IMPROVING STUDENT HAPPINESS THROUGH THE SNOWBALL THROWING METHOD IN THE IMPLEMENTATION OF STUDENT COUNSELING GROUPS OF STATE VOCATIONAL SCHOOLS 2 DEPOK YOGYAKARTA

Siti Bahiroh¹, Sekar Ayu Pratiwi², Fitriah M. Suud*¹

Universitas Muhammadiyah Yogyakarta, Brawijaya, Kasihan Babtul, Yogyakarta, Indonesia, 55183,
*corresponding author: fitriahmsuud@gmail.com.

Abstract
Students' happiness has become an urgency regarding their tranquility and focus on the teaching and learning process. One of the students' happiness indicator is being satisfied with their selections, including the school that they have selected. However, there are several characteristics in which parents tend to send their children to the school that is in accordance with the parents' expectations. This research aims at explaining the process of group counseling implementation through the snowball throwing method to promote the students' happiness. This research used an action research approach, located at SMK Negeri 2 Depok Yogyakarta. The research result shows that: the students already possess the meaning of happiness, the implementation of group counseling through the snowball throwing method from cycle I until cycle II has been able to promote the students' satisfaction and has become one of the method innovations that can be applied by counseling teachers in guiding the students to help happiness. The supporting and inhibiting factors of the counseling method implementation through the snowball throwing method to promote happiness are: teachers' positive attitude, students' positive attitude, facility and infrastructure, implementation techniques, and students' negative behavior.

Key Words: Happiness, snowball throwing, group counseling, Student Happiness

INTRODUCTION
Adolescence is a period of development in which physical and psychological adjustment because at that time is a transition from childhood to adulthood. In the event of youth, there are two categories, namely early adolescence and late adolescence, and early adolescence ranges between the ages of 13-16 years. New adolescence covers between the ages of 16-18 years (Tod, Hutter, & Eubank, 2017). Psychologically adolescence is the age at which a person integrates with adult society, the age at which a person no longer feels below the level of older people, but is at the same degree a time when curiosity about many things begins to grow. In adolescence, some changes are starting from physical, emotional, social, attitude, and moral changes (Rivlin & Weinstein, 1984).

Changes that occur in adolescence due to adolescence is a time of the process of searching for identity or identity crisis. This is based on two factors, namely, internal and external factors (Hanna, Oostdam, Severiens, & Zijlstra, 2020). These two factors are mutually sustainable because unwittingly can shape the character of a teenager. If it is associated with adolescence, which is dominated by a curiosity about the outside world, undoubtedly, external factors have a significant role as well. One urgency in external factors is the education environment, where a teenager has several options for taking education at the top level, namely High School, which refers to further knowledge in the lecture bench and Vocational High School, which refers to the world of work.

In the selection of schools, of course, a teenager has his own choice to continue to what level of school education is above. Still, not a few parents who choose the school to be pursued by the child, this can lead to unhappiness for the child while undergoing learning. The professor of the faculty of economics at the University of Indonesia believes that parents should not force children to learn anything at the will of their parents, because every child has their potential. If pushed, the child will not develop optimally (Hughes-Wiener, 1986).

When a child’s potential does not develop optimally in the learning process, it will have an impact on output when the child graduates from school later. Therefore counseling guidance is needed for children who experience this; one of the ways is by conducting group counseling. One of the innovations in group counseling is to combine it with the learning method, the snowball throwing method (Danglot et al., 2019). Snowball throwing is a method of learning that is carried out with the help of paper that is formed like a ball and then thrown in turn to students who have formed into several groups. In the implementation of group counseling, the snowball throwing method is implemented at the beginning of the counseling process to result in ongoing advice between groups. Researchers are interested in conducting classroom action research to increase happiness (Sudirman, Saud, Rouzi, & Sari, 2019) through the snowball throwing method in group counseling activities.

