Effectiveness Of Psychodrama Technique Group Guidance Services To Reduce Interpersonal Communication Anxiety In Students Of Class X State Senior High School 3 Malang

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Abstract : *Interpersonal communication anxiety is a concern about how others will judge oneself, including the way and content of delivery. Dependence on the judgment of others often reflects a lack of self-confidence. The impact of this anxiety can vary, including physical and psychological symptoms that cause individuals to withdraw from social environments, minimize communication, and only speak when absolutely necessary. As a result, they will have difficulty obtaining detailed information. The purpose of this study was to determine the level of effectiveness of group guidance services to reduce students' interpersonal communication anxiety. This study uses a quantitative approach, which is a method used to answer research problems related to data in the form of numbers and statistical programs. The approach in this study is a quantitative approach. The research design used is one group pre-test-post-test design , which is an experimental study carried out on only one group selected by the researcher based on certain considerations . The population referred to in this study were all 272 students in class X of Malang City High School . The sampling technique used was Random Sampling , namely data was taken randomly. The sample of this study was 10 students who had high, medium, and low levels of interpersonal communication anxiety. The instrument used is the interpersonal communication anxiety scale and the data analysis technique used is the Paired Sample T Test . The results of the study showed that from the initial data obtained 10 students experienced high, medium, low levels of interpersonal communication anxiety and after being given the psychodrama technique there was a decrease , namely 10 students were in the low category . Because the average value of interpersonal communication anxiety in the pretest was 55.2 > posttest 34 , then it means that descriptively there is a difference in the average level of interpersonal communication anxiety between the pretest and posttest results is (55.2> 34). Based on the output table "Paired Sample Test" it is known that the sig. (2-tailed) value is 0.00 1 <0.05, so Ho is rejected and Ha is accepted. So it can be concluded that there is a difference in the average between the level of interpersonal communication anxiety pretest and posttest which means that the psychodrama technique is effective in reducing interpersonal communication anxiety in class X students of SM AN 3 Poor.*

Keywords: group guidance; psidorama; interpersonal communication anxiety

I.   INTRODUCTION (*HEADING 1*)

Communication is the process of delivering messages to other parties through certain media, followed by a response after

the message is received (Agus M. Hardjana 2016). Effective communication requires active participation and cooperation from all parties involved. When someone shares information, ideas, or attitudes, communication will go well if both parties are actively involved and have the same attention to the message being conveyed. This participation and involvement are important to ensure that the message is understood equally, so that a common understanding is created between the sender and recipient of the message. (Hafied Cangara, 2019).

According to (Burhanudin in Ruffiah 2019: 30), interpersonal communication is a communication process between individuals and others, both in the community and organizational environment, including business or non-business organizations, using communication media and language that is easy to understand to achieve certain goals. Interpersonal communication requires a sense of self-confidence is one of the important aspects of personality in a person without self-confidence many problems arise in a person. Self-confidence is the most valuable attribute in a person in social life.

According to Shannon and Weaver (in Cangara, 2019), communication anxiety occurs when there is an intervention that blocks one of the elements in the communication process, so that communication cannot run effectively. This disorder can be a physical, psychological, or environmental barrier that affects the delivery and reception of messages. The causative factors include lack of self-confidence and feelings of alienation from peers due to bullying at school, which can hinder adolescents' ability to communicate (Mariska, 2019).

The main problem in interpersonal communication anxiety is worry about others' judgment of oneself, including the way and content delivered. Reliance on others' judgment often reflects a lack of self-confidence. The impact of this anxiety can vary, including physical and psychological symptoms that cause individuals to withdraw from social environments, minimize communication, and only speak when urgent. As a result, they will have difficulty obtaining detailed information (Meriska, 2019).

Research on interpersonal communication anxiety is needed to understand its impact on students' social interactions in schools. With this insight, schools can design effective interventions to help students cope with their anxiety. The use of psychodrama techniques in group counseling provides an opportunity for students to express feelings safely, as well as increase empathy, self-understanding, and communication skills. Given the high interest and need of students for this service, this may contribute to the development of more tailored counseling approaches to reduce interpersonal communication anxiety.

