Effectiveness of Peer Group Guidance With Poetry Therapy Techniques and Sociodrama Techniques to Improve Self Disclosure

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Abstract

Self-disclosure is an act or behavior which shows a state to express information covering thoughts, feelings, and actions to strengthen a relationship. This research was focused on describing the effectiveness of self-disclosure level of students in SMP Takhasus Al-Quran Rafirna, Tersono, Batang Regency. 24 students were involved in experimental research which adopted randomized pretest posttest comparison group design. Based on the results of Wilcoson and Mann Whitney tests, the group of poetry art therapy and sociodrama techniques gained effective results in promoting students' self-disclosure. Here, the peer group counseling with sociodrama technique is more recommended to improve students' self-disclosure.

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INTRODUCTION

Self-disclosure generally can affect the quality of relationship and comfort, Ramussen and Mishna in (Szczygiel, 2019). It is in line with what was stated by (Zane and Helen, 2014) that self-disclosure is a fundamental and critical process that must exists in counseling. (Snell, Miller, & Belk, 2002) explain self-disclosure is a willingness to discuss and share information regarding feelings and thoughts to friends as a means of mental health diagnostic and indicating a good social function.

According to (Farber, 2006) based on Siendy Jourard's theory, self-disclosure is the center of individual's mental health and a requirement for having an interaction with others. Healthy people are those who are able to disclose themselves at optimum level to one important person. In addition, he argues that self-disclosure processes are significant for an intimate relationship development and self-formation through interacting with others. Based on (Farber, 2017) having self-disclosure in both spoken and written will help individual better have mental health and improve self-confidence as well as courage. Therefore, a student with low self-disclosure must improve it to perform good developmental tasks in both personal and social settings and has a good interaction with surrounding environment.

Group guidance as an intervention in peer guidance and counseling has a group format to sharpen the disclosure of one member and another in terms of thoughts, feelings, and actions. Poetry therapy and sociodrama techniques are ways to observe one's media to understand the member and others as a process of communication and expressing feelings to instill and improve self-disclosure.

People who are unable to manage self-disclosure will tend to feel lonely, have low interpersonal skills, lack of self-confidence, be afraid of rejection, have a gap in social environment, and feel low. Thus, having self-disclosure is a must for every individual because it will create such intimacy (Borshuk, 2017). In an interpersonal relationship, self-disclosure is considered as a means of increasing intimacy and forming a strong interpersonal bond, (Harper & Harper, 2006). In improving self-disclosure, an individual needs to have a good self-disclosure ability.

If a person can disclose himself well, his environment will accept him positively, and vice versa, (Anggraini, and Rachman,, 2022). It is supported by (Mulawarman, Nusantoro, and Harmiliya, 2019) who mention one's disclosure in a social relationship will affect his social life, such as feeling ashamed, withdrawal, experiencing social anxiety, and loneliness. Similarly, (Sugiyo, Wibowo, and Hana, 2020) argue adolescents' disclosure is an important thing to study because it influences their development and social interaction skills. Here, students need to have high self-disclosure to complete their developmental tasks.

With regard to (Nurawaliah, et al, 2021) self-disclosure is one's ability to give personal information to others willingly and intentionally. It is also stated in the Qur'an Surah Alma'arij verses 19-21 that humans are created impatient when they face difficulties, so they can express their complaints. However, it should not be excessive in its disclosure.

A counselor surely has an important part in helping students having self-disclosure skills. One possible strategy to do so is giving a technique during counseling sessions. Here, the techniques used were peer group counseling with poetry therapy and sociodrama techniques.

Based on the above explanation, (Wibowo, 2019) states that group guidance is an aspect of a guidance service which provides individuals various chances to share ideas and experiences with their friends in an organized way and under the control of a quality counselor. For more, (Sugiharto and Rini, 2017) state that this guidance aims to enable students share their ideas freely and advocate their aspirations.

According to (Sari and Winda, 2021), a suitable intervention to be given for students who study in an Islamic boarding school is peer group. Then, (Denta, 2019) proposes peer support in form of group can have more effective

and quick results in helping students. Peers are meant to be the most suitable party for students to share their problems freely because they feel comfortable, safe, and well-understood.

