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Psychodrama as a Group Counseling Method for Adolescents in a Social Welfare Institution: A Qualitative Descriptive Study

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ABSTRACT

adolescents to express personal experiences, emotions, and psychological conflicts through role playing in a group setting. This study aimed to describe the implementation of psychodrama as a group counseling method for adolescents in a social care institution and identify the internal and external barriers encountered during its implementation. Using a descriptive qualitative approach, data were collected through observations, interviews, and documentation involving psychodrama facilitators and adolescent participants. The findings show that psychodrama was implemented flexibly according to adolescents' psychological conditions and readiness, involving facilitators, protagonists, auxiliaries, and group members in developing dramatic situations. The evaluation indicated improvements in adolescents' openness, self acceptance, emotional expression, confidence, and problem solving. Adolescents who showed limited progress received individual guidance and counseling as follow up services. However, implementation was hindered by limited openness, interest, motivation, confidence, and seriousness among adolescents, as well as limited funding, external support, socialization, and counseling personnel. Overall, psychodrama has potential as a group counseling method for adolescents in social care settings when supported by competent facilitators, adequate institutional resources, and appropriate follow up services.

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1. INTRODUCTION

Adolescence is a developmental period marked by intensive physical, cognitive, emotional, and psychosocial changes. At this stage, adolescents begin to construct their self identity, foster autonomy, expand social networks, and face demands to adapt to their surrounding environment (Florensa et al., 2023, p. 112). These transformations can trigger various psychological challenges when adolescents lack adequate competencies to comprehend, regulate, and articulate their emotional experiences. Adolescents represent a population that undergoes intense emotional fluctuations and may encounter diverse difficulties in their relationships with the social environment.

These circumstances become increasingly intricate for adolescents residing in social welfare institutions. The environment of a social welfare home places adolescents in a shared living arrangement with other individuals who possess diverse backgrounds and life histories (Anggraini et al., 2024, p. 420). In this setting, competencies such as communicating, conveying feelings, fostering self confidence, achieving self acceptance, and resolving problems emerge as critical dimensions in adolescent psychological development. Group counseling holds significant

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relevance in this context because it utilizes group dynamics to assist individuals in gaining self awareness, advancing communicative and social abilities, and resolving personal challenges (Bunda et al., 2024).

One approach that can be utilized in group counseling is psychodrama. Psychodrama was formulated by J. L. Moreno as an approach that applies action and role play to examine an individual's psychological experiences (Bakalim and Karçay, 2017, p. 625). Through dramatization, individuals are given the opportunity to express conflicts, anger, sorrow, guilt, and other emotional experiences that are difficult to articulate verbally. Within group counseling, this process enables group members not only to narrate their concerns but also to act out specific scenarios, thereby gaining a deeper comprehension of themselves and their relationships with others.

Psychodrama also possesses attributes tailored to the group counseling needs of adolescents because it involves interactions among the main actor (protagonist), supporting actors (auxiliaries), the psychodrama director, and group members who serve as the audience (Castro and Almeida, 2017, p. 6). This process can cultivate a safe space for adolescents to enhance spontaneity, courage, empathy, and the capacity to view issues from alternative perspectives. Research literature indicates that psychodrama is designed to help adolescents attain self understanding, express their emotions, develop boldness and self assurance, and confront personal challenges.

A number of prior studies referenced in the literature indicate that psychodrama has been applied to address specific psychological concerns. Research by ALdmour (2019, p. 97), Berghs et al. (2025), and Carbonell and Parteleno Barehmi (1999) revealed that psychodrama was effective in mitigating anxiety among sexually abused children, showing clear reductions in anxiety levels following the intervention. Other studies by Carbonell and Parteleno Barehmi (1999) as well as Orkibi and Feniger Schaal (2019, p. 9) examined psychodrama among adolescent victims of bullying and found a significant reduction in social anxiety after the intervention. The findings of these investigations centered on psychodrama techniques in group guidance services to enhance students' self confidence and identified notable gains in self assurance.

Although previous investigations offer valuable insight into the benefits of psychodrama for specific psychological problems, a research gap remains regarding how psychodrama is executed as a group counseling method within the context of a social welfare home. This includes session arrangements, role distributions, implementation procedures, evaluations, follow up measures, and obstacles encountered throughout the process. The literature explicitly demonstrates that past studies have predominantly concentrated on the statistical effects of psychodrama on anxiety or self confidence through quantitative methods, whereas this study focuses on the implementation process of psychodrama using a qualitative approach with adolescents in a social welfare home.

