

THE INFLUENCE OF SOCIODRAMA TECHNIQUES ON STUDENTS' SELF-CONFIDENCE AT STATE MIDDLE SCHOOL 2 TARAKAN

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ABSTRACT

ARTICLE INFO

Article History
Received March, 2026
Accepted April, 2026

Keywords:

confidence;
counseling;
guidance;
sociodrama

Self-confidence is one of the essential psychological factors that supports students' academic achievement and social adjustment. This study aimed to determine the effect of sociodrama techniques on the self-confidence of seventh-grade students at State Middle School 2 Tarakan. The study employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest design. The participants consisted of ten students selected through purposive sampling based on indicators of low self-confidence. Data were collected using a self-confidence scale and analyzed through descriptive and inferential statistics with the assistance of SPSS version 25. The intervention was conducted through six sessions of group guidance employing sociodrama techniques focusing on personal competence, social interaction, and self-concept. Descriptive findings indicated that before the intervention, 70% of students were categorized as having moderate self-confidence, 20% were in the high category, and 10% were in the low category. After the intervention, all participants (100%) achieved the high category of self-confidence. The mean score increased from 107.20 in the pretest to 134.50 in the posttest. Inferential analysis using the paired-samples t-test revealed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between pretest and posttest scores. These findings demonstrate that sociodrama techniques effectively enhance students' self-confidence by improving personal competence, social interaction, and self-concept. Therefore, sociodrama can be considered an effective strategy within guidance and counseling services to foster students' psychological and social development.



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Published by <https://ejurnal.itbm.ac.id/educatio/index>

INTRODUCTION

Self-confidence is an essential psychological attribute that supports individuals in adapting successfully to their social environment and achieving their personal goals. As social beings, humans continuously interact with others in family, school, and community settings. These interactions require confidence because individuals with strong self-confidence are more capable of communicating effectively, making decisions independently, and responding positively to challenges (Bandura, 1997). Conversely, individuals with low self-confidence often experience anxiety, self-doubt, and difficulties establishing social relationships, which may negatively affect their academic and personal development (Mruk, 2013).

Adolescence is a transitional stage characterized by rapid physical, emotional, cognitive, and social changes. During this period, individuals are expected to develop a positive identity and achieve various developmental tasks, including the formation of healthy interpersonal relationships and confidence in their own abilities (Steinberg, 2017). Self-confidence enables adolescents to recognize their strengths and weaknesses realistically and encourages them to express opinions, participate actively in social interactions, and pursue academic success (Santrock, 2018). In contrast, adolescents with low confidence frequently demonstrate social withdrawal, fear of failure, and excessive dependence on others, which can hinder their psychosocial adjustment (Hurlock, 2017).

According to Lauster (2012), self-confidence refers to an individual's belief in his or her own abilities and potential. Individuals possessing high confidence tend to exhibit optimism, independence, and emotional stability. They are also more likely to cope effectively with challenges and failures. On the other hand, students with inadequate confidence often hesitate to speak in public, avoid social interactions, and underestimate their own capabilities (Fatimah, 2010). Consequently, self-confidence has become one of the most important factors influencing students' academic achievement and social development.

In educational contexts, self-confidence contributes significantly to students' motivation, classroom participation, and interpersonal relationships. Students with high confidence are generally more willing to ask questions, express opinions, and engage actively in learning activities (Ormrod, 2020). Furthermore, confidence enhances students' persistence and resilience when encountering academic difficulties (Schunk & DiBenedetto, 2020). Conversely, low self-confidence may result in passivity, anxiety, and poor communication skills, ultimately affecting students' overall academic performance and emotional well-being.

School counseling services play an important role in facilitating students' personal and social development. Group guidance, in particular, provides opportunities for students to interact with peers, exchange experiences, and strengthen interpersonal skills through group dynamics (Prayitno, 2017). Such services encourage students to develop positive self-concepts and enhance their confidence in expressing ideas and emotions. Therefore, group guidance is considered an effective approach for addressing confidence-related problems among adolescents.

One technique frequently employed within group guidance services is sociodrama. Sociodrama is an experiential method based on role-playing activities that allow participants to explore social situations and express feelings through dramatization (Moreno, 2014). Through active participation, students gain opportunities to communicate, understand others' perspectives, and practice appropriate social behaviors. Blatner (2009) emphasized that sociodrama promotes emotional expression, empathy, and interpersonal competence, thereby contributing to students' psychological growth.

Previous studies have demonstrated the effectiveness of sociodrama techniques in improving self-confidence. Putri (2019) reported that group guidance employing sociodrama significantly enhanced students' confidence levels. Similarly, Halik (2022) found that sociodrama provided students with opportunities to express themselves openly and improve communication skills. Furthermore, Sengga et al. (2023) revealed that sociodrama-based group guidance effectively increased self-confidence among senior high school students. These findings indicate that sociodrama constitutes an effective intervention for promoting students' psychosocial development.

