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The Effectiveness of Group Guidance Using Sosiodrama Techniques to Enhance Serviam Character

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ABSTRACT

This study aimed to examine the effectiveness of the sociodrama technique in enhancing Serviam character among eighth-grade students at Maria Assumpta Junior High School, Klaten, with particular emphasis on courage and resilience. The study was motivated by students' limited ability to cope with challenges and their inadequate sense of responsibility in completing assigned tasks. Therefore, a guidance intervention capable of facilitating the internalization of Serviam values was considered necessary. This study employed Guidance and Counseling Action Research conducted in two cycles, each comprising planning, action, observation, and reflection stages. Data were collected through questionnaires, observations, and interviews and were analyzed using quantitative descriptive analysis to identify changes in Serviam character scores between the pretest and posttest. The findings demonstrated that the implementation of the sociodrama technique in group guidance was effective in enhancing students' Serviam character. In Cycle I, the mean pretest score of 81.70 decreased to 77.00 in the posttest, which was attributed to the limited relevance of the material and suboptimal group dynamics. Following improvements in Cycle II, the mean posttest score increased to 92.60. Students demonstrated greater courage in expressing their opinions, increased persistence in completing tasks, and stronger resilience when encountering difficulties. These findings indicate that the sociodrama technique is effective in fostering Serviam character and supporting students in becoming more resilient, responsible, and courageous when facing challenges.

Kata Kunci:

Bimbingan kelompok;
Karakter serviam;
Keberanian;
Ketangguhan;
Teknik sosiodrama;

ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas teknik sosiodrama dalam meningkatkan karakter Serviam pada peserta didik kelas VIII SMP Maria Assumpta Klaten, khususnya pada aspek keberanian (courage) dan ketangguhan (resilience). Penelitian ini dilatarbelakangi oleh rendahnya kemampuan peserta didik dalam menghadapi tantangan serta kurangnya tanggung jawab dalam menyelesaikan tugas. Oleh karena itu, diperlukan layanan bimbingan yang mampu memfasilitasi internalisasi nilai-nilai Serviam. Penelitian ini menggunakan metode Penelitian Tindakan Bimbingan dan Konseling (PTBK) yang dilaksanakan dalam dua siklus, masing-masing meliputi tahap perencanaan, tindakan, observasi, dan refleksi. Data dikumpulkan melalui angket, observasi, dan wawancara, kemudian dianalisis secara deskriptif kuantitatif untuk mengidentifikasi perubahan skor karakter Serviam antara pretest dan posttest. Hasil penelitian menunjukkan bahwa penerapan teknik sosiodrama dalam bimbingan kelompok efektif dalam meningkatkan karakter Serviam. Pada Siklus I, rata-rata skor pretest sebesar 81,70 menurun menjadi 77,00 pada posttest. Penurunan tersebut dipengaruhi oleh kurangnya relevansi materi dan dinamika kelompok yang belum optimal. Setelah dilakukan perbaikan pada Siklus II, rata-rata skor posttest meningkat menjadi 92,60. Peserta didik menunjukkan perkembangan dalam keberanian menyampaikan pendapat, kegigihan menyelesaikan tugas, dan ketangguhan menghadapi hambatan. Dengan demikian, teknik sosiodrama efektif dalam mengembangkan karakter Serviam serta membantu peserta didik menjadi lebih tangguh, bertanggung jawab, dan berani dalam menghadapi berbagai tantangan.

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INTRODUCTION

Character is an essential element in shaping individual behavior and personality. In the context of education, character development has become a major priority in preparing younger generations to demonstrate integrity, responsibility, and resilience when confronting life challenges. One particularly important character value is *Serviam*, which emphasizes the courage to act rightly and the resilience to persevere in the face of adversity. *Serviam* is a Latin term meaning “I will serve” and represents a philosophy rooted in the Catholic tradition. The concept emphasizes service to others, humility, and social responsibility (Bullock & O’Linn, 2020). However, these values are not always fully internalized by students, particularly during adolescence, a developmental period in which individuals may be especially susceptible to negative environmental influences.

