

Literature Review: The Implementation of Group Counseling Services Using Sociodrama Techniques to Enhance Communication Skills among Junior High School Students

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Abstract. Communication skills among junior high school students often remain underdeveloped, particularly among those who lack self-confidence. Group counseling services utilizing sociodrama techniques are effective in enhancing students' communication skills through role-playing simulations in a collaborative and dynamic environment. This literature review aims to evaluate the effectiveness of implementing group guidance services using sociodrama techniques to improve students' communication skills. The method employed is a qualitative literature-based study. Data were collected through a systematic review of written sources, including nationally accredited journals and scientific articles. The analysis was conducted by examining the relationships between the selected literature to obtain a comprehensive understanding of the application of sociodrama techniques in group guidance settings. The scope of the review focuses on the junior high school level, a critical period in the development of students' social and communication competencies. Sociodrama is explored as an effective technique for enhancing self-confidence, speaking abilities, and empathetic understanding within group dynamics. The findings indicate that the implementation of group guidance using sociodrama techniques contributes positively to the improvement of students' communication skills at the junior high school level. These findings provide important implications for school guidance and counseling practitioners in designing adaptive and responsive services to meet students' developmental needs.

Key words: Group Guidance; Sociodrama; Communication Skills

INTRODUCTION

Adolescence aged 12-18 years is a very important period for identity, social, and emotional development. Rapid changes at this stage often pose challenges, especially in communication skills, which play an important role in forming healthy interpersonal relationships and supporting academic and emotional development. However, the reality is that not all adolescents have optimal communication skills. Many teens struggle to express their feelings and opinions clearly, especially those who are introverted or have low self-esteem. As a result, participation in class discussions, the ability to express ideas clearly, and active listening skills are less than optimal. Research by Wulandari (2023) confirms that effective communication skills, including message comprehension and appropriate expression, contribute greatly to the academic success and quality of social relationships of junior high school students.

Low communication skills in adolescents do not appear suddenly, but are influenced by a number of factors. One of them is personality traits, such as introverted tendencies and anxiety in social situations, which can reduce individual courage to speak in front of people (Üstündağ et al., 2025). On the other hand, learning patterns that still focus on the role of the teacher as the center of information make students act more as passive listeners rather than actively expressing their opinions. The lack of collaborative activities and group discussions limits their opportunities to exchange ideas directly. Family conditions that do not familiarize open communication, such as rarely involving children in conversations that require opinions, also narrow the opportunity for adolescents to hone their communication skills in everyday life.

This situation shows that strengthening communication skills needs to be a serious concern in schools. These skills include not only the ability to speak, but also active listening, understanding other people's points of view, and providing empathic responses. Deficiencies in these aspects have the potential to hinder social interactions, lower self-confidence and affect academic achievement. Personal-social guidance services play an important role in supporting adolescents' communication development, especially in helping them overcome various barriers that may occur. Through guidance and counseling interventions, students are given the opportunity to build self-confidence, convey messages clearly, and develop empathy for others. Group guidance approaches are known to be effective in helping overcome these problems by utilizing interactions between students to develop social skills (Khikmawati et al., 2020).

An innovative method that has proven effective is group guidance using the sociodrama technique. This technique utilizes role simulation that allows adolescents to act out real situations in a safe and supportive atmosphere. One of the commonly applied techniques is sociodrama, which is a role simulation method that allows students to channel self-expression through scenes that reflect real-life situations in a safe and supportive group dynamic (Situ et al., 2020). Recent research shows that sociodrama is useful for improving social and communication skills as interpersonal communication challenges are increasing among junior high school students. For example, an experimental study by Prasetyo et al. (2022) found that group guidance services with the sociodrama method significantly improved the quality of social relationships of seventh grade students of SMP Negeri 1 Kota Bengkulu.

Research by Halik and Rakasiwi conveyed that the effectiveness of sociodrama techniques in improving students' communication skills, especially for those who tend to be introverted (Halik & Rakasiwi, 2020). Another relevant research was conducted by Septiawan et al., who said that learners involved in group activities that applied sociodrama techniques experienced significant improvements in social interaction (Septiawan et al., 2022). This method provides a safe space for students to practice expressing themselves and interacting with peers, which in turn encourages their openness (Mutaqin et al., 2025). The concept of sociodrama is also related to the development of social skills in adolescents aged 12-14 years. Findings by Mutaqin et al. showed that this technique not only improved communication skills, but also contributed to increasing students' social engagement through group dynamics (Mutaqin et al., 2025). Through sociodrama, adolescents can experience and reflect on their social and emotional tasks, which is very important in this phase of development (Tsaniah et al., 2020).

With various studies supporting the success and effectiveness of sociodrama techniques, including in the context of empathy development and communication mastery, it is clear that this approach is a useful method in guidance and counseling programs. The use of this technique can help adolescents to not only understand themselves but also operate in better and collaborative social relationships.

METHODS

This research uses a qualitative method with a literature review approach that involves collecting and analyzing data from written sources such as national journals and accredited scientific articles. Referring to Ridwan et al., (2021) literature review is a data collection method that is carried out by reviewing various written sources, such as scientific literature, books, notes, and reports. Literature review is a method of data collection carried out by examining various written sources, such as scientific literature, books, notes, and reports that have relevance to the topic being studied.

