



Contents lists available at ojs.aeducia.org

Indonesian Journal of Guidance and Counseling Studies

Volume 2, Issue 2, (2025), 10.64420/ijgcs.v2i2

Journal homepage: <https://ojs.aeducia.org/index.php/ijgcs>

IJGCS

E-ISSN 3063-038X

P-ISSN 3063-0363

Research Article

Read Online: <https://doi.org/10.64420/ijgcs.v2i2.320>

Open Access

The Effect of Group Guidance Method using Sociodrama Technique to Improve Students' Self-Confidence

Reza Pahlevi^{1*}, Hartono² , Lenia Nawang Arum³

¹ Institut keguruan dan Ilmu Pendidikan Siliwangi, Cimahi, Indonesia

^{2,3} Universitas Negeri Yogyakarta, Indonesia

ABSTRACT

Background: Self-confidence is an essential factor that significantly impacts students' personal development and academic performance. Many students struggle with low self-confidence, which can hinder their growth and social interactions. **Objective:** The aim of this study was to determine whether there was an increase in students' self-confidence through the use of sociodrama in group guidance services. **Method:** This research was conducted at SMA Plus Merdeka Soreang in 2024, with 30 third-grade students as the subjects. A questionnaire was used to gather data on the students' self-confidence levels both before and after the intervention. The data were then analyzed statistically using the t-test formula to assess the significance of the changes in self-confidence. **Results:** The results from the data analysis indicated a significant increase in students' self-confidence following the group guidance sessions using sociodrama. Students demonstrated higher levels of engagement and improved self-perception, as reflected in the pre- and post-intervention questionnaire scores. **Conclusion:** The study concludes that group guidance services using the sociodrama method effectively increased students' self-confidence. This intervention proves to be a valuable tool for promoting personal growth and enhancing self-esteem in students. **Originality/Value:** This study provides empirical contribution to the field of educational guidance and counseling by demonstrating the significant effectiveness of group guidance using sociodrama techniques in enhancing self confidence, active engagement, and positive self perception among learners regarding adolescent psychosocial development within the specific context of twelfth grade students at SMA Plus Merdeka Soreang, which has remained underexplored. These findings enrich empirical evidence and serve as a strategic benchmark in designing school group guidance curricula, implementing action-oriented counseling interventions, and providing actionable protocols for school counselors to support students' personal growth and self esteem in educational settings.

ARTICLE HISTORY

Received: July 20, 2025

Revised: August 17, 2025

Accepted: September 25, 2025

Published: September 29, 2025

KEYWORDS

Group Guidance Method;
Sociodrama Technique;
Students' Self-Confidence

1. INTRODUCTION

Adolescence is a transitional period from childhood to adulthood, adolescence is also a period of self-discovery that encourages a high sense of curiosity, wants to stand out and is recognized as a teenager today. Adolescence has several developmental tasks that must be fulfilled, Yusuf said that one of the developmental tasks that adolescents must fulfill is to accept themselves and have confidence in their abilities (Agustriyana & Suwanto, 2017). Some demands must be met by adolescents to carry out adolescent tasks well, making self-confidence so important for an adolescent (Garmy).

* **Corresponding Author:** Reza Pahlevi, rezapahlevi@ikipsiliwangi.ac.id

Department of Guidance and Counseling, Institut keguruan dan Ilmu Pendidikan Siliwangi, Cimahi, Indonesia

Address: Jl. Terusan Jenderal Sudirman No.3, Baros, Kec. Cimahi Tengah, Kota Cimahi, Jawa Barat 40521, Indonesia

How to Cite this Article:

Pahlevi, R., Hartono, H. & H., Arum, L. N. (2025). The Effect of Group Guidance Method using Sociodrama Technique to Improve Students' Self-Confidence. *Indonesian Journal of Guidance and Counseling Research*, 2(2), 67-77. <https://doi.org/10.64420/ijgcs.v2i2.320>



Copyright © 2025 by the Author(s). This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) License (<https://creativecommons.org/licenses/by-sa/4.0/>)

Many problems can arise because adolescents do not believe in themselves, even though self-confidence is an important need for adolescent development (Rani et al., 2015). However, in reality, self-confidence is still a problem that is quite troubling (Cuddy, 2015). Many adolescents feel low self-esteem which is expressed through shy attitudes, lack of social skills, withdrawal, lack of courage to speak and express opinions, always afraid of making mistakes, worrying, and anxiety (Prieur et al., 2020).

