

Psychodrama Technique Group Guidance to Develop Positive Self-Concept for Students

Rohimatun Fadilah Munte¹, Yenti Arsini²

¹Universitas Islam Negeri Sumatera Utara Medan, North Sumatra, Indonesia

Corresponding author e-mail: rohimatun0303202010@uinsu.ac.id

History: Received on 5 August 2024, Revised on 28 September 2024,
Published on 8 October 2024

Abstract: The problem in this study is the low self-concept of students which results in students becoming less confident, often comparing themselves with others, and not being able to identify themselves. This study aims to determine the effectiveness of group guidance services by using psychodrama techniques to develop students' positive self-concept. This study uses a quantitative experimental method with a one group pretest posttest design. The population in this study is all students of class X (ten) MAN Dairi totaling 224 students with a sample of 8 (eight) students who have a low positive self-concept taken using a purposive sampling technique using a non-test instrument in the form of a questionnaire. The data analysis used was the Wilcoxon Signed Ranks Test with the results obtained an asymp significance value. Sig (2-tailed) is smaller (<) than 0.05, which is the significance value of asymp. Sig (2-tailed) of 0.012. The results obtained from the Wilcoxon signed rank test showed that group guidance services with psychodrama techniques were effective in developing students' positive self-concept. The novelty of the research conducted by the researcher lies in psychodrama techniques in the context of group guidance for students. Although psychodrama has been used in a variety of therapeutic settings, its application in group guidance in schools is still rarely studied, and the circumstances after the findings can be seen that positive self-concept skills in students have increased compared to before.

Keywords: Group Guidance, Psychodrama Technique, Positive Self-Concept

A. Introduction

In the context of education, the development of students' self-concept is one of the important aspects that affect their emotional and social development. Self-concept includes an individual's understanding of who they are, how they are viewed by others, and how they assess their abilities and self-worth (I. Safitri et al., 2019). Problems cannot be distinguished from the existence of humans, including the younger generation. Adolescence is a time of progress between youth and adulthood. Currently, there are various kinds of changes ranging from organic, mental, social, to profound aspects. Currently, the younger generation is also expected to have a sense of belonging to themselves, including overcoming the problems they face. The pre-

adult period is often marked as a period of self-disclosure. Pre-adulthood is seen as a period of storms and stress, disappointment and suffering, emergencies of struggle and change, dreams and fantasies about affection, and a sensation of alienation from the friendly and social life of adults (Yusuf, 2012).

Teenage students in school as people who are reaching the ideal level of self-development in various areas of life often have problems happening around them. However, in general, people who experience problems are mostly worried about themselves. This happens due to the individual's inability to cope with his own worries, in which case the individual seeks to separate himself from others in order to remain alone and fully intend to see as his true self. If people feel they can then generally people will be successful, and vice versa if people feel like they are failing then they will fail. Overall, assumptions about yourself are expectations that will be set on yourself.

An individual's views and attitudes towards himself are known as self-concept. (Burns, 1993) characterizes self-concept as an impression of oneself as a whole, which includes an assessment of oneself, an assessment of one's self-image according to others, and a judgment of the things one has acquired. (Ghufron & Risnawati, 2010) "Defining self-concept as a mental description of one's self". Self-concept is a point of view, belief, image, feeling, towards what an individual has about him. Meanwhile, according to (Desmita, 2014) Self-concept is a thought about oneself that includes a person's beliefs, perspectives, and decisions. Based on the definitions put forward by experts, it can be argued that self-concept is what people think and feel about themselves.

Positive self-concept tends to have better academic performance, more harmonious social relationships, and more stable mental health. However, despite the importance of self-concept, many students still have difficulty in building and maintaining a positive outlook on themselves. Self-concept is a combination of various aspects, according to Berzonsky's view in (Burns, 1993) there is a clear general part of a positive self-concept, specifically: The true self-concept, the individual's judgment of everything he has. Self-concept (psychological), thoughts, feelings, and attitudes of the individual towards himself. The concept of social self, this idea implies the way of view, consideration, decision, and feeling of the younger generation towards the social tendencies that exist in them. The concept of self-morality, a delegated individual has positive morals and self-ideas if he sees himself as an individual who quickly achieves moral and moral qualities. A delegated person has a positive family self-concept if he sees himself being endlessly loved by his family, happy with his family, happy with his family, and getting a lot of help and comfort from his loved ones.

