

## CREATIVE PEDAGOGY TRAINING FOR SCHOOL COUNSELORS: STRATEGIES TO FOSTER JOYFUL AND MEANINGFUL LEARNING IN GUIDANCE AND COUNSELING SERVICES

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### *Abstract (10pt)*

*The professional competence of school counselors in providing guidance and counseling services in schools needs to be improved. An extensive training program is needed to overcome the problem of weak professional competence of school counselors. This community service program aims to develop the professional competence of counselors, especially enriching the methods of providing guidance and counseling services through creative pedagogy. This community service is included in the type of international collaboration between Jakarta State University and Curtin University. The methods used consist of socialisation, training, mentoring, making learning videos, evaluation, and follow-up. The implementation of socialisation is carried out by distributing brochures via a WhatsApp Group. The training was carried out for two days, namely on May 27 and 28, 2025. Mentoring was carried out during two sessions, which were conducted online. Evaluation was carried out during the training process, and the results were. Follow up is the development of other programs to develop counselor competence with ABKIN Jakarta and the development of books containing a collection of RPP/RPL from the results of the training..*

**Keywords:** *Creative pedagogy, counselor competence, joyful learning, deep learning.*

### *Abstrak*

*Kompetensi profesional konselor sekolah dalam penyelenggaraan layanan bimbingan dan konseling disekolah membutuhkan peningkatan. Untuk mengatasi permasalahan lemahnya kompetensi profesional konselor sekolah, perlu dilakukan program pelatihan yang ekstensif. Program pengabdian masyarakat ini bertujuan untuk mengembangkan kompetensi profesional konselor khususnya memperkaya metode penyelenggaraan layanan bimbingan dan konseling melalui pedegogi kreatif. Pengabdian kepada masyarakat ini masuk dalam jenis kolaborasi internasional antara Universitas Negeri Jakarta dengan Curtin University. Metode yang digunakan terdiri dari socialization, training, mentoring, make learning video, evaluation and follow up. Pelaksanaan sosialisasi dilakukan penyebaran browsur melalui WhatsApp Group. Pelatihan dilakukan selama dua hari yaitu pada tanggal 27 dan 28 Mei 2025. Mentoring dilakukan selama dua sesi yang dilakukan secara daring. Evaluasi dilakukan selama proses dan hasil pelatihan. Follow up yaitu pengembangan program lain untuk mengembangkan kompetensi konselor bersama ABKIN Jakarta dan pengembangan buku yang berisi kumpulan RPP/RPL dari hasil pelatihan.*

**Kata Kunci:** *Pedagogik kreatif, kompetensi konselor, pembelajaran menyenangkan, pembelajaran mendalam.*

## 1. INTRODUCTION

The professional competence of school counsellors in organizing guidance and counselling services in schools needs improvement (Cahyawulan et al., 2019). Based on the results of coaching during PPG, both offline and online PPG for guidance and counseling teachers, almost all guidance and counseling teachers have difficulty using guidance methods that are in accordance with guidance objectives. Likewise, the methods used only revolve around three methods, namely: lectures, discussions, and questions and answers. As a result, many topics do not reach their targets because they do not match the methods used. This is in line with what guidance and counseling students feel about the performance of BK teachers.

In line with that, Babtista et al (2020) research shows that 52.1% of Guidance and Counseling students assess the performance of Guidance and Counseling teachers as less than satisfactory and this is the same as the results of previous studies. This phenomenon seems to be related to the fact that Competence, Workload and Work Environment have an influence and significance on the Work Motivation of school counselors and the dominant factor influencing Work Motivation, namely competence in the Professional Competence dimension, has a great influence in implementing comprehensive guidance and counseling programs (Cahyaningsih, 2023).

To address the problem of weak professional competence of school counselors, an extensive training program is needed that aims to improve the professionalism of school counselors, with a special focus on methods in the delivery system. Learning methods play an important role in enabling students to actively participate in the educational process, encouraging the acquisition and production of knowledge (Rahmawati et al., 2021). This context extends beyond the real educational environment (Szpytma & Szpytma, 2019), including digital platforms such as online discussion forums (Ryan & Poole, 2019). Emotional support, classroom management, and instructional support are three fundamental dimensions that contribute to learning and social growth in the classroom. An important aspect of emotional support is creating a good atmosphere that encourages productive interactions in the classroom, including relationships between teachers and students and between students.

