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The effectiveness of group guidance with sociodrama technique to increase self-confidence and social skills of broken home students

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Article Info	Abstract
Keywords: Group guidance, sociodrama, self-confidence, social skills, broken home	Low self-confidence and skills, difficult to get along with peers, difficult to do activities in a healthy daily life. This study aims to analyze the effectiveness of the application of group guidance using sociodrama techniques in increasing self-confidence and social skills of broken home children. The quantitative method used for this research is the "nonequivalent pretest-posttest control group design". The subjects of this study were all students ($n=20$) experiencing broken home families both divorce and orphans, orphans and orphans of junior high school students in Bandar Lampung City (purposive sampling). Data collection instruments using self-confidence scales & Skills to measure which have obtained valid and reliable evidence. The data obtained were then analyzed with the Manova test. The results of the analysis show that the experimental group with sociodrama technique was found significantly effective to improve self-confidence ($t = -7.787, p < .001$), and social skills ($t = -7.765, p < .001$) in broken home students. The results of this analysis provide advice to counseling guidance teachers to implement group guidance using sociodrama techniques for an effective approach in improving students' self-confidence and social skills. However, future research is recommended to be able to compare the effectiveness of this technique with other methods and develop the application of this technique scientifically to see the significant effects on self-confidence and social skills.
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Introduction

Having self-confidence is something that is very important to apply in a person at school and in the surrounding community. This sense of confidence arises when a person carries out certain activities where his mind is directed at achieving the desired result. Santrock reveals that self-confidence is an evaluative aspect that covers the whole of an individual's self (Santrock, 2018). When students lose self-confidence, various problems can arise in themselves. Self-confidence is one of the important aspects' human personalities. It describes an individual's belief in his or her abilities, so that he or she remains firm and is not easily influenced by others, is able to act according to his or her will, and shows a cheerful, optimistic, tolerant, and responsible nature. DeVito (2019) explains that self-confidence is a person's belief in himself, which includes the ability to communicate well and the ability to predict and understand himself when he is about to start interactions with the people around him (DeVito, 2022). So, the conclusion above is that self-confidence is a belief in personal abilities that allows a person to view himself positively and realistically. This supports one's ability to build good relationships with others through improved social skills.

Social skills are an important aspect of human skills. Without social skills, humans will not be able to establish interactions with people around them. Social skills are used in communicating with others in social life. Social skills are not an innate ability from birth, but the result of a learning process that involves the role of parents, peers, and the surrounding environment (Dowd & Tierney, 2005; Matson, 2009). Meanwhile, according to Green and Tierney, social skills are abilities that enable individuals to communicate, learn, ask questions, seek help, meet needs, establish proper relationships, socialize with others, build friendships, create healthy relationships, protect themselves, and interact with the various people they meet throughout their life journey (Tierney & Green, 2022). From some of the above opinions, it can be concluded that social skills include the ability to communicate, interact, and cooperate with the people around us, both in small and large groups (Marbun, 2023).

Group guidance is explained by Winkel (2004) Group guidance is a type of counseling guidance service that is carried out simultaneously to groups of individuals in supporting their social development (Winkel & Sri Hastuti, 2005). Based on several opinions that have been conveyed, it can be concluded that group guidance services are one of the methods in counseling guidance that aims to provide support to students. This group guidance technique is carried out by counseling guidance teachers in groups that can help prevent problems faced by students. Sociodrama aims to help students avoid problems or difficulties when planning and determining the right decision. Through sociodrama, students are expected to gain motivation and strength to improve their critical thinking skills. It aims to enable students to learn to adapt to the surrounding environment, including the family, school, and community environment. Research explains that sociodrama is a learning technique that uses role play to address various problems related to social phenomena. The problems include issues related to human interaction, such as juvenile delinquency, drug abuse, and authoritarian family portrayal, as well as various other problems.

This research explores theoretically and practically the ability of group guidance services through sociodrama in improving self-confidence and social skills of students who come from troubled families. So that in this research, the main problems that will be solved are related to self-confidence and social skills. In many ways, problems in children can be influenced by the family environment in the form of broken homes. Dusek and Ayhan said the results of their research, children who have a messy family are conditions that have a negative impact on child development (Düşek & Ayhan, 2014). The impact of parental divorce and low self-confidence such as hanging out with peers and children are difficult in developing their social skills.