The previous description is in accordance with a study done by (Kurnia and Afifah, 2020) explain peers are the ones who understand and really care about an individual's problems without having to patronize or scold and giving good or bad judgments. According to Bett, in (Febrianti and Mulawarman, 2019) peer counseling is based on the assumption that individuals who have the same characteristics and age tend to significantly influence each other's behavior. Students who act as peer counselors have roles that can influence other students in developing positive behavior.

According to some references, Natalie Rogers in (Corey, 2017) argues that individuals have great capacity to heal themselves through creativity processes (art therapy) when given a space and chances. She further emphasizes the realization of creativity through expressive arts is aimed at maximizing personal growth for both individual and group. Moreover, (Hapsari, 2021) proposes poetry as a medium to assist individuals who have an issue in improving self-disclosure.

According to (Awalya, Wibowo, and Kartikawati, 2017) the implementation of a sociodrama technique a in group guidance setting can motivate students' participation by creating a relaxed situation so that students will consider they are the ones who are in the drama. As a results, the treatment can comfort students and be meaningful. Additionally, (Sugiharto, Sutoyo, and Aini, 2014) argue sociodrama belongs to a technique in group guidance called role playing done by dramatizing behavior in a social relationship. This technique has been widely accepted as a technique to train various personal relationships. Similar to the previous research, a research by (Awalya, Mulawarman, and Hidayati, 2017) shows an increase in students' emotional regulation after receiving group guidance with a sociodrama technique. Here, group dynamics requires the members to share ideas and get disclosed.

Empirical proof regarding researches on students of Islamic school self-disclosure is few, so the present research will surely give some contributions to it. According to Brooks and Emmert, self-disclosure skills that must be owned by an Islamic school student are: 1) honesty, 2) accepting others' criticism, 3) orienting towards contents, 4) seeking for information from various sources, and 5) willingness to change beliefs, Ashfani (2019).

The findings research of (Snell, Miller, & Belk's, 2013) indicate emotional self-disclosure of both male and female depends on ethnical cultures, emotional disclosure specific contents, and the personal characteristics of related individuals. If the previous researches focused on individual's self-disclosure towards friendly and intimate relationship and ways to improve it through some factors, such as ethnical cultures, one's state and personality, the current research attempted to improve one's self-disclosure through peers group guidance with poetry art therapy and sociodrama techniques.

This present research is in line with the one done by (Luciana, Tara, et al, 2019) which aimed at describing the improvement of students' self-disclosure through a group guidance service. It shows this intervention is good at countering students' problems related to self-disclosure indicated by the active participation in group dynamics. In this way, students are free to share their arguments, ideas, involvement, and feelings.

A study by (Truong, et al., 2019) assume that the involvement of peers support in self-disclosure can be categorized as a technique in counseling. It can be an alternative solution for a mental health treatment in order to build a good and intimate relationship. Further, peers support may do well because individuals will feel having the same experience as their peers.

A research related to the technique used in this study has been done by (Hamdiyah, 2019). It aimed at determining the effect of group counseling with expressive writing technique (similar to poetry writing) to improve adolescents' self-disclosure with the objective to direct students to freely express their feelings,

increase self-confidence, do self-reflection, improve writing skills, be more open, and accept themselves as what they are. Thus, expressive writing which is similar to poetry reading and writing is fruitful for improving students' self-disclosure. (Holliman, 2001) tried to illustrate how personal poetry and narration can portray age development, self-disclosure, and poetries and proses can be related to the existing theories. Its findings show that some students have been able to disclose their personal information through poetry, although some did not know how to start. With poetry, one not only be open to himself, but also learning, family information, sexual development, personal experiences, and many others.

According to the findings (Croom, 2014) in his study revealed a poetry therapy can positively contribute to psychological well-being development to be more greater, emotion, involvement or experience, social relationship, meaningful feelings, passion and goals in life, and personal achievement. Based on these findings, a poetry therapy or practice is truly a productive activity that can fully affect parties who write, read, and listen in both personal and social lives. It is more reinforced by a research by (Dwiarwati, 2021) that group guidance can facilitate someone to be more open, improve communication skills, interaction and self-disclosure. Meanwhile, sociodrama can provide problems understanding and appreciation as well as develop students' problem solving skills.

The present research strived for examining the intervention of peer group guidance with poetry art therapy and sociodrama techniques to improve the self-disclosure of SMP Takhasus Al Quran students in Batang Regency, Central Java. It was previously expected that the provision of poetry art therapy and sociodrama techniques can improve the students' self-disclosurei.