Bandura's Social Cognitive Theory (1997) provides a theoretical foundation for understanding the effectiveness of sociodrama. According to this theory, individuals acquire new behaviors through observation, imitation, and direct experiences. By engaging in role-playing activities, students observe positive behaviors, receive feedback from peers, and develop stronger beliefs in their abilities. Moreover, Rogers' humanistic theory (1961) highlights the importance of self-expression and supportive interpersonal environments in fostering psychological growth. Thus, sociodrama creates opportunities for students to develop positive self-concepts and strengthen their confidence.

Preliminary observations conducted at State Middle School 2 Tarakan revealed that

several seventh-grade students exhibited low self-confidence. Students tended to isolate themselves, hesitated to express opinions, experienced anxiety when speaking in front of the class, and depended heavily on others when completing assignments. Interviews with school counselors further indicated that many students encountered difficulties adjusting to the junior high school environment, resulting in reluctance to participate actively in learning activities. Similar conditions were observed among students in higher grades, suggesting that confidence-related issues remain prevalent within the school.

Although previous studies have confirmed the effectiveness of sociodrama techniques, empirical evidence specifically concerning seventh-grade students at State Middle School 2 Tarakan remains limited. Therefore, this study aims to examine the influence of sociodrama techniques on students' self-confidence. The findings are expected to contribute to the development of evidence-based counseling practices and provide practical implications for school counselors in designing interventions that enhance students' psychosocial well-being.

METHOD

This study employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest format to examine the effect of sociodrama techniques on students' self-confidence. This research was conducted at SMP Negeri 2 Tarakan with a research population consisting of 320 seventh-grade students, while the sample was selected using simple random sampling based on the principle that each member of the population had an equal opportunity to participate. Consistent with the recommended implementation of sociodrama, approximately 10–20 students were involved in the intervention to facilitate active participation and group interaction (Sanjaya, 2013). The experimental procedure consisted of eight meetings, including a pretest session, six treatment sessions utilizing group guidance with sociodrama techniques, and a posttest session. The intervention activities involved role-playing exercises and thematic discussions designed to enhance students' personal abilities, social interaction, and self-concept. This design enabled the researchers to evaluate changes in students' self-confidence before and after the implementation of the treatment (Sugiyono, 2019).

Data were collected using a self-confidence scale developed based on Lauster's dimensions, namely personal competence, social interaction, and self-concept. The instrument consisted of 35 valid items measured using a four-point Likert scale ranging from "Always" to "Never." Instrument validity and reliability tests indicated that the questionnaire possessed satisfactory psychometric properties, with a Cronbach's Alpha coefficient of 0.933, indicating very high reliability. Data analysis was performed using SPSS version 25. Descriptive statistics were employed to describe the distribution of self-confidence scores, whereas inferential statistics included normality and homogeneity tests as prerequisite analyses. To examine the effectiveness of the sociodrama intervention, the paired-samples t-test was applied to compare pretest and posttest scores. Statistical significance was determined at the 0.05 level, allowing the researchers to identify whether the sociodrama technique significantly influenced students' self-confidence (Field, 2018; Pallant, 2020).

RESULT AND DISCUSSION

The implementation of group guidance utilizing sociodrama techniques was carried out through eight sessions consisting of one pretest session, six treatment sessions, and one posttest session. Throughout the intervention process, students participated actively in role-playing activities designed to strengthen three dimensions of self-confidence, namely personal competence, social interaction, and self-concept. During the initial meetings, several

participants still demonstrated symptoms of low self-confidence, including reluctance to speak, hesitation when performing assigned roles, low voice projection, and excessive dependence on written scripts. However, continuous exposure to sociodrama activities gradually encouraged students to become more expressive and willing to communicate with their peers. Observational findings revealed that students became increasingly comfortable in expressing their opinions and performing in front of others as the sessions progressed. According to Rogers (1961), a supportive and accepting environment enables individuals to express themselves more freely and promotes psychological growth. Similarly, Moreno (2014) emphasized that dramatic enactment provides opportunities for emotional release and the development of spontaneous behavior, which are essential for personality development.

Descriptive analysis indicated that students' self-confidence before the intervention was predominantly categorized as moderate. As presented in Table 4.1, two students (20%) were classified in the high category, seven students (70%) were categorized as moderate, and one student (10%) demonstrated low self-confidence. These findings suggest that most participants still experienced difficulties in speaking confidently, participating in classroom discussions, and expressing their ideas openly. Such characteristics correspond with Lauster's (2012) theory, which identifies self-confidence as a multidimensional construct encompassing personal competence, social relationships, and positive self-perception. Students with low self-confidence frequently experience anxiety, self-doubt, and excessive dependence on others, which may negatively affect their academic performance and social adjustment (Mruk, 2013; Santrock, 2018). Therefore, the implementation of sociodrama was expected to provide experiential opportunities that facilitate the development of positive self-perceptions and communication skills.