Based on the explanation above, it is important to conduct research on the effectiveness of group guidance using sociodrama techniques to increase self-confidence and social skills of students who come from non-intact families. Research showed that increasing the self-confidence of class XI students at SMA Negeri 1 Ampel Boyolali through group guidance services did not provide significant results, with an analysis value of $p=0.244$ which is greater than 0.050. This indicates that group guidance services are not effective in increasing students' self-confidence. This means that increasing self-confidence and social skills in the form of very small social interactions are considered ineffective. However, other previous researchers explained that after being given group guidance, students experienced an increase in self-confidence (Hasanah et al., 2023). The results of the analysis also show that the use of sociodrama techniques in group guidance can significantly increase students' self-confidence (Halik & Rakasiwi, 2020). Meanwhile, there showed that sociodrama techniques can be used to improve social interaction in children, meaning that social interaction in which there is the ability to interact socially can be improved by participating in group guidance activities that apply sociodrama techniques (Krisnandari et al., 2024). Other research found that sociodrama techniques can be used effectively in improving emotion regulation skills or in this case the ability to manage anger (Awaliyah et al., 2019).

The research conducted by the previous researcher only considers one independent variable, while in this study there are two variables, namely group guidance and sociodrama techniques. Besides adding to the literature of variables that affect the improvement of self-confidence and social skills. The difference between this research and the research described above lies in the research variables and research methodology. This research is motivated by several reasons, namely the absence of group guidance services with sociodrama techniques for junior high school students in Bandar Lampung City. Furthermore, it is expected that the results of this study can be used as a reference for counseling guidance teachers in applying it to students to optimize self-confidence and social skills effectively. Thus, the results of this study can reinforce the effect of counseling guidance services on students' self-confidence and social skills through sociodrama techniques.

Method

This study used a "non-equivalent pretest - posttest control group design", with subjects involving 102 students of SMP Negeri 22 Bandar Lampung from class VII and class VIII who experienced broken home families. The sampling technique used in the study used purposive sampling technique, with a sample of 10 low self-confidence students and 10 low social skills students.

The results of the tryout were 23 valid items and the results of the reliability test on the broken home student self-confidence variable obtained it has a Cronbach's alpha coefficient of 0.902, while the validity value was 0.2500 and the results of the tryout were 24 valid items and the Cronbach's alpha coefficient of 0.910 was obtained from the reliability test results on the social skills variable of students from broken home families, while the validity value was 0.2500.

Data analysis in this study was carried out using assumption analysis, research hypothesis testing, Manova test, normality test, and homogeneity test. Manova test is used to analyze the influence between variable X (Group Guidance Sociodrama Technique) on 2 dependent variables, namely Y1 (Self-confidence of broken home children) and Y2 (Social skills of broken home children). Normality Test and Homogeneity Test

are conducted to check whether the distribution of the dependent variable in each independent variable follows a normal distribution. On the other hand, the Homogeneity Test aims to determine whether the data in experimental and control groups are homogeneous (the same) or not.

Results and Discussion

The results of the data normality test with pretest and posttest in each variable show a sig value > 0.05 , so the data used is normally distributed data, so the normality test has been fulfilled, while the homogeneity test for self-confidence gets a pretest value of 0.760 and a posttest of 0.451 for social skills gets a pretest value of 0.277 and a posttest of 0.441. Based on the results of both groups, both the experimental group and the control group, each pre-test and post-test measurement on the self- confidence and social skills variables has a sig value > 0.05 . It is said that the research data is homogeneous with a sig value > 0.05 , so the parametric hypothesis test can be continued.

Research on junior high school students in Bandar Lampung City with group guidance with sociodrama aims to increase self-confidence for broken home children. Using MANOVA analysis.