Creative pedagogy can be integrated with technology for counseling education to develop empathy and support for their clients (Isawi et al., 2024). Two important creative methods in counseling education are performing arts-based learning, namely sociodrama and poetry. Performing Arts-Based Learning benefits School Counselors for several reasons: 1) Emotional Expression: Arts-based learning provides students with a safe, non-verbal outlet to express complex feelings, which can be especially helpful for students who have difficulty articulating their emotions. 2) Empathy and Perspective Taking: Role-playing and drama help students understand the experiences of others, foster empathy, and enhance social interaction. 3) Self-Awareness: These methods encourage self-reflection, helping students become more aware of their thoughts, feelings, and

behaviors. 4) Problem Solving and Conflict Resolution (Asimidou et al., 2021): Many arts-based activities, especially sociodrama, encourage students to think critically and creatively about solutions to social or emotional challenges. 5) Building Self-Confidence: Performing arts allow students to step out of their comfort zone, build self-confidence and improve communication skills (Freeman et al., 2003).

The phenomenon and research results encourage the need for training for school counselors. This training is carried out through the implementation of Community Service. Lecturers of Guidance and Counseling, Faculty of Education, held an International Collaborative Community Service with experts from Curtin University, Australia. This service aims to develop the professional competence of counselors, especially enriching the methods of organizing guidance and counseling services through creative pedagogy. The activity is also a concrete effort in presenting a deep learning and joyful learning approach, two important concepts that are currently the direction of Indonesian education development. In addition, community service is a response to the need to strengthen the competence of school counselors in the 21st century education era which requires skills to become global citizens. The role of BK teachers is very important in assisting student development holistically, both academically, socially, personally, and career-wise.

## **2. IMPLEMENTATION METHOD**

This Community Service is included in the International Collaborative Community Service (PKM KI). This PKM KI is funded by the Faculty of Education, Jakarta State University. Collaboration is carried out between Guidance and Counseling Lecturers of the Jakarta State Faculty and Experts from Curtin University. PKM KI is chaired by Susi Fitri from Jakarta State University. Then Mohamad Saripudin and Irsyad Ridho as members. Members from Curtin University include Carol Carter and Paul Gardner.

To overcome the problem of school counselor competence in developing psychoeducational learning in the classroom, activities are carried out through the following stages:

1. Socialization: socialization was carried out to all school counselors who are members of PD ABKIN Jakarta and Alumni of guidance and counseling of Jakarta State University. Socialization was carried out by distributing brochures and activity information.
2. Training: this training was conducted with international partners as trainers who trained two Creative Pedagogy methods, namely the sociodrama method and Poetry in Learning. The purpose of this extensive training program is to provide school counselors with a deep understanding of Creative Pedagogy, especially using Poetry and Sociodrama for classroom psychoeducational services. The training covers several elements, such as the importance of classroom psychoeducational competencies for school counselors as part of preventive

interventions, and how performing arts-based learning can help student engagement. The training activities utilize a comprehensive approach, integrating lectures, practical exercises, demonstrations, and interactive discussions to accommodate a variety of learning styles and preferences. The training was held on 27-28 May 2025 in room 714, 7th floor, Raden Ajeng Kartini Building, Universitas Negeri Jakarta.

3. Mentoring: after attending the training, participants create a lesson plan or service delivery plan (RPP/RPL) for class psychoeducation according to the chosen guidance field.
4. The best lesson plans are made in the form of learning videos.
5. Evaluation activities are carried out both in the process and in the results of training. Process evaluation is carried out during training and mentoring activities by distributing instruments. Meanwhile, the evaluation of the results was carried out based on the results of the assessment of the RPP/RPL produced in the activity.
6. Follow-up. Program sustainability planning is carried out by continuing to collaborate with PD ABKIN to hold periodic activities to improve teachers' ability to use performance art-based learning and publish a collection of Lesson Plans that use this method.

### **3. RESULTS AND DISCUSSION**

The main target of this International Collaborative Community Service (PkM KI) is school counselors. The second target is guidance and counseling lecturers because the lecturers will be directly involved in preparing school counselors. At the Socialization stage, brochures were distributed through the Alumni and ABKIN DKI Jakarta WhatsApp Groups. Many school counselors and teachers were interested in participating in the training. The training was divided into two days. The first day discussed Joyful and meaningful learning with Sociodrama. The second day discussed Joyful and meaningful learning with Poetry. Each participant may only choose one session.

The first day of training was attended by 25 participants. In this session, Susi Fitri delivered material related to creative pedagogy through sociodrama in the implementation of guidance and counseling services. After that, Carol Carter delivered material related to the use of sociodrama. The second day of training was attended by 20 participants. In the second session, Susi Fitri delivered material related to creative pedagogy through poetry in the implementation of psychoeducation. Then, Paul Gardner's presentation on the use of poetry continued. The training not only delivered material but also integrated it through a workshop so that the participants experienced directly how to use sociodrama and poetry in guidance and counseling services.