The reason chose SMK Negeri (SMKN) 2 Depok Yogyakarta to be a place of study is because SMKN 2 Depok Yogyakarta is 1 of 8 SMKs that have a background in High School Development. It is as a forerunner to other SMKs in Indonesia and including superior schools in Indonesia marked by having many achievements but in it still has students who are less happy to be in the school. Practically this research is useful for teachers so that it can be considered in conducting group counseling with the snowball throwing method. While theoretically, this research will be helpful to in the development of scientific disciplines regarding increasing happiness (Setiawan, Suud, Chaer, & Rahmatullah, 2018) students through the snowball throwing method in the implementation of group counseling. Happiness is a combination of acceptance (affection), affection (affection), and achievement (achievement) (Durón-Ramos, García-Vazquez, & Castellanos, 2019). Acceptance is influenced by self-acceptance in social adjustment, where social adjustment is required to have a physical attraction that will cause love and acceptance from others (Dunkel, Nedelec, & van der Linden, 2018). Love is the result of the acceptance of other people in the environment, and achievement is one of the essences of happiness (Durón-Ramos et al., 2019). This achievement arises because of hard work, sacrifice, competence, and having realistic goals.
Snowball throwing is a learning model that aims to explore the leadership potential of learners in a group. This method is used in the research to answer questions combined through an imaginative game of forming and throwing snowballs (Xia & Zhong, 2018). Group counseling (Zarei, Fini, & Fini, 2010) is a form of advice that, in practice, utilizes groups to help, provide feedback (feedback and learning experiences, which use the principles of group dynamics (Carroll-Afiano, 2019). Anwar’s research (Anwar, 2016) aims to determine the effect of group counseling in increasing happiness in orphanage adolescents by using quantitative research methods. The results showed that there was no effect of group counseling on increasing satisfaction in orphanage adolescents. The research differences are in the types of research used and the use of counseling methods. In this study, using quantitative research methods with conventional group counseling methods, and the authors use classroom action research methods with snowball throwing counseling group methods.

The research by Kartilah (Kartilah, 2017) aims to improve students’ understanding of participating in information services about the strong association of teenagers through game snowball throwing in class X MIPA 3 students of SMA Negeri 1 Ambarawa 2015/2016 Academic Year. The research methods used in this study is the Guided and Counseling Action Research (PTBK) method by carrying out three cycles. The results showed that there was an increase in understanding of meaningful adolescent social interaction by implementing information services through snowball throwing games to students of class X MIPA 3 at SMA Negeri 1 Ambarawa, Semarang Regency in the 2015/2016 Academic Year. The research differences are in the number of cycles that will be used in the research method. In this study using three cycles, and in the study, the authors used two periods.

RESEARCH METHODS
This research will be conducted using a class action research approach with analytic descriptive. This is because the research theme will require active interaction and collaboration with research subjects and locations, so that research can obtain accurate and natural data. There are three operational concepts that writers take, including the first, happiness which includes understanding, aspects, characteristics, factors, and benefits. Second, snowball throwing contains understanding, goals, interests, and principles. Third, group counseling that is understanding, goals, techniques, and processes. The research will be conducted at SMK 2 Depok Yogyakarta, which is located in Mrican Village, Caturtunggal, Depok, Santren, Caturtunggal, Kec. Depok, Yogyakarta City, Yogyakarta Special Region 55281. The research will use data collection techniques in the form of active participation observation, passive participation observation, action, in-depth interviews, and documentation. Consideration of passive participation is done by looking at the implementation of the teacher in the classroom action research conducted. Observation of active participation is carried out by carrying out classroom action research by collaborating with teachers. The intended interview is to the BK teacher coordinator at SMK Negeri 2 Depok Yogyakarta, the Deputy for quality planning and development, and several students of SMK Negeri 2 Depok Yogyakarta. The documentation is data collection in the form of pictures, videos, and the results of the descriptive analysis of the methods implemented. In this study, the authors focus on the analysis of the snowball throwing method in the implementation of group counseling to increase student happiness, which is integrated into classroom action research.

RESULTS AND DISCUSSION
State Vocational School 2 Depok Yogyakarta or formerly better known as STMIK Gunan (Yogyakarta Development STM), was 1 of 8 PELITA 1 pilot schools during the Soeharto era in 1970/71. The program has the aim of forming an intermediate technical school institute. Therefore a project called the "Middle School Technology Development Pilot Project" has a more extended study period than other high school or high school or vocational standards, which provide the skills and knowledge of the students to be trained in the SMKembangun. (Admin, 2019) SMK 2 Depok Yogyakarta was built by having 5 study programs, and over the times, it increased to 13 study programs.

SMKN 2 Depok Yogyakarta has a vision that is the realization of excellent schools that produce human resources who are virtuous and competent in character (Admin, 2019). While its mission is to carry out the education and training process to provide human resources who are upright, responsible, have an entrepreneurial spirit and are environmentally minded, carry out the education and training process with a curriculum approach developed at SMK Negeri 2 Depok Yogyakarta, providing and improving facilities and infrastructure following curriculum demands, implement and establish extracurricular activities as a means of emerging talents, interests, achievements, and manners of students, building and developing information and communication technology networks and cooperation with relevant parties (national and national) and national stakeholders and improving the quality of professional educators and education personnel (Admin, 2019).