Students at Maria Assumpta Junior High School in Klaten have demonstrated several difficulties related to courage and resilience. They tend to avoid challenging situations, lack confidence in expressing their opinions, and easily give up when confronted with failure. These conditions may hinder their ability to develop optimally, both academically and socially. In a broader context, this issue warrants particular attention because courage and resilience are essential competencies for navigating the increasingly complex challenges of contemporary life. Therefore, this study aims to examine the effectiveness of group guidance using the sociodrama technique in enhancing students’ *Serviam* character, particularly their courage and resilience.

Strengthening *Serviam* character is expected to provide a practical means of supporting students in developing their potential optimally. This study is particularly important because it seeks to address a gap in the literature concerning the development of *Serviam* character through group guidance services. One technique that can be employed for this purpose is sociodrama, which provides students with opportunities to learn values and behaviors through role-playing experiences, observation of other group members’ behaviors, and reflection on simulated social situations. This process is consistent with social learning theory, which emphasizes that individuals can acquire behaviors through observation and modeling (Bandura, 1977).

Within the context of group guidance, the sociodrama technique has been shown to be effective in improving students’ emotional regulation (Hidayati et al., 2017). This finding is consistent with the study conducted by Rozhana and Sari (2018), which demonstrated that sociodrama was effective in enhancing students’ social concern. Through active participation in simulated social situations, students are provided with opportunities to understand the circumstances and perspectives of others and to develop caring attitudes in social interactions. Conceptually, social concern is closely related to *Serviam* values, particularly love and compassion as well as service to others. These values constitute important dimensions of *Serviam* character as developed within Ursuline education (Tuba & Ali, 2023).

Although sociodrama has been widely applied to promote students’ social concern, empathy, and social skills, empirical studies specifically examining its effectiveness in strengthening *Serviam* character remain limited. Previous research has demonstrated that sociodrama is effective in developing social skills, empathy, and reflective abilities (Mulinda et al., 2020; Tuba & Ali, 2023). Through role-playing, students are able to experience simulated real-life situations directly, thereby facilitating the internalization of positive values. This evidence is further supported by Noor et al. (2020), who found that the sociodrama method was effective in improving adolescents’ social skills.

Unlike previous studies that primarily focused on social skills, empathy, and other socio-emotional competencies, the present study examines sociodrama within the context of *Serviam* character development, with particular emphasis on courage and resilience. Previous investigations of sociodrama have largely concentrated on students' social and emotional development, whereas research specifically addressing its application to the development of *Serviam* values remains scarce. Accordingly, this study investigates the effectiveness of sociodrama in supporting the development of courage and resilience within the broader context of adolescent character education.

This study extends the findings of Mulinda et al. (2020) regarding the effectiveness of sociodrama in enhancing students' empathy by applying the technique specifically to the development of *Serviam* character. It also complements the work of Tuba and Ali (2023) concerning the implementation of *Serviam* values within Ursuline education. Whereas previous studies have primarily addressed either students' social development or the implementation of *Serviam* values within educational settings, the present study specifically examines the development of *Serviam* character through sociodrama, particularly the dimensions of courage and resilience rooted in Ursuline spirituality and educational traditions. This orientation is also consistent with the recommendation of Bullock and O'Linn (2020), who highlighted the importance of contextual approaches to strengthening religious value-based character among adolescents.

Accordingly, this study not only contributes additional evidence regarding the effectiveness of the sociodrama technique but also expands understanding of strategies for internalizing religiously grounded values that remain relatively underexplored in previous research. The hypothesis of this study is that the sociodrama technique is effective in enhancing students' *Serviam* character, particularly courage and resilience. In this study, *Serviam* character refers specifically to values reflected in the courage to act according to what is right and the resilience to persevere when confronting challenges.

