

## Enhancing Students' Self-Control Through Sociodrama-Based Group Counseling

Barep Hapit Surya Putra<sup>1\*</sup>, Ageng Triyono<sup>1</sup>

<sup>1</sup>Department of Guru Sekolah Dasar, Universitas Muhammadiyah Purworejo, Indonesia

\*barepsurya@umpwr.ac.id

### Abstract

Adolescent self-control is a critical developmental competency associated with academic achievement and positive social behavior. This study examines the effectiveness of group counseling with sociodrama technique in improving the self-control of Grade XI students at SMA Muhammadiyah 3 Yogyakarta. A quasi-experimental design with a nonequivalent control group was employed. The experimental group (n = 33) participated in structured sociodrama-based group counseling sessions, while the control group (n = 38) received no structured intervention. Self-control was measured using a validated Likert-scale instrument based on Averill's three-dimensional model (behavioral, cognitive, and decisional control). Data were analyzed using paired-sample and independent-sample t-tests at  $\alpha = 0.05$ . Results demonstrated a statistically significant improvement in the experimental group ( $t(32) = 24.456$ ,  $p < 0.001$ ; mean gain = 11.97 points), compared to a negligible gain in the control group (mean gain = 1.39 points). The between-group comparison was also significant ( $t(69) = 4.050$ ,  $p < 0.001$ ). These findings confirm that sociodrama-based group counseling is an effective, engaging, and evidence-based strategy for developing adolescent self-regulation in school settings.

Keywords: Self-control; Sociodrama-based group counseling; Adolescent self-regulation; School counseling; Quasi-experimental design.

Received: May 05, 2026

Revised: May 06, 2026

Accepted: June 17, 2026

### Article Identity:

Putra, B. H. S. & Triyono, A. (2026). Enhancing Students' Self-Control Through Sociodrama-Based Group Counseling. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 18(2), 127-136.

## INTRODUCTION

Education plays a fundamental role in human development, encompassing not only academic achievement but also the cultivation of character, values, and social competence. According to *Undang-Undang Nomor 20 Tahun 2003 Pasal 3*, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Within this framework, schools serve as primary institutions where students engage in cognitive, affective, and psychomotor learning, simultaneously developing the social and emotional skills necessary for responsible participation in society.

Adolescence constitutes a particularly sensitive period in human development, marked by identity formation, heightened social needs, and emotional vulnerability. As Santrock (2014) described, this stage is characterized by 'identity versus identity confusion,' during which individuals strive to establish a coherent sense of self (Aina & Imelda, 2025). The mismatch between educational environments and the psychological needs of adolescents can adversely affect both academic performance

and self-control (Jiang, Gao, Wu, & Guo, 2022). These challenges underscore the urgency of targeted interventions designed to strengthen self-regulation among students.

Self-control is one of the most critical developmental competencies for adolescents. Individuals with low self-control tend to engage in norm-violating behaviors, including tardiness, truancy, disrespect toward teachers, and passive participation in learning. According to Goldfried and Marbaum, self-control is the capacity to organize, guide, regulate, and direct one's behavior toward positive consequences (Oetama, Susanto, & Kristiono, 2025). In the school context, low self-control manifests as disciplinary problems and poor academic motivation, making it an important target for guidance and counseling interventions.

Preliminary observations at SMA Muhammadiyah 3 Yogyakarta revealed that a number of Grade XI students exhibited indicators of low self-control, including frequent tardiness, skipping classes, disrespectful attitudes toward teachers, and passive or disruptive classroom behavior. Behavioral frequency data collected during initial field observations indicated that approximately 21% of students fell into the 'poor' self-control category. Existing interventions — such as requiring students to stand in the schoolyard or receiving verbal lectures — were considered insufficient and lacked meaningful student engagement.

