

Group Counseling with Psychodrama and Sociodrama Techniques to Improve Emotional Intelligence

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Abstract

This study aimed to examine the model of group counseling with psychodrama and sociodrama techniques to improve Senior High School students' emotional intelligence. Moreover, the method used in this study was quasi-experimental by using One Group Pre-test – Post-test design involving 15 students of the tenth grade of Public Vocational High School 1 Donorojo (SMK Negeri 1 Donorojo) chosen through purposive sampling technique. Further, the data normality test was done by using Kolmogorov-Smirnov, and the effectiveness of the model was done by using the Wilcoxon signed rank test. The results showed that the model of group counseling with psychodrama and sociodrama techniques was effective to improve students' emotional intelligence ($z = 3.409$, $p < 0.01$). At last, the discussion of the findings of this study is aimed at asserting the effectiveness of the model of group counseling with psychodrama and sociodrama techniques to improve emotional intelligence.

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INTRODUCTION

This study was inspired by a bigger emphasize on higher educational institution to create continuous and competitive graduates who have relevant personal competencies for a successful career. In line with this, according to National Association of Colleges and Employers (NACE) in Love (2014) emotional intelligence competencies are considered as the most important skill for every single worker and become a fundamental requirement for all institutions/companies who look for employers.

Most parents would be very proud of their children when the children are smart in the academic field, but this does not go for moral intelligence, intrapersonal intelligence or interpersonal intelligence. However, in fact, Goleman study (2015) shows that intellectual intelligence only contributes 20% on one's success, while the other 80% depends on emotional intelligence, social intelligence, and spiritual intelligence. The same also goes to work success that intellectual intelligence only contributes 4% (Saraswati, Kustiono & Eny, 2010).

Salovey (in Goleman, 2015) argues that individuals are said to have good emotional intelligence when they know about themselves so that they do not lose their own identities, are able to manage their emotions, able to motivate themselves, able to recognize others' emotions, and able to build a good relationship with others.

Sahebalzamani, Farahani, Moeini & Rashvand (2014) state that high emotional intelligence gives individuals skills to manage risky opportunities, prevent negative internal and external factors such as despair, lack of enthusiasm, uncontrolled emotions, and psychological stress triggered by problems with the surrounding environment or other people.

SMK students who are prepared to be able to directly enter the world of work are supposed to be given provision in terms of emotional intelligence skills in order to have the expected requirements other than skills they have mastered in their field. Therefore, SMK students should be given knowledge about emotional intelligence

earlier, namely when they enter their first year of High School or class X. It is necessary because, in the age of entering adolescence period, teenagers tend to have an unstable mind so that by giving knowledge about emotional intelligence it is expected that students will not do any actions which cause negative effects on themselves or others.

The students of SMK Negeri 1 Donorojo, Pacitan Regency also had problems related to emotional intelligence, such as low learning motivation, having attitude to be the most prominent in relationships, behaving as if they were real adults that those attitudes are actually not appropriate to do since they tended to be not responsible for what they did, did not obey school rules and acted at will. Thus, there is a need to rely on emotional intelligence which is in harmony between feeling, characters, and moral instinct. That is why adolescence needs to understand emotional intelligence so that they can control their verbal and non-verbal acts.

To help students in developing their personality that is harmoniously integrated, and overcome psychological shocks in facing negative influences from the surrounding environment, guidance and counseling service is needed because problems related to psychological or emotional disorders would really affect students' development, especially in both learning process and other students' potential developments.

Nurnaningsih (2011) researched the effectiveness of group guidance to improve the emotional intelligence of Junior High School (SMP) students. Based on the results of the research data using the t-test, it was found that group guidance is effective to improve students' emotional intelligence. Therefore, this program is recommended to be considered as one of the frameworks in developing guidance and counseling programs to improve students' emotional intelligence.

Lestari (2012) conducted a research on group guidance to improve emotional intelligence with Simulation Technique. In general, this study indicates that the group guidance model with simulation technique is

effective to improve students' emotional intelligence.

From the results of observations in the field and previous studies, this study was conducted to improve the emotional intelligence of the class X students of SMK Negeri 1 Donorojo by using group guidance with role-playing techniques, namely psychodrama, and sociodrama. It was done with the hope that psychodrama and sociodrama could be alternatives for other technique like simulation technique, which is effective to improve emotional intelligence. (Daryono, Sutoyo & Sukiman, 2013).

