GUIDANCE AND COUNSELING SERVICES IN DEVELOPING STUDENT HAPPINESS: SYSTEMATIC LITERATURE REVIEW

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Abstract: The guidance and counseling service approach in recent studies is no longer only focused on problems, but many have focused on individual strengths and lead to individual optimization. One of them is happiness. This study aims to obtain an overview of effective guidance and counseling services in developing students' happiness. The method used is Systematic Literature Review by identifying, evaluating, and interpreting all relevant research results related to research questions from both journals and theses and dissertations in 2015-2021 timeframe. Data analysis used meta-synthesis techniques, namely identifying, and interpreting the overall research results according to the research questions. The findings of this study are that there are various guidance and counseling service interventions that have a significant and effective effect on developing students' happiness.

Keywords: happiness, guidance and counseling, students

INTRODUCTION

Happiness is a human nature. Therefore, being happy is the desire of every human being. Whoever it is, whatever the age, whatever the gender and status of the person, happiness is something to be achieved and an important thing in life. Everyone in the life span is very pleasant (Carr, 2004). According to Aristotle (in Rakhmat, 2004), a happy life is perfect, happiness must be achieved by humans for life, happiness is a good life. This means that happiness is the last wish, other happiness is pursued for the sake of achieving happiness. This is in line with what Arif (2018) stated that the ultimate goal of all activities, efforts, struggles, and struggles in life is happiness. Thus everyone wants to achieve happiness and will make certain efforts in order to achieve happiness in his life.

From this explanation it can be said that happiness is the universal desire of all human beings throughout history and perhaps forever. Although the meaning of each individual, group or culture about happiness is different and can change over time. According to Arif (2018), the universal desire for happiness is a concept from Eastern traditions. While in the Western tradition, there is another thing that is no less important than happiness, namely meaning. Meaning is seen as an integral part of happiness, but it can also be seen as a different thing. Unlike happiness which is a universal and eternal idea, meaning is always personal and temporary.

In the development of positive psychology, happiness is the main issue that is widely discussed. There are many studies that have been conducted to examine the factors that have a role in happiness (Seligman, 2002; Seligman & Csikszentmihalyi, 2000). Furthermore, positive psychology exists to find, recognize and develop factors that are thought to exist in individuals and communities (society) to live a life that grows better and stronger (Seligman & Csikszentmihalyi, 2000). When it comes to happiness, recent research shows some important findings. For example, Diener and Seligman (2002) found that people who are very happy are people who have very satisfying relationships such as with friends, partners and family. So that happy people have more enjoyable daily lives and social relationships.

Seligman (2002) explains that happiness is the result of an assessment of oneself and the life that is lived and contains positive emotions such as comfort and overflowing joy. Happiness as an appreciation of one's life as a whole which consists of cognitive and emotional evaluations, happiness is a basic element in a life (Veenhoven, 2010). This is also expressed by Schimmel (2009), happiness is an individual's assessment of the overall quality of his life. According to Hurlock in Kartadinata (2012), happiness is one of the dimensions of a healthy personality. A healthy personality is characterized by the ability to recognize potential and maximize that potential, the ability to engage in

productive activities, and to be able to control feelings and thoughts. These things can determine a person's quality of life.

Learners, in this case teenagers, are someone who is in a period of transitional development between children and adults which includes biological, cognitive, and social changes (Santrock, 2003). According to Piaget (in Hurlock, 2002) psychologically adolescence is the age where individuals integrate with society. Adolescence usually begins when the child is sexually mature and ends until he is legally mature. Research on changes in behavior, attitudes and values during adolescence shows that behavior, attitudes and values in early adolescence are different from those in late adolescence. Hurlock (2002) reveals the importance of happiness in adolescents. Teenagers tend to feel the most unhappy if they have not had good adjustments since childhood. This happens because of personal problems faced by teenagers. Adolescents have high aspirations, are unrealistic for themselves, and if their performance decreases, it will lead to self-rejection and self-dissatisfaction.

