resolve their issues and adapt to their environment. Patterson posits that counseling constitutes a process characterized by interpersonal dynamics between the counselor and one or more clients, employing psychological techniques grounded in systematic understanding of human nature to enhance the client's mental well-being (Lubis & Asry, 2022). Roehman Natawidjaja (1987) defines counseling as a service that is an essential component of guidance. Counseling is characterized as a reciprocal interaction between two individuals, wherein one (the counselor) endeavors to assist the other (the client) in attaining self-understanding concerning future challenges (Suhertina, 2014).

Group counseling is a therapeutic service offered to several students or counselees in a collective environment, leveraging group dynamics to facilitate learning from shared experiences, so enabling participants to address and resolve their issues. The objective of group counseling is to assist counselees in effecting behavioral modifications, formulating thoughts, enhancing coping mechanisms for life circumstances, making significant personal decisions, and committing to the responsible implementation of those decisions by utilizing the strengths of the group. The group method in guidance and counseling services offers distinct benefits for school counseling. School group counseling aims to tackle learning, personal, vocational, or social challenges (Pratiwi et al., 2024).

Implementation of Group Counseling for Adolescent Girls

According to Corey, the objectives of group counseling include: (1) enhancing self-awareness and self-knowledge to cultivate a distinct identity, (2) recognizing shared needs and issues among members to foster a sense of connection, (3) assisting members in developing meaningful and intimate relationships, (4) aiding members in locating community resources to address their and their families' challenges, and (5) improving self-acceptance, self-confidence, self-esteem, and achieving perspective.

Information of oneself and others. Group counseling can assist adolescent girls in addressing their own concerns. Self-confidence is a favorable evaluation of one's abilities to confront diverse situations and challenges,

coupled with the mental capacity to mitigate the adverse effects of self-doubt, thereby facilitating personal success and accountability for one's decisions (Saragi et al., 2022).

Islamic group counseling effectively addresses the issues of multiple individuals simultaneously through group dynamics, utilizing the principles of Islamic law, specifically the Qur'an and Sunnah, to guide participants towards achieving happiness in both this life and the hereafter.

Teenage Girl Who is Experiencing Falling In Love

A teenager is an individual who is just stepping into adulthood and is just beginning to understand what is right and what is wrong, getting to know the opposite sex, understanding their role in the social world, accepting the identity that Allah SWT has bestowed upon them, and being able to develop all the potential within themselves. Today's teenagers are required to be ready and capable of facing the challenges of life and social interactions. The teenage years are the most critical period in a person's life, a transitional age from childhood to adolescence, and will determine the maturity of adulthood (Amira et al., 2023).

The age limit for adolescence is 10 to 21 years according to some experts. The teenage phase is a transitional phase from childhood to adulthood. Adolescence is a period where an individual transitions from one stage to the next and experiences changes in emotions, body, interests, behavior patterns, and is also filled with problems. The problems that occur during adolescence include four issues that affect most adolescents: substance abuse, juvenile delinquency, sexual issues, and school-related problems (Diananda, 2018).

Love plays an important role in influencing human behavior in their social life. On one hand, love can be the foundation for showing affection, but on the other hand, love can lead to irrational and emotional behaviors that bind oneself. Currently, many teenage girls are willing to get caught up in the wrong romantic relationships for the sake of the people they love, even just to be recognized and loved by their friends. Love is one of the most frequently discussed topics by humans regardless of who they are. Falling in love is a pure emotional feeling, a gift from God to His creatures. Discussions about love always receive significant attention in various media, from films to social media. When someone falls in love, that moment is often considered the most beautiful in their life (Ghozi, 2023).

Teenage life involves the feeling of being loved and loving others. Many children cannot live happily unless they receive affection from others. Dating is a common way for teenagers to show their love and empathy towards the opposite sex. Expressions of love during dating can lead to behaviors associated with dating (Sirojammuniro, 2020).

Understanding Self Harm

Self-harm is a behavior that intentionally injures oneself without the intention of suicide to cope with emotional pain related to experienced problems, done as an outlet for emotions that cannot be expressed in words. Injuring their body with self-inflicted scratches, causing concern among many people around them. Self-harm behavior, this mechanism is performed to punish oneself, because they feel unable to solve their own problems (Rukmana, 2021).