METHODS

This study employed Guidance and Counseling Action Research (GCAR). The research design was systematically structured to evaluate the effectiveness of the intervention and to facilitate replication by other researchers. The study population comprised all eighth-grade students at Maria Assumpta Junior High School, Klaten. All students were initially administered a previously developed courage and resilience scale. Based on the screening results, 10 students with the lowest scores were selected as participants in the study.

The research instruments included pretest and posttest questionnaires designed to assess students' levels of courage and resilience before and after the intervention. The courage and resilience scale initially consisted of 50 items. Item validity and instrument reliability were tested on 36 students prior to the main study. The validity analysis showed that all items had item-total correlation coefficients (r values) greater than the critical value of 0.329, indicating that all 50 items met the validity criterion and no items were eliminated. The reliability analysis yielded a Cronbach's alpha coefficient of 0.864, indicating that the scale demonstrated good internal consistency and was considered reliable for use in the study.

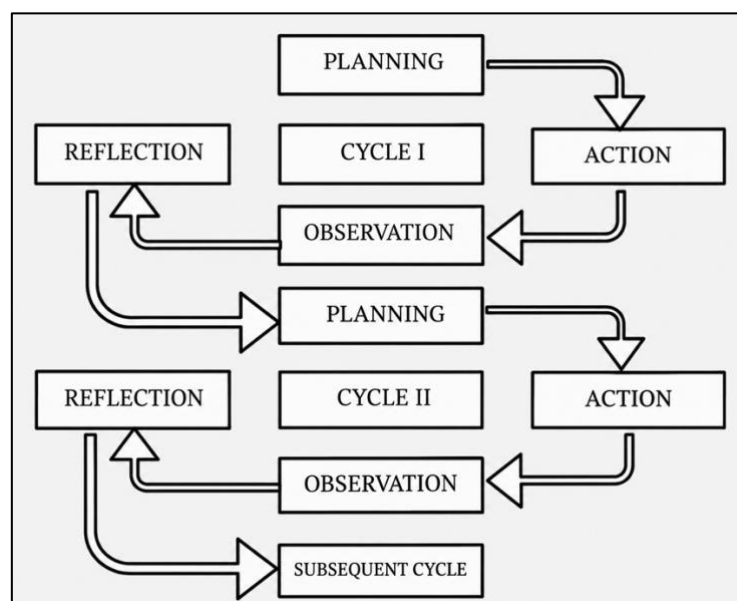


Figure 1. Research Design Scheme for Group Guidance Action Research

The sociodrama scenarios were developed based on situations relevant to students' everyday challenges, including expressing opinions confidently, coping with difficulties, and resolving interpersonal conflicts. The intervention was conducted in two cycles. The first cycle consisted of three group guidance sessions using the initial sociodrama scenarios, whereas the second cycle employed revised scenarios developed on the basis of reflection and evaluation of the first cycle.

The first session addressed the topic "Breaking Out of the Comfort Zone: Daring to Be Different." The second session focused on "Finding Strength Through Setbacks and Recovery," while the third session was entitled "Standing Up for What Is Right: The Courage to Defend Justice." Each session lasted approximately 45 minutes. Observations were conducted by the researcher and the school guidance and counseling teacher to document group dynamics, student participation, and the manifestation of *Serviam* values throughout the intervention.

Quantitative data obtained from the pretest and posttest were analyzed using descriptive statistics and a paired-samples *t*-test. Descriptive statistics were used to summarize changes in students' courage and resilience scores, whereas the paired-samples *t*-test was employed to examine whether the differences in mean scores across the measurement points were statistically significant. Qualitative data obtained from interviews and observations were analyzed thematically to provide a more comprehensive interpretation of the changes observed during the intervention. The content validity of the questionnaire was assessed by experts in guidance and counseling, while its empirical item validity and reliability were examined through a preliminary trial with a group of students prior to its use in the main study.