Seeing the existing phenomenon, a solution is needed to overcome the problem of students' interpersonal communication anxiety. In this case, previous researchers used group guidance services with psychodrama techniques as an approach to reduce this anxiety. Group counseling is considered effective in providing students with an understanding of the impact of procrastination behavior, so that they can reduce interpersonal communication anxiety. Through psychodrama techniques, students can find their self-concept through role-playing carried out in groups (Muhlisin, 2019).

Guidance and counseling services provided by guidance and counseling teachers in schools have an important role in helping students develop themselves. The duties and responsibilities of guidance and counseling teachers include understanding students' needs, potential, talents, and personalities. With the right guidance services, it is hoped that students can recognize their strengths and weaknesses, and become more independent and able to optimize their potential.

According to Narti (2014:17), group guidance services are a form of service in guidance and counseling that provides support to individuals or students through activities carried out in groups. In this service, group activities and dynamics need to be presented to discuss things that are useful for self-development or solving problems faced by individuals and students who are members of the group. Meanwhile, according to (Pranoto, 2017:16), group guidance is one type of service in guidance and counseling that is included in techniques to help adolescents or students, which are carried out by guidance and counseling teachers or counselors.

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Psychodrama, as one of the techniques in group guidance, allows students to discover self-concept and express their needs and reactions to the pressures they experience. Tatiek Romlah (Nurfaizal, 2016) explains that psychodrama is a role-playing game that aims to help individuals gain a better understanding of themselves and express their needs. In practice,

individuals who have problems will play themselves, and psychodrama can be used for therapeutic or healing purposes.

According to NN Sari (2020), psychodrama is a group therapy approach in which clients play roles and situations from past, present, or future life experiences. This approach aims to achieve deeper understanding and feel deep emotions. Important events are relived to help clients connect with unexpressed and unconscious feelings, provide channels for full expression of those feelings, and encourage new behaviors.

Psychodrama technique in group guidance is a role play that aims for the client to understand themselves better, find their self-concept, convey their needs, convey their reactions to the pressure they receive. The application of psychodrama in the scope of education is expected to be a means of self-development for students so as to produce students with superior quality. This can certainly have an impact on improving the quality of education.

The results of previous research by (S holikha & Zulfatus 2022) with the results of calculating the average score of etiquette before participating in group guidance services related to etiquette pretest results 72.38 after participating in group guidance services using sociodrama techniques the group increased to 110.25. From the results of the non-parametric Independent T-test using SPSS version 24, the asymp sign value (2-tailed) was obtained which was smaller than the sig value of 0.05 (0.000 <0.05) thus from the results of the test, student etiquette changed after being given group guidance services using sociodrama techniques. Showing that Ho is rejected and Ha is accepted, it can be concluded that group guidance services with sociodrama techniques can improve the etiquette of class XI Multimedia students at SMK Sunan Kalijogo Jabung in the 2021/2022 Academic Year.

Previous research by (Rahmayanti, 2023) with the results of the study it was found that, in the first stage before being given the psychodrama technique, the average interpersonal communication ability was 29.5%, while after being given the psychodrama technique, the average interpersonal communication ability of students was 37%. This means that the difference in the average score of interpersonal communication ability before and after participating in psychodrama is 7.5%. then the increase in interpersonal communication ability before and after participating in psychodrama was 83.33%. This increase occurred because students played an active role in implementing the psychodrama technique and listened to and paid attention to what was conveyed by friends and researchers.

Although previous studies have shown the efficacy of sociodrama and psychodrama techniques in improving students' manners and interpersonal communication skills, there has been no study that specifically examines the effectiveness of psychodrama technique group guidance services in reducing interpersonal communication anxiety. Both do not consider the impact of anxiety that can hinder students' social interactions in the school environment. Therefore, it is important to investigate how psychodrama techniques can directly help students overcome interpersonal communication anxiety, so that it can make a more significant contribution to the development of guidance approaches that are appropriate to students' needs.

