

SOCIODRAMA-BASED GROUP GUIDANCE INTEGRATING BHUPPA' BHABBU' GHURU RATO VALUES TO DEVELOP RESPECTFUL ATTITUDES IN HIGH SCHOOL STUDENT

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Abstract

The moral crisis among students, reflected in the increasing cases of bullying, disrespectful behavior, and declining respect toward teachers and parents, highlights the urgency of character education grounded in local cultural wisdom. This study aims to conduct a Systematic Literature Review (SLR) to identify, analyze, and synthesize previous research on group guidance using sociodrama techniques, the cultural values of Bhuppa' Bhabbu' Ghuru Rato (BBGR), and their integration in fostering respect among senior high school students. Data were collected from Scopus and Google Scholar databases with a publication range between 2020 and 2025. Out of 268 initial studies, 13 articles met the inclusion criteria and were analyzed. The findings indicate that sociodrama is effective in reducing discriminatory attitudes, enhancing empathy, interpersonal communication, and students' politeness, while BBGR values emphasize a hierarchical respect toward parents, teachers, and leaders as moral foundations for character education. The integration of these elements results in a conceptual model of group guidance that is contextual, culturally responsive, and supportive of Indonesia's national character education policy. The main contribution of this study lies in constructing an integrative counseling model that combines modern counseling approaches with local cultural wisdom. Future studies are recommended to empirically test this model through experimental or qualitative designs in schools to evaluate its effectiveness, acceptability, and sustainability.

Keywords: Group Guidance, Sociodrama, Bhuppa' Bhabbu' Ghuru Rato, Respect

Abstrak

Krisis moral di kalangan siswa, ditandai dengan meningkatnya kasus perundungan, perilaku tidak sopan, serta rendahnya sikap respek terhadap guru dan orang tua, menegaskan pentingnya pendidikan karakter berbasis budaya lokal. Penelitian ini bertujuan untuk melakukan Systematic Literature Review (SLR) guna mengidentifikasi, menganalisis, dan mensintesis studi-studi tentang bimbingan kelompok dengan teknik sosiodrama, nilai-nilai Bhuppa' Bhabbu' Ghuru Rato (BBGR), serta peran integrasi keduanya dalam membentuk sikap respek siswa SMA. Kajian dilakukan melalui basis data Scopus dan Google Scholar dengan rentang publikasi 2020–2025. Dari 268 artikel awal, 13 artikel memenuhi kriteria inklusi untuk dianalisis. Hasil sintesis menunjukkan bahwa sosiodrama efektif dalam mengurangi diskriminasi, meningkatkan empati, komunikasi interpersonal, dan perilaku sopan santun siswa, sementara nilai BBGR menegaskan hierarki penghormatan terhadap orang tua, guru, dan pemimpin sebagai

dasar moral dalam pendidikan karakter. Integrasi keduanya menghasilkan model konseptual bimbingan kelompok berbasis kearifan lokal Madura yang kontekstual, responsif budaya, dan mendukung kebijakan pendidikan karakter nasional. Kontribusi penelitian ini terletak pada penyusunan model integratif yang menggabungkan pendekatan konseling modern dengan nilai tradisi lokal. Rekomendasi penelitian selanjutnya adalah uji coba empiris model ini melalui desain eksperimental maupun kualitatif di sekolah untuk menilai efektivitas, keberterimaan, dan keberlanjutan implementasinya.

Kata kunci: *bimbingan kelompok, sosiodrama, Bhuppa' Bhabbu' Ghuru Rato, sikap respek*

INTRODUCTION

Character education has become a major focus in many countries, including Indonesia, due to the growing signs of a moral crisis among students—such as violence among students, bullying, and disrespectful behavior toward teachers. According to data from the Indonesian Child Protection Commission (KPAI), approximately 3,800 cases of bullying were reported throughout 2023, with nearly half occurring in formal educational settings (KPAI, 2023). The Education Out Loud report (2023) also indicates that approximately 36% of Indonesian students are at risk of experiencing bullying (both verbal and physical), while 27% face physical punishment at school. The complexity of this phenomenon demands systematic efforts from educational institutions to create a conducive school environment based on respect, tolerance, and moral values (Nucci & Narvaez, 2015).

In the context of school counseling services, group counseling is viewed as an effective strategy because it allows students to learn through group dynamics, interaction, and shared reflection (Gladding, 2018). Among the various techniques used, sociodrama plays a significant role because it provides students with the opportunity to play specific social roles and reflect on the meaning of those experiences. Recent research has found that sociodrama-based group counseling services can reduce discrimination (Kharismaylinda, 2023), improve interpersonal communication skills (Syalafiah, 2020), and foster polite behavior in interactions among students as well as with teachers (Ilhamuddin & Alisyahbana, 2020; Dewi, 2021). Theoretically, this effectiveness can be explained through social learning theory, which emphasizes the importance of observation and modeling in behavior formation (Bandura, 1986).