Group counseling with the sociodrama technique offers a participatory, experiential approach for addressing personal-social problems among adolescents. Unlike conventional lecture-based methods, sociodrama directly engages students as active participants, enabling them to practice new roles, explore behavioral alternatives, clarify values, and develop problem-solving skills within a supportive group context (Yesil, Yatmaz, & Metindogan, 2025). This approach aligns well with adolescent developmental needs by emphasizing peer interaction, social feedback, and role exploration — elements that conventional guidance methods are unable to provide. Furthermore, compared to other counseling techniques such as cognitive restructuring or individual counseling, sociodrama uniquely integrates experiential learning and group dynamics, making it particularly suitable for adolescents who respond better to active, social learning environments.

Despite the growing body of literature on sociodrama in education, research specifically examining its effectiveness in improving self-control among senior high school students in Indonesia remains limited. Therefore, the purpose of this study was to investigate the effectiveness of group counseling with sociodrama technique in improving the self-control of Grade XI students at SMA Muhammadiyah 3 Yogyakarta.

### **Self-Control**

Self-control is defined as the ability to organize, guide, regulate, and direct behavior toward positive outcomes (Werner & Ford, 2023). Self-control as the capacity to modify one's responses to align with standards, values, morals, and social expectations in pursuing long-term goals (Hofmann, 2024). Self-control contributes to improved academic achievement, positive self-esteem, sound decision-making, and effective management of interpersonal conflicts (Rozi, Rahman, Rosi, Nu'man, & Iskandar, 2023).

Self-control as the regulation of a person's physical, psychological, and behavioral processes as a series of processes that shape the self (Liu, Huang, Wen,

Chen, & Zhang, 2025). From this perspective, self-control encompasses the management of impulses, emotional responses, and behavioral tendencies in ways that support adaptive functioning across diverse social situations.

The aspects of self-control examined in this study include: (1) self-discipline — the ability to maintain consistent behavioral standards; (2) non-impulsivity — the capacity for deliberate decision-making; (3) healthy habits — the ability to engage in constructive activities; (4) work ethic — the ability to study diligently and with integrity; and (5) reliability — the ability to be trustworthy and responsible. Factors influencing self-control include internal factors (cognitive, emotional, and motivational) and external factors (family, environment, peers, and educational interventions). Research consistently indicates that group-based interventions such as sociodrama can strengthen self-control through social learning, observation, and the internalization of positive values.

### **Group Counseling and Sociodrama Technique**

Group counseling is one of the effective services in guidance and counseling to help students develop personal and social competencies (Nurhasanah, Sudatha, Santosa, & Suartama, 2025). Group counseling is a guidance service provided in a group setting to deliver information of a personal, vocational, and social nature. Through the group dynamic, students learn from one another, offer social support, and develop interpersonal skills that individual counseling cannot fully replicate (Fumin, 2024).

Sociodrama is a technique within group counseling that provides students the opportunity to dramatize attitudes, behaviors, or social experiences within realistic contexts (Altinay, 2024). Sociodrama is a learning method that fosters deep understanding of social systems through direct experience. Through enactment, individuals can experience social situations firsthand and understand their impact on themselves and others (Jaslina & Susanti, 2024).

Sociodrama used in this study is structured, method-centered, and didactic in nature. Structured means that objectives, plot, conflicts, and obstacles have been predetermined. Method-centered means that skills to be developed are determined through procedures and steps tailored to specific objectives. Didactic means the approach is oriented toward active, experiential learning (Veiga, 2022).

The stages of sociodrama implementation include: (1) group warm-up; (2) drama preparation and role assignment; (3) drama performance; and (4) debriefing and reflection. The debriefing session is especially crucial, as it is the stage where meaning is collectively constructed and lessons internalized. This process aligns social learning theory, which emphasizes the importance of observation, imitation, and behavioral modeling in shaping human behavior (Bandura, 1986).

Prior studies have demonstrated sociodrama's effectiveness in improving communication skills (Nuraini, Sudiran, & Hartono, 2023), promoting positive behavior (Kharismaylinda & Harahap, 2023), developing personal and social competencies (Samani, Bardideh, & Mozafari, 2022), reducing bullying (Sembiring & Hasibuan, 2023), enhancing achievement motivation (Tanjung & Ridho, 2024), and improving emotional regulation (Alikhani, Khayat, & Banshi, 2023). However, research specifically targeting self-control improvement among senior high school students in Indonesia through sociodrama remains sparse, constituting the gap this study addresses.