However, students are individuals who experience a transition period from childhood to adolescence and early adulthood with many changes in developmental tasks and responsibilities to be faced. Adolescence is a period of development that a person undergoes from the end of childhood to the arrival of early adulthood (Hurlock, 2002). Adolescence can also be prone to experiencing unhappiness, because at this time there are negative attitudes and traits that have not been seen in childhood, individuals feel confused, anxious, afraid and restless.

Therefore, intervention is needed to develop student happiness. If problems related to happiness are left unattended without proper handling, it will have a negative impact on everyday life. To help facilitate students in increasing their happiness, the happiness approach can be applied in schools. According to Seligman et al. (2000), one of the reasons why happiness needs to be taught in schools is because it can result in an increase in learning as a traditional goal that has an impact on one's well-being. In its implementation in schools, guidance and counseling services can provide a role. Because guidance and counseling services are an integral part of educational programs that help students to complete their developmental tasks optimally, find various alternative solutions to problems that are felt by students both related to personal, social, learning, and career.

In addition, because the purpose of guidance and counseling is to provide assistance to students in order to achieve a meaningful and happy life both personally and socially (Yusuf, 2009). The role of guidance and counseling in facilitating individuals to be happy is also reinforced by the opinion of Rotter (2000) regarding the principles of guidance and counseling, namely: "The counseling profession is based on the principles of development and prevention. Although counseling services have evolved and are needed in the wider community, we cannot abandon what is our uniqueness. We need to constantly remind ourselves to concentrate on the good and help individuals find meaning and happiness in their lives." This encourages authors to analyze the variety of guidance and counseling services that can help develop student happiness.

In general, the purpose of this study is to obtain an overview of effective guidance and counseling services in developing students' happiness. In particular, the purpose of this research is to produce an overview of the following: 1) The variety of guidance and counseling services that can develop the happiness of students. 2) The process of guidance and counseling services that can develop the happiness of students. 3) The effectiveness of guidance and counseling services in developing the happiness of students

1. Theoretical Framework
2.1 Happiness

Seligman (2002) explains that happiness is a concept that refers to positive emotions felt by individuals and positive activities that do not have a feeling component at all. Snyder & Lopez (2007) explains that happiness is a positive emotional state that is subjectively defined by everyone. Schimmel (2009) explains that happiness is an individual's assessment of the overall quality of his life. Happiness is sometimes referred to as subjective well-being. Meanwhile, according to Diener & Ryan (2009), happiness refers to positive emotions. Happiness or subjective well-being can be seen from the presence of pleasant emotions, unpleasant emotions, general life satisfaction, and satisfaction in certain areas.

Meanwhile, according to Biswas et al. (2007), happiness is what makes life good as a whole or in other words is the quality of the whole human life. Furnham (2008) also states that happiness is part of well-being, satisfaction, to do satisfaction or the same as the absence of psychological pressure. It is also known that the concept of happiness is a synonym for life satisfaction (Veenhoven, 2006). Diener (2007) also states that life satisfaction is a tangible form of happiness and that happiness is something more than an achievement of goals. Because happiness is always associated with better health, higher creativity and a better workplace.

Sumner describes Happiness as "having a kind of positive attitude towards life, which is entirely a form of possession of cognitive and affective components (Veenhoven, 2006). The cognitive aspect of happiness consists of a positive evaluation of life, which is measured either through standards or expectations, from the affective aspect happiness consists of what we generally call a sense of well-being, finding the richness of life or benefits or feelings. satisfied or fulfilled by them."

Happiness has the same meaning with subjective well-being. There are two components in the subjective well-being, namely the affective and cognitive components. The meaning of the word "happy" is not the same as the word "happy". Happiness is defined by comfort, a sense of satisfaction, perfect spiritual enjoyment, and a perfect mind so that you feel calm and peaceful. Happiness is abstract and untouchable. Happiness is closely related to the psyche of the individual (Diener, 1985).