However, most counseling interventions remain generic and have not been integrated with students' local cultural contexts. In fact, adapting counseling programs to local cultural frameworks is considered capable of enhancing the programs' relevance and acceptability (Booth, Sutton, & Papaioannou, 2016; Snyder, 2019). In the Javanese context, Nopitasari's (2025) research shows that integrating the value of "tepa selira" is effective in fostering an attitude of tolerance. Meanwhile, in Madura, the concept of Bhuppa' Bhabbu' Ghuru Rato (BBGR) serves as a philosophy that emphasizes a

hierarchy of respect for parents, teachers, and leaders (Zaini & Latif, 2019). This value aligns with character education because it internalizes respect as a moral obligation.

Unfortunately, research integrating sociodrama techniques with BBGR values remains limited. Most of the literature only discusses the effectiveness of sociodrama in general or the importance of BBGR in a cultural context, without bridging the two within a single, comprehensive conceptual model. This creates a research gap where the synergy between modern counseling methods and local wisdom has not yet been systematically examined (Daulay, 2022)

Therefore, this study aims to conduct a Systematic Literature Review (SLR) to identify, analyze, and synthesize research findings regarding sociodrama-based group counseling, BBGR values, and the roles of both in shaping high school students' attitudes of respect. The novelty of this study lies in its effort to construct a conceptual model integrating sociodrama techniques and BBGR values, which is rooted in local wisdom while aligning with national character education. Thus, this study is expected to provide theoretical and practical contributions and serve as a foundation for future research testing the model's effectiveness in schools.

METHOD

This study employs the Systematic Literature Review (SLR) method, which focuses on a comprehensive, systematic, and structured review of the literature. This method was chosen because it allows researchers to identify, analyze, and synthesize various previous research findings relevant to the topics of group counseling, sociodrama techniques, local cultural values, and the development of students' respectful attitudes, while also opening the door to the development of a new conceptual model based on local wisdom (Booth et al., 2012; Snyder, 2019). This study adheres to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines, which emphasize four key stages: identification, screening, eligibility, and inclusion (Page et al., 2021). This approach is expected to produce a robust and academically accountable thematic synthesis.

Research data sources were obtained from reputable databases, namely Scopus and Google Scholar, using search keywords. Article selection was based on the following inclusion criteria: 1) published in a peer-reviewed journal; 2) available in full text and written in English or Indonesian; 3) published between 2020 and 2025 and relevant to the topics of group guidance, sociodrama, Bhuppa' Bhabbu' Ghuru Rato, and the development of a respectful attitude. Articles that did not meet these criteria were excluded from the analysis.

The search profile for this study included four main keywords: 1) group guidance or group counseling; 2) sociodrama or role-playing technique; 3) local wisdom or cultural values, specifically the values of Bhuppa' Bhabbu' Ghuru Rato; and 4) respect or character education (respect/character education). For each of these constructs, various synonyms

and related terms in both English and Indonesian were used to ensure a comprehensive scope of the study that is relevant to the research context.

The research questions in this article are: RQ1) How is group counseling using sociodrama techniques applied in the character development of high school students? RQ2) Which values of Bhuppa' Bhabbu' Ghuru Rato are relevant for fostering students' attitudes of respect? RQ3: How can a sociodrama integration model based on the Bhuppa' Bhabbu' Ghuru Rato values be constructed to enhance high school students' attitudes of respect? The research questions in this article were developed using the PICOS framework (Population, Intervention, Comparison, Outcomes, Study Design).

RESULTS AND DISCUSSION

The literature search was conducted using the Scopus and Google Scholar databases, covering publications from 2020 to 2025. The initial search identified 268 articles. After screening titles and abstracts, 79 duplicate articles were removed, leaving 189 unique records. During the eligibility assessment, 154 articles were excluded because they did not meet the predefined inclusion criteria. Ultimately, 13 articles fulfilled the inclusion criteria and were included in the final analysis of this review.

