

## **IMPROVING STUDENTS' INTERPERSONAL COMMUNICATION SKILLS USING GROUP GUIDANCE SERVICES WITH THE SOCIODRAMA TECHNIQUE**

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### **Abstract**

This research is motivated by the importance of interpersonal communication skills in students' social lives, especially at SMA N 1 Jepara, where some students still experience communication difficulties due to low self-confidence, nervousness, and a tendency to withdraw from social interactions. These problems are closely related to parenting styles and self-confidence development. This study aims to describe the implementation and effectiveness of group guidance services using sociodrama techniques to improve students' interpersonal communication skills. This study uses a quantitative approach with a quasi-experimental design of a non-equivalent control group type. The study participants were students from class X1.1 of SMA N 1 Jepara, who were selected through purposive sampling. Data were collected through Likert scale questionnaires and interviews, while data analysis was conducted using the Wilcoxon Signed Rank Test. The results of the study indicate that group guidance services using sociodrama techniques are effective in improving students' interpersonal communication skills. Through role-playing and dramatization of real social situations, students become more open, empathetic, and confident in expressing their thoughts and engaging in interactions. Therefore, sociodrama can be considered an effective alternative technique in group guidance to develop students' interpersonal communication skills.

**Keywords:** interpersonal communication, self-confidence, sociodrama technique, group guidance, quasi-experimental research

### **Abstrak**

*Penelitian ini dilatarbelakangi oleh pentingnya keterampilan komunikasi interpersonal dalam kehidupan sosial siswa, khususnya di SMA N 1 Jepara, di mana sebagian siswa masih mengalami kesulitan komunikasi akibat rendahnya rasa percaya diri, gugup, dan kecenderungan menarik diri dari interaksi sosial. Permasalahan tersebut berkaitan erat dengan pola asuh orang tua dan pengembangan rasa percaya diri. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan dan efektivitas layanan bimbingan kelompok dengan teknik sosiodrama untuk meningkatkan keterampilan komunikasi interpersonal siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi eksperimen tipe non-equivalent control group. Partisipan penelitian adalah siswa kelas X1.1 SMA N 1 Jepara yang dipilih secara purposive sampling. Pengumpulan data dilakukan melalui kuesioner skala likert dan wawancara, sedangkan analisis data dilakukan dengan uji Wilcoxon Signed Rank Test. Hasil penelitian menunjukkan bahwa layanan bimbingan kelompok dengan teknik sosiodrama efektif dalam meningkatkan*

*keterampilan komunikasi interpersonal siswa. Melalui permainan peran dan dramatisasi situasi sosial nyata, siswa menjadi lebih terbuka, berempati, dan percaya diri dalam mengungkapkan pikiran serta berinteraksi. Oleh karena itu, sosiodrama dapat dianggap sebagai teknik alternatif yang efektif dalam bimbingan kelompok untuk mengembangkan keterampilan komunikasi interpersonal siswa.*

**Kata kunci:** komunikasi interpersonal, kepercayaan diri, teknik sosiodrama, bimbingan kelompok, penelitian quasi-eksperimental

## INTRODUCTION

Education has fundamental role in form character , attitude , and ability social participant educate . School No only functioning as knowledge transfer institutions , but also as room formation personality and skills social enabling student For life aligned in the middle society . One of the aspect important supporting success social and academic student is skills communication interpersonal, namely ability For weave effective relationships with other people through exchange verbal and nonverbal messages open , empathetic , and mutual appreciate ( Devito , 2016).

In context education intermediate , skills interpersonal communication becomes very determining factor success of the learning and interaction process social in the environment school . Effective communication help student understand material lessons , put forward opinion , work The same in groups , as well as build connection positive with teachers and friends peers . However in fact , many students who face difficulty in communicate in a way effective , such as nervousness , not believe self , fear For speaking in front of other people, until trend interesting self from socializing social ( Haryadi , 2021).

