

THE INFLUENCE OF SOCIODRAMA TECHNIQUES CONTAINING THE VALUE OF SIRI NA PACCE ON STUDENTS' SOCIAL ANXIETY AT SMAN 1 TARAKAN

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ABSTRACT

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This study aimed to examine the influence of sociodrama techniques incorporating the indigenous values of Siri' Na Pacce on reducing social anxiety among eleventh-grade students at State Senior High School 1 Tarakan. The study employed a quantitative approach using a pre-experimental one-group pretest-posttest design. Ten students identified as experiencing moderate to high levels of social anxiety were selected through purposive sampling based on counselors' recommendations and preliminary needs assessments. Data were collected using a validated and reliable Social Anxiety Scale administered before and after the intervention. The intervention consisted of five group guidance sessions utilizing sociodrama integrated with the cultural values of Siri' (self-respect and dignity) and Pacce (empathy and solidarity). Data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test to examine differences between pretest and posttest scores. The results demonstrated a significant reduction in students' social anxiety following the intervention. Participants showed greater confidence in social interactions, reduced fear of negative evaluation, increased classroom participation, and improved interpersonal relationships with peers. Statistical analysis confirmed a significant difference between pretest and posttest scores ($Z = -2.803, p = .005$), indicating that the intervention was effective in reducing social anxiety. These findings suggest that integrating sociodrama with local cultural values provides a culturally responsive counseling approach that strengthens students' social competence, emotional regulation, empathy, and self-confidence. This study contributes to the development of school counseling practices by demonstrating the effectiveness of culturally based interventions in promoting adolescents' psychological well-being and social adjustment.



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INTRODUCTION

Adolescence is a critical developmental stage characterized by substantial biological, cognitive, emotional, and social changes that require individuals to adapt successfully to increasingly complex interpersonal environments. During this period, adolescents are expected to establish positive peer relationships, develop social competence, and build confidence in interacting with others. However, many adolescents experience difficulties in accomplishing these developmental tasks because of social anxiety, a psychological condition characterized by excessive fear of negative evaluation, embarrassment, and rejection in social situations (American Psychiatric Association, 2022; Leigh & Clark, 2018). Social anxiety has become one of the most prevalent psychological concerns among adolescents and has consistently been associated with lower academic engagement, impaired psychosocial

functioning, poor interpersonal relationships, and reduced quality of life (Jefferies & Ungar, 2020; Spence & Rapee, 2016).

International evidence indicates that approximately 7–13% of adolescents experience clinically significant social anxiety disorders, while a substantially larger proportion report subclinical symptoms that interfere with their daily functioning (Burstein et al., 2011; Ranta et al., 2022). Students experiencing social anxiety frequently avoid classroom participation, hesitate to answer teachers' questions, refuse opportunities to present in front of classmates, and experience physiological reactions such as trembling, sweating, accelerated heartbeat, and cognitive blankness during social interactions (Leigh & Clark, 2018). These behavioral patterns hinder not only academic achievement but also the development of healthy peer relationships, thereby increasing the risk of loneliness, depression, and long-term psychological maladjustment (Knappe et al., 2015; Miers et al., 2019).

Within educational settings, academic demands frequently become important sources of emotional distress. Learning activities that require public speaking, classroom discussions, collaborative assignments, or direct interaction with teachers often trigger anxiety among students who lack confidence in their social abilities (Putranta & Jumadi, 2019). Developmental theory suggests that adolescence is inherently accompanied by increasing emotional sensitivity because individuals simultaneously experience cognitive growth, identity exploration, and expanding social expectations (Fuhrmann, 1990, as cited in Latifah, 2023). Consequently, school-related challenges, unfamiliar environments, parental expectations, and peer evaluation may become major sources of stress and anxiety (Eccles & Roeser, 2011; Stein & Stein, 2008).

The preliminary investigation conducted at State Senior High School 1 Tarakan supports these theoretical perspectives. Interviews with the school counselor on September 9, 2025, revealed that group guidance services had been implemented regularly; however, the interventions had not specifically incorporated sociodrama techniques or focused on reducing students' social anxiety. Student problems were primarily identified through the Needs Assessment of Students' Problems (AKPD), while counseling interventions mainly relied on conventional discussion methods. Consequently, experiential counseling strategies that directly address interpersonal fears remain underutilized.

The existence of social anxiety was further confirmed through interviews with students. One participant, identified by the initial "N," stated, "I am afraid whenever I have to present in front of the class." Similar experiences were reported by other students who expressed fear of answering teachers' questions, interacting with unfamiliar peers, or participating in classroom discussions. These findings indicate that social anxiety has become an important educational concern requiring systematic intervention through school counseling services.