Adolescents need support. Support comes from within and from outside, one of the supports from outside is family (McGrath et al., 2014). The family is the place where a child is born and raised, the family becomes a very large environment that affects the child's personality in the future (Agayeva, 2021). The attitude of parents to children and the amount of attention given to children will affect the behavior of these children, not only at home but also outside the home (Rahimah & Koto, 2022). Parents serve as the foundation for the formation of the child's personality, including self-confidence. The sense of love, acceptance, affection, and mutual trust created in the home atmosphere can shape children's self-confidence (Axness, 2012). Likewise, parents who impose their will, and do not listen to children's voices tend to inhibit the growth of self-confidence in children (Antonelli et al., 2014). Parents who harass children's opinions can make children feel they have no self-esteem and will inhibit children's self-confidence. This kind of situation can result in socializing outside tending to show a withdrawn attitude, not daring to express opinions, and low self-esteem (Gil & Vazquez, 2014).

The positive attitude of an individual to develop a positive assessment of both oneself and the environment or situation at hand (Saricaoglu & Arslan, 2013). This does not mean that the individual is capable of doing everything alone without needing the help of others at all. Self-confident individuals feel competent, and capable and believe that students can because they are supported by experience, actual potential, achievements, and realistic expectations of themselves (Hayrettin, 2015). Students who have self-confidence are students who have a feeling of confidence in their ability to complete a job and problems that arise (Oktafiani & Yusri, 2021). The ability of students that can be seen is being able to find and dare to express positive ideas, successfully find specific abilities or talents possessed, and be able to show through positive ways (Kouzes & Posner, 2018).

Based on the results of observations at SMA Plus Merdeka Soreang, the problem that often occurs in the school is that student's lack confidence in communicating, this can be seen from the attitude of students. Students' lack of self-confidence that can be seen include students not daring to speak when appointed by the teacher. This was seen when the researcher conducted classical guidance in the third grade. In addition to students' lack of confidence in communication, students are also not confident when facing semester exams as seen from students who cheat, it was seen when students were reprimanded by the supervisor. And students feel inferior when hanging out with friends so they tend to withdraw from socializing.

The problem of self-confidence is very influential in students. This is because students at school must want to find their true identity (Raihani et al., 2023). Whether the students can recognize themselves or not. Schools must have guidance and counseling teachers who have the task of helping students who are experiencing problems. Guidance and counseling teachers have a very important role in improving the quality of students related to self-confidence in students (Hulukati, 2013). Therefore, guidance and counseling teachers have many services, both services which have a personal and group nature (Nkechi, 2016). Group guidance services using the sociodrama method will be able to train students in self-confidence both in communication and attitude (Permatasari & Dalimunthe, 2020). So group guidance services with sociodrama methods can help the problems experienced by students.

Social conflicts that are sociodramed are not deep conflicts that do not involve personality disorders (Schnabel, 2021). The purpose of sociodrama activities is to develop an understanding of the causes or factors that cause problems or conflicts in human relationships (Ayuningrum & Suwarjo, 2017). Thus, students can further improve their ability to communicate with others through the ideas they have and then express them in a role-playing forum that will be played together (Ching & Hsu, 2016).

The phenomenon that occurs in the field, the operational implementation of guidance and counseling with various services delivered is still not optimal (Williams & Beidas, 2019). Group guidance services, it does not give students confidence (Asradi & Sarman, 2022). The provision of guidance and counseling services is only limited to information so that students' self-confidence is still low. The level of success of the implementation of sociodrama requires the involvement of the counselor and subject teacher and is supported by the curriculum that has been determined in the implementation of sociodrama (Veiga, 2022). This sociodrama activity is expected to be able to develop students' potential so that it can increase students' self-confidence in the role-playing group (Kosma, 2021).

Based on the background above, the problems that have been written encourage researchers to conduct research using group guidance services with the sociodrama method will be able to increase self-confidence in

thirdgrade students at SMA Plus Merdeka Soreang. The findings can be identified, namely (1) adolescents' understanding of the developmental task of accepting themselves and their abilities is still low; (2) family support is still low as evidenced by the treatment of parents who do not respect children's opinions, causing children's low self-confidence; (3) many students tend to withdraw in socializing because they are insecure; (4) it is necessary to increase the intensity of guidance and counseling service meetings, especially by using the sociodrama method; (5) group guidance services using the sociodrama method have not been carried out optimally.

The purpose of this study was to determine whether there was an increase in students' self-confidence through sociodrama for third-grade students at SMA Plus Merdeka Soreang.

2. METHOD

2.1 Research Design

This research includes Classroom Action Research (CAR). Researchers used a classroom action research approach to improve low self-confidence in students. Therefore, through this classroom action research approach, researchers want to seek an increase in student self-confidence through group guidance services with the sociodrama method. Four stages will be passed in classroom action research, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. The four stages are carried out in each cycle or round.

In the research, the researcher is a facilitator who directs students who are carrying out sociodrama. Students who deviate from the sociodrama action will be straighttened out and directed by the researcher according to the rules and steps of sociodrama implementation so that the sociodrama process can run smoothly and correctly according to the stages of sociodrama.