Phenomenon This was also found at Jepara 1 State Senior High School , where the results observation and interviews beginning show existence a number of students who experience obstacle in interpersonal communication . Some student confess reluctant convey opinion in activity class , feel No Certain to his abilities , as well as show behavior passive in interaction social conditions This cause distance communication between student with environment social , even impact on low participation in activity groups and decline trust self .

Based on situation the there is existence gap so that student expected own ability good interpersonal communication , able to put forward ideas open , respectful other people's opinions , as well as participate active in environment social . But in reality , some student precisely show skills low communication , such as clumsy speaking , difficult Work same , less empathetic , and reluctant interact in a way open . Gap This show that the development process skills interpersonal communication has not walk optimally at school .

Skills interpersonal communication does not appear in a way natural , but rather need trained through experience meaningful social . Students need safe space For express yourself , practice speaking , understanding other people's feelings , and accepting bait come back in atmosphere supportive . In context this, service guidance groups at school

own potential strategic as a development medium ability social and emotional students . According to Prayitno (2012), guidance group is service counseling provided through activity group For help student understand self , adapt yourself , and solve problem social and personal through interaction dynamic between members .

One of relevant techniques implemented in service guidance group is technique sociodrama is approach learning and counseling that involves activity play role based on situation social real , with objective help individual understand and appreciate various role existing social in society (Corey, 2016). Through activity sociodrama , students can express thoughts and feelings , practice empathize towards others, as well as increase ability verbal and nonverbal communication in contextual interpersonal situations .

Different with method guidance more conventional verbal and cognitive , techniques sociodrama integrate element emotional and behavioral through activity dramatic approach This allows student For Study from experience directly , not only through advice or lecture . Besides that , sociodrama push participation active , strengthening cohesion groups , and reduce awkwardness communication through role played in a way take turns (Rogers, 2019).

From the results study previously known that implementation technique sociodrama effective in increase ability social and trust self students. For example , research by Wahyuni (2020) shows that sociodrama capable increase ability speaking in front of general and repair connection social junior high school students . Research similarly by Fitriani and Nurhasanah (2021) also found that technique sociodrama influential positive to empathy and ability interact social high school students . However , some big study the Still limited to improvements aspect social in a way general , not yet in a way specific research How sociodrama influence skills interpersonal communication which includes openness , empathy , attitude positive , equality , and support as explained Devito (2016). As for the advantages technique sociodrama in service information is can help students who have connection social low become more open , capable interact , and each other understand between Friend students . This strengthened with results research by Purdyanti et al. (2020) which shows that service information use technique sociodrama increase connection social students . Supported with results research by Fauziah Zainurrobbi & Muyana (2024) which states that use technique sociodrama in guidance classical proven can help participant educate increase skills behave honest , helpful , cooperative , sharing and donate .

Novelty ( *state of the art* ) of research This lies in integration technique sociodrama in service guidance group For develop skills student interpersonal communication school medium above . Research previously tend focus on improvement ability speaking , adjustment self , or trust self students , while study This combine aspect the to in more context area , namely interpersonal communication as competence social-emotional main . Besides that , research This put guidance group No just a counseling medium , but also

as a room Study collaborative where students can train communication through experience simulated social in a way real .

From the perspective psychology education , approach sociodrama own base strong theory in learning Bandura's (1986) social *learning theory* , which emphasizes that behavior individual formed through observation and imitation to behavioral models in interaction social . In activity sociodrama , students No only play a role as actor but also as observer active to behavior his friends , so that they Study adapt self and communication in a way more effective . With Thus , guidance group with technique sociodrama can become means learning social oriented towards improvement skills interpersonal communication .

In a way empirical , needs For increase ability interpersonal communication in schools middle school is very urgent . Many students experience pressure social consequence change environment , demands academic , as well as dynamics group peers . Disability communicate in a way effective can trigger misunderstandings , conflicts , even withdrawal self from environment social conditions This No only hinder the learning process , but also have an impact negative to students' mental health ( Rohman , 2021). Therefore that , intervention education that prioritizes aspect social-emotional like sociodrama become relevant and important For developed .