Group guidance is widely recognized as one of the most effective developmental services in school counseling because it utilizes group dynamics to facilitate self-understanding, interpersonal learning, communication skills, and behavioral change (Corey et al., 2021; Prayitno, 2017). Through structured interaction, students are encouraged to exchange experiences, develop interpersonal competence, and receive constructive feedback from peers. Previous studies have demonstrated that group guidance significantly improves communication skills, self-confidence, and social adjustment among adolescents (Hasanah et al., 2022; Sink, 2019). Nevertheless, the effectiveness of group guidance largely depends on the counseling techniques employed during implementation.

One experiential counseling technique that has demonstrated promising outcomes is sociodrama. Sociodrama involves role-playing activities in which participants reenact realistic social situations involving interpersonal conflicts, emotional challenges, and decision-making processes (Moreno, 2014). Through simulated experiences, students are provided with opportunities to practice adaptive social behaviors in psychologically safe environments while receiving immediate feedback from counselors and peers. Previous studies have shown that sociodrama effectively enhances empathy, communication skills, emotional regulation, and self-confidence while reducing interpersonal anxiety and social withdrawal (Kipper & Ritchie, 2003; Sulikhah & Setyaputri, 2023). Similarly, Susanto and Setiowati (2025) reported significant improvements in students' social interaction after participating in sociodrama-based group guidance ($Z = 2.981, p < .05$).

The effectiveness of counseling interventions may be strengthened further by integrating indigenous cultural values that are familiar to students' sociocultural backgrounds. One of the most influential philosophical values within the Bugis–Makassar community is *Siri' Na Pacce*, which emphasizes personal dignity (*siri'*) and social solidarity or empathy (*pacce*). Rather than functioning solely as a traditional cultural norm, *Siri' Na Pacce* serves as a moral framework that encourages individuals to maintain self-respect while demonstrating compassion and responsibility toward others (Mattulada, 2015). These values correspond closely with counseling objectives aimed at strengthening self-confidence, empathy, interpersonal responsibility, and prosocial behavior.

Recent studies have increasingly highlighted the educational relevance of *Siri' Na Pacce*. Riswandi (2019) found that the philosophy significantly contributes to integrity and ethical behavior in public organizations, whereas Idris (2023) reported that *Siri' Na Pacce* strengthens communication competence among Generation Z. Likewise, Aziz et al. (2020) demonstrated that integrating *Siri' Na Pacce* into educational activities enhances students' confidence, empathy, cooperation, and social responsibility. These findings suggest that indigenous cultural values may function as protective psychosocial resources capable of promoting adolescents' social competence while reducing anxiety during interpersonal interactions.

Despite increasing attention toward culturally responsive counseling, empirical evidence concerning the integration of *Siri' Na Pacce* within sociodrama-based group guidance remains scarce, particularly in Indonesian secondary schools. Existing studies have generally investigated sociodrama or multicultural values separately rather than combining both approaches into a comprehensive intervention for reducing social anxiety. This limitation highlights an important research gap concerning culturally grounded counseling practices capable of simultaneously strengthening students' psychological well-being and cultural identity.

Accordingly, this study aims to examine the influence of sociodrama techniques containing the values of *Siri' Na Pacce* on students' social anxiety at State Senior High School 1 Tarakan. By integrating experiential counseling methods with indigenous cultural wisdom, this study is expected to contribute to the development of culturally responsive school counseling interventions that enhance students' confidence, empathy, interpersonal competence, and psychological adjustment.

METHOD

This study employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest model to examine the influence of sociodrama techniques incorporating the values of Siri' Na Pacce on students' social anxiety. A quantitative approach was selected because it enables researchers to objectively measure changes in participants' conditions before and after the intervention using statistical analysis (Creswell & Creswell, 2018; Ramdhan, 2021; Sugiyono, 2022). The one-group pretest-posttest design allows the same participants to serve as their own comparison group by administering identical measurements before and after treatment, thereby facilitating the evaluation of intervention effectiveness (Campbell & Stanley, 1963). The study was conducted at State Senior High School (SMAN) 1 Tarakan, North Kalimantan, Indonesia, over approximately one month following the approval of the research permit. The participants consisted of ten eleventh-grade students selected through purposive sampling, a non-probability sampling technique in which participants are chosen based on predetermined criteria relevant to the objectives of the study (Etikan et al., 2016; Palinkas et al., 2015). The inclusion criteria were (1) active eleventh-grade students at SMAN 1 Tarakan, (2) students identified as experiencing moderate to high levels of social anxiety based on the preliminary assessment of students' needs (AKPD) and counselor recommendations, and (3) students who voluntarily agreed to participate throughout the intervention program.