The empirical context reveals that the implementation of psychodrama at Panti Sosial Bina Remaja Harapan in Bengkulu City was utilized to assist adolescents in managing psychological issues, including low self confidence, stress, distress, and a lack of openness. This initiative was conducted by counselors who possessed formal training and expertise in psychodrama. Nevertheless, the execution did not operate entirely without impediments. Program records indicate that psychodrama activities were previously suspended due to budgetary limitations and managerial transitions, before being reinstated following an administrative determination by the institution.

These barriers arose from both adolescent related and external factors. Some adolescents remained reluctant, timid, less interested, unmotivated, and insecure when performing their roles in psychodrama. External barriers included limited funding, inadequate support from outside parties, insufficient program socialization, a shortage of counseling personnel, and environmental influences. These findings indicate that the success of psychodrama depends not only on the counseling technique but also on adolescents' psychological readiness and adequate institutional support. Nevertheless, the implementation produced positive outcomes, as many adolescents showed improved and more stable psychological conditions, greater openness in expressing personal concerns, reduced hesitation, and better ability to develop their potential. Adolescents who had not shown sufficient progress received further support through personal guidance and individual counseling.

Given this literature gap and the empirical realities, an investigation into the implementation of psychodrama as a group counseling method for adolescents in a social welfare institution is essential. This inquiry is not intended to statistically test the efficacy of psychodrama, but rather to gain an in depth understanding of the implementation process, the experiences that emerge during sessions, the perceived outcomes, the evaluation and follow up mechanisms, and the barriers influencing its delivery. Such an approach provides a contextual perspective on how psychodrama is applied as a group counseling service for adolescents residing in a social welfare environment.

This study aims to describe the implementation of psychodrama as a group counseling method for adolescents in a social welfare institution and to analyze the internal and external barriers encountered during its execution. This scope encompasses the timing and facilitators of the activities, role assignments, practical procedures of

psychodrama, outcomes and evaluations, follow up interventions, and the factors that facilitate and impede program execution. This research focus aligns with the boundaries and objectives established in the original study.

2. METHOD

2.1 Research Design

This study employed a qualitative descriptive approach aimed at obtaining an in depth understanding of the implementation of psychodrama as a group counseling method for adolescents at Panti Sosial Bina Remaja Harapan in Bengkulu City. This approach was utilized to understand the contextual execution process of psychodrama, encompassing planning, role distribution, session practice, evaluation, follow up actions, and barriers that emerged during the activities. The research was conducted at Panti Sosial Bina Remaja Harapan in Bengkulu City.

2.2 Research Subject

The research subjects were selected through purposive sampling based on criteria relevant to the research focus. Informants included adolescents participating in psychodrama based group counseling and staff involved in its implementation. Adolescent participants were required to participate voluntarily, share information openly, have psychological concerns, and actively engage in psychodrama sessions. The study involved 12 adolescent informants, supported by psychodrama facilitators, social workers, and session supervisors.

2.3 Data Collection

Data were collected through observations, interviews, and documentation. Observations examined psychodrama implementation, participant interactions, role performance, and adolescent responses. Structured interviews were conducted with adolescents, facilitators, and practitioners to explore their experiences and the implementation process. Documentation, including institutional records, archives, and photographs, was used to complement the observation and interview data.

2.4 Data Analysis

Data were analyzed using the Miles and Huberman interactive model through three stages: data reduction, data display, and conclusion drawing or verification. Data from interviews, observations, and documentation were organized according to the research objectives, focusing on psychodrama implementation, outcomes, follow up, and internal and external barriers. Conclusions were then drawn by identifying patterns and verifying findings across multiple data sources to develop a comprehensive understanding of psychodrama as a group counseling method for adolescents.

3. RESULT AND DISCUSSION

3.2 Result

The results of the literature review indicate that social media is linked to the formation and alteration of The research findings demonstrate that the implementation of psychodrama as a group counseling method for adolescents at Panti Sosial Bina Remaja Harapan in Bengkulu City encompasses planning, role assignment, enactment, evaluation, and follow up. The delivery was flexible and tailored to the psychological condition and readiness of the adolescents.

Table 1. Implementation of Psychodrama as a Group Counseling Method

Aspect		Research Findings
Timing	and facilitators	Sessions were not rigidly scheduled and were adapted to the condition and readiness of the adolescents; activities were guided by psychodrama facilitators.
Planning		Facilitators prepared materials appropriate to the problems and personal conditions of the adolescents.
Role assignment		Adolescents acted as protagonists and auxiliaries in accordance with the characteristics of the issues addressed.
Enactment		Some adolescents performed their roles effectively, whereas others still encountered difficulties in opening up and developing the scenarios.
Evaluation		Evaluations compared the condition of the adolescents before and after psychodrama and provided guidance to enhance openness and confidence.