Gibson & Mitchell (2011) mention the term group guidance refers to group activities that focus on providing information or experience through planned and organized group activities. It is a service aimed at prevention and alleviation of problems, so this service can be used to prevent and overcome students' problems related to emotional intelligence.

Moreno (in Adhiputra, 2015) argues that psychodrama is a formal system that emphasizes the distinctiveness of its approach through the repetition of counselee's life, speech or analysis, and their conflicts. Winkel & Hastuti (2004) states that sociodrama is a dramatization of problems that can arise in association with others, including conflicts that are often experienced in social interaction. For more, psychodrama technique is used for psychological emotional intelligence problems, while sociodrama technique is used for social-emotional intelligence problems. Accordingly, the following are elements of psychodrama and sociodrama according to Corey (2010) namely the director, protagonist (main player), actor (supporting player), audience, and stage.

The purpose of this study was to examine the group guidance model with psychodrama techniques and sociodrama techniques to improve students' emotional intelligence. This purpose was then elaborated into three research objectives, namely: (1) analyze the level of emotional intelligence of students before being given group guidance service with psychodrama and sociodrama techniques, (2) analyze the level of emotional intelligence of students after being

given group guidance service with psychodrama and sociodrama techniques, and (3) know the effectiveness of group guidance service with psychodrama and sociodrama techniques to improve students' emotional intelligence.

METHODS

The method used in this study was quasi-experimental by using the design of one group pre-test – post-test. The subjects of the study were 15 students of class X majoring in Accounting at SMK Negeri 1 Donorojo who were chosen using purposive sampling technique. Therefore, the selected group members had different emotional intelligence levels, namely low, fair, and high. In addition, the data analysis technique used was the Wilcoxon test.

Data collection instruments used in this study were emotional intelligence and interview scales. The number of emotional intelligence scale items are 168 items, but after being tested for validity and reliability, the researchers obtained 61 invalid items, so there were 107 items of emotional intelligence scale used for pre-test and post-test with Alpha coefficient levels of 0.742. Alternatively, interviews were conducted with group members when the intervention was completed. The aim was to find out the impression they had after taking part in the group guidance with psychodrama and sociodrama techniques.

The group guidance service with psychodrama and sociodrama techniques were conducted in 7 meetings. The topics discussed in group guidance meetings were the topic of assignments coming from 5 aspects of emotional intelligence, as listed in Table 1.

The implementation of the intervention carried out under the group guidance with psychodrama and sociodrama techniques was done in 4 stages, namely the formation, transition, activities, and termination stages. In each activity stage, psychodrama and sociodrama phases were carried out because the second phase of that technique is the same. The phases in psychodrama and sociodrama covered warming up phase, action phase, and integration phase.

During the implementation of interventions, group members chose protagonists and actors intake turn so that all group members had the opportunity to do drama. Before the drama started, during the warm-up phase, the protagonist and actor did the drama practice, so that they understand the plot that is done in the short drama. The warming up phase also aims to make players feel relaxed and not ashamed or nervous in doing drama.

Table 1. The Implementation of Group Guidance with Psychodrama and Sociodrama Techniques

Meetings	Materials	Techniques
1	Introduction to group guidance, group members formation, time structuring as well as the place for group guidance	Free
2	Self-emotion recognition	Psychodrama
3	Emotion management	Psychodrama
4	Self-motivation	Psychodrama
5	Others' emotion recognition	Sociodrama
6	Relationship building	Sociodrama
7	The evaluation and closing of Group guidance with psychodrama and sociodrama techniques	Free

RESULTS AND DISCUSSION

The results of the posttest calculation showed that the emotional intelligence of group members averaged 325.47 or in a fairly high category. After being given the intervention, the results of the posttest calculation showed that the emotional intelligence of group members improve with an average of 387.2 or in the high category.

The Wilcoxon test results showed a significant difference in emotional intelligence between before and after the treatment (see Table 2). In other words, the group guidance model with psychodrama and sociodrama techniques was effective to improve students' emotional intelligence ($z = -3.409$, $p < 0.01$).

Table 2. The Comparison of The Results of The Pre-test and Post-test.