From the explanation above, it can be concluded that happiness is a person's assessment of the quality of his life which is characterized by positive and pleasant emotions and a sense of satisfaction with his life. To be able to achieve authentic happiness, individuals in their daily lives must be able to identify, train, cultivate and use their strengths and virtues.

2.2 Guidance and Counseling Services

Some experts define Guidance as follows. Kartadinata in Yusuf & Nurihsan (2008) explains that guidance is a process of helping individuals to achieve optimal development. Yusuf & Nurihsan (2008) stated that guidance is a continuous process, not an instantaneous or accidental activity. Guidance is a series of stages of systematic and planned activities directed at achieving goals. Furthermore, according to Suherman (2007), guidance is a process of assistance to individuals (counselees) as part of an educational program carried out by experts (counselors) so that individuals (counselees) are able to understand and develop their potential optimally in accordance with the demands of their environment. From some of these expert opinions, guidance can be interpreted as a systematic and planned process of assistance services and is carried out by guidance and counseling teachers (counselors) to students (counselees).

While the definition of counseling according to ASCA (American School Counselor Association) in Yusuf & Nurihsan (2008) explains that counseling is a face-to-face relationship that is confidential, full of acceptance and giving opportunities from counselors to clients, counselors use their knowledge and skills to help clients overcome the problems. Furthermore, according to Cavanagh in Suherman (2007), counseling is a relationship between a trained helper and someone who seeks help, the assistance provided is in the form of skills and the creation of an atmosphere that helps others to learn to relate to themselves and others through different ways. more growing and productive. According to Kartadinata (2012), the term counseling is not only used in education but is also widely used in other professions and scientific fields, so counseling is not an exclusive technique. Therefore, counseling in education cannot be separated from guidance and counseling services as a form of pedagogical effort. It can be concluded that counseling is a relationship of assistance services between guidance and counseling teachers (counselors) and students (counselees) which directly facilitates counselees in overcoming problems and their potential.

2.3 Guidance and Counseling Strategies in Developing Learner Happiness

In responding to the challenges of students' future lives, guidance and counseling services seek to assist students in optimizing their potential, increasing abilities and overcoming personal, social, learning and career problems, leading to steady personal achievement by showing unique personal characteristics and a variety of problems. experienced by students (Yusuf, 2009). The development of happiness is important to achieve a better quality of life so that students can develop more optimally.

The purpose of guidance and counseling services in developing the happiness of students is to foster a positive view of students on the quality of their lives so that they are able to face challenges in their personal lives and social tasks in their social and community structures that may occur both now and in the future. Therefore, guidance and counseling services in developing the happiness of students help students to grow the ability to accept life positively in order to improve their abilities optimally.

Guidance and counseling strategies to facilitate students in developing their happiness are in accordance with the components of the guidance and counseling program, namely basic services, responsive services, individual planning services, and system support.

METHOD

This study uses a systematic literature review, which is a literature review method that identifies, evaluates, and interprets all relevant research results related to certain research questions, specific topics, or phenomena of concern (Kitchenham, 2004). This method is carried out systematically and follows the correct stages or research protocols. Systematic review is a research method for systematic review as well as a secondary study because it synthesizes various relevant research results, so that the facts presented are more comprehensive and balanced (Siswanto, 2010).

The purpose of a systematic review is to identify all empirical evidence that matches the inclusion criteria that have been determined previously to answer a particular research question or hypothesis. By using explicit and systematic methods when reviewing articles or literature and all available evidence, bias can be minimized, thereby providing reliable findings from which conclusions can be drawn and decisions made (Moher et al., in Snyder, 2019).

According to Snyder (2019), the basic steps and important options involved in conducting a systematic review use four phases; (1) designing the review, (2) conducting the review, (3) analyzing and (4) writing up the review.