RESULT

This study examined the effectiveness of group guidance using the sociodrama technique in enhancing *Serviam* character, particularly courage and resilience, among students at Maria Assumpta Junior High School, Klaten. Data were collected through pretest and posttest questionnaires, observations, and interviews. The results of the data analysis revealed differences in mean scores between the pretest and posttest across the intervention cycles. In Cycle I, the mean

posttest score decreased compared with the pretest score. This decline was attributed to several factors, including the limited relevance of the sociodrama scenarios to students' actual experiences and suboptimal time management during the intervention. However, following revisions to the intervention in Cycle II, the posttest score increased considerably, indicating greater effectiveness of the modified intervention.

Students' participation during the sociodrama activities was assessed using observation sheets. In Cycle I, student participation was relatively low, with several students showing reluctance to take an active role in the group activities. Following improvements to the intervention, including adjustments to the sociodrama scenarios and the provision of additional encouragement and motivation, student participation increased in Cycle II. Detailed pretest and posttest results are presented in Table 1.

Table 1. Summary of Pretest and Posttest Results

Tindakan	Mean	P
Pretest I	81.700	<0.001
Posttest Siklus I	77.000	<0.001
Posttest Siklus II	92.600	<0.001

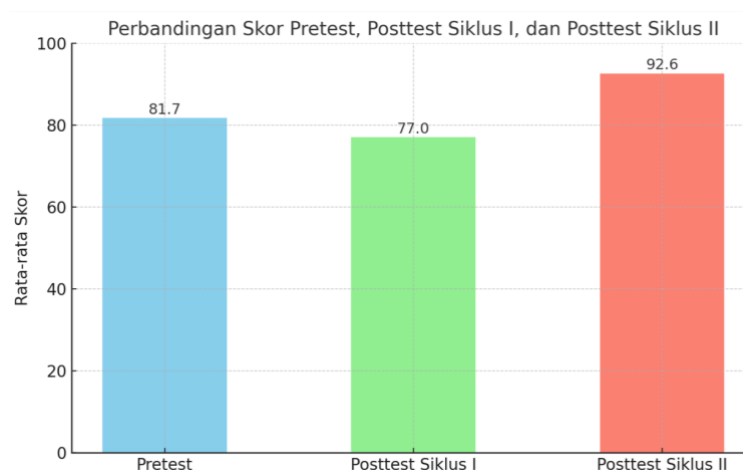


Figure 2. Comparison of Pretest, Cycle I Posttest, and Cycle II Posttest Scores

As shown in Table 1, the Cycle II posttest scores increased markedly following the evaluation and reflection conducted after Cycle I. These improvements indicate that revisions made on the basis of the first-cycle reflection contributed to better outcomes in the subsequent cycle. The interview findings further supported the quantitative results. Most students reported feeling more confident and developing a better understanding of the importance of courage and resilience after participating in the intervention. One student reported that performing a particular role during the sociodrama activity helped them learn how to confront fear and make appropriate decisions.

These findings support the research hypothesis that the sociodrama technique is effective in enhancing students' *Serviam* character. The improvement in posttest scores in Cycle II indicates that the intervention contributed to the development of students' courage and resilience.

Furthermore, the observational and interview data showed that students became more actively engaged and more responsive when confronting challenges during the activities. Taken together, the quantitative and qualitative findings suggest that sociodrama can serve as an effective group guidance technique for facilitating the development of *Serviam* character among adolescents.

DISCUSSION

This study aimed to examine the effectiveness of the sociodrama technique in enhancing *Serviam* character, particularly courage and resilience, among eighth-grade students at Maria Assumpta Junior High School, Klaten. Based on the findings presented above, several key results warrant further discussion and interpretation. Overall, the findings indicate that sociodrama was effective in strengthening students' *Serviam* character. A marked increase was observed in the mean Cycle II posttest score (92.60) compared with the Cycle I posttest score (77.00) and the initial pretest score (81.70). Observational data also indicated an increase in students' participation in group guidance activities from Cycle I to Cycle II. These quantitative findings were further supported by interview data, in which students reported feeling more confident and resilient after participating in the intervention.