Follow up	Adolescents who had not shown progress received personal guidance and individual counseling.
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Table 1 illustrates that psychodrama was conducted through systematic yet adaptable stages responsive to participant conditions. The process commenced with material planning, role distribution, enactment, and evaluation. Although most adolescents engaged in the activities effectively, openness and readiness to enact roles remained challenging for certain participants. Adolescents who had not shown sufficient change subsequently received personalized follow up services.

Table 2. Outcomes of Psychodrama Implementation

Indicator	Findings
Openness	Adolescents became more open in articulating their problems.
Self confidence	Adolescents demonstrated greater courage and self confidence.
Self acceptance	Adolescents displayed more positive self acceptance toward their environment.
Problem management	Adolescents began to confront and resolve personal problems more effectively.
Psychological condition	Several adolescents reported an improved and relieved psychological state following psychodrama participation.

Table 2 indicates that the implementation of psychodrama yielded positive changes, particularly in openness, self confidence, self acceptance, and problem solving abilities. Several informants directly reported feeling more open, more courageous, and psychologically relieved after joining the psychodrama sessions. Nevertheless, these changes were not experienced uniformly across all participants, as some adolescents exhibited only limited progress.

Table 3. Barriers to Psychodrama Implementation

Type of Barrier	Findings
Internal	Lack of seriousness, shyness, low interest, limited openness, and difficulty articulating problems.
External	Environmental influences, infrequent social activities, and institutional funding constraints.

Table 3 demonstrates that barriers to psychodrama stemmed from both internal and external factors. Internal obstacles were primarily related to the readiness and emotional openness of the adolescents during the psychodrama process, whereas external obstacles involved environmental factors and limited institutional support. These factors contributed to psychodrama not yet achieving optimal outcomes for all participants.

Overall, the research findings show that psychodrama is sufficiently successful when utilized as a group counseling method, particularly in supporting adolescents to become more open, achieve self acceptance, enhance self confidence, and learn problem solving strategies. However, effective implementation requires continuous alignment with participant conditions along with dedicated follow up services for adolescents who have not yet exhibited positive behavioral or emotional changes.

3.2. Discussion

The research findings demonstrate that psychodrama can be implemented as a group counseling method for adolescents at Panti Sosial Bina Remaja Harapan in Bengkulu City through the stages of planning, role assignment, enactment, evaluation, and follow up. The implementation was conducted flexibly by considering the physical and psychological conditions as well as the readiness of the adolescents. Activities were held approximately once every two weeks with an adjustable duration to ensure participants did not feel pressured or exhausted. This finding indicates that applying psychodrama in a social welfare setting requires adaptation to participant conditions, meaning schedules and session processes cannot be strictly rigid.

This flexibility relates to the nature of psychodrama, which positions participants as active agents in exploring experiences and issues through role play (Fazli et al., 2025). The facilitators prepared materials and dialogues based on the problems experienced by the adolescents, subsequently designating protagonist and auxiliary roles. The findings revealed that while some adolescents performed their roles effectively, others faced difficulties due to shyness, hesitation to open up, or discomfort with their assigned roles. This condition indicates that aligning materials and roles with the lived experiences and psychological readiness of participants is a critical determinant of successful psychodrama sessions.

From the perspective of psychodrama theory, these findings highlight the function of dramatization as a medium to help individuals articulate psychological conflicts and experiences through action. In psychodrama, individuals do not merely recount their problems; they are given the opportunity to enact scenarios closely connected to their personal experiences (Pratiwi et al., 2024, p. 119). This process offers a safe space for participants to explore emotions, understand experiences, and experiment with alternative behavioral responses within a group setting. Consequently, active participant engagement in assigned roles becomes an essential element explaining how psychodrama facilitates self expression and fosters courage.

Furthermore, the findings indicate that psychodrama provided positive experiences across several psychological dimensions of the adolescents. Participants became more forthcoming in discussing personal problems, exhibited greater courage and self confidence, and displayed more positive self acceptance. Several informants also reported an improved and relieved psychological state after participating in the sessions. However, these transformations did not occur uniformly across all participants, as some adolescents reported only limited changes. Therefore, the findings should be interpreted as indicative of positive changes based on informant experiences and observational data, rather than as statistical evidence of psychodrama efficacy.

The findings regarding openness and psychological well being align with the study by Pauziah on the use of psychodrama for children experiencing anxiety from sexual abuse. That study reported that following psychodrama participation, client anxiety was alleviated, isolation tendencies decreased, and clients became more open. This study also shares similarities with research by Gulo et al. (2026), Hartini et al. (2021), and Orkibi and Feniger Schaal (2019, p. 9) regarding psychodrama for social anxiety among adolescent bullying victims, which utilized a one group pretest posttest design and found a significant reduction in social anxiety following the intervention. These commonalities demonstrate that psychodrama holds substantial relevance in assisting adolescents in navigating psychological experiences and enhancing emotional openness.