## RESEARCH METHOD

This study employed a quasi-experimental design with a nonequivalent control group. In this design, participants were assigned to groups based on existing class structures rather than random assignment, which is typical in educational research where full randomization is not feasible. Pretest and posttest measurements were conducted for both the experimental and control groups. The experimental group received structured group counseling with sociodrama sessions, while the control group received no structured intervention during the same period.

Participants were Grade XI students at SMA Muhammadiyah 3 Yogyakarta. The experimental group consisted of Grade XI Social II students ( $n = 33$ ), and the control group consisted of Grade XI Science II students ( $n = 38$ ). The selection of participant classes was carried out using purposive sampling, guided by two criteria: (1) initial field observations identified these classes as exhibiting a higher frequency of low self-control indicators, such as frequent tardiness, truancy, disrespect toward teachers, and passive or disruptive classroom behavior; and (2) recommendations from the school guidance counselor (guru BK), who provided records of disciplinary referrals and behavioral concerns consistent with low self-control. Within the selected classes, students whose pretest scores fell into the 'poor' category on the self-control scale were specifically targeted as the primary participants for the intervention. This systematic, criterion-based approach ensures methodological rigor and transparency in participant identification.

Self-control was measured using a Likert-scale instrument developed based on Averill's with three-dimensional model: behavioral control, cognitive control, and decisional control (Puspita & Wulandari, 2025). The instrument was validated through expert review and pilot testing, and reliability was confirmed using Cronbach's Alpha, yielding a coefficient of 0.891, which exceeds the accepted threshold of 0.70. The scale categorized self-control into three levels: Good (Baik), Sufficient (Cukup), and Poor (Kurang).

The sociodrama-based group counseling program was delivered across multiple structured sessions. Each session included scenario preparation, enactment of social situations relevant to school life (e.g., responding to peer pressure, managing frustration, handling conflict with authority figures), group debriefing, and personal reflection. Scenarios were designed to represent realistic situations encountered by Grade XI students, facilitating experiential learning and behavioral rehearsal in an authentic and engaging context.

## RESULTS AND DISCUSSION

### Results

Data were analyzed using SPSS. Prior to hypothesis testing, normality was verified using the Kolmogorov-Smirnov test and homogeneity was assessed using Levene's test. Within-group changes were examined using a paired-sample t-test, and between-group differences were assessed using an independent-sample t-test, both at a significance level of  $\alpha = 0.05$ .

Normality was assessed using the Kolmogorov-Smirnov test. All four data distributions (experimental and control group pretest and posttest) satisfied the

normality criterion ( $p > .05$ ): experimental group pretest (Sig. = .164), control group pretest (Sig. = .547), experimental group posttest (Sig. = .211), and control group posttest (Sig. = .400). Homogeneity of variance was confirmed using Levene's test for both pretest (Sig. = .526) and posttest (Sig. = .846) data. These results, summarized in Tables 1 and 2, confirm that parametric t-test analyses were appropriate.

Table 1. Normality Test Results (Kolmogorov-Smirnov)

| Group        | Measurement | K-S Sig. | Decision             |
|--------------|-------------|----------|----------------------|
| Experimental | Pretest     | .164     | Normal ( $p > .05$ ) |
| Control      | Pretest     | .547     | Normal ( $p > .05$ ) |
| Experimental | Posttest    | .211     | Normal ( $p > .05$ ) |
| Control      | Posttest    | .400     | Normal ( $p > .05$ ) |

The data presented in Table 1 demonstrates that all investigated variables are normally distributed, as the overall Kolmogorov-Smirnov significance values exceed the 0.05 threshold. Specifically, the significance values achieved are 0.164 for the experimental group's pretest, 0.547 for the control group's pretest, and posttest values of 0.211 (experimental) and 0.400 (control), respectively. Consequently, the most fundamental assumption for parametric statistical testing has been fully satisfied across all data groups.