Data analysis used a qualitative approach with meta-synthesis method. According to Perry & Hammond in (Siswanto, 2010), meta-synthesis is a technique of integrating data to obtain new theories and concepts or a deeper and more thorough level of understanding.

RESULT AND DISCUSSION

In order for the literature to be worthy of review, the first step is to design the appropriate criteria. These criteria are inclusion and exclusion criteria. The process of collecting data in this systematic review goes through the stage of preparing a systematic review proposal in accordance with the summary of the topic to be carried out, determining and compiling the registration protocol used by adjusting the keywords used to find relevant articles in the electronic database. Sources of information from searching literature or articles for systematic reviews using electronic databases such as Garuda, SINTA (Science and Technology Index), Google Scholar, UPI Repository, Onesearch, National Library e-resources, Sage Publication, Emerald Insight, Research Gate, and Elsevier. Literature is searched using keywords and boolean operators (AND, OR, NOT, or AND NOT) which are used to broaden or define the search, as well as some keywords found in the title or abstract to make searching easier. The keywords used in the search are (Happiness, Welfare, Happiness, Well-being, Wellness, Flourish, Guidance, Counseling, Guidance and Counseling) in journals or articles indexed by the Science and Technology Index (SINTA), International Standard Serial Number (ISSN).), International Standard Book Number (ISBN) and Digital Object Identifier (DOI).

Research Result

Based on the search results based on the keywords described above, 1,069 literatures were obtained. Duplicate literature that did not meet the inclusion criteria was deleted, leaving 31 literatures. The 31 literatures are then screened again which can be processed according to the problem formulation. This results in a total of 21 literatures. So the 21 literatures are the final literature which will then be analyzed as a whole and synthesized after a screening and selection process was carried out based on the inclusion and exclusion criteria of the 1,069 literatures obtained. The results of the literature search that have been analyzed and determined in a systematic review are as follows:

Table 1. Literature Search Results for Systematic Review

Language	Year	Database	N	Review	Original Research				
					Pre-Ex	Quasi-Eksp	True Eks	Rsch & Dvlp	Mixd Mthd
English and Indonesia	2015-2021	Garuda Ristekbrin	532	10	5	2	3	-	-
		One Search Perpusnas	413	3	3	-	-	-	-
		Repository UPI	124	8	2	2	-	1	3
	AMOUNT		1069	21	10	4	3	1	3

Of the twenty-one studies that met the criteria for this systematic review (Table 1), the results were pre-experimental (n = 10), quasi-experimental (n = 4), true-experimental (n = 3), research and development methods (n = 1), and mixed methods (n = 3).

Table 2. Characteristics of Included Studies (n=21)

No	Author and Year	Method (DSVIA)	Research Result
1	(Anwar et al., 2015)	D: Experimental quantitative research with within subject or within participant design. S: 8 youth orphanage V: group counseling and happiness I: scale Authentic Happiness adaptation of Authentic Happiness Questionnaire belonging to Peterson and Seligman A: Paired sample t-test	The results showed the conclusion that the hypothesis was rejected. Thus, it shows that there is no effect of group counseling intervention on increasing happiness in orphanage adolescents.
2	(Yonatan et al., 2016)	D: Quantitative research method Pre-experiment one group pretest-posttest design S: 6 teenagers (aged 12-18 years) who live in orphanage "X" V: Group therapy and Psychological Well Being I: Closed questionnaire on psychological well-being 84 modified items from Christie and open-closed questionnaire based on Ryff's theory of psychological well-being A: Mean ideal and Wilcoxon test	The results showed that the group therapy intervention could significantly improve the psychological well-being dimensions of environmental mastery, life goals, and personal growth.
3	(Ramadhani, 2017)	D: quasi-experimental research nonrandom assignment pre- and posttest by control group design S: 45 students of class IX SMP Daarut Tauhiid Boarding School Bandung V: Guidance on gratitude and subjective well-being I: " Student Well-Being Subjective Scale " A: Independent sample t-test	The results of the study show: (1) The profile of the subjective well-being level of students is in the medium category; (2) the design of the gratitude guidance intervention focuses on developing an evaluation method for the subjective well-being domain of students; and (3) effective gratitude guidance to