Results and discussion of group guidance Sociodrama Techniques to Increase Self-Confidence

The following are the results of testing the hypothesis of the effectiveness of the application of group guidance through sociodrama techniques in increasing the self-confidence of broken home students as follows:

Table 1. MANOVA Test Results: Self-Confidence Variable

Measurement	Pretest		Posttest		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Experiment	49.80	12.090	84.30	5.618	-7.787	.000
Control	48.90	10.556	63.90	5.705	-3.965	.003
F_b	.083, $p > 0.05$		.103, $p > 0.05$			
$F (1.36)$			14.102, $p < .01$			
R^2			.739			

Based on Table 1, it shows that there is a difference in increasing the average score of self-confidence in students between the experimental group and the control group ($F = 14.102$, $p < 0.01$). After being given the sociodrama treatment in the experimental group, it was found that the aspects of confidence, optimism, and being objective and responsible increased to the medium category, while other aspects of rational and realistic increased to the high category in the experimental group. Table 1 shows the sig value for the self-confidence variable is $0.000 < 0.05$; therefore, it can be concluded that there is a variation in the level of difference in the level of self- confidence of students in the experimental group and the control group. The amount of influence of both groups on students' self- confidence is 73.9% ($R^2=0.739$).

Furthermore, we conducted a paired sample t-test to compare the effectiveness of each group. The measurement results showed a difference in the two groups, both the experimental group and the control group, and there was a difference in the level of student confidence in the pretest and posttest measurements. The experimental group showed a change from pre-test to post-test ($T1 = 49.80$, $T2 = 84.30$), meaning that the average level of students' self- confidence increased after being given the treatment of the sociodrama technique. The measurement of $T1$ (pretest) to $T2$ (posttest) shows the tendency of increasing self- confidence in students from low to high categories compared to the control group.

The experimental group, or the group with the sociodrama technique, was found to be significantly effective for increasing self- confidence in students ($t = -7.787$, $p < .001$). Based on the decision analysis process of the paired sample t-test, it is concluded that the sociodrama technique has a significant effect on the level of self-confidence in students with a sig value of $0.000 < 0.05$.

Furthermore, the analysis on the control group found the data from pretest to posttest also changed ($T1 = 48.90$, $T2 = 63.90$). The control group was found to be significantly effective for increasing self- confidence in students ($t = -3.965$, $p < .001$). Based on the paired sample t-test decision, it can be concluded that the control group also significantly influenced the level of self- confidence in students with a sig value of $0.000 < 0.05$. However, it is necessary to observe the significance of the changes that occur, and the measurement results show a tendency of no change from $T1$ (pretest) to $T2$ (posttest) with the condition of self- confidence in students still in the low category. The results of the analysis showed differences in the level of self-confidence in students in both the experimental and control groups. Based on the decision- making in the MANOVA test that the significance was ≤ 0.05 , it was concluded that there was a significant difference between the experimental and control groups on student self-confidence, and it was found that the experimental group effectively increased student self- confidence. So, hypothesis one is accepted group guidance with sociodrama techniques is effective

in increasing self-confidence in broken home students of junior high school students in Bandar Lampung. Thus, it is concluded that the better the group guidance with the sociodrama technique, the higher the level of self-confidence in students.

Based on the explanation above, hypothesis one is accepted, meaning that the sociodrama technique is significantly effective to increase self-confidence in broken home students at SMP Negeri 22 Bandar Lampung. To see the difference in the level of self-confidence in the two groups at measurement T1 and T2, it can be seen from the following graph.

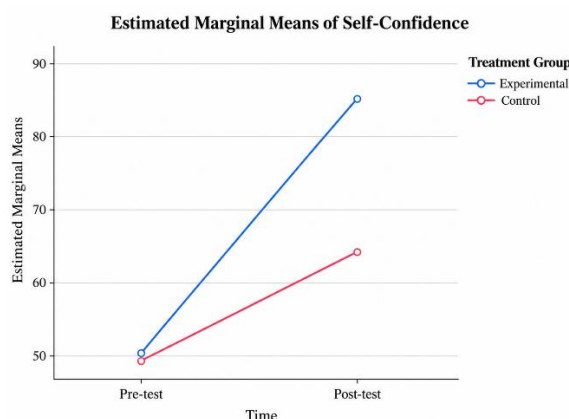


Image 1. Self-confidence Levels at T1 and T2

Results and Discussion of Group Guidance Sociodrama Technique to Improve Social Skills

The following are the results of testing the hypothesis of the effectiveness of the application of group guidance with sociodrama techniques to improve the social skills of broken home students as follows:

Table 2. MANOVA Test Results Social Skills Variables

Measurement	Pretest		Posttest		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Experiment	49.40	13.032	84.50	5.949	-7.765	.000
Control	46.40	10.276	62.90	6.350	-6.063	.000
<i>F_b</i>	.083, <i>p</i> > 0.05		.103, <i>p</i> > 0.05			
<i>F</i> (1.36)			17.234, <i>p</i> < .001			
<i>R</i> ²			.741			