Meeting this assumption indicates that the variance in students' self-control scores is ideally distributed and free from extreme distributional anomalies. This objective condition allows researchers to employ parametric comparisons, such as the paired-sample t-test and independent-sample t-test, to objectively analyze post-treatment score fluctuations. Furthermore, this certainty minimizes potential outcome bias while reinforcing the validity of the conclusions regarding the effectiveness of sociodrama-based group counseling in optimizing students' self-control.

Table 2. Homogeneity Test Results (Levene's Test)

| Data     | Levene's Sig. | Decision                  |
|----------|---------------|---------------------------|
| Pretest  | .526          | Homogeneous ( $p > .05$ ) |
| Posttest | .846          | Homogeneous ( $p > .05$ ) |

Based on the homogeneity test findings presented in Table 2, the significance value for the pretest data reached 0.526, while the posttest data stood at 0.846. Given that both outcomes exceed the standard significance threshold of 0.05, it can be confirmed that the data variance between the experimental and control classes is homogeneous, indicating an equivalent level of diversity.

This state of homogeneity indicates that both subject groups possessed comparable baseline characteristics. Consequently, the observed post-intervention fluctuations in outcomes were not triggered by imbalances in data distribution between the groups; rather, they demonstrate that both the experimental and control classes originated from populations with similar variations in self-control. This situation directly strengthens the study's internal validity, as the shift in self-control scores within the experimental group can be uniquely attributed to the implementation of the sociodrama method in group counseling, rather than statistical bias. Furthermore, fulfilling this homogeneity prerequisite validates that

the application of parametric comparative tests aligns perfectly with established experimental research methodologies.

Baseline assessments revealed that both cohorts possessed highly similar initial characteristics regarding their self-control profiles before any treatment was administered. Within the experimental cohort, the pretest distribution showed that 21.2% of participants ( $n = 7$ ) placed in the Poor category, 69.7% ( $n = 23$ ) in the Sufficient tier, and 9.1% ( $n = 3$ ) in the Good classification, yielding an average baseline score of 56.70 ( $SD = 9.95$ ). Parallel to this, the control cohort comprised 15.8% of students ( $n = 6$ ) in the Poor bracket, 78.9% ( $n = 30$ ) under Sufficient, and 5.3% ( $n = 2$ ) classified as Good, with an overall mean pretest score of 57.50. These initial metrics confirm that both subject groups started with relatively equal degrees of self-control.

Subsequent to the deployment of the sociodrama-focused group counseling sessions, a marked advancement was observed exclusively in the experimental group. The Poor category was completely eliminated (0%), whereas 72.7% ( $n = 24$ ) of the students shifted into the Sufficient classification and 27.3% ( $n = 9$ ) progressed to the Good level. Furthermore, their average posttest score rose to 68.67 ( $SD = 10.76$ ), pointing to a substantial development in the participants' self-regulation capabilities post-intervention. Conversely, the control group experienced negligible fluctuations, underscoring that the positive behavioral shifts were considerably more pronounced among individuals subjected to the sociodrama intervention program.

Table 3. Paired-Sample t-Test Results – Experimental Group

| Measurement        | Mean   | N  | $t$    | Sig. (2-tailed) |
|--------------------|--------|----|--------|-----------------|
| Posttest – Pretest | 11.970 | 33 | 24.456 | 0.000*          |

\*Significant at  $p < 0.05$

Based on the paired-sample t-test output summarized in Table 3, a highly conspicuous shift is observed in the self-control achievements of students within the experimental group when comparing their pretest and posttest scores following the sociodrama intervention. A mean difference of 11.970 indicates that the students' participation in the counseling program successfully yielded a substantial upward surge in their self-regulation capacities from their initial baseline level.

This phenomenon is further substantiated by the calculated t-value ( $t = 24.456$ ) with a significance level of 0.000 ( $p < 0.05$ ). This empirical indicator provides a solid foundation to reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ). In conclusion, the systematic application of group counseling integrated with sociodrama techniques is demonstrably effective in accelerating students' self-control. This efficacy arises because the sociodrama method facilitates an active learning process through the visualization and enactment of social conflicts, which in turn stimulates students to become more adaptive in regulating their actions, managing emotional outbursts, and making wiser decisions in their daily social interactions.