In connection with the self-concept mentioned above, what happened at MAN Dairi Jl. SM. Raja Bawah No. 475 Sidikalang, Dairi Regency, North Sumatra, there are students in class X (ten) who have a negative self-concept. From the meeting led by

the researcher with the supervisor (Mis. Dewi) at MAN Dairi, class X students (ten) almost have a positive self-concept but it is possible that there are also those who have a negative self-concept. Seeing the problem of self-concept above, the efforts made by the school to improve positive self-concept have been made. Among them were individual advice for at-risk students and school calls to guardians, but it was not ideal, so the researchers opted for other options or solutions, by providing group guidance services with psychodrama strategies.

Various methods and techniques can be used to improve students' self-concept, including group guidance. One approach that is increasingly attracting attention is psychodrama, which is a therapeutic technique that involves depicting events and experiences through drama or role-playing. Through psychodrama, students can express feelings, overcome internal conflicts, and explore their identities in a safe and supportive environment. This method allows students to interact with their peers, thus creating a space to support each other and share experiences (Taluke et al., 2019). However, there is still much unknown about the specific effectiveness of psychodrama technique group guidance in the context of education. There has not been much in-depth research exploring how this method can be applied effectively in school settings, as well as its impact on the development of students' self-concept. Additionally, certain aspects, such as the duration of the intervention, the structure of the sessions, and the role of the facilitator, still require further research to determine which factors contribute most to the success of this method (Sulistiyowati, 2015). Thus, the need for guidance and counseling in implementing this psychodrama.

Guidance and counseling is a support service for students, both exclusively and in groups, so that they can be free and develop well, in personal, social, learning, career direction, through various kinds of direction and supporting exercises, by paying attention to appropriate standards. The task of guidance and counseling in education is as a forum or institution to require and take care of matters related to students that cannot be required or completed by teachers (Lase, 2018). Related to counseling guidance, one of the services that plays a role in helping to overcome negative self-concept problems is group guidance services.

Prayitno (2004) Group guidance services are the process of providing information and assistance to a group by using the group atmosphere to achieve certain goals. Judging from this assessment, group direction is essentially a movement that uses the whole vibration or group of people who organize an association as a guidance effort carried out and carried out by a person (facilitator) who fully intends to cultivate the viewpoint contained in that person. as a way of view, ability, and fortitude whose aspects relate to others who are social (Siregar et al., 2023).

Several types of methods can be used in the implementation of group guidance services, one of which is psychodrama techniques (Khairi & Yustiana, 2018). Psychodrama is a role in which the individual can gain a better understanding of

himself, express his needs, and express responses to the pressure that befalls him. In this psychodrama, students can gain a good understanding of themselves so that they can explore their concept (Prawitasari, 2011). Psychodrama allows individuals to look at their own lives from an alternative perspective after being performed and worked on by outsiders in an encounter with them. The conjecture used in this study is that group guidance through psychodrama techniques can foster a positive self-concept.

The implementation of psychodrama has several stages in its implementation, (Nurfaizal, 2016) says that psychodrama consists of three stages, namely: The preparatory stage is carried out to encourage a group of individuals so that they are ready to participate effectively in the game, determine the motivation behind the game and create the feeling that everything is good with the world and share the trust in the encounter. The implementation stage consists of a rehearsal in which the main player and the auxiliary player perform the game, with the help of the group leader and other members of the group, the main entertainer performs the problem. An event can take place in several scenes, the scenes of which depend on the issue communicated by the main cast. Psychodrama usually progresses from superficial things to deeper things and is a source of guiding problems, The length of psychodrama changes depending on the Society's Chairman's assessment of the close contributions of the Society's main entertainers and other Society individuals. In the discussion stage, a group of individuals are approached to give reactions and contribute consideration to the game presented by the main cast. The task of the group leader at this stage is to lead the conversation and encourage as many people gathered as possible to give criticism. In giving criticism, the emphasis should be on sharing sentiments and offering help.