Analysis to condition current affairs at Jepara 1 State High School show that implementation guidance groups at school Still limited to activities discussion without involving technique more experiential interactive . This is cause student tend passive and not involved in a way emotional in the guidance process . Ideally ( *das sollen* ), the service guidance group should give chance for student For express self , practice empathy , and develop ability communication in a safe and supportive atmosphere . However in reality ( *das sein* ), activity guidance Still dominant nature cognitive and informative so that not enough capable develop aspect affective and behavioral communication student .

With notice gap said , research This designed For give contribution empirical to practice guidance and counseling in schools . Through implementation technique sociodrama , it is hoped service guidance group can become receptacle for student For Study communicate in a way more open , understanding other people's feelings , as well as increase confidence self in interact . Besides that , research This expected can enrich literature about implementation technique sociodrama in context education middle class in Indonesia, considering study similar Still relatively limited and more Lots done at the level school base or medium First .

In a way theoretical , research This strengthen view that interpersonal communication is skills that can developed through the learning process sustainable social and emotional well-being . In context guidance group , technique sociodrama No only functioning as tool entertainment or game , but as a learning medium active that allows student For reflect , internalize values social , and develop ability communication in a way comprehensive research This own superiority compared to study previously Because

focused on development skills student interpersonal communication through implementation service guidance group with technique contextual sociodrama in accordance with problem real in the environment of SMA Negeri 1 Jepara . Approach This No only emphasize improvement ability speaking and listening in a way effective , but also integrates aspect empathy , work same , and understanding emotional between students . Besides that , research This offer innovation in design activity designed sociodrama based on situation social actual in school , so that the result more applicable and relevant For implemented in practice guidance and counseling at the level education medium .

Based on description said , can concluded that there is need real For developing a guidance model more groups interactive , participatory , and based experience real use increase skills interpersonal communication of students . Therefore that , the goal study This is For describe implementation and testing effectiveness service guidance group with use technique sociodrama in increase skills interpersonal communication of students at SMA Negeri 1 Jepara . It is hoped that results study This can give contribution theoretical for development knowledge guidance and counseling as well as implications practical for BK teachers in increase competence social student through innovative and contextual approach.

## **METHOD**

### **Research Design**

This study used a quantitative approach with a *quasi-experimental non -equivalent control group design*. This design was chosen because the researcher could not fully control environmental conditions and subject selection, but could still observe the effects of the treatment on the dependent variable in a measurable manner. In this design, there were two groups: an experimental group that received treatment in the form of group guidance services using sociodrama techniques, and a control group that was not given such treatment.

### **Research Subjects**

Subject study This is student Class X1.1 of State Senior High School 1 Jepara year 2024/2025 academic year. Election subject done use technique *purposive sampling*, with consideration that student in class the show trend difficulty in communicating, such as feeling nervous, lacking believe self, as well as passive in interaction social. Total participants study totaling 20 students, who were divided become two group: 10 students in group experiment and 10 students in group control. Criteria inclusion subject study This is; (a) Students active in Jepara 1 State High School. (b). Shows indication low skills interpersonal communication based on results observation initial and interview of guidance and counseling teachers. (c). Willing follow all over series activity guidance group from beginning until end.

## Research Instruments

Instrument main in study This is questionnaire skills structured interpersonal communication based on theory Devito (2016) with five dimensions, namely: 1) openness, 2) empathy, 3) attitude positiveness, 4) equality, and 5) supportiveness. Each dimensions measured with four-point Likert scale points, with choice answer from very to very agree (1) to strongly agree (4). Before used, instruments has through validity testing use correlation *Pearson Product Moment* and reliability test use coefficient *Cronbach's Alpha* with results  $> 0.7$  which indicates that instrument reliable and worthy used.