SMKN 2 Depok Yogyakarta has complete facilities and infrastructure. The school has 28 classrooms, 13 laboratory and workshop rooms, an auditorium, three meeting rooms, a library, a mosque, three sports fields, a canteen, and a student cooperative. SMK Negeri 2 Depok Yogyakarta has two types of extracurricular, namely compulsory extracurricular, which contain only an extracurricular, namely Scout and extracurricular choices consisting of 26 extracurriculars. (Admin, 2019).

Students of SMKN 2 Depok Yogyakarta have understood the true meaning of happiness. This can be seen from the daily lives of some students who are used as informants. Some of these students have understood that acceptance, affection, and achievement are things that a person must have to be happy. Then some of these students also realized that self-respect, optimism, openness, and self-control are characteristics of happiness. However, some of these students only understand the meaning, because there are still a small proportion of students who have not felt real pleasure. This lies in the low aspects of self-acceptance and affection that students have.

The implementation of classroom action research to increase student happiness through the snowball throwing method in group counseling is carried out in 2 cycles. Classroom action research is divided into four processes, namely planning (planning), implementation (acting), observation (observing), and reflection (reflecting). The observed aspects that were then analyzed during the classroom action research were attention, attitude, focus, collaboration, and understanding. Students who were subjected to the implementation of classroom action research were students of class X TEDIK B. Cycle I was held on November 18, 2019, at the sports field SMK Negeri 2 Depok Yogyakarta. In the first cycle of GAR, the writer makes group counseling planning using the nonvisual media snowball throwing method, and the writer acts only as an observer of the action. The teacher acts as the executor of the group counseling action (Tudor & Vlijmen, 2018).

Student attentions during the cycle can be categorized as less because, from 36 students, only half of the students hear the instructions from the teacher when they begin group counseling. Half the other students did not pay attention to the teacher because the students gave notice to their interests, such as checking the contents of the bag, playing with cellphones, and some students were chatting with their friends. However, when the teacher gave a second direction in which the group counseling rules were introduced, the 36 students began to pay attention to what was directed by the teacher. In the middle of the group counseling process, if the group does not have a turn to throw and throw a ball of paper, students tend to pay less attention to the group being hit by throwing and throwing the
ball of paper. However, at the end of the group counseling process, the discussion on happiness is even more extensive, making students interested in carrying out group counseling processes.

The attitude of students during the first cycle can be categorized as good, because of the 36 students who take group counseling they have a good attitude, there is no rejection of what is said by the teacher bk. When the BK teacher tells the group counseling rules that will be different from usual, some students who have less attention will still be kind to the BK teacher. They did not create chaos or noise that disturbed the process of group counseling. But when the snow ball throwing was held, there were some students who often threw the ball with the aim of playing or joking with their friends, but this did not bother the teacher and did not interfere with the group counseling process because the students' attitudes like that did not last long.

The focus of students during the first cycle can be categorized as less, because of the 36 students who take group counseling, only half of the total number of students who have good focus, half have a focus on their personal activities, such as playing a cellphone, sleeping, sleeping, looking in another direction instead towards the teacher bk and check the bag. However, when in the middle of the group counseling process, the focus to 36 students was formed. Students carry out group counseling with the snowball throwing method with a focus because the middle to the end of the implementation process has begun discussing happiness more broadly. Student cooperation during the first cycle can be categorized as less, because of the 36 students who participated in group counseling, only half of the total number of students who had good cooperation, half did not have the attention and focus on the direction of the teacher bk, so they could not work well together with the teacher bk. This happens from the beginning until the middle of the group counseling process begins. In the middle to the end, the 36 students had cooperated well, even though there were students who had to get a paper ball to turn and play with the paper ball. But it is temporary because the discussion of the theme of happiness makes students interested in discussing so that the process of group counseling using the nonvisual media snowball throwing method runs smoothly until the end of group counseling is carried out.

Based on the implementation of the first cycle, it can be hypothesized in reflection that the use of these methods can increase student happiness, but this has not been significant because the changes shown by students appear in the middle of the group counseling process. At the beginning of the center of group counseling, most students struggled with their activities. When students feel attracted to the discussion about happiness, new students have a sense of interest because these students begin to have attention, focus, attitude, and excellent collaboration with the action implementer.