Following six sessions of group guidance employing sociodrama techniques, substantial improvements were observed. As shown in Table 4.2, all participants (100%) achieved the high category of self-confidence during the posttest stage. Behavioral observations supported these statistical findings, showing that students who initially avoided eye contact, spoke softly, and exhibited anxiety gradually became more active in discussions, answered questions confidently, and performed role-playing activities without relying heavily on written scripts. These changes suggest that sociodrama provides mastery experiences that strengthen individuals' beliefs regarding their own abilities. According to Bandura's (1997) Social Cognitive Theory, successful experiences represent one of the strongest sources of self-efficacy and self-confidence. Repeated experiences of success enable individuals to develop stronger beliefs in their capacity to perform tasks and overcome challenges. Furthermore, Kolb's (2015) experiential learning theory argues that active involvement and reflection facilitate deeper cognitive and emotional learning processes compared with passive instructional approaches.

A comparison between individual pretest and posttest scores revealed consistent improvements among all participants. Students with the lowest initial scores demonstrated the greatest gains. For example, participant RR improved from 90 points to 131 points, whereas participant MAH increased from 97 points to 136 points. Even students who had previously belonged to the high-confidence category exhibited further improvements. These findings indicate that sociodrama is beneficial not only for students experiencing severe confidence deficits but also for those with moderate or relatively high levels of confidence. Such improvements can be attributed to the opportunities provided by role-playing activities, which allow students to rehearse social situations, reduce communication anxiety, and develop adaptive interaction skills. Moreno's psychodramatic theory proposes that spontaneity and creativity generated through dramatic activities facilitate emotional expression and personal growth (Moreno, 2014). Likewise, Corey (2016) argues that group guidance interventions provide opportunities for individuals to gain support from peers, exchange experiences, and develop interpersonal competencies that contribute to positive

self-evaluations.

Analysis of the dimensions of self-confidence demonstrated improvements across all indicators. In terms of personal competence, all participants reached the high category after the intervention, indicating stronger beliefs in their abilities and greater willingness to confront challenges. Similarly, the social interaction dimension exhibited substantial progress, with students becoming more active in communicating and cooperating with peers. Improvements were also observed in self-concept, where participants developed more positive self-perceptions and greater acceptance of their strengths and weaknesses. Interestingly, one participant showed a slight decrease in self-concept scores, which may reflect the development of more realistic self-evaluations rather than a decline in confidence. According to Rogers (1961), self-acceptance and congruence between self-perception and actual experiences are fundamental elements in the development of psychological well-being. Therefore, the findings suggest that sociodrama facilitates not only behavioral changes but also deeper cognitive and emotional adjustments associated with self-awareness and self-acceptance.

Inferential statistical analysis provided additional evidence supporting the effectiveness of the intervention. The Shapiro-Wilk normality test demonstrated that both pretest and posttest scores were normally distributed, with significance values exceeding 0.05, while homogeneity testing indicated homogeneous variance across observations. Subsequently, the paired-samples t-test yielded a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between pretest and posttest scores. Moreover, the mean score increased from 107.20 in the pretest to 134.50 in the posttest, confirming the positive influence of sociodrama techniques on students' self-confidence. These findings are consistent with previous studies conducted by Putri (2019), Halik (2022), and Sengga et al. (2023), which reported that group guidance combined with sociodrama significantly improved students' confidence, communication skills, and social adjustment. The consistency of these findings further strengthens the empirical evidence supporting the effectiveness of sociodrama as an intervention strategy within guidance and counseling services.

Despite its effectiveness, several challenges emerged during the implementation process. Some students initially remained passive observers during role-playing activities, while limitations related to time allocation and physical space occasionally affected the quality of group interaction. In addition, several participants experienced difficulties in fully internalizing their assigned roles during the early sessions. Nevertheless, these obstacles gradually diminished as students became more familiar with the sociodrama process and developed stronger group cohesion. Overall, the findings indicate that sociodrama techniques constitute an effective intervention for enhancing self-confidence among junior high school students. Through active participation, experiential learning, and emotional involvement, students developed stronger personal competence, improved social interaction skills, and fostered more positive self-concepts. Therefore, school counselors are encouraged to integrate sociodrama techniques into guidance and counseling programs as a practical strategy for promoting students' psychosocial development and supporting their academic success (Bandura, 1997; Corey, 2016; Rogers, 1961).

CONCLUSION

Based on the results of the study, it can be concluded that sociodrama techniques have a significant effect on improving the self-confidence of seventh-grade students at State Middle School 2 Tarakan. Prior to the intervention, most participants demonstrated moderate levels of self-confidence characterized by hesitation, anxiety, fear of speaking in front of others, and difficulties in social interaction. Following six sessions of group guidance using sociodrama techniques, all participants experienced improvements and achieved high levels of self-confidence.

The descriptive analysis showed an increase in the mean score from 107.20 during the pretest to 134.50 in the posttest. Inferential analysis through the paired-samples t-test produced a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between students' self-confidence before and after the intervention. Improvements were observed across all dimensions of self-confidence, including personal competence, social interaction, and self-concept.

These findings suggest that sociodrama provides students with opportunities to express themselves, practice communication skills, and develop positive self-perceptions through role-playing activities. Consequently, sociodrama techniques can serve as an effective intervention within school guidance and counseling programs to strengthen students' confidence and facilitate their social and psychological adjustment. Future studies are recommended to employ larger samples and experimental control groups to further examine the effectiveness of sociodrama techniques in diverse educational settings.

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