Deep learning, as a learning process that emphasises deep understanding, critical reflection, and contextual knowledge in various situations, is presented in this training through a creative pedagogical approach based on socio-drama and poetry. This method

encourages participants, both teachers and BK lecturers, to not only memorize or imitate learning strategies, but to truly understand, feel, and internalize a humanistic and transformative approach in BK services in the classroom. Furthermore, this training also strengthens the principle of joyful learning by creating a learning atmosphere that is fun, meaningful, and empowering. Through the media of art, self-expression, and interactive experiences, training participants do not only become passive recipients of knowledge, but active actors in the learning process that arouses intrinsic motivation and curiosity. Through this training, participants are equipped with an approach that has been proven effective in encouraging self-expression, empathy, and social-emotional learning in students. This approach provides a fresh alternative for BK teachers and lecturers to organize more meaningful learning and services in the classroom.



Figure 1. Presentation of Sociodrama



Figure 2. Socio Drama Practice



Figure 3. Practice Using Sociodrama



Figure 4. Presentation of Poetry



Figure 5. Practice Using Poetry

There are five objectives for implementing this training, namely:

1. **Enhance Professional Competence in Guidance Methods:** Train counselors in sociodrama and poetry-based psychoeducational techniques. Go beyond traditional lecture-based approaches to foster interactive and engaging class sessions.
2. **Develop Reflective Practices for Continuous Improvement:** Encourage counselors to critically assess and refine their methods based on best practices.
3. **Promote Preventive and Joyful Approaches:** Integrate holistic, preventive strategies that support student well-being and align with SDGs. Implement joyful learning techniques to enhance student engagement and success.
4. **Support Community-Based Professional Development:** Strengthen collaboration among counselors, schools, and professional organizations (e.g., ABKIN). Foster knowledge-sharing and community service initiatives.
5. **Encourage University-School Collaboration:** Facilitate partnerships between universities, schools, and professional associations to promote evidence-based practices.

After receiving training, school counselors can use sociodrama and poetry-based methods in their classroom services because these approaches help students with their personal competencies such as increasing self-esteem (Yücesan & Şendurur, 2018), expressing complex emotions, increasing self-awareness, and building coping skills in a non-threatening and creative way. Arts-based methods such as sociodrama, poetry, and visual arts allow students to explore their feelings and experiences in a safe and open environment (Jacobs, 2025). Research on junior high school students shows that sociodrama methods can affect social interactions, friendships, and the feelings they have in the learning environment (Zhou, 2023). Mansur's (2017) research also shows that the use of poetry in group guidance can increase the self-confidence of junior high school students.

The third stage is mentoring, which takes 2 meetings. Susi Fitri, Mohamad Saripudin, together with Isryad Ridho guide and assist school counselors in developing lesson plans/RPL integrated with performing arts-based learning. In this activity, the facilitator assists school counselors in a) formulating clear and measurable learning objectives in accordance with curriculum standards, b) helping to identify relevant materials to be used with performing arts-based learning methods. Including directing the choice of open materials that are in accordance with the theme and method used. c) After the teacher has prepared the lesson plan/RPL, the mentor provides input and constructive criticism to improve or enrich the lesson plan/RPL. This can be in the form of suggestions for improving teaching strategies or adjusting the material to be taught. d) providing practical support when the school counselor implements the class lesson plan. e) After the learning is carried out, the mentor or assistant invites the school counselor to reflect on the

successes and challenges faced during the learning process. In this way, school counselors can improve the quality of their teaching.

The fourth community service activity is to select one of the best RPP/RPL to be made into a video of the implementation of learning or guidance and counseling services. Making a video is a documentation of good practices from the implementation of guidance and counseling using poetry or drama. As a follow-up program, the selected RPL and RPP that have gone through the mentoring process will be published. By emphasizing the sustainability and dissemination of Community Service results in the form of RPP, RPL, and learning videos, this program builds a creative learning ecosystem that encourages the widespread application of deep learning and joyful learning.

Evaluation of activities is carried out during the process and results. Evaluation is an activity that needs to be carried out so that the benefits of community service activities can be achieved according to the objectives. During the training process, participants are asked to reflect on what they learned in the training session. Then, participants are asked to prepare a lesson plan or RPL that uses sociodrama or poetry. In the mentoring process, participants continue to receive input for improving the RPP and RPL.

#### **4. CONCLUSIONS**

Community Service International Collaboration has provided training to school counselors with the material of joyful and meaningful learning with poetry. Participants were asked to create a learning plan (RPP) or service delivery plan (RPP). The RPP and RPL that have undergone the mentoring process are then documented in a book. The best RPP or RPL is then selected to be used

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