2.2 Research Object

This research was conducted at SMA Plus Merdeka Soreang in 2022. The subjects in this class action research were third-grade students at SMA Plus Merdeka Soreang with 30 students, who indicated low self-confidence and records of cases that occurred in the class experiencing low self-confidence scores from the pretest given by the subject, namely students who have low self-confidence levels. The selection of subjects was obtained from the lowest questionnaire score and recommendations from the guidance and counseling teacher at the school. Subjects in this study were determined to use a questionnaire as a tool to collect data.

2.3 Data Collection Method

In this research, researchers used the questionnaire method as a method of obtaining data in a questionnaire about student self-confidence.

2.3.1. Questionnaire

This study uses a questionnaire that serves to obtain data to strengthen the data that has been obtained from observation, especially regarding self-confidence. The results of the validity of the student self-confidence scale before being tested produced 56 statement items. Analysis of trial data resulted in 48 statement items and 8 statement items were canceled. Valid items are items that have $r_{xy} > r_{table}$ value at a significant level of 5% (0.05) with 30 respondents is 0.349 while the statement items are canceled.

Reliability analysis of the self-confidence scale was carried out using Cronbach's Alpha formula. Reliability calculations are carried out using the help of the SPSS computer program. The results of the analysis are described in the table 1 below:

Table 1. Item Reliability Test Analysis

Variable	Rtt	Comparison	r table =p(0,05)	Description
X	0.957	>	0.361	Reliabel

2.3.2. Observation.

Researchers observed and recorded the implementation of group guidance with sociodrama method in the classroom as well as the behavior and activities of students during the activity process. Observations were made using observation sheets that had been prepared and in the form of field notes.

2.4 Data Analysis

The research data were analyzed statistically using the t-test formula. The following formula was used in the data analysis process: The formula is as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 dN}{(N-1)}}}$$

Description:

Md: mean of the difference / deviation (d) between post-test and pre-test

Xd: deviation with each subject (d-Md)

N: number of subjects

$\sum x^2$: the sum of the squared deviationsdf: or d.b determined by N-1.

2.5 Research Stages

The stages of this class action research consist of four steps, the following is an explanation of the four steps:

- Planning. Researchers determine the point or focus of events that need special attention, then make an observation instrument to help researchers store facts that occur during the action.
- Acting. The second stage of the research is implementation which is the implementation or application of the contents of the design, namely using class action. Researchers take action on students in the form of activities or learning for improvement in a better direction.
- Observing. The third stage, namely observation activities carried out by observers. Observation is carried out when the action is taking place, so both take place at the same time. So that the data obtained is accurate and for the improvement of the following cycle.
- Reflecting. This stage is an activity to reiterate what has been done during the auction process. In this reflection, it is analyzed whether the auction process has been successful as expected or not. If not as expected, then a service plan is made for the following cycle. The four stages in action research are elements to form a cycle, which is a continuous activity that returns to the original step. In one cycle, it consists of the design stage until reflection or evaluation.

3. RESULTS AND DISCUSSION

3.1 Result

3.1.1. Data Description of Each Student's Self-Confidence Variable

Based on the results of the analysis, the following is a description of the data on each student self-confidence variable in table 2 below:

Table 2. Data Description of Each Student's Self-Confidence Variable

No	Subject	Pre Test	Post Test	(d)
1	R A A	118	132	14
2	BMS	122	141	19
3	FN	113	126	13
4	FK	121	137	16
5	CF	122	131	9
6	AF	121	149	28
7	PW	117	126	9
8	IAC	119	125	6
	Total	690	1067	114
	Mean	119.13	133.38	14.25

3.1.2. Description of Data on Observation Results of Sociodrama Service Implementation

Based on the results of the analysis, the following is a description of the data from the observation of the implementation of sociodrama services with sociodrama techniques in table 3 below:

Table 3. Score of Observation Results of Sociodrama Service Implementation

No	Subject	Cycle					
		1	2	3	4	5	6
1	AF	19	23	30	38	45	54
2	BMS	19	23	30	34	44	54
3	CFM	19	22	29	35	43	54
4	FKBA	19	23	34	33	42	54
5	FNM	19	23	31	34	42	54
6	IAC	19	21	31	36	47	53
7	PW	19	22	32	35	46	54
8	MA	19	22	31	36	47	55
	Total	152	179	248	281	356	432
	Mean	19.00	22.38	31.00	35.13	44.50	54.00

Based on the results of observations of the implementation of the sociodrama service method above, it can be seen that at each meeting there is an increase in scores, at the first meeting 19.00 with an average score of enough, namely students who listen to the directions delivered but the activeness of students in discussion activities is still relatively low because there has been no adjustment and is still awkward. At the second meeting, it increased to 22.38 then at the third meeting to 31.00 then at the fourth meeting to 35.13 so then the fifth meeting to 44.50 and the sixth meeting to 54.00. The Observation Score of Sociodrama Service Implementation shows that there is an increase in students' self-confidence in each meeting (action) after being given group guidance using sociodrama techniques.