	Mean	SD
Pre-test	325.47	14.56
Post-test	387.33	11.28
z	-3.409	
p	< 0.01	

From the results, it was known that group guidance with effective psychodrama and sociodrama techniques was effective to improve the emotional intelligence of class X students of SMK Negeri 1 majoring in Accounting. Moreover, the results of the evaluation of the implementation group guidance with psychodrama and sociodrama techniques concluded: (1) group members understood the nature of emotional intelligence and its application, (2) more able to express their opinions, (3) had the confidence to speak in front of other people, (4) had empathy to care more about the situation of others, and (5) group members could learn ways to solve problems as they have learned in group guidance activities.

Furthermore, based on the results of the observations, in general, the intervention ran smoothly. This was proved by the change in emotional intelligence of the group members between before and after being treated with group guidance with psychodrama and sociodrama techniques. Additionally, when the drama was performed, all group members and viewers paid close attention. The drama was carried out only until the peak of the conflict. For solving conflict problems, the discussion was carried out in the group guidance. The group members were enthusiastic and they took turns expressing their opinions until consensus was decided on solving the problem for the conflict being discussed.

In this study, the aim of the group guidance with psychodrama and sociodrama techniques was achieved. It was shown from students who actively expressed their opinions, dared to appear in public, were able to express their emotions during the drama. This is like the aim of the group guidance stated by Prayitno (2016) among others: being able to deliver opinions, ideas, suggestions, responses, feelings, etc.

To many people, learning to respect the opinions of others, being responsible for the opinions expressed, being able to control themselves and holding back emotions (negative psychological turmoil), can tolerate and become familiar with each other. Whereas, the aim of psychodrama and sociodrama is to facilitate the release of trapped emotions, help to get new

behaviors that are more effective, open up unresolved ways to solve problems and resolve conflicts (Ardali, Makvandi & Mohammadi, 2015).

The group guidance with psychodrama and sociodrama techniques was suitable to improve emotional intelligence. Emotional intelligence can be modified through training programs, and the most effective way is by using training in groups rather than individual training. With group training, group members often benefit from hearing personal stories directly from other group members who have problems. Likewise, group members who have problems may feel better because there are support and empathy from other group members (Clark & Davis-Gage, 2010).

The above statement is also supported by the statement of Aini, Sugiharto & Sutoyo (2014) who state that an intervention with group activities has advantages. That is because the group is a conducive environment that provides opportunities for its members to improve their acceptance of themselves and others, provide ideas, feelings, support alternative helps in solving problems and make the right decisions, can practice new behaviors and be responsible for their own choices. In groups, members learn to improve confidence and trust others. Besides, they also have the opportunity to improve the support system by making friends in a friendly manner with other members. This interaction between group members is something unique that is impossible to be done in individual counseling because these interactions can change attitudes or form new attitudes.

Psychodrama and sociodrama eliminate differences that exist in group members, such as age, race, gender, and other dimensions. Thus, it makes the members of the group open to discussion. Both of these techniques help group members to grow up empathy and respect for individual experiences, encourage honesty, get rid of prejudice, and help group members avoid aggression (Nicholas, 2017).

In psychodrama and sociodrama, individuals received training in skills such as communication, sympathy, independence, self-

affirmation, decision-making and problem-solving abilities as well as knowing about other people's emotions, which ultimately makes them able to control and manage their emotions. For more, emotional intelligence training through psychodrama and sociodrama methods has a positive influence to improve emotional reactions and dimensions of emotional intelligence (Sahebalzamani, Farahani, Moeini & Rashvand (2014).

The above statement is similar to the statement of Hidayati, Mulawarman & Awalya. (2017) that is playing drama, all aspects of an individual are seen as kinesthetic, intuitive, emotional and cognitive so that individuals obtain media for catharsis and directly train new behaviors. Emotion expression is very important because physical and mental preparation to interact will appear if emotions can be released in the right way so that the group guidance with psychodrama and sociodrama techniques is effective to improve emotional intelligence.

CONCLUSION

Group guidance with psychodrama and sociodrama techniques is effective to improve students' emotional intelligence. This group guidance can be an alternative choice for Guidance and Counselling (BK) teachers in providing guidance and counseling services to improve emotional intelligence to prevent students from experiencing problems in doing their development tasks.

Future researchers are suggested to consider the use of only psychodrama technique to improve emotional intelligence because the aspects of recognizing other people's emotions and building relationships also contain appropriate psychological aspects when intervened using psychodrama. The future researchers are also expected to try to use other techniques to improve emotional intelligence.

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