No	Author and Year	Method (DSVIA)	Research Result
			improve students' subjective well-being .
4	(Jembarwati, 2017)	D: Quantitative approach using multiple regression analysis S: 30 students of class X SMA Gita Bahari V: Well being development model I: assessment of student intelligence, future orientation, and assessment of teacher interpersonal behavior A: multiple regression analysis	Research hypothesis to obtain a model Emotional well-being development is acceptable. Emotional expression and resilience have a negative effect on emotional well-being.
5	(Safaria et al., 2017)	D: Quantitative study randomized pre-post test control group design. S: 30 teenagers are randomly selected V: Gratitude and forgiveness training, and happiness I: The happiness measurement scale developed by the researcher, transgression-related interpersonal motivation inventory (TRIM), gratitude questionnaire 6 (GQ-6) A: T-test and ANOVA	The results showed that there was a significant difference in happiness between the experimental group and the control group (t=4.579, p=0.000). The results showed a positive effect of gratitude and forgiveness training on increasing happiness
6	(Silvia, 2018)	D: Nonequivalent quasi-experimental research pretest-posttest control group design S: 169 students of class XI SMA Negeri 14 Bandung V: Coaching and psychological well-being I: Psychological well-being scale (Scale of Psychological Well-Being - SPWB) A: Non-parametric statistical test	Shows the difference in the increase in the average gain in psychological well-being scores between the experimental group and the control group before and after the intervention. So the result is an effective coaching technique to improve students' psychological well-being .
7	(Lubis et al., 2018)	D: This research uses pre-experimental research method with One-Group Pretest-Posttest design S: 7 teenagers in the Ar-Riyadhul Jannah orphanage V: Subjective well being and gratitude training I: Interviews and instruments SPANE and SWLS (Subjective Welfare) A: Wilcoxon test	Based on the results of data analysis, it is known that gratitude training is effective for improving subjective well-being in adolescents in orphanages
8	(Sofia et al., 2018)	D: This study uses a quantitative method, namely an experiment. S: 30 students from Mulawarman University V: Authentic Happiness and emotional healing therapy I: Authentic Happiness Scale developed by researchers based on aspects of authentic happiness Seligman A: Paired sample t-test	There is no increase in authentic happiness after being given emotional healing therapy . And also there is no increase in authentic happiness after being given listening to tingkilan music.

No	Author and Year	Method (DSVIA)	Research Result
9	(Martin et al., 2018)	D: experimental research randomized pretest-posttest control group design S: 12 students of SMP Muhammadiyah Boarding School V: Relaxation of dhikr and subjective well-being I: adaptation of Diener et al.'s satisfaction with life scale (SWLS) and Watson et al.'s positive and negative affect scale (PANAS). A: t-test based on gain score	The results of the study showed that the subjective well-being of adolescent students had increased after being given dhikr relaxation
10	(Setyowati, 2018)	D: Pre-Experimental design research model One group pretest-posttest S: The research subjects are third grade students of the Guidance and Counseling Study Program of UAD V: Adventure Based Counseling Program and Happiness I: Q uestionnaire and interviews A: analysis of non-parametric data with Wilxocon . Test	The results of the analysis obtained a significance value of $0.798 > 0.05$, the provision of the Adventure Based Counseling program had no significant effect on student happiness. However, there is an influence of adventure-based counseling services before and after treatment, especially on the aspects of meaningfulness and achievement. This can be seen from the changes in students' happiness scores before and after treatment.
11	(Afridah et al., 2018)	D: This study uses a non-randomized experimental design pre and posttest control group design S: 29 students of SMK X V: Islamic prayer miracle training and emotional well-being I: Simsek's emotional well-being scale A: Maan Whitney analysis, and Independent sample T –Test	The results of the study show "The Miracle of Islamic Prayer Training has an effect on increasing the emotional well-being score of SMK X".
12	(Ratnasari et al., 2018)	D: Quasi-experimental quantitative research with purposive sampling technique S: 6 12th grade students of Nusantara Wisata Respati Jakarta Vocational School V: Religious counseling (counseling religious) and psychological well-being I: Psychological well-being scale developed by Ryff. A: A analysis by using sign test	The results show that the use of effective religious counseling can improve psychological well-being in grade 12 students of SMK Nusantara Wisata Respati Jakarta
13	(Kurniasari, 2019)	D: Mixed Method Research with a convergent parallel design approach S: 16 Accounting education students V: psychological well-being and gratitude . intervention techniques I: psychological well-being scale instrument prepared by the researcher A: T-Test (independent and paired).	Group guidance through the gratitude intervention technique is effective in improving the psychological well-being of students. There are differences in the level of psychological well - being of the experimental group before

