SCHOOL COUNSELOR PROFESSIONAL DEVELOPMENT IN DESIGNING ART-BASED EDUCATION PROGRAMS THROUGH SOCIODRAMA FOR ADDRESSING RELATIONAL CONFLICTS IN SCHOOLS

Susi Fitri1*, Irsyad Ridho1, Carol Carter[2], Mohamad Saripudin[1], Rike Ulandari1, Desriani Rahmania1, Aip Badrujaman1, Andini Puspa Nigrum1
1Jakarta State University, Jakarta, Indonesia
2Curtin University, Perth, Australia

*Correspondence email: susi.fitri@unj.ac.id

Abstract

This community service program aims to enhance the professionalism of school counselors in DKI Jakarta, in collaboration with Curtin University and PD ABKIN DKI Jakarta. The program assists school counselors in designing art-based education programs through sociodrama for addressing relational conflicts in schools. One creative method to deepen the students' learning is performance art-based learning through sociodrama. Sociodrama helps students express emotions, enhance self-awareness, and build coping skills in a non-threatening, creative way, making them particularly beneficial for students who struggle to articulate emotions verbally. However, many school counselors face challenges in using sociodrama, including a lack of training, time, and resource constraints, reliance on traditional approaches like talk therapy, and the perceived complexity or lack of evidence supporting art-based methods. To address these challenges, the program focuses on developing counselors' competence in delivering classroom psychoeducation using sociodrama as one of the performance art-based methods. The methodology includes presentations, discussions, demonstrations, and practical exercises, carried out in six key stages: 1) assessing classroom competence, 2) training in sociodrama methods, 3) developing psychoeducation plans, 4) developing storyboards for video development, 5) best practice video production, 6) reflecting on the process. This International community development is a part of the internationalization program road map of the guidance and counseling department. Organized in partnership with PD ABKIN Jakarta, the program involves school counselors from the Greater Jakarta (Jabodetabek) area. Carol Carter, PhD, M.Ed., from Curtin University, led the professional development sessions alongside faculty members from UNJ. The program is designed to improve counselors' instructional skills in planning and delivering psychoeducational material through the structured application of sociodrama-based methodology. The outputs of this community service initiative include an activity video (YouTube), teacher lesson plans, research publications, mass media coverage, and a community service seminar presentation (SNPPM-UNJ), as well as obtaining Intellectual Property Rights (IPR) and cooperation documents (Implementation Arrangement).

Keywords: *School Counselors, Sociodrama, Relational Conflict, Psychoeducation, Teacher Professional Development.*

Abstract

This community service program aims to improve the professionalism of school counselors in DKI Jakarta, through collaboration with Curtin University and PD ABKIN DKI Jakarta. This program helps school counselors design art-based education programs through sociodrama methods to address relational conflicts in schools. One creative method to deepen student learning is performing arts-based learning through sociodrama. Sociodrama helps students express emotions, increase self-awareness, and build

coping skills in a creative and non-intimidating way, making it very beneficial for students who have difficulty expressing emotions verbally. However, many school counselors face challenges in using sociodrama, such as lack of training, limited time and resources, reliance on traditional approaches (such as speech therapy), as well as perceptions of the complexity of these methods or the lack of evidence supporting art-based methods. To overcome these challenges, this program focuses on developing counselors' competencies in organizing psychoeducation in the classroom using sociodrama as one of the performing arts-based methods. The methodology includes presentations, discussions, demonstrations, and practical exercises, which are carried out in six main stages: 1) classroom competency assessment, 2) sociodrama method training, 3) psychoeducational plan preparation. This international cooperation community development initiative is part of the internationalization program roadmap of the guidance and counseling department. This activity was organized in collaboration with PD ABKIN Jakarta and involved school counselors from the Greater Jakarta area. Carol Carter, PhD, M.Ed., from Curtin University, led a professional development session with lecturers from UNJ. This program is designed to improve the instructional skills of school counselors in planning and delivering psychoeducation/classical guidance/group guidance materials through the application of a structured sociodrama-based methodology. The outputs of this community service initiative include activity videos (YouTube), teacher learning plans, research publications, mass media coverage, and presentations in community service seminars (SNPPM-UNJ), Intellectual Property Rights (IPR) and cooperation documents (Implementation Arrangement).