Table 1. Articles Included in the Review

NO.	AUTHOR(S) & YEAR	TITLE	RESEARCH FINDINGS
1	Kharismaylinda, J. (2023)	Effectiveness of Group Guidance Services Using Sociodrama Techniques to Reduce Acts of Discrimination in High School Students	A quasi-experimental study demonstrated that group guidance combined with sociodrama significantly reduced discriminatory behaviors among senior high school students.
2	Syalafiah, M. (2020)	Sociodrama Techniques in Group Guidance to Develop High School Students' Interpersonal Communication	Sociodrama was found to be effective in improving students' interpersonal communication, thereby strengthening respectful attitudes during social interactions.
3	Ilhamuddin, M. F., & Alisyahbana, I. B. (2020)	Improving Political Behavior Through Group Counseling Services with Sociodrama Techniques in Schools	Group counseling using sociodrama improved students' courteous behavior, civic participation, and responsible citizenship.
4	Buana, B. K. C. (2024)	Implementation of Group Guidance Using Sociodrama Techniques...	Findings from guidance and counseling research support the effectiveness of sociodrama interventions

			within secondary school settings.
5	Landis, H. (2021)	The Application of Sociodrama with High School Immigrant Students	The implementation of sociodrama among immigrant high school students enhanced emotional regulation and classroom re-engagement, contributing to improved social competence and respect.
6	Mendrofa, I. M. (2024)	The Effectiveness of Group Guidance Services Using Sociodrama Techniques...	Review findings confirmed that role-playing and sociodrama are effective techniques for strengthening students' social character development.
7	Dewi, S. (2021)	Group Guidance Through Sociodrama Techniques to Improve Polite Behavior Among High School Students	Classroom action research demonstrated significant improvements in students' politeness, an essential indicator of respectful behavior, following sociodrama intervention.
8	Harris (2025)	The Effect of Group Counseling Services Using Sociodrama Techniques on Students' Learning Self-Efficacy	A quasi-experimental study found that sociodrama significantly enhanced students' academic self-efficacy, with implications for academic responsibility and respectful learning behavior.
9	Putri, M. (2025)	Bullying Prevention Strategies Through Group Guidance Using Sociodrama Techniques	Sociodrama effectively increased anti-bullying awareness and promoted respectful attitudes toward peers.
10	Defriani et al. (2024)	The Effect of Group Guidance Using Sociodrama Techniques on High School Students' Courtesy Values	A pretest-posttest design showed that sociodrama significantly improved students' courtesy, an important dimension of respect.
11	Nur et al. (2024)	Islamic Values in "Bhupa' Bhabbhu' Ghuru Rato" on the Madurese Mondok (Boarding) Tradition	The study explored the religious meanings of obedience embedded in the Bhupa' Bhabbhu' Ghuru Rato philosophy, emphasizing respect toward parents, teachers, and leaders as the

			foundation of respectful character.
12	Dewi et al. (2024)	Cultural Intervention Based on "Bhupa' Bhabbhu' Ghuru Rato" to Overcome Early Marriage in Torjun, Sampang	A cultural intervention based on the Bhupa' Bhabbhu' Ghuru Rato philosophy strengthened normative obedience and respect, demonstrating its relevance for character education.
13	Daulay, P. (2022)	Minimizing Violence: A Good Practice Local Elite-Based in Madura	The study identified Bhupa' Bhabbhu' Ghuru Rato as a fundamental cultural value promoting obedience, social etiquette, and respectful behavior within Madurese society.

DISCUSSION

The Application of Group Counseling Using Sociodrama Techniques in the Character Development of High School Students

The application of group counseling using sociodrama techniques with high school students has proven effective in enhancing various aspects of character, particularly respect, empathy, and interpersonal communication. According to Kharismaylinda (2023), the role dynamics in sociodrama allow students to empathize with others' experiences, thereby reducing discriminatory behavior in the school environment. Syalafiah (2020) adds that this technique strengthens interpersonal communication skills, which are key indicators in fostering respect and tolerance among individuals. This aligns with Gladding's (2018) perspective that group counseling services can serve as a vehicle for character education because they facilitate interactions grounded in social dynamics and openness among group members.

Furthermore, a classroom action research study conducted by Ilhamuddin and Alisyahbana (2020) showed that the application of sociodrama in group counseling was able to significantly improve students' polite behavior from one cycle to the next. Similarly, Dewi (2021) found that students involved in sociodrama demonstrated improved polite behavior in their interactions with both teachers and peers. These findings indicate that sociodrama is not merely a role-playing method but a social learning process that encourages students to express their feelings, understand others' perspectives, and practice applying moral values in daily life.

From a theoretical perspective, the effectiveness of sociodrama can be explained by Bandura's (1986) social learning theory, which emphasizes the importance of observation, modeling, and reinforcement in behavior formation. When students play roles in sociodrama, they learn to imitate the positive behaviors displayed in the scenarios and receive feedback from the group and the counselor. Furthermore, this approach aligns

with Lickona's (1991) theory of moral development, which emphasizes that character education must address cognitive (moral knowing), affective (moral feeling), and behavioral (moral action) aspects. Thus, sociodrama-based group counseling can be viewed as an effective medium for internalizing character values—particularly the attitude of respect—through reflective, interactive, and contextual learning experiences.