No	Author and Year	Method (DSVIA)	Research Result
			and after the intervention using group guidance through the gratitude intervention technique . While in the control group, there is a difference in overall level of psychological well-being, but the increase is not significant in all aspects, there are even aspects that decrease in the post test.
14	(Alfinuha et al., 2019)	D: Quasi-experimental research with non-randomized one group pre-test post-test design S: 20 teenagers at the Pelita orphanage V: HERO Training and Psychological Well-being I: Psychological Well-being Scale from Ryff A: paired samples t-test bedadifferent test	The results of the study indicate that there are differences in psychological well-being scores before and after training. So the training provided (psychological capital) is effective to improve psychological well-being.
15	(Wahyuni, 2019)	D: The research design used is a mixed research design with explanatory sequential design. Collecting quantitative data using experimental design and qualitative using case studies. S: 58 UNJ Undergraduate Students 2016/2017 V: Acceptance and commitment counseling, and well-being I: Five factor wellness inventory scale , psychological flexibility (The Acceptance and action questionnaire), and counseling satisfaction (Counseling survey questionnaire) A: ANCOVA and ANOVA	This study aims to formulate a model of Acceptance and Commitment Counseling to improve student welfare. The Acceptance and Commitment Counseling Model is a generic counseling model. This model can improve the welfare of both students who have low and high psychological flexibility.
16	(Muqodas, 2019)	D: Research using research and development methods (research and development) S: 54 students of UPI class 2018 V: Psychological well-being and well-being counseling I: counseling session journal instrument and Psychological Welfare Inventory for Teacher Candidates (adaptation and modification from Ryff A: Non-parametric test using Wicoxon test	The results of the study show that the welfare counseling model can be relied upon as an alternative to guidance and counseling services so that students can improve their psychological well-being and find a meaningful life
17	(Maulidiyyah, 2019)	D: Pre-experimental quantitative research design one group pretest-posttest. S: Class XI MIPA 9 SMAN 8 Bandung V: Subjective well-being and personal-social guidance programs. I: Subjective welfare instrument prepared by the researcher	The results of the study show that personal-social guidance services are effective in developing the subjective well-being of class XI students at SMAN 8 Bandung