## Data collection

Data collection was carried out through a number of stages systematic:

Stage Preparation; (1) Doing observation beginning and interview with the guidance counselor for identify students who experience difficulty communication. (2) Arranging the device research, including questionnaire and guide implementation sociodrama. (3) Conducting a trial instrument to students outside subject study. Stage Implementation Research; (1) Pretest: Second group given questionnaire skills interpersonal communication for measure condition beginning. (2) Treatment: Group experiment given service guidance group with technique sociodrama during six meetings. Each meeting ongoing for 60 minutes with stages as following:  
a. Stage formation group (contract learning and introduction members ),b. Stage transition ( preparation student For participate active ),c. Stage core activities ( implementation sociodrama with scenario relevant social ), d . Stage cover p (reflection, feedback feedback and evaluation experience learning). (3) Posttest: After treatment finished, second group return given the same questionnaire for know change level skills interpersonal communication. Stage ; (a) Collecting and processing the results data pretest and posttest . (b) Doing analysis statistics for know effectiveness treatment.

## Data analysis

Data analysis in this study used nonparametric statistical methods. The Wilcoxon Signed Rank Test was used due to the limited sample size and the results of the normality test indicating non-normal data distribution. This analysis was used to examine the differences in *pretest* and *posttest scores* in the experimental group, as well as to compare the effectiveness of the treatment between the experimental and control groups. The results were interpreted by comparing the average *pretest* and *posttest scores* If there is a significant increase in the experimental group and not in the control group, it can be concluded that group guidance services with sociodrama techniques are effective in improving students' interpersonal communication skills.

## RESULTS AND DISCUSSION

This study aims to determine the effectiveness of group guidance services using sociodrama techniques in improving interpersonal communication skills of students at

SMA Negeri 1 Jepara. Testing was conducted through *pretests* and *posttests* on two groups: an experimental group and a control group. Statistical analysis used the Wilcoxon Signed Rank Test with the help of SPSS version 25.

### ***Results of Instrument Validity and Reliability Tests***

Before being used in the research, the interpersonal communication skills questionnaire instrument was tested to ensure its validity and reliability.

#### **a. Validity Test**

*Pearson Product Moment* formula was used for 20 statement items. The results showed that all items had *calculated r values* between 0.501 and 0.857, greater than *the table r* (0.329) with a significance level of 5%. This means that all questionnaire items were declared valid and suitable for use.

#### **b. Reliability Test**

Using the Cronbach's Alpha formula, a reliability value of 0.872 was obtained, greater than 0.7, so the instrument was declared reliable.

Thus, the research instrument was proven to have good internal consistency in measuring students' interpersonal communication skills according to Devito's (2016) five dimensions, namely openness, empathy, positive attitude, equality, and support.

### ***Pre-test Result Data Description***

*The pre-test* was conducted to obtain an initial overview of students' understanding levels before receiving services. The *pre-test* was conducted on Friday, **July 18**, 2025, in the group guidance room, involving **16 students**.

**Table 1.** Comparison of Pretest of Experimental Class and Control Class

NO.	INITIALS	SCORE	CATEGORY
1.	SAP	60	Low
2.	TCA	46	Very Low
3.	MAS	46	Very Low
4.	RMS	66	Low
5.	AAP	46	High
6.	RAF	65	Low
7.	SF	58	Low
8.	DF	46	High
9.	AS	70	Medium
10.	MD	83	Medium