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1. INTRODUCTION

Students' education and emotional well-being are one of the pillars in the Sustainable Development Goals (SDGs), especially in the 3rd pillar on Good Health and Well-Being, as well as the 4th pillar on Quality Education. In realizing a safe and fun school ecosystem, the role of guidance and counseling teachers is very crucial, but stakeholder perceptions of the performance of school counselors are often still considered unsatisfactory due to limited mastery of service methods (Babtista, Ernawati, & Wigunawati, 2020). Therefore, the professional competence of school counselors in the implementation of guidance services requires continuous improvement (Cahyawulan et al., 2019). In practice in the field, counselors are still hampered by workload and lack of mastery of a variety of innovative methods, which ultimately have a significant impact on work motivation and the effectiveness of the implementation of guidance programs (Cahyaningsih, 2023). As a result, psychoeducational services classically often fail to achieve the target because they rely only on conventional methods such as one-way lectures and discussions.

As a solution to the limitations of these conventional methods, creative pedagogical approaches based on performing arts (such as sociodrama) have been empirically proven to be highly relevant. Recent literature shows that drama-based interventions are highly effective in supporting social inclusion and reducing interaction difficulties for adolescents (Layachi, Douglas, & Reraki, 2023). Furthermore, drama pedagogy contributes positively to developing students' self-confidence and improving their social perception to navigate relational dynamics (Asimidou, Lenakakis, & Tsiaras, 2021). In

addition to sociodrama, the application of other creative arts such as poetry and music therapy is also significantly able to significantly increase the self-esteem level of learners in educational institutions (Yücesan & Şendurur, 2018). Based on this scientific footing, this 2026 community service is a strategic continuation of the international collaboration initiative in 2025, where counselors have been trained to use sociodrama and poetry to create joyful and meaningful learning (Fitri et al., 2025). If the previous service focused on introducing the basics of creative pedagogy, this year's service activity continues the previous activity, namely designing classroom guidance interventions to overcome relationship problems.

The priority problem faced by service partners (PD ABKIN DKI Jakarta) today is the urgent need to equip counselors with psychoeducational methods that are able to anticipate the escalation of relational conflicts in youth. Adolescence is characterized by high vulnerability to friendship conflicts, exclusion problems, and threats in the digital space (*cyberbullying*) which are widely amplified by the existence of modern technology (White, Weinstein, & Selman, 2016). These conflicts do not only originate from school; daily family disputes actually contribute to physical well-being such as sleep satisfaction in adolescents (Coronado, McClinchie, & Cummings, 2025). Furthermore, traces of family conflict and unfacilitated juvenile delinquency have been shown to trigger unhealthy romantic relationship problems in early adulthood (Eichelsheim, Blokland, & Branje, 2018). Unfortunately, partners face challenges in the form of lack of training in sociodrama methods to mediate these conflicts, concerns about the complexity of performing art, and the lack of reflective practice of counselors in developing targeted service modules.

Answering the priority problems of the partners above, the ultimate goal of the implementation of this community service is to improve the professionalism of school counselors in the DKI Jakarta area through intensive assistance in the design of art-based guidance and counseling service programs. This program targets the development of counselors' competencies in preparing sociodrama Service Implementation Plans (RPL) that are able to equip students with coping skills, emotional expression, and empathy in dealing with relational conflicts. In the long term, through the documentation of best practices into high-resolution video instructional media, the results of this service are aimed at creating learning resources that can be widely replicated, as well as encouraging continuous collaboration between universities, schools, and professional associations in advancing the quality of education in Indonesia.

2. LITERATURE REVIEW

A. Empowerment of the School Counselor Profession through the Collaboration of the Professional Association of Guidance and Counseling

Empowering the school counselor profession is an essential step to overcome the problem of weak professional competence in the implementation of guidance services in schools. This improvement in competence is absolutely necessary so that counselors can adapt to the needs of students and technological developments

appropriately (Cahyawulan et al., 2019). Effective empowerment efforts cannot be carried out sporadically, but require an extensive and structured training program to answer the challenge of mastering basic guidance methods in a classical manner.