## Discussion

The findings of this study demonstrate that group counseling with sociodrama technique is effective in improving the self-control of Grade XI students. The

significant mean gain in the experimental group — nearly 12 points — contrasted sharply with the marginal improvement in the control group, providing strong evidence that the intervention, rather than maturation or extraneous factors, was responsible for the observed change.

The effectiveness of sociodrama can be attributed to its specific influence on each of Averill's (1973) three dimensions of self-control. First, regarding behavioral control, the enactment of realistic scenarios involving peer pressure, rule-breaking, and authority relations enabled students to rehearse context-appropriate behavioral responses. Through repeated role-playing, students developed and internalized response patterns that directly regulate or modify problematic situational conditions — the core function of behavioral control. The ability to structure and direct behavior toward positive consequences is a fundamental indicator of self-control, and sociodrama provides a structured practice space for precisely this capacity (Desnova, Tokar, Reipolska, Kruty, & Shevchenko, 2026).

Second, at the level of cognitive control, the group interaction processes inherent in sociodrama — particularly the debriefing stage — facilitated students' ability to process, reframe, and appraise information about social situations. When students observed peers enacting alternative behavioral choices and collectively discussed the consequences, they developed cognitive flexibility and more adaptive appraisal strategies. The cognitive control component (the ability to obtain and evaluate information) represents an area where targeted intervention can yield meaningful gains. The debriefing session, as a space for collective meaning-making, was especially critical in cultivating this dimension (Evangelou, Mulders, & Träg, 2026).

Third, at the level of decisional control, the group format created a safe space for spontaneity, creativity, and social feedback — conditions consistent with sociodrama facilitating value clarification and decision-making (Sacramento, et al., 2024). By inhabiting roles with different value orientations and observing the social consequences of various decisions, students refined their capacity to select courses of action aligned with internalized values rather than impulsive reactions. This mechanism is particularly relevant given that decisional control — the capacity to choose between action alternatives based on personal beliefs — was identified as the component with the highest mean score in related research on junior high school students suggesting that adolescents respond well to interventions that stimulate deliberate choice-making (Siahaan & Pedhu, 2024).

These results are consistent with prior studies demonstrating sociodrama's effectiveness in improving social competencies and self-regulation among adolescents (Benoni, et al., 2024) (Habsy & Lailia, 2026). The technique aligns particularly well with adolescent developmental needs by emphasizing active participation, peer learning, and the exploration of social roles — elements that conventional lecture-based guidance lacks. Another research confirms the pivotal role of self-control in shaping adolescent compliance behavior, underscoring the broader relevance of strengthening self-regulatory capacity during this developmental stage (Munteanu, Radoi, Baci, Glavce, & Turcu, 2025). Additionally, that low self-control is significantly associated with problematic behavioral patterns in adolescents, reinforcing the importance of targeted school-based interventions (Song, Fan Hou, & Zhang, 2025).

The practical implication is clear: school counselors should consider integrating sociodrama-based group counseling into regular guidance programs, particularly for students displaying early signs of low self-control. Scenarios should be tailored to authentic school contexts, and sufficient debrief time must be allocated to consolidate learning outcomes across all three dimensions of self-control.

## CONCLUSION

This study provides empirical evidence that group counseling with sociodrama technique significantly improves the self-control of Grade XI students at SMA Muhammadiyah 3 Yogyakarta. The experimental group showed a statistically significant increase in self-control scores following the intervention, while the control group did not. Post-intervention, a substantially higher proportion of experimental group students were classified in the Good self-control category. These findings support the adoption of sociodrama-based group counseling as a practical, engaging, and evidence-based strategy for developing adolescent self-regulation in school settings.

Future research should examine the long-term sustainability of self-control improvements following sociodrama-based interventions, explore the technique's effectiveness across different school levels and cultural settings, and investigate which specific sociodrama components — such as scenario design, group composition, or debriefing quality — contribute most substantially to behavioral change.