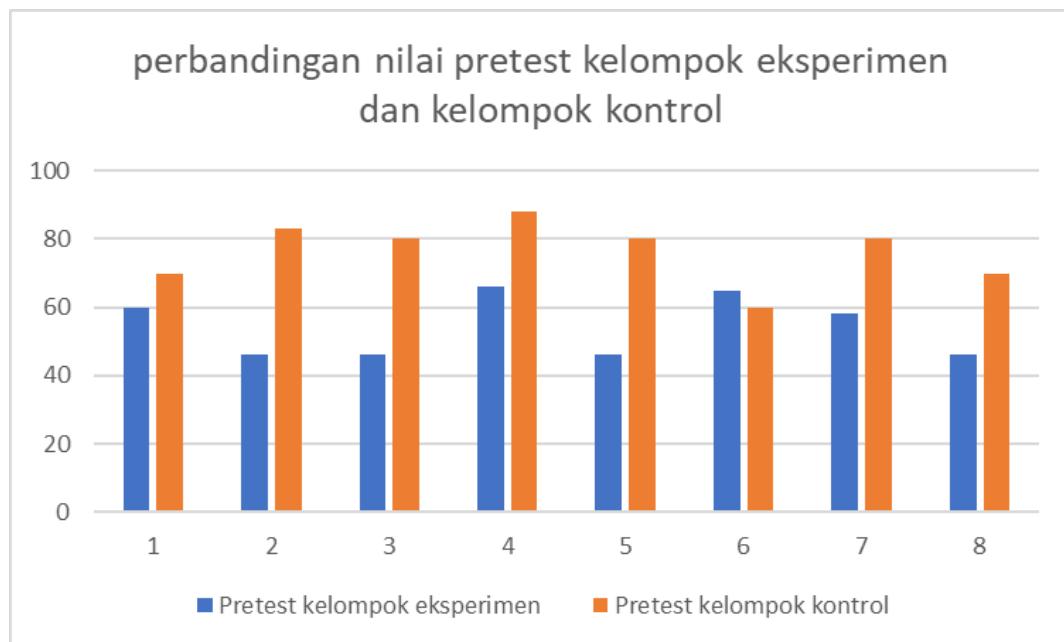
11.	AZ	80	Medium
12.	SF	88	Medium
13.	ASA	80	Medium
14.	MH	60	Low
15.	GA	80	Medium
16.	HNR	70	Medium

Source: Data Processing Results, 2025

Based on the results of Table 1, before the group guidance service using the sociodrama technique was provided to students, very low and low scores were obtained, which correspond to the interpersonal communication category. In the table, there are 16 students, with 8 students in the experimental class and 8 students in the control class, which shows an increase in interpersonal communication skills.

#### Comparison Description of Pretest Results of Experimental Group and Control Group

**Figure 1.** Comparison Diagram of Pretest Values of Experimental Group and Control Group



Source: Data Processing Results, 2025

Based on the results of the interpersonal communication scale table above, there is a comparison between the pretest scores of the experimental and control groups. Therefore, the researcher provided treatment to the experimental group through group guidance services using sociodrama techniques, which aimed to improve the interpersonal communication skills of students at SMA N 1 Jepara.

### *Classical Assumption Test (Data Normality)*

The Wilcoxon test was used to determine significant differences between the *pretest* and *posttest results* after being given sociodrama treatment.

**Table 3.** Wilcoxon Test Results in the Experimental Class

#### **TEST STATISTICS**

<b>Z</b>	-2,524
<b>ASYMP. SIG (2-TAILED)</b>	.012

Source: Data Processing Results, 2025

Based on the results of the Wilcoxon test, the Asmpy. Sig. (2-tailed) value was 0.012 or below 0.05 ( $0.012 < 0.05$ ). Based on these results, the hypothesis  $H_0$  was rejected  $H_1$  and accepted. This means that there was a significant difference between the pretest and posttest results in the experimental group. Thus, group guidance services with sociodrama techniques have an effect on improving interpersonal communication skills.

**Table 4.** Wilcoxon Test Results in the Control Class

#### **TEST STATISTICS**

<b>Z</b>	-2,524
<b>ASYMP. SIG (2-TAILED)</b>	.012

Source: Data Processing Results, 2025

Based on the results of the Wilcoxon test, the Asmpy. Sig. (2-tailed) value was obtained at 0.012 or below 0.05 ( $0.012 < 0.05$ ). Based on these results, the hypothesis  $H_0$  was rejected  $H_1$  and accepted. Thus, it can be stated that there was a positive difference in improving interpersonal communication in the control group.