The Bhuppa' Bhabbu' Ghuru Rato Values for Developing Students' Attitudes of Respect

The Bhuppa' Bhabbu' Ghuru Rato (BBGR) cultural values constitute the life philosophy of the Madurese people, emphasizing the importance of a hierarchy of respect toward parents, teachers, and leaders. These values hold strong relevance in shaping students' attitudes of respect because they normatively establish respect as a moral foundation in social life. Research by Dewi et al. (2024) indicates that BBGR stems from religious values and local traditions that guide the younger generation to place authority figures in positions of honor. In line with this, Zaini and Latif (2019) explain that BBGR is an embodiment of Maduran local wisdom that integrates spiritual, social, and moral aspects, making it a crucial instrument in culture-based character education.

From an educational perspective, BBGR aligns with Lickona's (1991) concept of character education, which emphasizes the dimensions of moral knowing, moral feeling, and moral action. Students who internalize BBGR values will understand (knowing) the importance of respecting parents, teachers, and leaders; feel (feeling) that respect is a social necessity; and practice (action) respectful behavior in their daily lives. Daulay's (2022) research reinforces this by demonstrating that BBGR values play a role in minimizing acts of violence and strengthening normative compliance within Madurese society. Thus, these values are not only relevant to family and community settings but can also be adapted to the context of formal school education.

Furthermore, the application of BBGR in counseling education can strengthen the development of guidance services that are contextual and responsive to local culture. Dewi's (2024) research indicates that BBGR-based interventions are capable of fostering attitudes of respect, courtesy, and compliance among Maduran youth. Within the framework of Kohlberg's (1984) theory of moral development, BBGR values help students progress from the conventional stage to the post-conventional stage, where their actions are based not only on compliance with rules but also on a higher level of moral consciousness. Therefore, integrating BBGR values into character education—particularly through group counseling—is highly relevant for shaping high school students' attitudes of respect that are rooted in cultural identity while aligning with universal values.

A Model for Integrating Bhuppa' Bhabbu' Ghuru Rato (BBGR)-Based Sociodrama to Develop Respectful Attitudes Among High School Students

Integrating sociodrama techniques with the Bhuppa' Bhabbu' Ghuru Rato (BBGR) values can form a conceptual model for group counseling services that is more contextual and

rooted in local culture. Sociodrama serves as a medium for social learning through group dynamics, while the BBGR values provide an ethical framework that emphasizes respect for parents, teachers, and leaders. Ron's (2022) research on psychodrama-based group therapy indicates that the role-sharing process can enhance empathy, trust, and cohesion among individuals. When combined with the BBGR values, sociodrama becomes not only a means of expressing social roles but also a vehicle for internalizing the value of respect within the Madurese cultural context.

This integrated model can be designed through several stages. First, the counselor identifies students' character-related issues, such as disrespectful behavior, bullying, or a lack of respect for teachers. Second, the counselor develops a sociodrama scenario that explicitly incorporates situations reflecting the BBGR values—for example, scenes depicting interactions with parents, teachers, and leaders. Third, students act out their roles in group counseling sessions, followed by reflection and discussion on the meaning of these experiences. BBGR-based interventions foster normative compliance and respect (Dewi et al., 2024), while Gladding (2018) emphasizes that group counseling is an effective medium for practicing moral values in real-life situations.

Thus, this model serves as a bridge between modern counseling methods and local wisdom values. Theoretically, the BBGR-based sociodrama integration model aligns with Lickona's (1991) theory of moral development and Bandura's (1986) social learning theory. Through sociodrama, students learn to observe, imitate, and evaluate respectful behaviors acted out within the group. The BBGR values serve as moral standards that emphasize the importance of a hierarchy of respect, enabling students to internalize respect across three dimensions of character: moral knowledge, moral feelings, and moral actions. This integration also aligns with Corey's (2016) perspective on cross-cultural counseling, which emphasizes the importance of leveraging the local cultural context to make counseling services more effective. Therefore, this conceptual model can make a significant contribution to the development of character education in high schools, while also enriching the literature on counseling based on local wisdom in Indonesia.

CONCLUSION

The results of this study indicate that group counseling using sociodrama techniques is effective in enhancing empathy, interpersonal communication, politeness, and respectful attitudes among high school students, while the integration of the Bhuppa' Bhabbu' Ghuru Rato values reinforces the internalization of norms of respect toward parents, teachers, and leaders as the foundation for character development. The main contribution of this study is the development of a conceptual model for sociodrama-based group counseling grounded in Maduran local wisdom, which not only enriches the literature on culture-based counseling but also supports national character education policies. However, the limitation of this study lies in its scope, which is limited to a literature review without direct empirical testing; thus, the model's effectiveness still needs to be demonstrated through practical implementation in schools. Therefore, further research is

recommended to test the model experimentally or through qualitative field studies in order to assess the acceptability, effectiveness, and sustainability of BBGR-based sociodrama in the context of secondary education.

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