No	Author and Year	Method (DSVIA)	Research Result
		A: Different test T Paired Test .	
18	(Wijaya et al., 2020)	D: Pre-experimental research one group pretest-posttest S: 14 teenage boys at Harapan orphanage aged 12-18 V: Training on emotional intelligence and psychological well-being of adolescents I: scale The Scale Emotion Assessing owned Schutte and scale Ryff's Psychological Well-being belongs Ryff A: Normality test and difference test parametric test paired sample t-test	The results of this study are shows the effectiveness of emotional intelligence training on improving psychological well-being
19	(Sholichah et al., 2020)	D: Experimental study S: 40 youth survivors of family violence V: Religious Cognitive Behavior Counseling and Subjective Well-being I: PANAS (Positive and Negative Affect Schedule Scale) courtesy of Watson et al., modified Satisfaction With Life Scale (SWLS) created by Diener et al., and Psychological and physical violence sub scales of Domestic violence scale developed by researchers A: T-Test	The results show that RCBC has a significant positive effect with a value of t = -2.658; p-0.005. In conclusion, RCBC can be developed as an alternative intervention to improve subjective well-being in adolescents, especially in the Muslim community
20	(Nurasyfa, 2021)	D: Quasi-experimental design quantitative research with comparison of pre-test and post-test data S: 60 students of SMPN 1 Kalipucang V: Personal guidance on the game of snakes and ladders and the happiness of students I: The instrument of happiness compiled by the researcher A: Paires sample T-Test and mann whitney	The results showed that personal guidance with the snake and ladder game technique was quite effective in developing respondents' happiness in the experimental group and vice versa in the control group.
21	(Rizal, 2021)	D: This research using quantitative and qualitative approaches with sequential design explanatory S: 122 students of SMK N 8 Pontianak who come from six ethnicity namely; Malay, Dayak, Chinese, Bugis, Javanese and Madurese V: Wellness counseling and adolescent happiness I: Happiness instrument developed by researchers adapted from SWLS (subjective well-being with Life Scale) developed by Diener A: Paired sample t-test and one way ANOVA	Preliminary results get an objective picture of adolescent happiness in multi-ethnic schools which are generally in the criteria of being happy, but the cognitive happiness domain for all ethnicities is still found to be in the criteria of being quite happy. At the product development stage, the results achieved are the formation of a wellness counseling model to increase adolescent happiness in multiethnic schools that has been validated so that it can be tested. The result of the final stage of the

No	Author and Year	Method (DSVIA)	Research Result
			research, namely the wellness counseling model has been tested in the field and shows its effectiveness in increasing adolescent happiness in multiethnic schools.

4.1   Discussion

The formulation of the problem in this study is "Can guidance and counseling services develop the happiness of students?". After analyzing the 21 literatures above, it can be seen that the level of happiness of students before being given guidance and counseling service interventions is not at a high level. So it is felt that assistance services are needed to develop the happiness of these students. One of them with guidance and counseling services. After the students were given the treatment of guidance and counseling services, their average level of happiness increased or developed. Researchers can understand that the majority of guidance and counseling service interventions can have an effect on increasing students' happiness.

Of the 21 literatures, 16 of them have a significant effect, 3 have no significant effect, and 2 have no effect on developing students' happiness. The 16 interventions that have a significant effect are group therapy, gratitude guidance, Gratitude and Forgiveness Training, coaching techniques, gratitude training, dhikr relaxation, Islamic prayer magic training, religious counseling, HERO training, acceptance and commitment counseling models, welfare counseling, personal social guidance programs , emotional intelligence training, Religious Cognitive Behavior Counseling, Personal Guidance with Snakes and Ladders Game Techniques, and Wellness counseling. The 3 interventions that have no significant effect are the well-being development model, adventure based counseling, and the gratitude intervention technique. And 2 interventions that have no effect are group counseling and emotional healing therapy.

There are differences in research results which show that not all guidance and counseling interventions in these studies can have an effect on developing students' happiness, possibly because there are several factors that can affect happiness, such as culture, social life, religiosity, marriage, money, age, gender. gender, health (Seligman, 2002). These factors also affect the subject so that it is possible that there is no influence in the intervention of guidance and counseling services on happiness in these studies because the variables that affect happiness are too complex. And also the meaning of happiness for teenagers, in this case students, is not clear, so it is very possible that the understanding of happiness is still in the process of understanding.

The procedure for implementing the intervention in these studies has been carried out in accordance with the research method that has been determined. Broadly speaking, starting from the formulation of the problem, determining the research variables, developing or adapting instruments to reveal the variables, determining/selecting the research sample, carrying out initial tests, developing models, implementing interventions or treatments on the sample, carrying out final tests. As described in the results section, these procedures were carried out in the studies carried out.