Cycle II was held on November 19, 2019, in the theory room of SMK Negeri 2 Depok Yogyakarta. In this Cycle II CAR, the writer makes a group counseling plan using the snowball throwing method with visual media, and the writer acts as an observer and executor of the action. The teacher acts as a controller for group counseling. Visual media used in research is a meaningful video about happiness that will lead to someone's success. This is in accordance with the 2019 study, explaining that the use of video media as the use of the implementation of PTT is something that can help in achieving research objectives. In the study demonstrated that the economics and business and management Vocational teachers who were the subjects of the study were able to make the media more tangible to attract the attention of students to learn through Macro media flash, ready to create lesson plans containing cooperative learning models as the application of student-centered learning, ready to create action research proposals class and conduct classroom action research by applying collaborative learning models and instructional media and being able to produce reports and articles on classroom action research. (Susanti, Armiati, Dewi, & Rahmidani, 2019) Therefore, the implementation of the second cycle, the authors apply the same thing as used by Dessi et al.

Students' attention during the second cycle can be categorized as good because of the 32 students giving full attention to what is written by the writer. Because before the start of the activity, the writer introduced this attraction. Most students of the 36 students pay attention. Then when the writer explained that the group counseling process would be the same as that which was carried out on November 18, there were some students who bowed their faces to the table and began to play cellphones (Chen et al., 2020). However, when the writer continues that there is a difference because a video will be played, students pay attention back to the writer. During the group counseling process through the throwball method using visual media in the form of videos, students give full attention to the implementation. However, there are still three students who, when in the middle of the implementation process, felt sleepy, so once closed his eyes and bowed his head. But if compared with the first cycle, the number of students who gave the status had increased, primarily when the discussion about the contents of the video that contained success would be achieved if someone had felt happy about what was occupied and had the parents' blessing on what he was architecting.

The attitude of students during the second cycle can be categorized well, because of the 32 students who participated in group counseling, all students had a good attitude, there was no rejection of what was said by the writer, although in the middle of the group counseling process through the snowball throwing method using visual media there were five students who restrained their sleepiness, they still try to show right attitude by continuing to follow the discussion if a ball throw is hitting the group. Students whose group gets a snowball throwing turn will be swift to answer questions and discuss with each other. Likewise, when the group gets their turn to throw a paper ball, no one plays the ball to be a joke with friends around them, so that until the end of the counseling the group can run well.

The focus of students during the second cycle can be categorized as good because of the 32 students taking group counseling, there are three students who do not yet have the focus because they are still focused on their mobile phones, but this does not last long. When the writer begins to divide the group, the three students begin to focus on the counseling process begins. The video playback has been seen from 32 students facing the screen and focuses on watching the video being played. When the snowball throwing process starts using visual media, the writer observes students who have an increase in focus. This can be seen from the good discussion of group counseling until the end of the group counseling process through the snowball throwing method using visual media.

Student cooperation during the second cycle can be categorized as good because, from the very beginning of group counseling, 32 students who participated in group counseling provided good collaboration with the author. This can be seen from the attention, attitudes, and focus that is different from the first cycle, although it was found that students who seemed to experience drowsiness, but were able to work together well during the group counseling process through the method of snowball throwing using visual media took place.

Students' understanding during the second cycle can be categorized as good, from the 32 students can be seen in terms of attention, attitudes, focus, and cooperation during the group counseling process, the conclusions will be obtained about the mastery of the material during group counseling using the snowball throwing method. From the previous four aspects, students already have an increase in the observed criteria, so that the snowball throwing process using visual media is beneficial in group counseling activities so that the discussion process on the implementation of group counseling runs well.
Based on the implementation of cycle II, it can be concluded that the use of these methods can improve the deficiencies found in cycle I. It begins to be seen when the counseling process begins because students already have attention, focus, attitude and good cooperation from the beginning of the group counseling process begin. In the implementation of group counseling through snowball throwing using visual media to increase student happiness has been carried out in accordance with the expected criteria. Class X students of TEDK B who previously had the compulsion of being in the study program they were working on now began to instill an attitude of acceptance so they could carry out the learning process as they should.

The following explanation is the percentage increase in happiness based on the results of interviews with eight students who were subjected to group counseling through the snowball throwing method.

Before the CAR was implemented, the five aspects that were the focus of the author’s observations were at the lowest level. Then, after the CAR in the implementation of a cycle, I group counseling using the snowball throwing method experienced a slight increase. In the second cycle of CAR implementation carried out by adding visual media in the form of video at the beginning of group counseling through the snowball throwing method, increasing student happiness is increasing.