In the implementation of group guidance through psychodrama techniques, cooperation between individuals will be established. By acting in a performance that has been situationed with the subject of self-thought, it is natural that this will really want to understand a person (insight) and then investigate (to investigate) the problem he is facing. Psychodrama provides an opportunity to safely practice other jobs, see yourself, and make positive changes in a person. It is believed that group guidance will be a vehicle to understand good traits for students, especially a good self-concept framed by individual methodology or with a gathering approach, for example group guidance which will be more ideal since the student wins. Not feeling hopeless with their own condition, they will also feel that they get good direction and data for the development of a good self-concept, especially since the problem of self-concept is a problem that many teenagers have (E. O. Safitri & Elita, 2020).

The related research that the author will conduct is the research that has been carried out by (Muslifar, 2015) about the effectiveness of the implementation of group guidance in developing a positive self-concept. The results were obtained that the average score of students' self-assessment before the implementation of group guidance was 81.4 in the lower class and after participating in the implementation of group guidance could increase to 114.1 in the high class. In addition, previous

researchers have been conducted by (Nurfaizal, 2016) on the use of psychodrama techniques to develop students' self-concept. It was obtained that the average score after participating in group guidance services with psychodrama techniques could increase to 89.85 higher when compared to before being given group guidance services with psychodrama techniques, precisely with an average score of 67.5. In the high category of group guidance with psychodrama techniques, the typical way of behaving shown by students has evolved significantly since the behavior or tendency at school has gradually improved, from people who were previously angry when they were Perspective rejected by their partner after being treated with psychodrama strategies today are more prepared to acknowledge and appreciate the judgment of others when their point of view is ignored. There are also students who currently do not even want to speak in front of their schoolmates, now they try to convey their point of view when they get information about the illustration.

Based on the above results, providing group guidance services in creating a positive self-concept eventually becomes attractive or persuasive, thus, substitutes who have low self-concept after being given group guidance services normally improve their self-concept to be more confident. The difference between the above research and the one that the researcher will do is the difference in the use of strategies, this exploration does not use explicit methods, only collects group guidance services, although in this exploration the creators use psychodrama techniques to improve positive self-concept. Through psychodrama techniques, group briefings can help students develop positive self, so that no more students have negative self-thinking. This will have a good impact on students, students can know their self-concept. The novelty of the research conducted by the researcher lies in psychodrama techniques in the context of group guidance for students. Although psychodrama has been used in a variety of therapeutic settings, its application in group guidance in schools is still rarely researched. This research will highlight how these techniques can be applied to improve students' positive self-concept, as well as document students' experiences during the process. By conducting this research, it is hoped that effective and practical intervention models can be found that can be applied in schools.

The contribution of this research will not only enrich the literature on psychodrama and education, but also provide practical insights for educators and counselors in developing more effective guidance programs. By understanding how psychodrama techniques can contribute to the development of students' self-concept, educators can design more innovative and beneficial activities for students. In addition, the results of this study are expected to provide recommendations for policy-making in the field of education, especially in creating a learning environment that supports the psychological development of students. By paying attention to some of the aspects above, the research conducted by the researcher aims to answer the question of how effective group guidance with psychodrama techniques is in developing students' positive self-concept at school. Given the explanation above, it is necessary to conduct a study with the title "Psychodrama Technique Group Guidance to Develop Positive

Self-Concept for Students”.

B. Methods

In this study, the type of research used is a quantitative technique with a one group pre-test and post-test design. One group pre-test and post-test design, which is experimental research carried out on only one group that is randomly selected. Appropriate (Sugiyono, 2021) The measurement in this study was carried out twice, namely before and after the treatment. The population in this study is all MAN Dairi class X students, which totals 224 students in class X, which will be carried out in 2024. Meanwhile, the sample of this study is 8 students who were selected by purposive random sampling according to certain characteristics (Martono, 2011).

The data collection technique used in this study uses observation, tests, and documentation with the help of a Likert scale. The Likert scale is a psychometric scale commonly used in opinion polls, and is the most widely used scale in research research. There are two types of questions that use the Likert Scale, namely definite questions to measure positive interest, and negative question types to measure negative interest (Taluke et al., 2019). In the context of this study, the Likert Scale is used to assess the level of positive self-concept of students. The data analysis technique used in this study uses the Wilcoxon Signed Ranks Test, with the support of SPSS statistical software.