METHODS

There were 24 eighth graders selected from 70 with age from 11-13 years who had low self-disclosure. Purposive sampling was used to group those 24 students into two experimental groups, namely PAT and SO groups. PAT was the group which used peer group counseling with poetry art therapy, while SO group was the group which received peer group guidance with a sociodrama technique. All subjects were placed randomly using random assignment. Random assignment functions to divide research subjects homogenously. After the pretest, all students were given a training given all students would work in pairs and acted as counselor.

The students' self-disclosure level was measured using a self-disclosure scale developed by the researchers based on Brooks and Emmert's indicators, namely 1) honesty (8 items), 2) accepting others' criticism (8 items), 3) orienting towards contents (8 items), 4) seeking for information from various sources (8 items), and 5) willingness to change beliefs (8 items). All aspects have 40 items in total and were measured using the scale of (1=strongly agree up to 5=strongly disagree). In terms of reliability, this instrument obtained the alpha coefficient of 0.902.

The experimental procedure for implementing the randomized pretest posttest comparison group design was carried out in several stages. First, giving pre-test. Second, providing training (training). Third, the provision of treatment or intervention in the form of peer group guidance on poetry art therapy techniques with 5 sessions in the PAT group, and 5 sessions on sociodrama technique peer group guidance in the SO group. The duration of time for each group is 90 minutes. Finally, measurement after treatment or post test.

The systematic activities of peer group guidance in the art therapy group were: 1) formation stage, the stage where a crowd of individuals became a group ready to develop group dynamics. This stage also included the preparation stage for poetry where group members were motivated to be ready to immediately start the activities, determine the purpose of writing, and create a feeling of security and mutual trust in the group, 2) transition stage, the stage to transfer the initial

activities to the core activity, 3) implementation stage, the stage where the poetry technique was applied, and had the group members to explore mind, feelings, emotion to be manifested in writings or words. When the writing section was considered enough, the members read what they wrote in front of other members followed by discussion in which each group member was asked to respond and give feedback for the presented poetry, 4) final stage, the stage to review what has been done and achieved by the group, and to plan further activities such as evaluation of results and follow-up.

Furthermore, the systematic activities in peer group guidance group with sociodrama technique included: 1). Preparation, 2). Creating scenarios, 3). Determining the group that will play according to the needs of the scenario, 4). Determining the audience group and explaining the task, 5). Execution of drama, 6). Evaluation and discussion,7). Assessing sociodrama outcomes, as well as 8). A question and answer session for follow-up.

To analyze the data, this research used Wilcoxon and Mann-Whitney tests. Meanwhile, the research method used was an experimental research method with experimental design of randomized pretest-posttest comparison group design.

RESULTS AND DISCUSSION

The description of the data in this study shows that the average level and standard deviation of the experimental group's self-disclosure ability has increased on average from the pre-test including the PAT group (M=65.17; SD=4.019) for the post-test (M= 116.75; SD=9.555). In the SO group the mean of the pre-test (M=65.92; SD=5.435). For the post-test (M = 123.83; SD = 5.357). In detail, these data are presented in table 1.

Table 1. The Results of The Effectiveness of Peer Group Counseling with Poetry Art Therapy and Sociodrama Techniques

Group	Pre-test		Post-test		Z_1
	Mean	SD	Mean	SD	
PAT Group	65.17	4.019	116.75	9.555	-3.061**
SO Group	65.92	5.435	123.83	5.357	-3.062**
Z_2	-.203		1.994*		

*p<0.05   **p< 0.01

Information: Z_1: *Score of Willcoxon test*; Z_2 ; *Score of Mann Whitney test*

PAT: Poetry Art Therapy; SO: Sociodrama:

Table 1 presents the results of Wilcoxon and two-mean difference tests of the students' self-disclosure before and after the treatment. The Wilcoxon test indicated that the PAT intervention or the peer group guidance with poetry art therapy technique effectively improved self-disclosure (Z= -3.061, p < 0.01). The same finding also occurred in SO (Z = -3.062, p < 0.01).

In terms of Mann-Whitney test, there found no difference of self-disclosure in pretest (Z= -.203, p<0.05). However, in the post-test the SO group gained a higher (significant) level of self-disclosur than the PAT group (Z= 1.994, p < 0.05). Thus, the SO group gained a higher level of effectiveness in improving self-disclosure.