Data were collected using a Social Anxiety Scale developed based on the theoretical dimensions of adolescent social anxiety, including fear of negative evaluation, avoidance of social interaction, physiological anxiety symptoms, and discomfort in performance situations. The instrument employed a four-point Likert scale ranging from strongly disagree to strongly agree and was subjected to validity and reliability testing prior to implementation to ensure adequate psychometric properties (Hair et al., 2022). The intervention consisted of five group guidance sessions utilizing sociodrama techniques integrated with the cultural values of Siri' Na Pacce, emphasizing self-respect (*siri'*), empathy, solidarity, and social responsibility (*pacce*). Data analysis involved descriptive statistics to compare pretest and posttest scores, followed by the Wilcoxon Signed-Rank Test to determine the statistical significance of changes in students' social anxiety after the intervention. Because the study involved a small sample and paired observations, the Wilcoxon test was considered the most appropriate non-parametric procedure for evaluating treatment effectiveness (Field, 2018; Pallant, 2020).

RESULT AND DISCUSSION

The effectiveness of group guidance using the *Pop-up Book* media based on the *Batu Menangis* legend in improving students' moral values was evaluated using a one-group pretest-posttest design. Prior to the intervention, participants completed a Moral Values Scale to identify their initial level of moral development. Subsequently, students participated in five sessions of group guidance conducted according to the stages proposed by Prayitno, namely the formation, transition, working, and termination stages (Hartanti, 2022). During the intervention, the *Pop-up Book* served as an interactive learning medium designed to facilitate students' understanding of moral values through storytelling, discussion, reflection, and collaborative activities. Following the completion of the intervention, students completed the same instrument as a posttest to determine changes in their moral values.

The descriptive findings indicate substantial improvements in students' moral values

following the intervention. As presented in Table 1, prior to the implementation of group guidance, no students were classified within the high or very high moral value categories. Most participants were categorized as having moderate (60%) or low (40%) levels of moral values. Following five intervention sessions, the distribution shifted considerably, with one student (10%) reaching the very high category, seven students (70%) classified in the high category, and only two students (20%) remaining in the moderate category. No students remained in either the low or very low categories. These findings demonstrate a clear improvement in students' moral development after participating in the counseling program.

Table 1.

Categorization of Students' Moral Values Before and After the Intervention

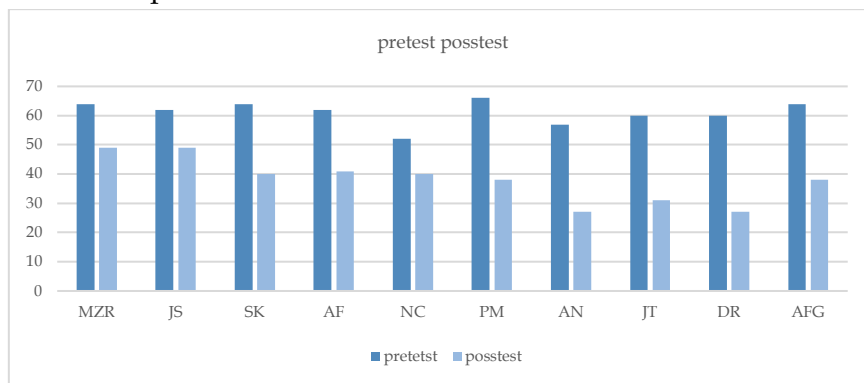
No	Interval	Category	Pretest (n)	Pretest (%)	Posttest (n)	Posttest (%)
1	81-100%	Very High	0	0%	1	10%
2	61-80%	High	0	0%	7	70%
3	41-60%	Moderate	6	60%	2	20%
4	21-40%	Low	4	40%	0	0%
5	0-20%	Very Low	0	0%	0	0%
Total			10	100%	10	100%

Source: research data processing results

The improvement observed in Table 1 is further illustrated in Figure 1, which compares students' pretest and posttest scores. The graphical presentation demonstrates a consistent increase in moral value scores across all participants after receiving group guidance services. This pattern indicates that the intervention contributed positively to strengthening students' moral behaviors, particularly regarding politeness, caring, responsibility, honesty, and obedience to school rules.

Figure 1.

Comparison of Pretest and Posttest Moral Value Scores



Source: research data processing results

The descriptive results were subsequently confirmed through inferential statistical analysis using the Wilcoxon Signed-Rank Test because of the relatively small sample size (n

= 10) and the paired nature of the data. The rank analysis presented in Table 2 shows that all participants experienced higher posttest scores than their pretest scores. Consequently, all observations were classified within the Negative Ranks category, indicating consistent score improvement following the intervention. No Positive Ranks or Ties were identified, suggesting that every participant demonstrated measurable progress.