3.1.3. T-Test Test

Based on the results of the analysis, the following t-test results are presented in table 4 below:

Table 4. T-Test Result

Class		N	Mean	Std. Deviation	Std. Error	Mean
Score	Pre test	8	119.1250	3.09089	1.09279	
	Post test	8	133.3750	8.46737	2.99367	

		Levene's Equality of F	Test for Variances Sig.	t-test for Equality of Means					
				t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Score variances	Equal	6.503	.023	-4.471	14	.001	-14.25000	3.18689	-21.08519 -7.41481
	assumed Equal variances not assumed			-4.471	8.833	.002	-14.25000	3.18689	-21.48008 -7.01992

Based on the results of the table above, the t-test results show that the Sig value. Levane's Test for Equality of Variances is $0.023 > 0.05$, this means that the data variance between the two groups is homogeneous

3.1.4. Hypothesis Testing

Hypothesis testing uses computer assistance with the SPSS program to determine the calculated t coefficient of 4.471 following testing of the table of t distribution values at the 5% level for $(n-1) 8-1 = 7$ is 1.895. This shows that the calculated t value is greater than the t table, namely $4.471 > 1.895$ or $p = 0.001$ ($p < 0.05$). It means that there is a significant difference between the increase in students' self-confidence before and after being given the sociodrama service. After further observation of the increase in students' self-confidence, the mean before being given the sociodrama service action was 119.13 and the mean after being given the sociodrama service was 133.38.

Thus, the null hypothesis (H_0) proposed reads "there is an effect of group guidance methods with sociodrama techniques on increasing the self-confidence of third-grade students at SMA Plus Merdeka Soreang" is rejected. While the alternative hypothesis (H_a) proposed "there is no effect of group guidance methods with sociodrama techniques

on increasing the self-confidence of third-grade students at SMA Plus Merdeka Soreang" is accepted so that it is tested.

3.2. Discussion

The results of data analysis showed that the implementation of group guidance services using sociodrama method can increase the confidence of third-grade students at SMA Plus Merdeka Soreang in the academic year 2022. Increasing students' self-confidence can be seen from the results of observations and pre-test and post-test confidence questionnaires. Increasing students' self-confidence based on the pre-test and post-test questionnaires showed that before the action was given, it was in the medium category with a total frequency of 8 by 100%. After being given action, it is in the high category with a frequency of 4 by 50% and in the medium category with a frequency of 4 by 50%.

Increasing student confidence based on observation results, it is known that there is an increase in student responses and activities in each action cycle. In the first cycle, students were less enthusiastic about participating in group guidance services using the sociodrama method, they still lacked the courage to express their opinions, some students were busy chatting with friends, and interaction between friends was still lacking, so the implementation of the sociodrama method was not smooth.

Cycle II students have actively cooperated in advising friends, the sociodrama method runs well. In cycle II, service delivery was considered sufficient because it had increased student confidence. Students can exchange ideas with group members when given questions by researchers, students dare to actively express opinions in playing sociodrama so that they can identify and formulate problems, they can estimate the causes of problems, and determine alternative solutions that are by what is expected, the atmosphere when implementing group guidance services sociodrama method was very conducive.

After seeing the observation results achieved by each student in each action cycle, there is an increase in students' understanding of self-confidence. Thus, the hypothesis proposed in this study was tested (accepted). This shows that students' self-confidence can be improved through sociodrama services.

Self-confidence is a trait that all students must have, but the reality is that self-confidence is still a problem that is quite troubling (Utomo & Maratus, 2021). Many adolescents feel inferior which is expressed through shy attitudes, lack of social skills, tendency to withdraw, lack of courage to speak and express opinions, always afraid of making mistakes, worrying, and anxiety. Every student must have a high sense of self-confidence, however (Muslimin et al., 2021). In reality, there are still some students who lack self-confidence, such as there are students who think that self-confidence can be owned by everyone even though all of that is not necessarily true (Triningtyas, 2016).

Self-confidence is needed in survival and to achieve the success of an individual for the future of students (Sulfemi, 2020). One of the services to help students in the personal field, researchers use group guidance services with the sociodrama method given to certain students to gain knowledge from researchers that is useful for solving problems faced by students (Silvia et al., 2022).

Self-confidence needs to be owned by every individual (Fransisca et al., 2020). Confidence and self-confidence will arise when someone does something that is truly capable and professional in doing (Rahman, 2013). Someone is said to have self-confidence if they are able and master or proficient in doing a job (Bachtiar, 2020).