The purpose of this study was to determine the level of interpersonal communication anxiety of students at SMA Negeri 3 Malang before the implementation of group guidance with psychodrama techniques. To determine the level of interpersonal communication anxiety of students at SMA Negeri 3 Malang after the implementation of group guidance with psychodrama techniques. To determine the effectiveness of group guidance with psychodrama techniques in reducing interpersonal communication anxiety of students at SMA Negeri 3 Malang.

II. METHODOLOGY

This study uses a quantitative approach, which is a method used to answer research problems related to data in the form of numbers and statistical programs. The approach in this study is a quantitative approach. According to Sugiyono (2020: 16) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples. The research design used is *one group pre-test-post-test design* , which is experimental research carried out on only one group selected by the researcher based on certain considerations . The population referred to in this study were all 272 students in class X of Malang City High School . The sampling technique used was *Random Sampling* , namely data was taken randomly. The sample of this study was 10 students who had high, medium, and low levels of interpersonal communication anxiety. The instrument used was the interpersonal communication anxiety scale and the data analysis technique used was the *Paired Sample T Test* .

III. RESULTS

The results of the study showed that from the initial data obtained 10 students experienced high, medium, low levels of interpersonal communication anxiety and after being given psychodrama techniques experienced a decrease , namely 10 students were in the low category . Because the average value of interpersonal communication anxiety in the pretest was 55.2 > posttest 34

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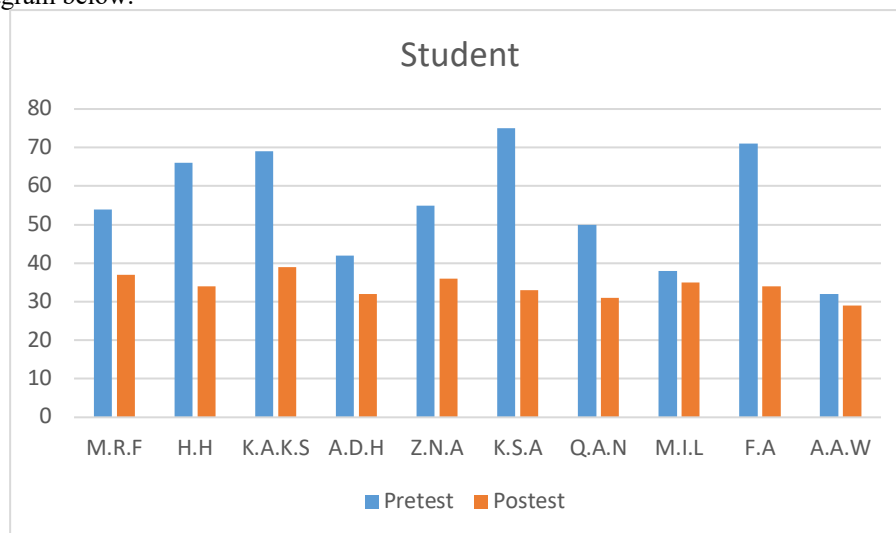
IV. DISCUSSION

The findings of this study are in line with the results of Wan's (2023) study which stated that psychodrama techniques have been shown to significantly reduce social anxiety among students, including improving interpersonal communication anxiety. The study showed that engaging in psychodrama activities helped participants better understand and manage their anxiety in social situations. In line with this, (Melnyk & Podorozhnyi, 2022) stated that psychodrama is effective in overcoming interpersonal communication anxiety by identifying and changing inappropriate behavior patterns, as well as developing more productive ways of communicating, especially in distance learning, thereby improving emotional and psychological well-being. And Ngong (2024) that therapeutic theater and improvisation are effective methods for improving interpersonal and communication skills. Although not directly discussing psychodrama, the principle of improvisation still plays a role in improving communication and reducing anxiety in social interactions.