Table 2.

Wilcoxon Signed-Rank Test

	N	Mean Rank	Sum of Ranks
Negative Ranks	10	5.50	55.00
Positive Ranks	0	0.00	0.00
Ties	0		
Total	10		

Note. Negative Ranks indicate posttest scores higher than pretest scores

Source: research data processing results

The statistical significance of these changes is presented in Table 3. The Wilcoxon Signed-Rank Test produced a Z value of -2.803 with an Asymptotic Significance (two-tailed) of 0.005. Since the significance value was lower than the 0.05 threshold, the null hypothesis was rejected, indicating a statistically significant difference between pretest and posttest moral value scores. These findings provide empirical evidence that group guidance utilizing the *Pop-up Book Batu Menangis* effectively improved students' moral values.

Table 3.

Wilcoxon Signed-Rank Test Statistics

Test Statistic	Value
Z	-2.803
Asymp. Sig. (2-tailed)	0.005

Source: research data processing results

The statistical findings support the effectiveness of group guidance as a developmental counseling service designed to facilitate positive behavioral change through group interaction. According to Prayitno (as cited in Hartanti, 2022), group guidance provides opportunities for students to learn collaboratively, exchange experiences, and develop social and personal competencies through structured group dynamics. Throughout the five intervention sessions, students actively participated in discussions, reflected on the moral messages embedded within the *Batu Menangis* legend, and related these values to their daily experiences at school. Such active engagement created meaningful learning experiences that extended beyond conventional moral instruction.

The observed improvement in students' moral values can also be explained by the educational function of storytelling through interactive media. The *Pop-up Book* encouraged students to visualize moral dilemmas, identify appropriate behaviors, and discuss the consequences of moral and immoral actions. Interactive learning media have been shown to increase students' engagement, motivation, and conceptual understanding because they stimulate multiple sensory experiences simultaneously (Erica & Sukmawarti, 2021). In this study, the visual and interactive characteristics of the *Pop-up Book* facilitated students'

internalization of moral values more effectively than traditional lecture-based approaches.

From the perspective of moral development theory, the findings are consistent with Kohlberg's framework, which emphasizes that moral behavior develops through increasingly sophisticated moral reasoning and opportunities to evaluate ethical dilemmas (Kohlberg, 1984; Ibda et al., 2025). The moral conflicts presented in the *Batu Menangis* legend encouraged students to reflect upon issues of honesty, responsibility, respect, caring, and obedience, thereby strengthening their moral judgment and promoting more adaptive behaviors within the school environment.

Furthermore, these findings reinforce previous studies demonstrating that experiential counseling approaches are more effective than passive instructional methods in promoting students' character development. Through discussion, reflection, and collaborative problem-solving within group guidance, students were encouraged not only to understand moral concepts cognitively but also to translate those concepts into observable behaviors. Consequently, improvements were observed across all five dimensions of moral values measured in this study, namely politeness, caring, responsibility, honesty, and obedience to school regulations.

Overall, the integration of group guidance with the *Pop-up Book Batu Menangis* proved effective in enhancing elementary school students' moral values. The combination of interactive storytelling, structured group dynamics, and reflective learning created meaningful educational experiences that promoted both moral understanding and behavioral change. These findings suggest that culturally relevant story-based counseling media can serve as an effective strategy for strengthening character education and moral development among elementary school students while enriching the implementation of comprehensive school counseling programs.

CONCLUSION

The findings of this study demonstrate that group guidance using sociodrama techniques incorporating the values of Siri' Na Pacce is effective in reducing social anxiety among eleventh-grade students at State Senior High School 1 Tarakan. Both descriptive and inferential analyses indicated significant improvements following the intervention. After participating in five group guidance sessions, students showed lower levels of fear of negative evaluation, greater confidence in social interactions, improved willingness to participate in classroom activities, and stronger empathy and solidarity toward their peers. The Wilcoxon Signed-Rank Test confirmed a statistically significant difference between pretest and posttest scores ($Z = -2.803, p = .005$), indicating that the intervention successfully reduced students' social anxiety.

These findings suggest that integrating sociodrama with the indigenous values of Siri' Na Pacce provides meaningful experiential learning that strengthens students' self-confidence, interpersonal competence, empathy, and emotional regulation. The combination of role-playing activities and local cultural values enabled students to internalize positive social behaviors through active participation, reflection, and collaborative interaction. Therefore, this culturally responsive counseling approach may serve as an effective strategy for school counselors to prevent and reduce social anxiety among senior high school students. Future studies are recommended to involve larger samples, include comparison or control groups, and investigate the long-term effectiveness of culturally based sociodrama interventions

across different educational settings.

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