Someone who has aspects of self-confidence is said to have confidence in their abilities and never give up, always believe in doing something think about the risks before acting, and dare to bear all for what the individual has done (Macarau & Stevanus, 2022). So someone who is considered to have the above aspects is a person who has good self-confidence. Someone who has high self-confidence is not too dependent on others, is always confident in what is done, and after being done, is proud of his abilities by not bragging and being brave in making decisions with confidence and daring to accept the risks of these decisions (Amri, 2018).

Efforts to increase the self-confidence of Muhammadiyah 3 Yogyakarta Junior High School students can be assisted by several related parties such as schools, parents, families, and the environment around students. In this study, researchers only limit it to the school realm so that the party who will help change the attitude of students' lack of self-confidence at school is the guidance and counseling teacher. New techniques and innovations from guidance and counseling teachers are needed, namely with group guidance services using the sociodrama method. Group guidance is a guidance and counseling service organized to provide help, prevent or overcome difficulties to individuals or groups of individuals, in this case, students who are growing up as adolescents.

In group guidance, there are several methods. In this study, researchers used the sociodrama method. The link between group guidance and sociodrama in this study is clear group guidance using the sociodrama method is a process of assisting students by emphasizing changes in behavior (Halik & Rakasiwi, 2020). One of the advantages

of the sociodrama method is that it is willing to accept and respect other people's opinions, foster the development of children's creativity, and educate students to be able to solve social problems encountered (Amelia et al., 2021). The goals of guidance and counseling cannot be separated from the goals of national education, namely directing and developing students to become human beings who have knowledge and skills to achieve life welfare (Syarqawi, 2018).

The use of sociodrama techniques in group guidance in increasing students' self-confidence is given with the aim that students can solve problems with others through roles played with temporary actions to reveal similarities between people around them by playing drama (Saputra, 2020). Role-playing such as sociodrama to train students in socializing and solving problems (Pisciotta & Taddei, 2023). The advantages of this method are more attention to individual differences, active student behavior in learning, and responding to students in thinking. In addition (Dornyei, 2014), this method can achieve goals that are not easily achieved by other methods, such as the goal of understanding other people's feelings respecting other people's opinions, taking joint responsibility, and making joint decisions.

From the findings, the ultimate goal of this study is that students are expected to realize and be able to change bad traits such as feeling shy when told to come forward to the front of the class into better traits, namely more confidence in this matter. With high self-confidence, students can follow the process of learning activities well at school and get satisfactory results.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Theoretical Implication

The result of this research can contribute to knowledge about the development of adolescent socialization ability, especially in the effort to increase students' self-confidence through sociodrama in third-grade students at SMA Plus Merdeka Soreang in the 2022 academic year.

4.2 Practical (Contribution).

- a) For guidance and counseling teachers. Increasing the role of guidance and counseling teachers (Guidance and Counseling) at school in overcoming various problems of association with peers through guidance services with sociodrama concerning student self-confidence.
- b) For students. The results of this study are expected to help them increase self-confidence in socializing or socializing well, either with peers or with the surrounding environment.
- c) For parents. The results of this study as input to pay more attention to the social development of children and direct children to have good socialization skills.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Limitations.

Researchers try their best to carry out research, but if the data obtained is less accurate, then this is due to the limitations of researchers. These limitations include:

- a) Limitations related to instrument development. The self-confidence questionnaire used in this study still has many shortcomings, especially the quality of the questionnaire, therefore it can be developed again to be more varied and quality by future researchers.
- b) Respondents' condition in filling out the questionnaire. Completing the questionnaire is done by taking lesson time so there is a possibility that students feel rushed in filling out the questionnaire so that the results are less satisfying. The questionnaire score is not included in the lesson score so students are less serious in filling out the questionnaire.
- c) Limitations associated with the study. Researchers still see students who play a less active role and are more likely to chat with friends but there are still students who are always silent and lack confidence in expressing their opinions during discussions so they only participate in group guidance service activities using the sociodrama method but are still passive. There are still students who are sometimes reluctant to participate in group guidance service activities.
- d) Increased self-confidence will be optimal if the supporting factors, namely internal and external, can play an active role. Whereas in this study only conducting research in the school environment, so that the results of

increasing self-confidence are not optimal, the researcher is also still in the learning process so that the provision of action is not optimal and still needs to be improved.

- e) The implementation of research conducted 6 times a meeting, researchers are still not maximizing, and students who have low self-confidence still need more optimal handling and monitoring. So the results of this study are far from perfect.
- f) The limitations of this study are expected to make future researchers better and more optimal in conducting research.