C. Results and Discussion

From the research that has been conducted by the researcher, it was found that the results of the Wilcoxon Signed Ranks test were used to analyze the data, resulting in a significance value of 0.012, which is less than the threshold of 0.05. This shows that the change in self-concept is statistically significant, this shows that group guidance with psychodrama techniques is an effective method to increase positive self-concept in students. The explanation of the results obtained by the researcher is as follows.

The results of the research before the pre-test treatment collected by the researcher through the self-concept scale obtained data in the low category. The results can be seen from the following table:

Table 1. Frequency Distribution of Pre-Test Self-Concept Categories

Category	Score	Pre-test	
		F	%
Very high	127-150	0	0%
Tall	103-126	0	0%
Keep	79-102	0	0%
Low	55-78	8	100%
Very low	30-54	0	0%
Sum		8	100%

From these results, it can be seen that before being given group guidance services with psychodrama techniques, students' self-concept was at a low classification with a result of 100% with a total of 8 students. Then the researcher was accompanied by a BK teacher to lead the group as a group guidance service using psychodrama techniques with 3 (three) meetings directed to increase students' positive thinking. After the treatment was completed, the researcher reestimated the level of negative self-concept of students by using a similar scale, namely the self-concept scale to see whether there was an increase in self-concept experienced by the students. The consequences of the treatment (post-test) should be seen as follows:

Table 2. Frequency Distribution of Post-Test Self-Concept Categories

Category	Score	Pre-test	
		F	%
Very high	127-150	2	25%
Tall	103-126	6	75%
Keep	79-102	0	0%
Low	55-78	0	0%
Very low	30-54	0	0%
Sum		8	100%

The data in the table above shows that there was a significant development in students' positive self-concept, there were 6 (six) students in the "high" self-confidence category with a percentage of 75%, and 2 (two) students with a "very high" confidence category with a percentage of 25%. Then the data analysis test used the wilcoxon signed rank test, which was assisted by using the SPSS program. The test results can be seen in the table below:

Table 3. Wilcoxon Signed Rank Test Results

	<i>post-test - pre-test</i>
Z	-2,524 ^b
Asymp. Sig. (2-tailed)	,012

The table above shows the results of the asymp importance assessment through the wilcoxon signed ranks test. Sig (2-tailed) of 0.012 (<) from the predetermined interest level of (0.05). This shows that the alternative hypothesis (Ha) is accepted. Therefore, the results show that group guidance services with psychodrama techniques can actually develop students' positive self-concept.

From the study, it can be seen that there is a significant difference in the value of each student, this occurs because of the difference in the ability of each student to obtain something, especially the treatment given to each student. The purpose behind this study is to describe the extent of the development of students' positive self-concept later and before being treated as group guidance, besides that the researcher plans to see if there is an impact of the involvement of psychodrama techniques in group

guidance. on improving students' positive self-concept. This research was conducted at MAN Dairi, the population of class X amounted to 224 students and a sample of 8 students who were mentioned to have low self-concept based on pre-test information. This shows that there is a huge improvement in self-concept after participating in group guidance service activities. Therefore, it can be said that speculation that states that group guidance has an impact on the development of students' positive self-concept. This shows that positive self-concept in students has experienced a significant increase after students receive treatment in the form of group guidance services with psychodrama techniques.

Group Guidance Services

Group guidance services are effective in developing students' positive self-concept because group guidance services are a process of providing information and assistance to a group by using the group atmosphere to achieve certain goals. The purpose of this study is to form a positive self-concept. The services provided in the social arena can also be used as a means of conveying information and can also help students in planning in making the right choices so that it is natural to have a positive impact on students who will later grow a positive attitude towards themselves. In addition, if the group dynamics are well accepted, a group of individuals helps, acknowledges, and understands each other.

Group guidance is a conducive environment that provides a valuable open door for individuals to build recognition of themselves as well as others, provide thoughts, sentiments, support for elective critical thinking assistance and make appropriate choices, can practice new ways of behaving and gaining understanding. a sense of belonging with decisions made by oneself. This atmosphere is able to foster a sense of meaning for individuals which in the end can also add to a good self-concept (Sulistiyowati, 2015).