In addition to openness, self confidence was one of the noticeable improvements observed in this study. Adolescent involvement in enacting roles provided opportunities to perform, communicate, and express themselves before group peers. This finding corresponds with research by Anisahria et al. (2025), Hidayat and Karim (2025), and K and Ningsih (2025) on psychodrama techniques in group guidance services to increase student self confidence. That study employed a quasi-experimental design involving experimental and control groups. Nonetheless, a methodological distinction exists: Herwanto investigated changes in self confidence through an experimental approach, whereas this study describes the implementation process of psychodrama based on qualitative observations and informant experiences. This difference demonstrates that the present study complements previous literature by providing insights into operational processes rather than efficacy testing.

The delivery of psychodrama also encountered internal and external obstacles. Internal barriers included a lack of seriousness, shyness, low interest, insufficient motivation, limited openness, and low self confidence among adolescents, whereas external barriers related to environmental influences, funding constraints, limited external support, minimal socialization, and a shortage of trained facilitators (Apriyanti et al., 2023, p. 2516). These barriers suggest that the success of psychodrama depends not only on the techniques employed but also on participant readiness and broader institutional support systems. Because psychodrama demands active engagement, participants who are not yet psychologically prepared will face greater difficulties enacting roles and navigating designed scenarios.

Overall, the study shows that psychodrama has strong potential as a group counseling method for adolescents in social care institutions because it creates a venue for participants to articulate experiences, enhance openness and self confidence, and learn problem solving through experiential role play. However, its application must remain adaptive to participant readiness, contextual suitability of materials and roles, facilitator competencies, and institutional backing. Ongoing evaluation and follow up services through personal guidance or individual counseling are also necessary for adolescents who have not shown satisfactory progress. Thus, the primary contribution of this study is not proving causal efficacy, but rather providing a contextual understanding of how psychodrama is operationalized, the observable changes it produces, and the factors that facilitate or impede its implementation among adolescents in social care settings.

4. IMPLICATIONS AND CONTRIBUTION

Psychodrama can serve as an alternative group counseling method for adolescents in social care institutions by promoting openness, courage, and self confidence. Its implementation should remain flexible according to participants' psychological conditions, readiness, relevant materials and roles, and facilitator capacity. Evaluation results can guide personal guidance or individual counseling for adolescents who need further support.

This study contributes a contextual understanding of psychodrama implementation, including its processes, outcomes, and challenges. The findings suggest that psychodrama can promote openness, self confidence, self acceptance, and problem solving, although its outcomes depend on participant readiness and institutional support. The study complements previous quantitative research by providing qualitative insights into the contextual conditions affecting psychodrama implementation.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

This study has several limitations. First, its qualitative descriptive design relied on observations and informant accounts rather than quantitative measures of effect size or causality. Second, the study was conducted at a single social care institution, limiting the generalizability of the findings. Third, implementation was influenced by participant readiness, resource constraints, and institutional conditions. In addition, inconsistencies in the number and demographic composition of informants should be verified using the original research data.

Future research should use experimental or mixed methods designs and involve multiple social care institutions to obtain broader and more measurable findings. Practically, facilitators should assess adolescents' readiness, select appropriate materials and roles, create a safe group environment, and provide individual counseling as follow up. These recommendations should address both participant related barriers and external challenges, including limited funding, support, and counseling personnel.

6. CONCLUSION

This study demonstrates that psychodrama can be effectively utilized as a group counseling method for adolescents at Panti Sosial Bina Remaja Harapan in Bengkulu City. Its implementation encompasses material planning, role assignment, dramatic enactment, evaluation, and follow up interventions tailored to the psychological condition and readiness of the participants. The findings indicate positive changes among several adolescents, particularly regarding openness in expressing problems, courage, self confidence, self acceptance, and problem solving skills.

However, the implementation of psychodrama did not function optimally for all participants due to internal and external barriers, such as shyness, lack of interest and openness, participant psychological readiness, funding constraints, environmental dynamics, and a shortage of counseling staff. Therefore, psychodrama must be applied flexibly with careful attention to participant readiness, alignment of materials and roles, and facilitator competencies. Continued evaluation and follow up services through personal guidance or individual counseling remain essential for adolescents who have not yet exhibited sufficient progress.

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Author Contribution Statement

The authors were involved in conceptualizing the research, developing the research design, collecting and analyzing the data, interpreting the findings, drafting and revising the manuscript, and approving the final version for publication. All authors take responsibility for the integrity and accuracy of the work.

Conflict of Interest Statement

The authors declare that there is no conflict of interest related to the research, authorship, or publication of this article.

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