5.2 Recommendations for Future Research

Based on the limited results of this research, to increase students' self-confidence, the following suggestions will be made:

- a) For students. Based on the results of the study, students are expected to continue to maintain and increase their self-confidence, by hanging out with people who have a high level of self-confidence and reading a lot of information in books, magazines, and the internet about self-confidence.
- b) For Guidance and Counseling Teachers. Guidance and counseling teachers are expected to provide sociodrama services to increase students' selfconfidence. In addition, the guidance teacher can collaborate with student guardians and homeroom teachers in increasing self-confidence for students who have low selfconfidence levels.
- c) For future researchers. It is expected to be better in applying sociodrama in increasing students' self-confidence. In addition, future researchers can develop the use of sociodrama method to improve counseling guidance services in other aspects, for example in increasing learning motivation, increasing achievement motivation, and discovering students' talents.

6. CONCLUSION

Self-confidence plays a vital role in the survival and success of students, influencing their ability to face challenges and achieve their goals. It is not only essential for academic growth but also for personal development, helping students to navigate social situations, express themselves, and pursue their aspirations. In this context, group guidance services utilizing the sociodrama method have been introduced as an effective approach to assist students in overcoming personal obstacles. By engaging in role-playing and dramatization, students can explore various situations and practice handling them in a safe and supportive environment, allowing them to develop the confidence needed for real-life challenges.

The findings from the study emphasize the positive impact of sociodrama in enhancing students' self-confidence. As observed, there was a noticeable improvement in the students' engagement and participation throughout the intervention. Each action cycle demonstrated an increase in students' responses and willingness to take part in the activities. This improvement was not just reflected in their behavior during the sessions but was also confirmed through pre- and post-intervention questionnaire scores. The data revealed that students felt more confident after the sociodrama sessions, indicating that the method effectively contributed to their personal growth.

Moreover, the use of sociodrama in group guidance services helped students understand the significance of self-confidence in various aspects of their lives. Through the activities, they began to grasp how self-confidence influences their ability to discover their identity, form connections with peers, and actively participate in discussions. By experiencing scenarios that required them to express their thoughts and emotions, students gained a deeper understanding of how self-confidence enables them to interact more freely with others and take ownership of their actions. This process of reflection and learning empowered them to become more proactive in their personal and social interactions, setting the foundation for future success.

Acknowledgments

The author would like to thank colleagues (first and second authors) who have contributed to the preparation of this article. As well as thanks to the parties, especially the guidance and counseling teachers who have helped facilitate researchers during the implementation of the research.

Author Contribution Statement

Each author contributed to the preparation of this article. The first author was in charge of collecting data in the field, the second author drafted the theoretical framework, and the third author compiled the research report.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors used (Claude) only in a limited manner to refine writing mechanics, formatting, and overall stylistic coherence without altering the authorial intent. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [IJGCS GenAI Tool Usage Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict of Interest Statement

The authors declared that they have no competing interests with respect to the research, authorship, and/or publication that might have influenced the performance or presentation of the work described in this article.

Funding Statement

The authors declare that no funds, grants, or other financial support were received during the preparation of this manuscript or the conduct of this study.

REFERENCES

- Agayeva, G. S. G. (2021). Relationships in the Family and Their Influence on the Formation of the Child's Personality. *International Journal of Innovative Technologies in Economy*, 1 (33). https://doi.org/10.31435/rsglobal_ijite/30032021/7501
- Agustriyana, N. A., & Suwanto, I. (2017). Fully human being pada remaja sebagai pencapaian perkembangan identitas. *Jurnal Bimbingan Konseling Indonesia*, 2(1), 9-11. <http://dx.doi.org/10.26737/jbki.v2i1.244>
- Amelia, D. P., Luthfia, R. A., Hamis, S. I., & Dewi, D. A. (2021). Metode Sociodrama sebagai Sarana dalam Menumbuhkan Kesadaran Toleransi Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5624-5630. <https://doi.org/10.31004/basicedu.v5i6.1601>
- Amri, S. (2018). Pengaruh kepercayaan diri (self confidence) berbasis ekstrakurikuler pramuka terhadap prestasi belajar matematika siswa SMA Negeri 6 Kota Bengkulu. *Jurnal Pendidikan Matematika Raflesia*, 3(2), 156-170. <https://doi.org/10.33369/jpmr.v3i2.7520>
- Antonelli, L., Bilocca, S., Borg, D., Borg, S., Boxall, M., Briffa, L., ... & Vella, G. L. (2014). Drama, performance ethnography, and self-esteem: Listening to youngsters with dyslexia and their parents. *Sage Open*, 4(2), 2158244014534696. <https://doi.org/10.1177/2158244014534696>
- Asradi, A., & Sarman, F. (2022). Effectiveness of Discovery Learning Approaches integrated with Task Group Guidance to Increase Student Confidence in Guidance and Counseling. *Bulletin of Social Studies and Community Development*, 1(1), 1-9. <http://dx.doi.org/10.61436/bsscd/v1i1.pp01-09>
- Axness, M. (2012). *Parenting for peace: Raising the next generation of peacemakers*. Sentient Publications.
- Ayuningrum, C., & Suwarjo, S. (2017). The Effect of Sociodrama and Problem Based Learning On Student Cooperation Of Elementary School Students. *Journal of Elementary Education*, 2(2), 3-8. <http://citrayu24.blogs.uny.ac.id>
- Bachtiar, A. (2020). *Obat Minder rahasia menjadi pribadi percaya diri, berani tampil beda dan dikagumi* (Vol. 55). Araska Publisher.
- Ching, Y. H., & Hsu, Y. C. (2016). Learners' interpersonal beliefs and generated feedback in an online role-playing peer-feedback activity: An exploratory study. *International Review of Research in Open and Distributed Learning*, 17(2), 105-122. <https://doi.org/10.19173/irrodl.v17i2.2221>
- Cuddy, A. (2015). *Presence: Bringing your boldest self to your biggest challenges*. Hachette UK.
- Dornyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.
- Fransisca, R., Wulan, S., & Supena, A. (2020). Meningkatkan percaya diri anak dengan permainan ular tangga edukasi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 630-638. <http://dx.doi.org/10.31004/obsesi.v4i2.405>
- Garmy, P., Berg, A., & Clausson, E. K. (2015). A qualitative study exploring adolescents' experiences with a school-based mental health program. *BMC public health*, 15, 1-9. <https://doi.org/10.1186/s12889-015-2368-z>
- Gil, R. M., & Vazquez, C. I. (2014). *The Maria paradox: How Latinas can merge old world traditions with new world self-esteem*. Open Road Media.