Self Harm, in other terms, is known as self-injury, self-inflicted violence, and self-mutilation, although the last definition is considered less accurate by most people, especially among the perpetrators. In a broader sense, Self Harm also includes other phenomena related to self-mutilation, but the perpetrators engage in these actions with the hope of overcoming or freeing themselves from unbearable emotions or discomfort. It can be concluded that the definition of Self Harm (self-injury) is the act of intentionally harming one's body or body parts, not with the intention of suicide but as a way to release emotions that are too painful to express in words (Asyafina & Salam, 2022).

The prohibition has been explained several times in other authentic evidence. Through a hadith, the Prophet Muhammad (peace be upon him) said: "It is not permissible to harm oneself or others." (HR. Ibn Majah). From that explanation, it can be concluded that self-harm in Islam is not permitted. This act is forbidden by Allah SWT and His Messenger because it is considered a futile and unjust act. Muslims should understand how valuable they are in the eyes of Allah SWT. Instead of dwelling on past emotional wounds, those who are inclined to self-harm should redirect their focus to something positive.

The Impact of Self-Harm Activities on Adolescent Girls

Data from the Global School-Based Student Health Survey (GSHS) shows that suicidal behavior, suicidal thoughts, suicide planning, suicide attempts, and self-harming behaviors that can lead to suicide are the most common issues among adolescents. These findings highlight those suicidal behaviors and thoughts are significant and prevalent issues during adolescence, indicating the need for greater attention and intervention to address and prevent these problems in this age group.

Self-harm behavior is influenced by various factors, both internal and external, including the role of parents in parenting, the school environment, and psychosocial issues. Some studies show that self-harm behavior is often a self-defense mechanism in negative coping strategies, caused by family, friend, school issues, and other psychological problems. Understanding of self-harm behavior is still limited in various circles, so more research is needed to uncover data regarding the reasons behind this behavior and to prevent the younger generation from engaging in dangerous actions that negatively impact themselves.

More in-depth research also aims to prevent self-harm behavior from developing into actual suicide attempts (Kalangi et al., 2024). The impact of self-harm activities on adolescent girls can damage their mental health. Teenage girls who dare to harm themselves do so due to external and internal factors. One of them is when the teenage girl falls in love. The teenage girl who falls in love is very difficult to manage because she only trusts her partner, and when she breaks up with her partner, she feels depressed and is bold enough to engage in self-harm activities.

Direct self-harm behaviors include actions such as cutting, biting, scratching, burning, inserting objects, and hitting oneself. Meanwhile, indirect self-harm behaviors involve actions such as overeating, substance abuse, and refusal of medical treatment (Wibisono, 2018).

One of the traits often found in individuals who engage in self-injury is a lack of impulse control, which can also lead to additional problems such as eating disorders or addiction to addictive substances. Another characteristic is that they experienced a traumatic childhood and may not have had a complete family in their upbringing (Primanita et al., 2020).

This study employs a qualitative research methodology. The qualitative technique is a research approach employed to examine subjects in their natural environments, with the researcher serving as the primary instrument (Sugiyono, 2019). Qualitative research is defined as a strategy for exploring meaning, understanding, concepts, characteristics, symptoms, symbols, or descriptions of a phenomenon. It emphasizes multiple methods, a natural and holistic approach, prioritizes quality, employs various methodologies, and is presented narratively in scientific research (Sidiq & Choiri, 2019). I selected this research because the author aims to collect data on adolescent girls in their vicinity who are facing challenges associated with self-harm behaviors stemming from romantic feelings. A significant number of individuals inflict harm upon themselves due to romantic entanglements, and the author will undertake this research through interviews complemented by group counseling sessions. The group counseling sessions will be executed over five sessions.

The author picked informants among local teenage girls identified as participating in self-harm activities for this research. The research will be executed in accordance with the client's timetable, as the majority of the informants are students currently enrolled in educational institutions. This study employed group counseling procedures with a cohort of adolescent girls who have experienced romantic infatuation. I will facilitate a discussion circle of five individuals, during which I will inquire about their experiences with self-harm activities.

Data collecting methods were executed using triangulation, incorporating observation, interviews, and documentation. The acquired data is predominantly qualitative, and the analysis is inherently inductive. Qualitative research outcomes can elucidate prospective discoveries and challenges, the distinctiveness of objects, the significance of events, processes, and social interactions, the reliability of data accuracy, the formulation of phenomena, findings, and hypotheses.

Triangulation is fundamentally a multi-method strategy utilized by researchers throughout the study process, encompassing the gathering and analysis of data. The fundamental concept is that the topic under investigation can be comprehensively comprehended, yielding a high degree of veracity, when examined from multiple viewpoints. Examining a singular phenomenon from multiple perspectives will yield a dependable degree of truth (Nurfajriano et al., 2024).