This study uses the documentation method as a data collection technique. The data analyzed came from 4 national journals published from 2018 to 2025, which discussed the application of sociodrama techniques in group guidance services to improve communication skills of junior high school students. The data were analyzed using content analysis techniques, which is a process that involves combining, sorting, selecting, and comparing various information to obtain the most relevant findings. Referring to Pratama et al. (2021), content analysis aims to produce reliable and testable conclusions. To support the analysis process, a research material classification checklist is used to facilitate the review of reading sources in accordance with the focus of the study.

RESULTS AND DISCUSSION

The results of research on the use of group guidance sociodrama techniques to improve communication skills in junior high school students are as follows:

1. Research by Amalia, et al. (2025) shows that group guidance services with sociodrama techniques have a significant effect on improving students' communication skills. Based on the results of paired sample t-test, the significance value (2-tailed) is $0.000 < 0.05$. The average communication score of the experimental group increased from 61 (low category) to 84 (high category) after the treatment.
2. Research by Zaidi, et al. (2019) found that group guidance with sociodrama techniques was able to improve the communication of VII-F grade students at SMP Negeri 1 Gresik. The sign test results show significance value of $0.003 < 0.005$, with 8 students as research subjects.
3. Research by Dariani (2024) revealed a difference in the level of communication skills before and

after the application of sociodrama techniques in group guidance. This shows that sociodrama technique is effective in improving students' communication skills.

4. Research by Situ & Wirastania (2020) showed a significant difference between *pre-test* and *post-test* scores after the application of sociodrama techniques in group guidance. The Wilcoxon test results produced a significance value of $0.012 < 0.05$. This study involved 37 students of class VIII-B as subjects with *purposive sampling* technique.

The discussion on the application of group guidance services with sociodrama techniques to improve communication skills in junior high school students is compiled based on the results of a literature review of various relevant scientific articles. The focus of the discussion includes: 1) the application of group guidance with sociodrama techniques to improve communication skills in junior high school students, 2) procedures for implementing group guidance with sociodrama techniques in improving communication skills, and 3) the effectiveness criteria of the application of sociodrama technique in group guidance to improve communication skills of junior high school students.

4.2.1 Focus Study 1: Implementation of Group Guidance Group Guidance with Sociodrama Technique to Improving Communication Skills in Junior High School Students

Group guidance is a guidance and counseling service conducted in a group setting to help students develop various potentials, including communication skills. Sociodrama techniques are used to act out specific social situations relevant to students' lives, so that they can practice expressing their opinions, listening actively, and understanding other people's perspectives. Based on the literature reviewed, the implementation of group counseling services using sociodrama techniques in junior high schools has been proven to create an active and participatory learning environment, encourage students to be more confident when speaking in front of others, and enhance positive interactions among group members.

According to Hamid (2018), group counseling using sociodrama techniques is effective in improving communication skills because it involves role-playing activities that allow students to practice expressing ideas, responding to others, and understanding other people's perspectives. Through sociodrama, students can develop constructive communication, both verbally and nonverbally. Zuhara (2015) adds that this technique helps students overcome communication barriers, form more open personalities, and foster positive attitudes when interacting with others. This shows that the application of sociodrama is not only useful for training speaking skills but also for building empathy, tolerance, and healthy social relationships in the school environment.

4.2.2 Focus of Study 2: Procedures for Implementing Group Guidance with Sociodrama Techniques in Improving Communication Skills

Based on the results of studies from various sources, group counseling using the sociodrama technique is generally carried out in two cycles, each consisting of two meetings. Each cycle includes four main stages, namely planning, implementation, observation, and reflection. Elina et al. (2022) explain that the implementation of group counseling using the sociodrama technique can be divided into five interconnected stages. First, the guidance counselor, as the group leader, explains the objectives and procedures of group counseling using the sociodrama technique, sets a theme or issue relevant to the communication skills of junior high school students, and assigns roles to each member. Second, group members study and understand the characters assigned to them. Third, members practice their roles according to the characters they have understood. Fourth, the sociodrama is performed in front of the group, followed by a discussion about the communication skills that emerged during the performance. Fifth, group members are given the opportunity to share their learning experiences, accompanied by motivation and appreciation from the group leader.

The sociodrama technique requires a considerable amount of time for preparation and understanding of the material by participants. In addition, this activity requires adequate space so that each member can move and play their role optimally.

4.2.3 Focus of Study 3: Criteria for the Effectiveness of the Application of Sociodrama Techniques in Group Guidance to Improve Communication Skills of Junior High School Students

The effectiveness of the application of sociodrama technique in group guidance to improve

junior high school students' communication skills is measured through several stages. First, initial data collection was conducted with a *pre-test* questionnaire to identify students' needs. After the subject is determined, the group is formed and each member gets a role according to the scenario. During the implementation, counselors, observers, and spectators assessed the communication skills that emerged. At the conflict or culmination of the story, the performance can be stopped for discussion on effective communication strategies. The final stage includes administering a *post-test* questionnaire to measure the development of communication skills. Success is indicated by the implementation of all stages as planned and an increase in scores between the *pre-test* and *post-test*. Effectiveness will be optimized if supported by the active participation of all school members in the program.

CONCLUSION

This literature study shows that group guidance using sociodrama techniques is effective in improving the communication skills of junior high school students through role-playing activities that train courage, listening skills, and understanding of other people's perspectives. The implementation procedure includes planning, implementation, observation, and reflection in two cycles. Its effectiveness is measured through pre-tests and post-tests, supported by group formation, sociodrama implementation, and discussions, with success influenced by the active participation of the entire school community.

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