Students' Humility and Implication in Counseling Services: A Systematic Literature Review

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Abstract. Character education is an important part to be improved by school counselors through guidance and counseling services. One of the virtues that forms the basis for the development of other virtues is humility. Individuals who have high humility will be humble, kind, forgiving, and have high prosociality, on the other hand, individuals with low humility tend to be arrogant, arrogant, narcissistic and powerful so they are prone to conflict between friends. This study describes the humble character of students and their implications for counseling services. This systematic literature review begins with formulating research questions, objectives, compiling inclusion and exclusion criteria, searching for articles through databases, analyzing and reporting. Article search results are sorted and inputted in a prism diagram which is then presented per articleThe intellectual development of humility is used as a preventive effort in managing conflict and increasing many strengths such as gratitude, kindness, self-compassion, forgiveness, responsibility, discipline, integrity, and other good characters. Implications and suggestions for further research are described in this article.

Keywords: humility; students; counseling services.

INTRODUCTION

Humility is a multifaceted concept that includes (a) an accurate appraisal of of myself (e.g., understanding one's strengths and weaknesses), (b) a receptive orientation towards another, including an appreciation of human differences, and (c) the ability to control one's emotions, especially shame and pride (Exline & Hill, 2012). The research topic on narcissism is developing as psychological research on humility is also expanding (Worthington & Allison, 2018), but the two topics have mostly been studied separately. It appears that humility fosters personal development and strengthens bonds between people. Numerous brief, straightforward, and swiftly put together publications on the virtues of humility can be found in the lay press (Williams and Denney, 2016). There are at least twelve key characteristics of humility. These include (1) openness, (2) an attitude of 'don't know', (3) curiosity, (4) innocence, (5) a child-like nature, (6) a spontaneity, (7) spirituality, (8) tolerance, (9) patience, (10) integrity, (11) detachment and (12) letting go (Akhtar, 2012). This description makes the basis for the importance of humility to be possessed by students as one of the virtues. School counselors as one of the character developers of students through counseling services in schools.

"Humility constantly moves against the prison-house of the self-centric, against disproportionate narcissism, selfishness, and other such neuroses," writes Marcus (2013). The basis for healthy personal development and increased quality of life is living, a small amount of personal enjoyment, and communality. Gratitude is not a single personality attribute; it permeates all aspect of who one is. Humbling oneself and having faith in a transcendent being—God—but strives to maintain a materialist perspective on the attitude. Being humble does not imply having low self-esteem. It just means to think less of oneself (Williams & Denny, 2016). He emphasizes that individuals who are humble treat everyone as an equal and gain people's confidence, respect, and loyalty in the process. Respect comes from humility, and respect can lead to real achievement. More crucially, he asserts that "humility is a choice" and then offers three suggestions for improving this quality: I setting aside time for introspection; (ii) asking a few people to be brutally honest with one; and (iii) being willing to own one's mistakes and failings.

A difficult situation ascpecially in Indonesia, school counselors' visible performance appears to fall short of expectations despite the fact that their everyday execution of the work is entrenched (habitual) performance. Empirical evidence suggests that there are still a lot of students who are unable to behave normally (Noya & Salamor,

2020). When individuals have humility, when they have achievements, they are not disseminated but allow others to judge for themselves (Neimiec, 2013). So individuals who have humility tend to be responsible, grateful, humanist, integrity, empathetic, have a moral identity, are generous and easy to forgive and kindness. On the other hand, individuals with low humility tend to be selfish, arrogant and have narrow thinking (Rowatt, et al., 2006) narcissistic, display pride, low empathy and arrogance (Schwartz & Smith, 2002). If the counselor does not provide the right stimulation, students who have low humility are more likely to behave in bullying, brawls that commit murder.

METHODS

This study uses a qualitative design with a systematic type of literature review. The researcher has determined the variable to be studied, namely humility with the inclusion criteria of the type of quantitative research method, published since 2018-2022, obtained from the sciencedirect search engine and the linkspringer journal. The keywords used in the search process are "humility in school" OR "humility and counseling" OR "humility's students". The search results were then reviewed by researchers to be described in the discussion.