Table 2 shows that there is a difference in increasing the average score of social skills in students ($F = 17.234, p < 0.01$). After being given treatment in the experimental group, it was found that the aspects of social relationships and academic ability of students were still in the low category, while the aspects of self-management, compliance, and assertive behavior increased and were in the medium category, while the control group did not experience changes in each aspect of the social skills variable. Table 1 shows the sig value for the self-confidence variable of $0.001 < 0.05$, so it can be concluded that there are differences in the level of social skills of students in the experimental group and the control group. The amount of influence of the two groups on students' social skills is 74.1% ($R^2 = 0.741$).

Furthermore, to see the effectiveness between each group, a paired sample t-test was conducted. The measurement results showed a difference in both experimental and control groups, and it was found that there were changes that occurred from pretest to posttest, as evidenced by the experimental group showing a change from pretest to posttest ($T1 = 49.40, T2 = 84.50$). The measurement of $T1$ (pretest) to $T2$ (posttest) shows a trend of increasing social skills in students from low to high categories compared to the control group.

The experimental group, or the group with the sociodrama technique, was found to be significantly effective in improving social skills in students ($t = -7.765, p < .001$). Based on the paired sample t-test decision-making, it is concluded that the sociodrama technique significantly affects the level of self-confidence in students with a sig value of $0.000 < 0.05$.

Analysis on the control group found data from pretest to posttest showed an increase ($T1 = 46.40, T2 = 62.90$). The control group was found to be significantly effective for improving social skills in students ($t = -6.063, p < .001$). Based on the paired sample t-test decision-making, it was concluded that the control group also significantly influenced the level of self-confidence in students with a sig value of $0.000 < 0.05$. However,

it is necessary to examine the significance of the changes that occur, and the measurement results show a tendency of no change from T1 (pretest) to T2 (posttest) with the condition of social skills in students still in the low category.

Based on the description above, hypothesis two is accepted, meaning that the sociodrama technique is significantly effective to improve social skills in broken home students. To see the difference in the level of social skills in both groups in the measurement of T1 and T2, it can be seen from the following graph:

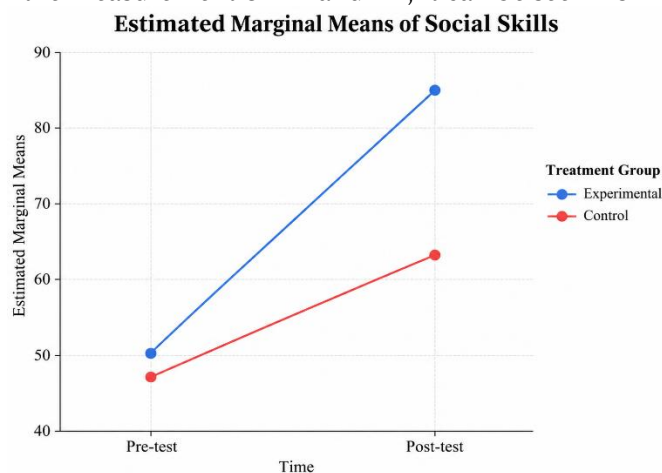


Image 2. Social Skills Levels at T1 and T2

The findings revealed a significant difference in social skills between the experimental and control groups ($p \leq .05$), supporting the effectiveness of group guidance using sociodrama techniques in improving social skills among students experiencing family disruption. This finding aligns with Darling et al. (2021), who demonstrated that behavioral interventions significantly improved social functioning and social cognition among children and adolescents experiencing social difficulties. Similarly, Cipriano et al. (2023) reported that school-based social-emotional learning interventions enhanced students' social competencies, peer relationships, and positive behaviors. Furthermore, Takizawa et al. (2023) confirmed that structured social-emotional learning programs positively influenced interpersonal skills and prosocial behaviors among school-aged children. These findings suggest that sociodrama may facilitate social skills development through experiential learning, behavioral rehearsal, perspective-taking, and constructive peer interactions. Therefore, integrating sociodrama into school guidance and counseling services represents a promising approach to strengthening students' communication, cooperation, empathy, and social adjustment (Cipriano et al., 2023; Darling et al., 2021; Takizawa et al., 2023).