The results of this study are supported by Corey (2024) who stated that Psychodrama is a type of therapy that is often used for children who experience problems, such as attention deficit disorder (ADD). Psychodrama is a learning method through role-playing, which focuses on psychological problems faced by individuals. This technique is usually used to help students understand themselves better, find their identity, and express their reactions to the pressures they experience. Psychodrama provides an opportunity for individuals to get to know themselves more deeply, express their needs, and how they respond to existing pressures. On the other hand, Sunarty (2012) stated that Psychodrama is a role-playing technique that aims to help clients understand themselves better, find their identity, express their needs, and express their reactions to the pressures they face.

Psychodrama technique is a unique method, where individual communication is through body movements (Kipper & Roosevelt, 2003). The factors that influence psychodrama techniques in group guidance to increase interpersonal communication anxiety according to (Ron, 2022) because Psychodrama helps improve interpersonal communication by building emotional connections, allowing students to express themselves, and strengthening trust between each other. Through role exchange and sharing experiences, students can better understand themselves and others, which in couples deepens social relationships. The technique also improves social skills which are very helpful in overcoming mental stress and anxiety.

The novelty of this study lies in the application of psychodrama techniques in group guidance as an innovative approach to addressing interpersonal communication anxiety in high school students, which is still rarely studied in the context of education in Indonesia. Different from conventional methods that are more cognitive or discussion-based, psychodrama techniques allow

students to directly experience social interaction simulations through role-playing, so that they can explore emotions, communication patterns, and strategies for overcoming anxiety in situations that are close to real life. In addition, this study provides a new perspective with the measure of psychodrama effectiveness not only in terms of reducing anxiety, but also increasing interpersonal communication skills holistically, including self-expression, self-confidence, and the ability to build healthy social relationships. Therefore, this study contributes to enriching guidance and counseling intervention methods, as well as providing an empirical basis for the development of psychodrama programs in education.

Research on the effectiveness of group guidance with psychodrama techniques in overcoming interpersonal communication anxiety in high school students shows a positive impact in improving students' social skills and self-confidence. Psychodrama, as a technique used in group guidance services allows students to explore and express their feelings through role-playing, thus helping them to face and manage anxiety in communicating. In the context of group guidance, this technique creates a safe and supportive environment, where students can practice communicating without fear of being judged or criticized negatively. The results of the study showed that after participating in group guidance with psychodrama techniques, students experienced increased courage in interacting, expressed their opinions more easily, and were able to build healthier interpersonal relationships. Therefore, this study contributes to the development of more interactive and art-filled guidance and counseling services in helping students overcome their interpersonal communication anxiety.

Suggestions For counselors, this study provides recommendations to integrate psychodrama techniques in group guidance services as an innovative strategy in overcoming interpersonal communication anxiety in high school students. Counselors are expected to be able to adjust this technique to the characteristics of students and create a safe and supportive environment so that the psychodrama process runs effectively. In addition, special training for counselors on the application of psychodrama can improve their facilitation skills in guiding students through the process of exploring emotions and social interactions. For further researchers, it is recommended to develop this study by exploring factors that influence the effectiveness of psychodrama, such as the duration of intervention, gender differences, or personality characteristics of students. Further research can also expand the scope of subjects, such as students with different social barriers or age groups, and combine psychodrama with other techniques in guidance groups to see their synergistic effects on communication development.

V. CONCLUSION

Based on the results of research conducted in the field and data analysis, it was concluded that: 1) The level of interpersonal communication anxiety of students at SMAN 3 Malang before being given guidance treatment. psychodrama technique group in the category of " high, medium, low " because the average pretest score of the interpersonal communication anxiety scale reached 55.2 . 2) The level of interpersonal communication anxiety of students at SMAN 3 Malang after the application of group guidance techniques psychodrama is in the "low" category because the average *posttest* students' interpersonal communication anxiety scale 34 3) Results of paired sample T Test analysis There is a difference between the pretest and posttest with a sig (2-tailed) of 0.0 01 < 0.05, meaning that psychodrama technique group guidance is effective in reducing students' interpersonal communication anxiety . For further researchers, it is hoped that they can perfect this research and if researchers conduct similar research, it can be a research reference .

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