Supporting factors during the implementation of group counseling through the snowball throwing method to increase student happiness include, among others, the bk teacher (Ooi, Wan Jaafar, & Baba, 2018). The BK teacher is a supporting factor because of collaborative classroom action research with the BK teacher in each cycle implementation. The bk teacher also gives a positive attitude towards the application of the snowball throwing method through the implementation of group counseling that is always accompanying the writer in the implementation of group counseling begins (Bakar, 2018). Classroom action research by applying a learning method to the group counseling method is considered creative, so it is not monotonous and makes the teacher bk inspired to carry out classroom action research regarding the status of civil servants they have.

Second is the positive attitude of students (Suud, Madjid, & Sutrisno, 2019). The positive reaction shown by students is one of the factors supporting the implementation of group counseling using the snowball throwing method that can work well. A student is someone who is given research action and ideally can encourage being a supporter in his implementation. It is because the innovations in the renewal of group counseling tends to discourage students from participating in their activities. Third, are facilities and infrastructure. Facilities and infrastructure owned by SMK 2 Depok Yogyakarta are beneficial for the writer in conducting research. It can be seen from the implementation of the first cycle even though it located in the sports field. The discussion process can be carried out well. Likewise, in the second cycle, when in the theory room, there was an in focus and a projector screen that implemented group counseling through snowball throwing media using visual media can be done well and produced good results as well.

The inhibiting factors during group counseling through the snowball throwing method to increase student happiness include, firstly, technical in video playback. Technical things that are used as innovations in the process of implementing group counseling with the snowball throwing method need to be considered in detail (Ninin Dwi Novita, Muhammad Nur Hadi, & Syaifullah, 2019). The visual media used by the author in the group counseling method in this study. It is, because technical errors can occur at any time, so it is necessary to anticipate plans if there are technical errors such as small volume so that students do not hear the contents of the video in full or the video played defects.

Second, there are some students' negative behaviors. There are negative behaviors of some students who are a bit of an obstacle and allowed to disturb the attention, focus, attitude, cooperation, and mastery of other students’ material. When the action implementer sees a situation like this, the implementer carries out a little ice-breaking to get students to pay attention to the video again. The organizer throws the paper ball used in the snowball throwing process (Dangl et al., 2019) to students who are ignorant to their friends, so students return to pay attention to the video being played. So, the snowball throwing method uses visual media in the form of video in the implementation of group counseling. (Habsy, 2017) not only makes students have an increase in happiness but also is expected to be an alternative ice-breaking of these students and reduce the negative side of students who tend to want to just using the ball paper when the group counseling process is carried out.

CONCLUSIONS AND RECOMMENDATIONS

The percentage increase in students’ happiness can be seen significantly starting from before the implementation of CAR with the implementation of group counseling through the snowball throwing method, the first cycle of CAR, and the second cycle of CAR. The method of learning snowball throwing can be applied as one of the innovative group counseling methods to be carried out in the world of education because the
use of media makes students not get bored when group counseling is implemented. The implementation of group counseling through the snowball throwing method can be one of the innovative alternatives in the implementation of group counseling, which is usually conventional, this is in line with the increase in happiness felt by students who are the subject of research. So it can be concluded that happiness can be increased through group counseling that contains discussions, one of which is by trying the method of learning snowball throwing in its implementation. Everything that happens in life has supporting and inhibiting factors, not being spared in the group counseling process through the method of snowball throwing, using visual media and using media. Both elements are mutually sustainable because, in it there is a share of collaboration between research subjects and authors. The teacher’s positive attitude, student behavior, and the direction of the author when implementing group counseling through the snowball throwing method is something that is a supporting and inhibiting factor because classroom action research cannot be run if only one of the three points does it.