It can be concluded that based on the results of these studies, in general, guidance and counseling services can help develop students' happiness.

In the 21 studies reviewed, there are various guidance and counseling service interventions in developing student happiness. The interventions are as follows:

Table 3. Variety of Interventions

No	Intervention	Basis for Use of Intervention
1	Group Counseling and Group Therapy	The intervention is believed to be able to help develop the happiness of students because this intervention essentially uses the principles of group dynamics, namely using groups to help, provide feedback, and experience learning.
2	Guidance on gratitude, gratitude intervention and gratitude, gratitude and forgiveness training	The intervention is believed to be able to help develop students' happiness because the intervention provides an understanding and practice of recognizing the virtues that have been received so that students can function cognitively to assess life more positively in overcoming emotions and behaviors that make them less successful. And the intervention will lead to grateful behavior, so that people can see the positive things they have in the midst of all the situations of deficiency they feel to foster positive feelings about their lives, feel optimistic, productive, and increase gratitude to feel enough with them. his life.
3	Wellbeing Development Model, welfare counseling, and wellness counseling	The intervention is believed to be able to help develop students' happiness because the intervention is designed as an integral part of the overall educational program, and focuses on the meaning of life, strengths, happiness, virtues, goals, talents, positive relationships, optimal development, and issues related to optimization. student development. Counseling is intended as an effort to develop the psychological well-being of students, including the dimensions of self-acceptance, positive relationships with others, having a purpose in life, good personal growth, independence, and environmental mastery.
4	HERO coaching and training techniques	The intervention is believed to be able to help develop students' happiness because the intervention has characteristics, namely activities that build life skills, and provide opportunities for adolescents to demonstrate participation and leadership in families, and schools.
5	Emotional healing therapy and emotional intelligence training.	The intervention is believed to be able to help develop the happiness of students because the intervention is a means of sharing experiences and supporting each other between friends who are experiencing emotional problems. In addition, this therapy is used to release subconscious emotions that can help a person find purpose in life. An understanding of emotions can improve an individual's ability to manage emotions. Individuals can take advantage of emotions in positive things such as motivating and spurring themselves to be better in order to achieve goals and expectations
6	Religious counseling, religious cognitive behavior counseling, dhikr relaxation, and Islamic prayer miracle training	The intervention is believed to be able to help develop the happiness of students because the intervention directs the counselee to God with the basic assumption that humans are creatures of God. Humans experience a break with God because of sin. The result of continued sin is that humans suffer from inner wounds that need to be healed through a counseling relationship. And is a therapy that combines behavioral therapy and cognitive therapy that accommodates religious values.
7	a venture based counseling program, and an acceptance and commitment counseling model.	The intervention is believed to be able to help develop student happiness because the intervention can be adapted through many settings and deliberately utilizes adventurous activities to facilitate socio-emotional growth and personal and behavioral change of students. And is the process of helping individuals to develop their potential for well-being by using experiential practice techniques, metaphors and mindfulness.

8	Social private tutoring program and snake ladder game technique private tutoring	The intervention is believed to be able to help develop the happiness of students because the intervention helps individuals in solving personal social problems and providing services that are carried out through the game of snakes and ladders with all forms of rules in it and contains aspects of happiness. The happiness aspect is operationalized through the instructions listed in the box on the snake and ladder board.

CONCLUSION

Based on the results of the research, it can be concluded that guidance and counseling service interventions in the analyzed literature have varied interventions from one study to another. Each intervention has its advantages and disadvantages. Each intervention is adjusted based on the characteristics of the students who are given the service or treatment. Guidance and counseling service interventions in the literature studied followed a structured procedure according to the stages in the intervention. The intervention of guidance and counseling services in the literature analyzed had a significant effect on the happiness of students. This shows that the counseling guidance service intervention is effective in developing the happiness of students.

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