Group guidance has several advantages. First, the social interactions that occur in groups help students feel more connected. This sense of connectedness is very important, especially for teenagers who often feel alienated. By sharing experiences and listening to peer stories, students can realize that they are not alone in facing problems. This can reduce feelings of depression and anxiety, as well as improve mental well-being. Second, group tutoring allows students to develop important social skills (Korohama et al., 2017). Through group discussions, students learn to listen actively, communicate clearly, and appreciate other people's point of view. These skills are invaluable in everyday life, both in the school environment and outside of school. Research shows that good social skills contribute to higher academic achievement and healthier interpersonal relationships. Third, group guidance also provides opportunities for students to get emotional support from peers. This social support is crucial in helping students cope with the stress and challenges they face. Group tutoring not only strengthens students' interpersonal skills, but also increases

self-confidence and self-efficacy. Thus, group guidance services are an effective means to help students develop a positive self-concept (Indawasih et al., 2019).

Psychodrama Techniques

Psychodrama techniques are a guidance and counseling activity that uses play techniques that are carried out unexpectedly and come from the imagination of each child, followed by task inversion so that children can see themselves through the perspective of others, and end with a discussion. The implementation of psychodrama technique group guidance was carried out 3 times by showing behavioral improvements in a positive or better direction. Students who experience an expansion in a certain self-concept are due to the desire to follow every help to provide undivided focus and enthusiasm, besides that there is also a readiness from students to improve themselves. Psychodrama techniques are therapeutic methods developed by Jacob Moreno in the early 20 century. Psychodrama uses a dramatic approach to help individuals explore and understand their experiences through role-playing and scenario. In an educational context, psychodrama can be used to increase student engagement, hone social skills, and address personal problems they face (Khairi & Yustiana, 2018).

Psychodrama combines elements of drama with psychology, giving students the opportunity to express their feelings and thoughts creatively. In psychodrama sessions, students can play a variety of roles, both related to themselves and others. This process allows students to look at problems from different perspectives and gain a deeper understanding of themselves. One key aspect of psychodrama is "role-playing," where students can pretend to be a specific character and act according to a predetermined situation. This gives them the opportunity to feel different emotions and explore their reactions in situations that may be difficult in real life. Research shows that this technique can help students develop empathy, communication skills, and confidence (Nurfaizal, 2016). By creating a safe space to share experiences, psychodrama supports students in processing emotions and building a better understanding of themselves.

Additionally, psychodrama can also be used to help students cope with trauma or negative experiences that have affected their development. By exploring and dramatizing the experience, students can find new ways to process and cope with their emotions. This helps them not only to understand the experience, but also to release any emotional burdens that may be hindering their development (Khairi & Yustiana, 2018). In practice, psychodrama is often performed in small groups under the guidance of a trained facilitator. Facilitators assist students in designing relevant scenarios and ensuring that all participants feel safe and valued. With a sensitive and supportive approach, psychodrama can provide a transformative experience for students.

Positive Self-Concept of Students

Self-concept is an individual's perception of who they are and how they value themselves. It includes a variety of elements, including a person's view of their abilities, values, and identity. Positive self-concept refers to a healthy and affirmative view of oneself, which is essential for students' emotional and social development (Romas, 2012). Students with a positive self-concept tend to have higher self-confidence. They feel capable of overcoming challenges and believe that they have value as individuals. This is especially important during adolescence, when students are often under pressure to meet academic and social expectations. According to Carl Rogers, a positive self-concept is related to self-acceptance and self-esteem, which contributes to psychological well-being. They are more open to taking risks and trying new things, which is very important in the learning process. Positive self-concept is also associated with better interpersonal relationships, as confident students tend to be better able to interact effectively with peers and adults (Sakdiah et al., 2020).

Group guidance services and psychodrama techniques play an important role in building students' positive self-concept. Through group mentorship, students gain the emotional and social support necessary to develop a positive outlook on themselves. Interaction with peers allows students to realize that they are not alone in facing challenges, which can reduce negative feelings about themselves (Nurfaizal, 2016). Meanwhile, psychodrama techniques provide students with the opportunity to explore and understand their experiences in depth. By playing a role in a relevant situation, students can overcome feelings of anxiety or fear and develop a more positive outlook on themselves. Psychodrama helps students process emotions and gain a better understanding of themselves, thus supporting the development of a positive self-concept.