- Halik, A., & Rakasiwi, N. (2020). Efektivitas Bimbingan Kelompok Teknik Sociodrama untuk Meningkatkan Kepercayaan Diri Siswa. *Consilium: Berkala Kajian Konseling dan Ilmu Keagamaan*, 7(1), 32-44. <http://dx.doi.org/10.37064/consilium.v7i1.7186>
- Hayrettin, T. U. N. E. L. (2015). The relationship between self-confidence and learning Turkish as a foreign language. *Educational research and reviews*, 10(18), 2575-2589. <https://doi.org/10.5897/ERR2015.2445>
- Hulukati, W. (2013). The improvement of teacher competencies in guidance and counseling for the development of students personality. *Indian Journal of Positive Psychology*, 4(3), 396. <https://doi.org/10.15614/ijpp%2F2013%2Fv4i3%2F49825>
- Kosma, G. (2021). The Effect of Drama Methods on Enhancing Students' Emotional Engagement in the Distance EFL Learning Context; the Mantle of the Expert Paradigm. *Uluslararası Beşeri Bilimler ve Eğitim Dergisi*, 7(15), 1-16. <https://dergipark.org.tr/tr/pub/ijhe/issue/62183/882487>
- Kouzes, J. M., & Posner, B. Z. (2018). *The student leadership challenge: Five practices for becoming an exemplary leader*. John Wiley & Sons.
- Macarau, V. V. V., & Stevanus, K. (2022). Peran Orangtua dalam Upaya Menumbuhkan Rasa Percaya Diri Anak Usia Dini. *EDULEAD: Journal of Christian Education and Leadership*, 3(2), 153-167. <https://doi.org/10.47530/edulead.v3i2.113>
- McGrath, B., Brennan, M. A., Dolan, P., & Barnett, R. (2014). Adolescents and their networks of social support: Real connections in real lives?. *Child & Family Social Work*, 19(2), 237-248. <https://doi.org/10.1111/j.1365-2206.2012.00899.x>
- Muslimin, K., Kom, M. I., & Maswan, M. M. (2021). Kecemasan Komunikasi: Mengatasi Cemas Berkomunikasi di Depan Publik. Unisnu Press.
- Nkechi, E. E., Ewomaoghene, E. E., & Egenti, N. (2016). The role of guidance and counselling in effective teaching and learning in schools. *RAY: International Journal of Multidisciplinary Studies*, 1(2), 36-48. <https://chakdahacollege.in.net>
- Oktafiani, Z., & Yusri, Y. (2021). The Relationship of Self Confidence to Students Learning Achievement. *Counseling and Humanities Review*, 1(1), 20-26. <https://doi.org/10.24036/000411chr2021>
- Permatasari, S., & Dalimunthe, R. Z. (2020). The Influence of "Ubrug" Sociodrama Technique toward Students Self-Efficacy. *Journal of Family Sciences*, 5(1), 57-70. <https://doi.org/10.29244/jfs.5.1.57-70>
- Pisciotta, A., & Taddei, L. (2023). The Researcher's Role: Teaching Social Research Methods with Participatory Theater and Role-Playing Techniques. *Sociological Teaching*, 1(2), 05-14. <https://doi.org/10.2991/assehr.k.200129.040>
- Prieur, A., Jensen, S. Q., & Nielsen, V. B. (2020). Lacking social skills: A social investment state's concern for marginalized citizens' ways of being. *Critical social policy*, 40(4), 608-626. <https://doi.org/10.1177/0261018319878130>
- Rahimah, R., & Koto, I. (2022). Implications of Parenting Patterns in the Development of Early Childhood Social Attitudes. *International Journal Reglement & Society (IJRS)*, 3(2), 129-133. <https://doi.org/10.55357/ijrs.v3i2.226>
- Rahman, M. M. (2013). Peran Orang Tua Dalam Membangun Kepercayaan Diri Pada Anak Usia Dini. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 8(2). <http://dx.doi.org/10.21043/edukasia.v8i2.759>
- Raihani, U., Wati, S. N., Islamy, U. A., Rahmi, A., Rifasya, N. H., Seftiani, R., & Natalia, N. (2023). Identification of Factors Affecting Student Self-Confidence in the Alpha (Digital) Generation. *BICC Proceedings*, 1, 104-112. <https://doi.org/10.30983/bicc.v1i1.35>
- Rani, V., Kamboj, S., Malik, A., & Kohli, S. (2015). A study of emotional maturity in relation to self-confidence and insecurity in adolescents. *Indian journal of positive psychology*, 6(4). <https://doi.org/10.15614/ijpp%2F2015%2Fv6i4%2F127186>
- Saputra, E. C. (2020). Sociodrama Techniques in Group Guidance to Improve Vocational High School Student's Confidence to Face the Industrial Revolution 4.0. In *3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019)* (pp. 319-325). Atlantis Press. <https://doi.org/10.2991/assehr.k.200129.040>
- Saricaoglu, H., & Arslan, C. (2013). An Investigation into Psychological Well-Being Levels of Higher Education Students with Respect to Personality Traits and Self-Compassion. *Educational Sciences: Theory and Practice*, 13(4), 2097-2104. <https://doi.org/10.12738/estp.2013.4.1740>
- Schnabel, K. (2021). Using Psychodrama and Sociodrama to Overcome Social Trauma. *Social Trauma—An Interdisciplinary Textbook*, 131-137. https://doi.org/10.1007/978-3-030-47817-9_14