The improvement in Cycle II posttest scores suggests that sociodrama facilitated a deeper internalization of courage and resilience. Courage was reflected in students' willingness to participate actively in role-playing activities, express their opinions, and confront the challenges presented during the sessions. Resilience, meanwhile, was demonstrated through students' persistence in completing group tasks despite encountering difficulties or obstacles. These behavioral changes suggest that the intervention did not merely provide students with conceptual knowledge of *Serviam* values but also created opportunities to enact those values within meaningful social situations.

These findings are important because they address the character-related concerns underlying this study, particularly students' ability to manage academic and social challenges. Sociodrama provides learning experiences that are closely connected to students' everyday lives, thereby facilitating their understanding and application of *Serviam* values in daily situations. The findings are consistent with Mulinda et al. (2020), who reported the effectiveness of group-based interventions in promoting students' social competencies. In addition, the present results are in line with previous research indicating that sociodrama can contribute to character formation through the development of moral knowing, moral feeling, and moral action (Faqih, 2019). Empirical evidence has also shown that the application of sociodrama in group services can enhance students' moral intelligence (Wati et al., 2019). Whereas previous studies have primarily focused on morality and character development in broader terms, the present study offers a more specific contribution by examining courage and resilience as dimensions of *Serviam* character.

The findings should nevertheless be interpreted by considering several alternative explanations. The increased student participation observed in Cycle II may not have resulted solely from the sociodrama technique itself. Additional encouragement, reinforcement, recognition, and appreciation provided during the activities may also have contributed to students' increased motivation. Moreover, the revised scenarios used in Cycle II were more closely aligned with students' experiences, which may have strengthened their engagement and responsiveness. Therefore, the improvement observed in Cycle II appears to reflect not only the use of sociodrama

as an intervention technique but also the refinement of its implementation based on evaluation and reflection following Cycle I.

These findings have important implications for educational practice, particularly for school guidance and counseling services. Sociodrama can be employed as an innovative technique to support students' character development and social competencies. Its application may be particularly relevant in schools where students demonstrate limited confidence in participating in group activities, difficulty expressing opinions, or limited resilience when facing academic and social challenges. Sociodrama has the potential to provide a more meaningful learning experience because students engage directly in simulated situations rather than merely receiving information about particular values. Such direct involvement may facilitate a deeper internalization of *Serviam* character values (Mulinda et al., 2020; Tuba & Ali, 2023).

The findings are also supported by previous studies demonstrating that group guidance can contribute to students' character development (Faqih, 2019; Wati et al., 2019). Endriani (2016) similarly reported that role simulation in sociodrama can help students understand the consequences of particular actions. In the present study, the use of sociodrama among eighth-grade students at Maria Assumpta Junior High School, Klaten, was associated with improvements in students' courage and resilience. These findings provide further support for the use of sociodrama as a potentially effective technique for character development within school guidance and counseling programs.

The results are also relevant to the findings of Wisanta and Setiawan (2025), who reported that group guidance using sociodrama can improve students' learning motivation. One possible explanation is that sociodrama allows students to learn directly through participation and practice, followed by reflection on their experiences. This learning process is closely related to the principles of experiential learning. The experiential learning framework therefore provides a useful theoretical perspective for explaining the mechanisms through which sociodrama may contribute to the development of *Serviam* character.

Kolb (2015) conceptualized experiential learning as a cyclical process involving four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This framework has also been applied by Ningrum et al. (2022) in the implementation of experiential learning within group guidance services. In the context of sociodrama, role-playing can be understood as a form of concrete experience because students participate directly in simulations of social situations. Following the enactment of the scenarios, group discussions and evaluations provide opportunities for reflective observation, during which students examine and interpret their experiences.