This research analyzed the effectiveness of peer group guidance with a poetry art therapy and a sociodrama technique to improve the students' self-disclosure. The effectiveness test was carried out to determine the extent to which this intervention can improve self-disclosure.

The per group guidance with a poetry art therapy was expected to help students by utilizing group dynamics in form of expressing feelings and thoughts in a spoken or written language. It can be messages and done in group discussion so that students learn directly to

change inappropriate behavior and mindset. This research is line with researches done by (Hamdiyah, 2019), (Croom, 2014), (Holliman, 2001), (Golden, 2002), that peer group guidance with poetry art therapy technique can increase self-disclosure (self-disclosure).

The peer group guidance with sociodrama technique aimed to solve individuals' problems in form of group by playing a particular role in a determined situation. In this way, sociodrama will internalize problem solving processes through a dramatic role play with peers. It also motivates individuals to experiment, explore and try to find alternative solutions or problem solving options from complex problems as they interact with each other through role plays in sociodrama. This research is in line with research conducted by (McLennan, 2012), (Ius, 2020), (Awalya, Mulawarman and Hidayati, 2017), (Fajar, et al, 2019), (Pratiwi, 2019) that peer group guidance on a sociodrama technique can improve self-esteem. disclosure (self-disclosure).

What differs this research and the previous ones by (Hamdiyah, 2019), (Croom, 2014), (Holliman, 2001), (Golden, 2002), (McLennan, 2012), (Ius, 2020), (Awalya, Mulawarman and Hidayati, 2017), (Fajar, et al (2019), (Pratiwi, 2019) is in this study the process of implementing activities was carried out in the format of peer group guidance, while in previous studies it was carried out in the individual format, group guidance and group counseling.

Based on the findings, theories, and the previous researches, the peer group guidance with poetry art therapy and sociodrama techniques has been effective to improve the students' self-disclosure, so it is applicable. Here, the sociodrama apparently gained higher results.

Self-disclosure is an attitude or action showing willingness to express important information to others, including thoughts, feelings, and actions in order to strengthen the relationship with the individuals concerned.

A research by (Arslan and Aydin, 2018) concludes shy people are more addicted to the internet. Internet addiction affects their self-

disclosure, so counselors are expected to handle shy and lonely students by conducting individual or group counseling services in order to promote their self-disclosure. If in the previous researches the counseling conducted individually or in groups did not use techniques, in this study the services to increase self-disclosure were in form of peer group guidance with poetry art therapy and sociodrama techniques.

The findings of this research have some implications for the study of guidance and counseling interventions in educational units, especially in the intervention of peer guidance with poetry art therapy and sociodrama techniques to improve self-disclosure. Self-disclosure surely has a significant matter for each individual, including the students of Islamic boarding house. With self-disclosure, students are expected to cope with various situations. When this happens, they can accomplish their developmental tasks well. It is because self-disclosure is defined as an attitude or action that shows a willingness to mutually disclose information that is important or confidential to individuals, including thoughts, feelings and actions so as to make the relationship get closer and more intimate between the individuals concerned.

Apart from its fruitful implications, this research had some limitations. First, it was limited to a study of students in an Islamic boarding house. Second, this research did not explain the difference in self-disclosure among male and female students. Third, there has been no follow-up to test the period of intervention effects. Fourth, it lacked of supporting researches on the self-disclosure of Islamic boarding house students. Therefore, the future researchers are advised to the subject population in the research and guidance and counseling processes as an effort to implement optimal, innovative and varied guidance and counseling services.

CONCLUSION

To support the completion of developmental tasks in both personal and social

aspects, Islamic boarding house students are required to have self-disclosure. It is an attitude or action to show willingness to reveal important information, including thoughts, feelings, and actions in order to strengthen a relationship. Regarding the findings, the peer group counseling with poetry art therapy and sociodrama techniques can improve students' self-disclosure with some differences in it. The SO group appears to be more effective than PAT group.

Furthermore, counselors are suggested to use the peer group guidance with poetry art therapy and sociodrama techniques to improve students's self-disclosure. In details, the treatment with sociodrama technique is recommended. Moreover, the future researchers are expected to focus on subjects with various gender.

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