- Silvia, T., Yandri, H., & Juliawati, D. (2022). Peningkatan Kepercayaan Diri Siswa Berbicara di Depan Kelas Melalui Layanan Bimbingan Kelompok Teknik Sociodrama. *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 8(2), 9-15. <http://dx.doi.org/10.31602/jmbkan.v8i2.5540>
- Selmi, A. M., Gallagher, R. J., & Mora-Flores, E. R. (2014). *Early childhood curriculum for all learners: Integrating play and literacy activities*. SAGE Publications.
- Sulfemi, W. B. (2020). Pengaruh rasa percaya diri dan gaya kepemimpinan kepala sekolah terhadap kinerja guru. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(2), 157-179. <https://doi.org/10.31538/ndh.v5i2.557>
- Syarqawi, A. (2018). Bimbingan konseling sebagai upaya dan bagian pendidikan. *Al-Fatih: Jurnal Pendidikan dan Keislaman*, 1(1), 169-180. <http://jurnal.stit-al-ittihadiyahlabura.ac.id>
- Triningtyas, D. A. (2016). Studi kasus tentang rasa percaya diri, faktor penyebabnya dan upaya memperbaiki dengan menggunakan konseling individual. *Counsellia: Jurnal Bimbingan dan Konseling*, 3(1). <http://doi.org/10.25273/counsellia.v3i1.239>
- Utomo, P., & Maratus, S. (2021). The effectiveness of using educational cinema techniques to increase students' self-confidence: An experimental research. *ProGCouns: Journal of Professionals in Guidance and Counseling*, 2(2), 51-61. <https://doi.org/10.21831/progcouns.v2i2.41101>
- Veiga, S. (2022). Developing transversal competencies in the sociodramatic space: narrative of a curricular experience in higher education. *Education Sciences*, 12(2), 125. <https://doi.org/10.3390/educsci12020125>
- Williams, N. J., & Beidas, R. S. (2019). Annual research review: The state of implementation science in child psychology and psychiatry: A review and suggestions to advance the field. *Journal of Child Psychology and Psychiatry*, 60(4), 430-450. <http://dx.doi.org/10.1111/jcpp.12960>

Article Information

Copyright holder:

© Pahlevi, R., Hartono, H., & Arum, L. N. (2025)

First Publication Right:

Indonesian Journal of Guidance and Counseling Studies

Article info:

DOI: <https://doi.org/10.64420/ijgcs.v2i2.320>

Word Count: 6356

Publisher's Note:

The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of AEDUCIA and/or the editor(s). AEDUCIA and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.

This Article is licensed under: **CC-BY-SA 4.0**