Students may subsequently develop broader conceptual understandings of *Serviam* values through abstract conceptualization by connecting their experiences and reflections with the principles of courage, resilience, service, and responsible action. These understandings can then be transferred to active experimentation when students are encouraged or challenged to apply *Serviam* values in their everyday lives. Thus, the stages involved in the sociodrama activities employed in this study demonstrate characteristics that are consistent with Kolb's experiential learning cycle (Giacomucci, 2021; Kolb, 2015; Ningrum et al., 2022). From this perspective, the effectiveness of sociodrama may be explained not only by the role-playing activity itself but also by the combination of experience, reflection, conceptual understanding, and subsequent application.

The experiential nature of sociodrama may therefore explain why the intervention contributed to changes in students' courage and resilience. Students were not positioned merely as recipients of information about desirable character values. Instead, they were actively involved in situations that required them to make decisions, communicate with others, respond to difficulties, and reflect on the consequences of their actions. Such experiences may strengthen the connection between knowledge of values and their behavioral expression. Accordingly, the present study extends previous research by positioning sociodrama as an experiential learning process through which *Serviam* values can be internalized.

Despite these positive findings, several limitations should be acknowledged. First, the relatively small number of participants (10 students) limits the generalizability of the findings to broader student populations. The participants were also selected on the basis of their relatively low courage and resilience scores; therefore, the results should be interpreted primarily within the context of students who demonstrate similar characteristics. Second, the intervention was conducted over only two cycles, which may not have been sufficient to determine the long-term effects of sociodrama on students' character development. Third, external factors, including classroom climate, peer relationships, students' familiarity with the group process, and interactions with teachers, may have influenced the observed outcomes but were not systematically measured in this study. In addition, improvements between Cycle I and Cycle II may have been partially influenced by repeated participation, increased familiarity with the activities, and revisions to the intervention procedures.

Future research should therefore involve larger and more diverse samples to improve the generalizability of the findings. Longitudinal studies are also recommended to examine whether improvements in courage and resilience are sustained after the intervention has concluded. Further studies could incorporate external variables, such as peer relationships, classroom climate, teacher support, and family influences, when examining the effectiveness of sociodrama. Replication across schools with different cultural, institutional, or educational backgrounds would also provide valuable evidence regarding the transferability of the intervention. Future research may additionally compare sociodrama with other group guidance techniques or employ stronger experimental or quasi-experimental designs to provide more robust evidence of its effectiveness.

Overall, this study provides a more specific understanding of the potential effectiveness of sociodrama in strengthening *Serviam* character, particularly courage and resilience. Its distinctive contribution lies in interpreting the development of these values through Kolb's experiential learning framework, an aspect that has received limited attention in previous studies of *Serviam* character development. By integrating direct experience, reflection, conceptualization, and opportunities for application, sociodrama provides a theoretically relevant approach to facilitating the internalization of *Serviam* values. The findings therefore suggest that sociodrama may serve as a valuable component of school guidance and counseling programs aimed at supporting students' character development, while further research is required to establish its effectiveness across broader populations and educational contexts.

CONCLUSION

This study demonstrates that the sociodrama technique is effective in enhancing students' *Serviam* character, particularly in the dimensions of courage and resilience. The increase in posttest scores observed in Cycle II indicates a stronger understanding and internalization of these

values through role-playing activities. The technique also contributed to greater student participation in group guidance sessions. Students became more confident in expressing their opinions and more prepared to confront various challenges.

These findings contribute to the field of guidance and counseling, particularly in the context of school-based character education. Nevertheless, this study has several limitations, including the relatively small sample size and the limited duration of the intervention. Further research involving larger and more diverse samples is therefore needed to examine the long-term effects of sociodrama on students' character development. External factors, such as peer interactions and teacher involvement, should also be investigated to provide a more comprehensive understanding of the factors that may influence the effectiveness of the intervention.

Overall, sociodrama represents a promising group guidance technique for fostering students' character development. Its integration into school guidance and counseling services may help students develop stronger social and emotional competencies, particularly courage and resilience, which are essential for responding adaptively to the challenges of contemporary life.

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