Integration Between Group Guidance Services and Psychodrama Techniques

When group guidance services are combined with psychodrama techniques, the results can be very beneficial for students. Group tutoring experiences provide a safe social context for students to interact and share experiences, while psychodrama provides creative tools for expressing and processing their feelings. This combination creates a supportive environment for students to grow and develop. For example, in a group tutoring session that uses psychodrama, students can be invited to explore certain themes such as bullying, exam anxiety, or relationships with parents. Using psychodrama techniques, students can play themselves or as other relevant characters, so they can see the situation from a different perspective. This process helps them understand their emotions and reactions, as well as find solutions to the problems they face (Sulistiyowati, 2015).

Through this integration, students not only learn about themselves, but also develop important social and emotional skills. They become better able to manage stress,

communicate effectively, and build healthy relationships with peers. All of this contributes to the formation of a positive self-concept. Overall, group guidance services and psychodrama techniques are two complementary approaches in developing students' positive self-concept. By providing a safe space to share experiences and express feelings, both approaches help students understand themselves better, boost confidence, and develop important social skills. Given the challenges students face in school settings and daily life, it is important for educators and counselors to integrate these two methods in their practice. By doing so, students can develop emotionally and socially, and gain a solid foundation for a better future.

This is in line with previous research that is relevant to current research such as research conducted by (Damanik, 2015) The results of his research showed that students who participated in psychodrama sessions experienced a decrease in anxiety and depression levels. This method helps students to express pent-up emotions, thus contributing to an increase in positive self-concept, research from (Ariyanti et al., 2022) The results of his research show that group therapy, including psychodrama, is effective in increasing student confidence. Participation in interactive activities increased their confidence in interacting with peers, followed by research conducted by (Andriati, 2016) The results of her research show that the social interactions that occur in group guidance contribute to students' sense of connectedness, which in turn increases their view of themselves and others, the research said (Solikah et al., 2014) showed that students who engaged in psychodrama developed better emotional skills, such as the ability to manage emotions and increase empathy, which are important for strengthening positive self-concepts, the study said (Heriansyah et al., 2023) shows that psychodrama helps students in their exploration of identity. The process of role-playing allows them to understand themselves better and contributes to the formation of a positive identity.

Research (Putri et al., 2024) showed that students became more open to new experiences and were able to develop a positive outlook on themselves, research from (N. B. Nasution & Br. Nainggolan, 2024) showed that students who participated in psychodrama experienced an increase in social skills, such as communication and cooperation, which strengthened their self-concept, the research showed (Hanifah & Abadi, 2019) showed that there was a positive relationship between students' self-concept and academic achievement. Students with better self-concept tend to show better academic outcomes, research from (F. Nasution et al., 2023) showed that group guidance provided significant emotional support for students. This support helps students feel safer and more accepted, which contributes to the development of positive self-concepts, research (Amanah et al., 2024) shows that the application of psychodrama in school settings increases a positive learning climate. Students feel more comfortable expressing themselves, which increases their confidence and self-concept, research (Wulandari & Pratama, 2020) shows that students with a positive self-perception tend to have a better level of psychological well-being. Psychodrama contributes to helping students understand and accept them.

Research (Priyanggasari et al., 2019) Psychodrama can increase student resilience, students' ability to cope with life challenges increases, which supports the development of positive self-concept, research (Azzahra & Sya, 2023) found that innovative therapy methods such as psychodrama were more effective in improving students' self-concept compared to traditional therapy methods, the study (Humaira et al., 2022) Showing that drama-based experiences such as psychodrama strengthen students' sense of identity and confidence, so that they feel more positive about themselves, research (Lisniasari et al., 2022) It shows that guidance programs that utilize psychodrama can increase the effectiveness of interventions in developing students' self-concept. Students who take part in this program report a significant improvement in their outlook on themselves. From the comparison of relevant previous research on the use of psychodrama techniques, it can be concluded that the use of psychodrama techniques in group guidance can positively develop self-concept in students.

D. Conclusions

From the findings that have been obtained regarding "Group Guidance of Psychodrama Techniques to Develop Positive Self-Concept of Students", the researcher can conclude that group guidance using psychodrama techniques can effectively develop self-concept in class X students of MAN Dairi. This can be reviewed from the results of the wilcoxon signed ranks test, especially the sig. 2 followed by 0.012 ($p < 0.05$) then at that point H_a is accepted so that there is a very large difference. There was a significant increase in scores from pretest to posttest, which can be interpreted that group guidance with psychodrama techniques is very effective in fostering students' positive self-concept.