The following are the results of testing the hypothesis of differences in the effectiveness of the application of group guidance with sociodrama techniques to increase self-confidence and social skills of broken home students as follows: Based on Table 1 and Table 2, the result of the MANOVA test shows the effectiveness of the sociodrama technique to increase the self-confidence and social skills of broken home students found in pretest and posttest data, respectively (Fb-pretest = 0.083, $p = 0.775$; Fb-posttest = 0.103, $p = 0.750$). The results of the analysis found the sig value on the pretest $0.775 > 0.05$ so that there was no significant difference between the skill confidence variables in both the experimental and control groups in the pretest measurement. Furthermore, the difference in effectiveness on the posttest found a significant difference on the pretest ($0.750 > 0.05$) so that there is no significant difference between the skill self-confidence variables in both the experimental and control groups in the posttest measurement.

The MANOVA results revealed a significant multivariate difference between the experimental and control groups ($p = .001$), supporting the third hypothesis regarding students' self-confidence and social skills. These findings suggest that sociodrama-based group guidance may facilitate psychological and interpersonal development through experiential learning, role-playing, and collaborative interaction. This interpretation aligns with Briones et al. (2022), who demonstrated that creative drama and forum theatre interventions enhanced participants' emotional understanding and perspective-taking. Similarly, Henning et al. (2024) reported improvements in several social skills indicators following face-to-face role-playing activities, while Armesto Arias et al. (2025) highlighted the potential of drama-based interventions to strengthen emotional competencies and social interactions. Collectively, these studies support the potential benefits of sociodrama in fostering students' confidence, communication, empathy, and social adjustment, although the effectiveness of these mechanisms requires further investigation (Armesto Arias et al., 2025; Briones et al., 2022; Henning et al., 2024).

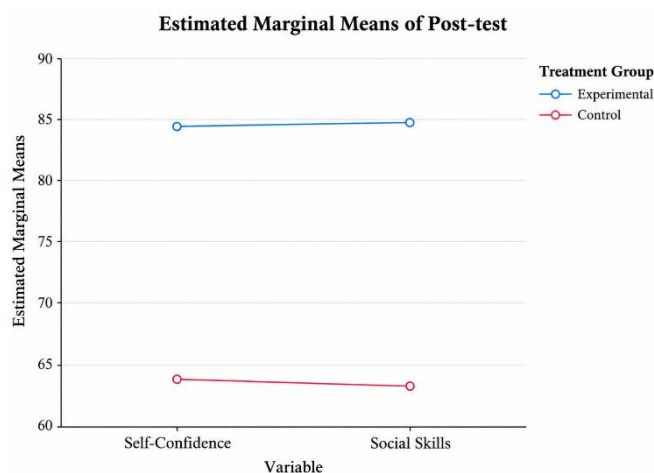


Image 1. Differences Between Groups

Figure 3 illustrates the patterns of change in self-confidence and social skills between the experimental and control groups. Although the lines are not entirely parallel, both outcomes exhibit relatively similar patterns, suggesting that sociodrama-based group guidance may support students' psychological and social development. This finding aligns with Berghs et al. (2022), who reported that drama-based interventions can improve social functioning, assertiveness, and psychosocial adjustment among children and adolescents. Similarly, Jiang et al. (2023) demonstrated the potential effectiveness of drama-based interventions in enhancing psychological well-being, while Cipriano et al. (2023) confirmed that structured social-emotional learning programs positively influence students' social competencies, attitudes, and interpersonal behaviors. Collectively, these findings suggest that sociodrama may facilitate self-confidence and social skills through experiential learning, role-playing, emotional expression, and peer interaction (Berghs et al., 2022; Cipriano et al., 2023; Jiang et al., 2023). However, the graphical similarities alone do not establish equivalent intervention effects on both outcomes.

Conclusion

Based on the results of the study, it can be concluded that the implementation of group guidance using sociodrama techniques can effectively be used to increase self-confidence and social skills in broken home students. There is no significant difference between the level of self-confidence and social skills that can be improved by using group guidance using sociodrama techniques. Recommendations based on the limitations of this study are that further research should involve subjects with larger groups, use a variety of counseling guidance services and different techniques, and include follow-up steps to obtain a more comprehensive picture of the provision of group guidance with sociodrama techniques.

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