3. RESULT AND ANALYSIS

The outcomes of the group therapy sessions involving five informants at Rumah Tahfidz Tadzkia, based on the preliminary, core, and concluding activities, are as follows: During the initial phase, the researcher facilitated the inaugural group counseling session, which lasted around one hour. The researcher commenced the group counseling session with a greeting, thereafter introduced themselves to the five informants by elucidating the purpose of the session, and invited the informants to introduce themselves. The researcher subsequently elucidated the guidelines for conducting group counseling by delineating the activities based on the six principles of counseling: confidentiality, openness, voluntariness, normativity, activity, expertise, and independence, while also clarifying the significance of each principle.

Subsequently, in the primary activity, the researcher-initiated inquiries regarding adolescent girls who have romantic feelings yet engage in self-harming behaviors. During the group therapy procedure, the researchers elucidated the definitions of adolescence, falling in love, and self-harm. The researcher subsequently questioned each of the five informants individually, beginning the initial counseling session with the straightforward inquiry, "Have you ever engaged in self-harm?" The responses from all five informants indicated that they had indeed participated in such behavior. The five informants recounted their experiences, with the first informant reluctant to disclose the reasons for their engagement in self-harm activities. The second informant candidly disclosed, if partially, their experience of self-harm following a breakup, highlighting the adverse elements of the situation. The third informant resorted to self-harm following their partner's abandonment, which was attributed to their status as an orphan without a father. The fourth informant elucidated their rationale for self-harm, attributing it

initially to familial issues, further exacerbated by a love setback involving rejection due to perceived physical deficiencies. The fifth informant undertook the action out of curiosity, subsequently encountering issues with their partner and family.

Subsequently, during the second meeting of the group counseling session, the researchers inquired more thoroughly about the motivations behind the five informants' willingness to engage in self-harm. The five informants candidly and willingly disclosed their self-harm behaviors to the researchers. On average, the five informants exhibited the courage to engage in self-harm by incising their wrists with a safety pin. The five interviewees commenced self-harm behaviors from elementary to high school, and the concern lies in their willingness to engage in such actions due to their male identity.

During the third counseling session, the researcher posed 11 questions including love experiences, emotions, self-harm, social support, and counseling. The five informants responded with honesty and emotion. The informants' past in relation to self-harm, as outlined by several factors identified by Whitlock (2009) in the journal (Ruwaida et al., 2024), pertains to self-defense mechanisms within negative coping techniques. The upbringing of persons subjected to psychological trauma, deficient familial communication, absence of familial harmony and warmth, academic challenges, difficulties in love relationships, difficulty with friendships, historical traumatic experiences, and daily life stressors. The self-harm conduct demonstrated by the five informants may reemerge if they face challenges analogous to their prior troubles. This condition may arise if individuals perceive emotional harm from others, endure significant psychological stress, or encounter adverse stimuli. Subsequently, during the fourth therapy session, the researcher posed various inquiries to the five informants on their development and transformations following their prior engagement in self-harm as a consequence of romantic involvement.

The initial informant indicated that following the group counseling session, they no longer wished to partake in self-harm, recognizing it as a detrimental behavior. Subsequent to the group counseling session, the informant indicated a transformation in thought and conduct. The second informant underwent a transformation, perceiving self-harm as potentially problematic, and consequently pledged to the researcher to refrain from such behaviors. The third informant indicated a desire to avoid self-harm due to experiencing love. The fourth informant indicated that modifications occurred during the group counseling sessions, which subsequently affected their thinking. The fifth informant asserted that self-harming behaviors could adversely affect both the individual and people in their vicinity.

During the concluding counseling session, the five informants requested the researcher to provide guidance and counsel to prevent recurrence. The researcher informed the five interviewees that self-harm is explicitly forbidden in religion. Particularly if the action stemmed from romantic affection. The five informants also urged that the researcher be prepared to listen to their concerns if they encounter challenges that are challenging to disclose to others.