E. Acknowledgement

We thank all stakeholders of Universitas Islam Negeri Sumatera Utara Medan who have supported us in this project.

References

- Amanah, S. N., Silva, N., & Muna, N. F. (2024). Application of Guidance and Counseling with Psychodrama Techniques in the Scope of Education. *Merpsy Journal*, 16(1). <http://dx.doi.org/10.22441/merpsy.v16i1>
- Andriati, N. (2016). Group guidance model with role-playing techniques to improve students' social interaction. *Jurnal Konseling Gusjigan*, 2(2). <https://doi.org/https://doi.org/10.24176/jkg.v2i2.698>
- Ariyanti, S., Saam, Z., & Yakub, E. (2022). The Effectiveness of Group Counseling Through Play Therapy Techniques to Increase the Confidence of Grade VII

- Students of SMP Negeri 23 Pekanbaru. *Jurnal Pendidikan Dan Konseling*, 4(3).
<https://doi.org/https://doi.org/10.31004/jpdk.v4i3.4843>
- Azzahra, S., & Sya, M. F. (2023). Innovative and Creative Learning Strategies in Elementary Schools. *Journal of Education and Counseling*, 2(1).
<https://doi.org/https://doi.org/10.30997/karimahtauhid.v2i1.7943>
- Burns, R. B. (1993). *Self-Concept: Theory of Measurement, Development and Behavior*. Arcan Publishers.
- Damanik, A. S. K. (2015). Psychodrama to Lower Stress Levels in Acceleration Students. *Journal of Educational Psychology*, 3(2).
<https://doi.org/https://doi.org/10.22219/jipt.v3i2.3535>
- Desmita. (2014). *Psychology of Student Development*. Remaja Rosdakarya.
- Ghufron, N., & Risnawati. (2010). *Psychological Theories*. Ar-Ruzz Media.
- Hanifah, & Abadi, A. P. (2019). The Relationship Between Self-Concept and Student Academic Achievement in Group Theory Courses. *KREANO: Journal of Creative-Innovative Mathematics*, 10(2).
<https://doi.org/http://dx.doi.org/10.15294/kreano.v10i2.19369>
- Heriansyah, M., Hidayanto, D. N., & Srigustina. (2023). Development of Self-Concept Skills Guide with Psychodrama Techniques to Prevent Bullying Behavior in Students. *Journal of Guidance and Counseling*, 8(1).
<https://doi.org/https://doi.org/10.31316/gcouns.v8i01.5314>
- Humaira, H. W., Syihabuddin, Damaianti, V. S., & Sumiyadi. (2022). The Role of Drama-Based Language Teaching in Improving Students' Presentation Skills. *DIGLOSSIA: Journal of the Study of Language, Literature, and Its Teaching*, 5(4), 873-882. <https://doi.org/https://doi.org/10.30872/diglossia.v5i4.537>
- Indawasih, N., Retnaningdyastuti, M. T. S., & Setiawan, A. (2019). Group guidance services with symbolic modeling techniques on students' self-efficacy. *JANACITTA*, 2(1). <https://doi.org/https://doi.org/10.35473/jnctt.v2i1.222>
- Korohama, K. E. P., Wibowo, M. E., & Tadjri, I. (2017). Group guidance model with modeling techniques to increase students' career maturity. *Journal of Counseling Guidance*, 6(1), 68-76. <https://doi.org/10.15294/jubk.v6i2>
- Lase, B. P. (2018). The Position and Urgency of Counseling Guidance in Educational Practice. *Journal of Warta*, 58. <https://doi.org/10.46576/wdw.v0i58>
- Lisniasari, Susanto, Nuriani, & Widiyanto. (2022). Teaching Training with Psychodrama-Based Role Play Method for Educators of Pioneer Duri Private Elementary School. *Journal of IKRAITH-ABDIMAS*, 1(5).
<https://doi.org/10.37817/ikra-ithabdimas.v5i1>