## **DISCUSSION**

Before being given group guidance services using sociodrama techniques in the experimental group, the pretest score was 54.125. And in the control pretest group it was 76.375. This shows that most students still experience difficulties in communicating, such as shyness, lack of confidence, and difficulty expressing opinions openly. Then the researcher provided group guidance services with sociodrama techniques to the experimental group for 4 meetings, after being given treatment in the form of group guidance services with sociodrama techniques, the post-test results showed a significant increase. All students in the score group and overall were in the high category. Thus, it can be concluded that sociodrama techniques are effective for improving interpersonal communication skills.

This improvement occurs because sociodrama provides students with the opportunity to practice directly through role-playing. In the process, students not only observe but also

internalize the roles they play, allowing them to develop empathy, openness, and courage in expressing their opinions naturally.

In the control group, pre-test results showed that most students were in the medium and low categories. After the post-test, there was an increase, but the change was not as significant as in the experimental group. This indicates that even without special treatment, students still experience development in interpersonal communication skills, which can be caused by external factors such as daily learning processes, experiences at school, and interactions with peers. However, this increase was not as strong as in the experimental group that received sociodrama treatment.

Testing the hypothesis of this study, the researcher used the Wilcoxon test and found a significant Asymp value of  $0.012 < 0.05$  so that it can be concluded that there is a difference before and after being given group guidance services with sociodrama techniques that have an effect on improving interpersonal communication skills of students of SMA N 1 Jepara. The purpose of sociodrama techniques according to (Amin, 2017: 54) is that by using sociodrama games, counselees are given the opportunity to understand and appreciate a certain situation, so that they are able to determine appropriate attitudes and actions when faced with similar circumstances. Through this experience, it is hoped that counselees can develop positive attitudes and skills needed to adapt to the social environment.

The sociodrama technique itself is a method of guidance that provides students with the opportunity to dramatize a person's attitudes, behavior, or experiences as they do in everyday social relationships in society (Ilmia Sari et al., 2022). In line with research by (Silvia et al., 2022) which states that group guidance services with sociodrama techniques are effective in increasing students' confidence in speaking in front of the class, Guidance and Counseling teachers in schools are advised to utilize guidance and group services with sociodrama techniques for students in schools who experience problems with confidence in speaking in front of the class.

In an effort to improve students' interpersonal communication skills through group guidance services, the implementation process is inseparable from the service delivery stages. These stages begin with addressing issues related to openness, empathy, positive attitudes, and support among group members, and continue through the guidance evaluation stage. Treatment in the form of group guidance is implemented in Four meetings. The meetings began with an introduction between the researcher and students to build rapport, followed by an explanation of group guidance services and an exploration of common student friendship issues. Afterward, a sociodrama technique was used, emphasizing openness, empathy, positive attitudes, and support among members.

Furthermore, the results of this study are in line with the theory of interpersonal communication which emphasizes the importance of openness, empathy, positive attitudes, equality, and support in interactions. This is supported by research (Yeni & Susanti, 2023) entitled "Improving Communication Skills for Improved Learning and

Academic Achievement. Through sociodrama techniques, students are given the opportunity to play roles in social situations that resemble real life and are able to recognize the feelings of others and this is supported by research (Krisnandari et al., 2024) entitled "Effectiveness of Group Guidance Services with Sociodrama Techniques in Improving Children's Social Interaction Skills. This helps students hone their speaking skills, listen actively, and understand other people's points of view.

The findings of this study are consistent with previous research showing that sociodrama techniques are effective in improving students' interpersonal skills and self-adjustment. Findings by (Amalia et al., 2025) revealed that guidance and counseling services using sociodrama techniques can improve students' interpersonal communication. This is supported by findings by (Khamdiah & Hariastuti, 2023) which stated that sociodrama techniques in group guidance are effective in improving students' social interaction skills.