Suggestions that can be conveyed to the BK teacher is that the BK teacher should be able to try to try the innovations of the authors regarding the group counseling method by combining with the learning method that is snowball throwing. Besides, the change can make it easier for BK teachers to implement counseling programs outside the programs that are already owned by the school. Then to the SMK 2 Depok Yogyakarta, namely, the BK teacher must be maintained so that students always feel comfortable when learning to produce good results later. When students are happy, it will make both parents and teachers who teach students to become happy too. To the reader, the next research focus of the author’s observations was at the lowest level. Then after the CAR in the implementation of cycle I group counseling using the snowball throwing method experienced a slight increase. In the second cycle of CAR implementation carried out by adding visual media in the form of video at the beginning of group counseling through the snowball throwing method, increasing student happiness is increasing. Supporting factors during the implementation of group counseling through the snowball throwing method to increase student happiness include, among others, the bk teacher (Ooi, Wan Jaafar, & Baba, 2018). The BK teacher is a supporting factor because collaborative classroom action research with the BK teacher in each cycle implementation. The bk teacher also gives a positive attitude towards the implementation of the snowball throwing method through the implementation of group counseling that is always accompanying the writer in the implementation of group counseling begins (Bakar, 2018). Classroom action research by applying a learning method to the group counseling method is considered creative so it is not monotonous and makes the teacher bk inspired to carry out classroom action research regarding the status of civil servants they have. Second, is the positive attitude of students (Suud, Madjdj, & Sutrimo, 2019). The positive attitude shown by students is one of the factors supporting the implementation of group counseling using the snowball throwing method can work well. A student is someone who is given research action and ideally can encourage being a supporter in his implementation, because the innovations in the renewal of group counseling methods designed by the authors aim that discussion on unconventional group counseling tends to discourage students from participating in their activities.

Third, are facilities and infrastructure. Facilities and infrastructure owned by SMK Negeri 2 Depok Yogyakarta are very helpful for the writer in conducting research. This can be seen from the implementation of the first cycle even though it is located on the sports field, the discussion process can be carried out well. Likewise in the second cycle when in the theory room, there was an infocus and a projector screen that made the implementation of group counseling through snowball throwing media using visual media can be done well and produced good results as well. The inhibiting factors during group counseling through the snowball throwing method in order to increase student happiness include, firstly, technical in video production. Technical things that are used as new innovations in the process of implementing group counseling with the snowball throwing method need to be considered in detail (Ninin Dwi Novita, Muhammad Nur Hadi, & Syaifullah, 2019). As visual media used by the author in the group counseling method in this study, because technical errors can occur at any time so it is necessary to anticipate plans if there are technical errors such as small volume so that students do not hear the contents of the video in full or the video played defects.

Second, there are some students’ negative behaviors. There are negative behaviors of some students who are a bit of an obstacle and allowed to disturb the attention, focus, attitude, cooperation and mastery of other students’ material. When the action implementer sees a situation like this, the implementer carries out a little ice breaking to get students to pay attention to the video. The organizer throws the paper ball used in the snowball throwing process (Dangol et al., 2019) to students who are ignorant to their friends, so students return to pay attention to the video being played. So that the snowball throwing method uses visual media in the form of video in the implementation of group counseling (Habsy, 2017), not only makes students have an increase in happiness but is expected to be an alternative ice breaking of these students and reduce the negative side of students who tend to want to jest using the ball paper when the group counseling process is carried out.

CONCLUSIONS AND RECOMMENDATIONS
The percentage increase in students’ happiness can be seen significantly starting from before the implementation of CAR with the implementation of group counseling through the snowball throwing method, the first cycle of CAR and the second cycle of CAR. The method of learning snowball throwing can be applied as one of the innovative group counseling methods to be carried out in the world of education, because the use of media makes students not get bored when group counseling is implemented. The implementation of group counseling through the snowball throwing method can be one of the innovative alternatives in the implementation of group counseling which is usually conventional in nature, this is in line with the increase in happiness felt by students who are the subject of research. So it can be concluded that happiness can be increased through group counseling that contains discussions, one of which is by trying the method of learning snowball throwing in its implementation. Everything that happens in life certainly has supporting and inhibiting factors, not being spared in the group counseling process through the method of snowball throwing non visual media and using media. Both factors are mutually sustainable because in it there is a share of collaboration between research subjects and authors. The teacher’s positive attitude, student behavior and the direction of the author when implementing group counseling through the snowball throwing method is something that is a supporting and inhibiting factor, because classroom action research cannot be run if only one of the three points does it.
Suggestions that can be conveyed to the bk teacher is that the bk teacher should try to apply the innovations of the authors regarding the group counseling method by combining with the learning method that is snowball throwing. In addition, the new innovation can make it easier for BK teachers to implement counseling programs outside the programs that are already owned by the school. Then to the SMK Negeri 2 Depok Yogyakarta, namely the increase in happiness felt by students must be maintained so that students always be comfortable when learning so as to produce good results later. When students are happy, it will make both parents and teachers who teach students become happy too. To the reader, the next research that uses the concept of classroom action research and is applied in counseling activities must have progress when compared with the author’s research. Many things can be raised as research themes related to counseling and carried out using classroom action research.

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