The aforementioned results emphasize the critical roles of teachers, parents, and a supportive environment, as adolescence is a phase in which individuals actively pursue their identity; thus, family, educators, peers, and surroundings must offer good effects. Adolescents often struggle to regulate their emotions due to insufficient responses from their immediate social circles, particularly when they resort to self-harm through methods such as cutting their skin with safety pins and glass shards, pulling their hair, and inflicting physical harm on themselves to manage and stabilize their emotional states. Soegarda Poerbakawatja (1982) in (Azmi, 2015) posits that emotions are responses to stimuli that induce physiological alterations, followed by intense sentiments and a propensity for eruption. Such responses arise from both external and internal inputs. In this emotional state, adolescents encounter emotions including anger, sadness, fear, and joy.

This is explained where in the process of growing and developing into a human being, a child's personality begins to be shaped by the family, so the personality possessed by a child as a personal characteristic is the result of the interaction between the child and their environment. Basically, teenagers desire an understanding of their existence in social life. Therefore, both in the family and in society, it is important to understand that teenagers need recognition of their existence. Meanwhile, adolescence is a transitional period between childhood and adulthood that encompasses biological, cognitive, and socio-emotional changes (Kasmawati & Alam, 2021). In the five informants, they vent their emotions by hurting themselves by cutting their arms, pulling their hair, hitting their bodies, and the worst part is thinking about ending their lives. The five respondents had problems with their partners but also had issues with their families.

The phenomenon of self-harm occurs among adolescents who are searching for their identity, as evidenced by previous research by Swannell in (Shaprizal et al., 2025) which states that approximately 17.2% of adolescents, 13.4% of young adults, and 5.5% of adults have a history of one period of self-injury in their lives, indicating that the risk of self-harm is higher among adolescents compared to other age groups. This proves that there is a possibility that adolescents at the junior high school level (SMP) have a tendency to engage in self-harm behavior. Thus, self-harm behavior requires serious handling, especially by educators in providing counseling, such as group counseling services. In this case, the teacher authorized to provide guidance and counseling to students is the BK (Guidance and Counseling) teacher.

Like the theory developed by Erik Erikson, where Identity vs Role Confusion (12-18 Years) is the stage when a child seeks their identity. They seek identity by considering the beliefs, goals, and values they hold. If this stage is completed well, a person will have a strong sense of self. If a child fails to find their identity, then they cannot see their future clearly. The failure to find one's identity can also occur when parents impose their beliefs and values on their children.

The role of parents becomes very vital in this stage of development. Parents play a role in developing the self-identity of teenagers. Parents who are overly protective, authoritarian, and restrict the movement of teenagers will impact teenagers who will not be able to fully understand their identity. Teenagers will experience confusion in seeking guidance or reference in navigating their adolescence (Solobutina, 2020).

Teenage girls who are experiencing "falling in love" are in a very sensitive emotional phase. At this stage, they begin to feel a strong romantic attraction, but often they are not yet able to manage their emotions wisely. When romantic relationships do not go as expected, such as unrequited love, conflict, or rejection, they are vulnerable to experiencing significant emotional pressure. In some cases, this pressure can lead to self-harm behavior as a form of release or escape from unbearable emotional pain.

This research shows that out of the five informants, they dared to engage in self-harm due to falling in love. From the results of group counseling, the five informants expressed their emotions by cutting their wrists with needles or glass shards, pulling their hair, hitting and pinching their bodies until they turned red and bruised, and the worst part was that they had thought about committing suicide because they felt tired of facing the problems they had been experiencing all this time.

By conducting group counseling, it also strengthens empathy, a sense of acceptance, and builds supportive relationships among teenagers. With guidance from a competent counselor, group interactions can become a powerful means of emotional healing and prevent teenagers from making destructive choices towards themselves. And the main role, which is the family, is very important because they understand the child the best. If a family cannot make the child comfortable enough to share their stories, it means the family's responsibility can no longer be trusted.

Basically, humans are individual beings, humans who are part of and the smallest unit of social life, or humans as social beings who form a community life, humans are a collection of various individuals (Mahdayeni et al., 2019). The changes during the group counseling process were numerous, where the researcher was entrusted by the five informants to resolve their issues. The five informants were also very open and felt happy after undergoing the counseling process because their issues related to love were revealed, as they had not dared to share them with anyone before. These five informants are also very willing to return if they have problems to discuss with the researcher.

4. CONCLUSION

Teenage girls who are experiencing "falling in love" are in a very sensitive emotional phase. At this stage, they begin to feel a strong romantic attraction, but often they are not yet able to manage their emotions wisely. When romantic relationships do not go as expected, such as unrequited love, conflict, or rejection, they are vulnerable to experiencing significant emotional pressure. In some cases, this pressure can lead to self-harm behavior as a form of release or escape from unbearable emotional pain.

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