The results of this study indicate that group guidance services using sociodrama techniques are effective in improving students' interpersonal communication skills. This finding is in line with research conducted by (Nursafitri & Setiawati, 2013) which found that the application of sociodrama can improve interpersonal communication skills through openness and empathy training. This study also supports the results of a study by (Aini, 2014) , which stated that group guidance services with sociodrama provide opportunities for students to develop social skills through direct experience in role-playing. Thus, students can learn to understand others' feelings and manage appropriate responses in social interactions. Other relevant research conducted by (Ummah et al., 2022) , which shows that students' interpersonal communication skills can be improved through active learning strategies that involve direct interaction and participation. This supports the findings of this study that the participatory sociodrama method can provide real experiences for students to practice courage, openness, empathy, and positive attitudes in communication.

The activity also included *icebreakers* to help students better recognize their own emotions and respond to group members' questions. Several students lacking confidence were chosen to play characters in a sociodrama script, with the goal of helping them become aware of the responses or feedback from other members and simultaneously developing their public speaking skills. Meanwhile, other students acted as observers, using their characters as role models to boost their self-confidence. Through this activity, it is hoped that the interpersonal communication skills acquired can be applied in everyday life.

Sociodrama is a technique in group counseling that uses role-playing to explore social dynamics and interpersonal issues. In this process, students or group members are given the opportunity to act out roles that reflect real-life problems they face, while simultaneously exploring alternative solutions. The primary advantage of sociodrama lies in its ability to foster empathy, as through role-playing, each individual can see a problem

from another person's perspective. In this way, sociodrama also helps groups more clearly identify the root causes of low self-esteem.

Through discussion and drama practice, students can more easily understand unfavorable behavioral patterns. Once these patterns are identified, sociodrama activities can be directed toward exploring various alternative solutions, resulting in more effective strategies for reducing negative behavior within the group. This activity also creates a more open communication space, where group members feel more comfortable expressing their feelings, experiences, and opinions. This reduces the potential for misunderstandings and conflict.

This study is unique because it focuses on high school students who are at a crucial stage of social and emotional development, unlike other studies that focus on different age groups or educational aspects. By implementing group guidance services using sociodrama techniques, this study not only identifies interpersonal communication problems but also provides practical solutions that can be directly implemented in schools. Guidance services using sociodrama techniques make a significant contribution to students' personal and social development. This technique encourages students' active participation in understanding everyday life problems and fosters self-reflection and more mature decision-making skills.

## **CONCLUSION**

Based on the research results, data analysis, and discussion that have been conducted, it can be concluded that group guidance services with sociodrama techniques have proven effective in improving the interpersonal communication skills of students at SMA Negeri 1 Jepara . This shown through improvement average score of results pretest by 65.40 to 85.60 in the posttest group experiments , with mark Asymp . Sig. (2-tailed) of 0.005 (< 0.05) in the Wilcoxon Signed Rank Test. This means that there is significant difference between before and after treatment . In descriptive , activities sociodrama give room for student For Study communicate in a way open , expressing self with believe self , understanding other people's feelings , and build connection positive social . Through experience direct in play role , students capable internalize values openness , empathy , equality , and support are at the heart of interpersonal communication . Research this also strengthens theory interpersonal communication theory Study social (Bandura, 1986), and theory learning experience (Kolb, 1984), which emphasizes importance experience social as means formation behavior communication effective . With thus , sociodrama can made into method innovative in service guidance group For develop skills social-emotional students , in particular in context education medium . In terms of practical , results study This give implications for guidance and counseling teachers For apply technique sociodrama as alternative service development self students at school . This technique No only increase ability interpersonal communication , but also strengthens trust self , empathy , and solidarity between students . As action further research similar recommended For done with amount more respondents large , duration more treatment long , and testing in different contexts for effectiveness sociodrama can proven in a way

more broad and deep. So it can be concluded that the sociodrama technique can be used as an alternative group guidance service in counseling practice in schools, especially to improve students' low interpersonal communication skills.

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