## REFERENCES

- Aina, A. Q., & Imelda, J. D. (2025). Social support in the formation of street children's identity. *Journal of Youth and Outdoor Activities (JYOA)*, 1(14), 1-14. <https://doi.org/10.61511/jyoa.v2i1.2025.3632>
- Alikhani, H., Khayat, A. H., & Banshi, Z. (2023). The effectiveness of sociodrama intervention on anxiety and avoidance of problem solving in children. *Iranian Journal of Neurodevelopmental Disorders*, 2(2), 13-25.
- Altınay, D. (2024). Psychodrama, Sociodrama, Sociometry and Spontaneity Theater in Education and Psychodrama in Actor's Education. Dalam In: *Giacomucci, S., Junqueira Fleury, H., Altınay, D. (eds) Psychodrama in Education*. Singapore: Springer. [https://doi.org/10.1007/978-981-97-8377-9\\_2](https://doi.org/10.1007/978-981-97-8377-9_2)
- Bandura, A. (1986). The Explanatory and Predictive Scope of Self-Efficacy. *Journal of Social and Clinical Psychology* 4(3), 359-373. <https://doi.org/10.1521/jscp.1986.4.3.359>
- Benoni, R., et.all. (2024). Assessing the impact of a community-based psychodrama intervention on mental health promotion of adolescents and young adults in Mozambique: A mixed-methods study. *J Glob Health*, 16(14), 04182. <https://doi.org/10.7189/jogh.14.04182>
- Desnova, I., Tokar, L., Reipolska, O., Kruty, K., & Shevchenko, Y. (2026). "Risky literacy" in preschool children: a conceptual model of forming safe behavior in play activities. *International Electronic Journal of Elementary Education*, 18(4), 651-666.



- Evangelou, D., Mulders, M., & Träg, K. H. (2026). Debriefing in Virtual Reality Simulations for the Development of Counseling Competences: Human-Led or AI-Guided? *Technology, Knowledge and Learning*, 31, 1159–1183. <https://doi.org/10.1007/s10758-025-09941-8>
- Fumin, F. (2024). *Group Counseling*. In: Kan, Z. (eds) *The ECPH Encyclopedia of Psychology*. Singapore: Springer.
- Habsy, B. A., & Lailia, H. N. (2026). Improving junior high school students' anti-bullying awareness through group counseling using the sociodrama technique with Ande-Ande Lumut folktale content. *Bhinneka: Intercultural Counseling Insights*, 1(1), 1-89.
- Hofmann, W. (2024). Going beyond the individual level in self-control research. *Nature Reviews Psychology*, 3, 56–66. <https://doi.org/10.1038/s44159-023-00256-y>
- Jaslina, & Susanti, D. (2024). The Influence of Sociodrama Method in Improving Creativity and Motivation to Learn in Early Childhood. *Journal of Scientific Research, Education, and Technology (JSRET)*, 3(4), 1475-1482.
- Jiang, M.-m., Gao, K., Wu, Z.-y., & Guo, P.-p. (2022). The influence of academic pressure on adolescents' problem behavior: Chain mediating effects of self-control, parent–child conflict, and subjective well-being. *Front. Psychol.*, 13, 954330. <https://doi.org/10.3389/fpsyg.2022.954330>
- Kharismaylinda, J., & Harahap, A. C. (2023). Effectiveness of Group Guidance Services Using Socio-drama Techniques to Reduce Acts of Discrimination in High School Students. *Pendidikan Islam dan Multikulturalisme*, 5(2), 173-190. <https://doi.org/10.37680/scaffolding.v5i2.2773>
- Liu, Y., Huang, Y., Wen, L., Chen, P., & Zhang, S. (2025). Temporal focus, dual-system self-control, and college students' short-video addiction: a variable-centered and person-centered approach. *Front. Psychol.*, 16, 1538948. <https://doi.org/10.3389/fpsyg.2025.1538948>
- Munteanu, A. M., Radoi, T.-C., Baci, A., Glavce, C. S., & Turcu, S. (2025). Online tool for adolescents' self-control practice: a pilot study. *J Med Life*, 18(9), 886-892. <https://doi.org/10.25122/jml-2025-0115>
- Nuraini, S. A., Sudiran, & Hartono. (2023). Enhancing Speaking Skills of Non-English Major Students: Evaluating the Impact of Sociodramatic Games. *Voices of English Language Education Society*, 7(3), 765–774. <https://doi.org/10.29408/veles.v7i3.24461>
- Nurhasanah, E., Sudatha, I. G., Santosa, M. H., & Suartama, I. K. (2025). Group Guidance Strategies to Develop Social Skills in Adolescents: A Literature Review. *Journal of English Language and Education (JELE)*, 10(4), 799-812. <https://doi.org/10.31004/jele.v10i4.985>
- Oetama, S., Susanto, H., & Kristiono, K. A. (2025). The Influence of Self-Control and Financial Attitude on the Financial Management Behavior of Shopee Paylater Users Authors. *International Journal of Science, Technology & Management*, 6(4), 880-888.
- Rozi, F. F. Rosi, F., Nu'man, A., & Iskandar. (2023). Developing Student Moderation Attitudes through Self-Control-Based Class Management. *Profesi Pendidikan Dasar*, 10(1), 1-14. <https://doi.org/10.23917/ppd.v10i1.21644>
- Puspita, A., & Wulandari, M. T. (2025). Self-Awareness and Self-Control: Protective Factors Against Social Media Addiction Tendency among