RESULTS AND DISCUSSION

Authors	Types of humility	Characteristics partisipants	Results
Şeyma Güldal & Ayşin Satan (2020)	Humility (Character strengths)	390 students in 2 public religious high schools, vocational high schools, and Anaolian high schools with 9th – 11th grades	This study emphasizes the strength of character, one of which is humility which is developed with psychoeducation which shows an increase in mindfulness, some character strengths and academic achievement of adolescents.
Porter et al (2020)	Intellectual humility	142 American adults (university students) 103 students in grades 9 – 12 in public high school 601 adolescents in grade 7 – 11	Higher intellectual humility learners act in a mastery-oriented manner: they accept challenge, put forth more effort, and persevere in the face of difficulty. Therefore, encouraging intellectual humility presents a promising means of encouraging mastery behaviors and advancing learning.
Guo Zhen, et al (2021)	Honesty Humility	2637 Students from senior high schools (grades 11th and 12th grades)	The negative correlations between honesty and humility and moral disengagement or unethical behavior are also moderated by system justification, making them stronger among teenagers who believe that society is fair.
Cannon Michael, Vedel Anna, Jonason Peter K (2020)	Intellectual humility	924 students university wirh range age (20 – 22 years)	Private school graduates score much higher on the Dark Triad qualities and exhibit less intellectual humility than their peers who attended public schools. Due to the fact that private education is typically only an option for wealthy individuals, any psychological traits linked to socioeconomic status (SES) may potentially result in inequalities in school environments.
Haggard, Megan et al (2018)	Intellectual humility	Mostly participant had at least in high school education. The ranging in age from 18 to 75	Owning intellectual limitations, feeling comfortable with one's intellectual limitations, and a desire of learning all individually contribute to one's overall knowledge, and the absence of any one of these qualities may indicate false or unvirtuous IH.
Hodson, G., et al (2018)	Honesty Humility	440 Chinese adolescents (students)	The HEXACO component As part of an adaptive strategy, honesty-humility has predictive value in determining how

			bullying perpetrators' actions would turn out. That low levels of conscientiousness were another major predictor of bullying behavior in addition to low levels of honesty and humility.
Wu, Junhui., Yuan Mingliang., & Kou Yu (2020)	Honesty Humility	3283 students from 10th – 11th grades.	People who grow up with unpredictable situations, little resources, and distant parent-child interactions behave less prosocially as late adolescents. They have difficult start in life tend to be less honest and fair, as well as less likely to trust others, which reduces their prosocial behavior.
Rensburg, et al (2018)	Honesty humility	700 students university	The results provide credence to the idea that various forms of dishonest academic activity are motivated by aspects of honesty and humility that have deep-seated roots. The key takeaway is that while greed avoidance may be crucial in anticipating cheating, especially when a monetary reward is involved, fairness may be crucial in predicting counter-academic behavior.
Barends, Ard J., de Vries Reinout, & Vugt, Mark van (2019)	Honesty humility	210 students participants	People with low Honesty-Humility dispositions are more inclined to take advantage of powerful positions by making choices that benefit oneself at the expense of potential rewards for others. Our research shows that when there aren't the right checks and balances in place to prevent exploitative impulses, these traits pay off better for them. Our research shows that there is a risk that those lacking in honesty and humility would abuse their positions of authority for their own or others' nepotistic benefit.
Zhao, Huanhuan et al (2020)	Honesty humility	485 youth participants as students with ranging age 16 – 34 years.	As a result, the indirect impact of subjective well-being on moral disengagement via malicious envy is much stronger for youths with low Honesty-Humility than for those with high Honesty-Humility. Its moderates the relationship between subjective well-being and malicious envy as well as between malicious envy and moral disengagement.

Given the modesty that intellectual humility entails, one may anticipate that those who possess a high level of it will aspire to learn more and, as a result, perform better academically than those who lack it. According to studies by Leary et al. (2017) and Alfano et al. (2017), openness and conscientiousness are also attributes that are favorably connected with academic achievement (Richardson et al., 2012). Adolescence has been described as an important period for the development of moral behavior because their abstract thinking skills, perspective-taking abilities, and knowledge about societal issues are increasing (Smetana & Villalobos, 2009). As an indicator of moral behavior, unethical behavior has severe detrimental consequences for adolescents. For example, previous longitudinal research has found that participants' high levels of involvement in unethical behavior during adolescence is associated with lower well-being (e.g., depression), more serious criminal offending, and more substance addiction in their late twenties (Lanctot, Cernkovich, & Giordano, 2007). Accordingly, preventing adolescents'

unethical behavior is a significant task for educational practitioners.

The distinction between intellectual pride, which is the proper owning of and attention to one's intellectual strengths, and intellectual humility, which captures the relationship between IH and a desire or openness to learn, makes intellectual humility unique. It also relies on a spectrum rather than a binary understanding of IH. The paradigm of Whitcomb et al. (2015) also enables precise predictions about the kinds of actions, motives, and emotions that an intellectually modest person would exhibit. The open-mindedness (considering other views) is separate from IH, but is probably associated with IH, according to the limitations-owning perspective. Intellectual humility, for instance, should make a person less prone to act as though they already know something, more likely to explore opposing viewpoints, and less likely to treat those who are intellectually superior with contempt.

CONCLUSION

Humility is one of the fundamental virtues that school counselors must cultivate, along with other important virtues. The intellectual development of humility is used as a preventive effort in managing conflict and increasing many strengths such as gratitude, kindness, self-compassion, forgiveness, responsibility, discipline, integrity, and other good characters. The results of this study indicate the urgency of intellectual humility so that students respect each other, focus on others, and have the ability to be grateful.

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