- Martono, N. (2011). *Quantitative Research Methods: Content Analysis and Analysis of Secondary Data Revised Edition*. PT Raja Grafindo Persada.
- Nasution, F., Syahrin, N. H. A., Hasibuan, N. F., Tanjung, Z. F. U., & Al Hadid, N. H. (2023). The Role of Counseling Guidance in Children's Social-Emotional Development. *Author: Education And Learning Journal*, 2(2). <https://doi.org/10.31004/anthor.v1i5.211>
- Nasution, N. B., & Br. Nainggolan, Y. V. S. (2024). The Effect of Psychodrama Technique Group Guidance Services to Improve Communication Skills in Broken Home Victim Students at SMA Negeri 2 Tebing Tinggi. *Journal of the World of Education*, 4(2). <https://doi.org/https://doi.org/10.55081/jurdip.v4i2.1835>
- Nurfaizal. (2016). The use of psychodrama techniques to improve students' self-concept. *Journal of Counseling Focus*, 2(2), 160-172. <https://doi.org/https://doi.org/10.52657/jfk.v2i2.219>
- Prawitasari, J. E. (2011). *Clinical Psychology: An Introduction to Applied Micro & Macro*. Erlangga Publisher.
- Prayitno. (2004). *Basics of Guidance and Counseling*. Penerbit Erlangga.
- Putri, S. A., Julita, F. F., Sari, R. R., & Wismanto. (2024). Creative Teaching Methods in Inclusive Education at the Madrasah Ibtidaiyah Level. *Journal of Human Education and Social Humanities*, 2(2). <https://doi.org/https://doi.org/10.59581/jipsoshum-widyakarya.v2i2.3039>
- Safitri, E. O., & Elita, Y. (2020). The Influence of Group Counseling Services in Increasing Learning Independence with the Background of Children with Broken Homes at SMP Negeri 11 Bengkulu City. *Consilia: Scientific Journal of Guidance and Counseling*, 3(1), 67-75. <https://doi.org/https://doi.org/10.33369/consilia.3.1.67-75>
- Safitri, I., Supardi, S., & Ajie, G. R. (2019). The Effect of Group Guidance Services with Psychodrama Techniques on the Self-Concept of Grade XI Students of SMA Negeri 2 Pematang. *Pedagogic: Journal of Education*, 14(2), 36-44. <https://doi.org/https://doi.org/10.33084/pedagogik.v14i2.1038>
- Sakdiah, N. N., Widiastuti, R., & Andriyanto, R. E. (2020). The Use of Client Centered Counseling to Improve Students' Self-Concept. *ALIBKIN: Journal of Counseling Guidance*, 7(1). <https://jurnal.fkip.unila.ac.id/index.php/ALIB/article/view/17813/12790>
- Siregar, A., Fitri, A., Assingkily, R., Nasution, R. H., & Amalia, S. (2023). Group Guidance to Develop Junior High School Students' Learning Interests: A Case Study in Karya jadi Village, Batang Serangan District. *Campus Pulpit: Journal of*

Islamic Education and Religion, 22(1), 181–191.
<https://doi.org/10.17467/mk.v22i1.2282>

Solikah, L. D., Hidayat, S. W., & Muslim, M. (2014). Psychodrama to Improve Emotional Stability of Vocational School Students. *Consilium: Journal of Guidance and Counseling Study Program*, 2(2), 112–125.
<https://doi.org/10.19105/ec.v2i1.4255>

Sugiyono. (2021). *Qualitative Quantitative Research Methods and R&D*. (Sutopo, Ed.; ke 3).

Sulistyowati, A. N. L. (2015). Group guidance services to improve students' learning skills. *Edukasia: Journal of Islamic Education Research*, 10(2), 413–430.
<https://doi.org/http://dx.doi.org/10.21043/edukasia.v10i2.801>

Taluke, D., Lakat, R. S. M., & Sembel, A. (2019). Analysis of Community Preferences in the Management of Mangrove Ecosystems on the Coast, Loloda District, West Halmahera Regency. *Spatial Journal*, 6(2), 531–540.
<https://doi.org/https://doi.org/10.35793/sp.v6i2.25357>

Wulandari, R., & Pratama, S. (2020). Exploration of Self-Perception and Its Implications for Student Psychological Well-Being. *Journal of J-BKPI*, 3(2).
<https://doi.org/10.26618/jbkpi.v3i2.15418>

Yusuf, S. (2012). *Child and Adolescent Developmental Psychology*. Remaja Rosdakarya.