- Adolescents. *KONSELOR*, 14(3), 267-279.  
<https://doi.org/10.24036/02025143143-0-86>
- Sacramento, C., Lyubovnikova, J., Martinaityte, I., Gomes, C., Curral, L., & Juhasz-Wrench, A. (2024). Being open, feeling safe and getting creative: The role of team mean openness to experience in the emergence of team psychological safety and team creativity. *Journal of Product Innovation Management*, 41(1), 12-35. <https://doi.org/10.1111/jpim.12699>
- Samani, H. A., Bardideh, M. R., & Mozafari, M. (2022). The Effectiveness of Sociodrama Intervention to Reduce the Social Skills in Children with Social Anxiety Disorder. *Clinical Psychology: Research and Practice Innovations*, 13(4), 53-64. <https://doi.org/10.22075/jcp.2021.23124.2129>
- Sembiring, A. P., & Hasibuan, A. D. (2023). THE EFFECTIVENESS OF SOCIODRAMA TECHNIQUES AS AN EFFORT TO OVERCOME BULLYING BEHAVIOR. *AL-TAZKIAH*, 12(1), 1-14.  
<https://doi.org/10.20414/altazkiah.v12i1.7016>
- Siahaan, N. R., & Pedhu, Y. (2024). ANALISIS KONTROL DIRI SISWA SMP DALAM BELAJAR DAN IMPLIKASINYA PADA BIMBINGAN KONSELING. *Psiko Edukasi*, 22(1), 1-15.  
<https://doi.org/10.25170/psikoedukasi.v22i1.5452>
- Song, Y., Fan Hou, Q. Z., & Zhang, R. (2025). The Longitudinal Relationship Between Parent-Adolescent Conflict and Adolescents' Bullying Perpetration: The Role of Self-Control and School Climate. *Journal of Adolescence*, 97, 1507-1517. <https://doi.org/10.1002/jad.12514>
- Tanjung, A. R., & Ridho, M. R. (2024). Class Action Research: Application of the Sociodrama Method in Increasing Student Learning Motivation. *Journal of Islamic Education and Ethics*, 2(1), 1-9. <https://doi.org/10.18196/jiee.v2i1.16>
- Veiga, S. (2022). Developing Transversal Competencies in the Sociodramatic Space: Narrative of a Curricular Experience in Higher Education. *Education Sciences*, 12(2), 125. <https://doi.org/10.3390/educsci12020125>
- Werner, K. M., & Ford, B. Q. (2023). Self-control: An integrative framework. *Social and Personality Psychology Compass*, 17(5), 12783. <https://doi.org/10.1111/spc3.12738>
- Yesil, R., Yatmaz, Z. E., & Metindogan, A. (2025). A. Exploring Children's Play Culture and Game Construction: Role of Sociodramatic Play in Supporting Agency. *Early Childhood Educ J*, 53, 703–716.  
<https://doi.org/10.1007/s10643-023-01621-5>