Furthermore, this school counselor empowerment strategy relies heavily on work environment support and close collaboration with professional associations. The performance and work motivation of guidance and counseling teachers are significantly influenced by professional competence, workload, and an adequate work environment (Cahyaningsih, 2023). Therefore, collaborative synergy between universities and professional associations creates an ideal sustainable professional development ecosystem, where knowledge transfer can be adjusted directly to real needs in the field.

B. Creative Pedagogy and Art-Based Education

In the realm of guidance and counseling, conventional approaches are now beginning to be enriched with the integration of creative pedagogy to create more dynamic interactions. Creative pedagogy is very important to be integrated in the realm of guidance and counseling to develop better empathy, engagement, and support for students (Isawi et al., 2024). Through this approach, the guidance process is directed not only to transfer knowledge in unison, but to be able to foster deep learning and joyful learning in the classroom.

A manifestation of creative pedagogy that is very relevant to be executed is art-based education, especially performing arts. Art-based learning provides a safe space and non-verbal representation for students to express complex emotions, making it especially beneficial for those who have difficulty articulating their feelings. The consistent use of performing arts methods has been shown to be effective in encouraging students to think critically and solve problems, while also contributing greatly to developing adolescent students' confidence (Asimidou et al., 2021). In addition, this creative drama method also facilitates the improvement of social communication skills as well as suppressing the potential for problematic behavior among students (Freeman et al., 2003).

3. IMPLEMENTATION METHODS (*Materials and Method*)

The methods used in solving problems include the method of analysis. The methods used in solving community service are written in this section.

This community service activity is part of an international collaboration between the State University of Jakarta (UNJ) and Curtin University, Australia. This program targets Guidance and Counseling teachers (school counselors) in the DKI Jakarta area and its surroundings (Jabodetabek) by collaborating with local partners, namely the Regional Management of ABKIN DKI Jakarta. This training uses experiential learning methods to solve partner problems where participants are invited to experience sociodrama methods more closely. This direct involvement will help them design problem-solving (designing

class scenarios) through participation and direct practice (Rahmawati et al., 2021). The implementation of this community service program is systematically designed by combining presentation, discussion, demonstration, and practical exercise strategies. All of these methods are executed through six main stages, namely:

A. Assessing *Classroom Competence*: The initial stage that focuses on evaluating and mapping the basic competencies and real needs of school counselors related to classroom psychoeducation methods before the intervention is given.
B. Training *in Sociodrama Methods*: An intensive training session guided by an expert, where counselors are equipped with a deep understanding of creative pedagogy and practice elements of sociodrama directly as a preventive intervention.
C. Development of Service Implementation Plan: A practical mentoring stage in which counselors design a classical Service Implementation Plan (RPL) that integrates sociodrama methods according to their respective mentoring domains.
D. Developing Storyboards for Video Development: Designing a visual flow (storyboard) based on the best sociodrama scenarios that have been developed in the previous stage in preparation for the production of instructional materials.
E. Reflecting on the Process: A final evaluation stage in which counselors reflect on the successes, obstacles, and experiences they went through during the implementation of the program to ensure continuous professional development.

4. RESULTS AND DISCUSSION

The implementation of this community service program is carried out systematically through six stages to ensure the improvement of the pedagogical competence of Guidance and Counseling teachers. The findings obtained during the implementation process are described as follows:

A. Assessing *Classroom Competence*

The first stage of this program is to conduct an initial assessment or baseline evaluation of the competencies, experiences, and real needs of counselors related to the implementation of classical guidance/classroom psychoeducation. This evaluation was carried out through an initial competency mapping questionnaire involving 61 participants consisting of school counselors and guidance and counseling practitioners. The qualitative data obtained from the questionnaire was specifically designed to explore perceptions, subjective experiences, and real challenges faced by BK teachers while serving in school. The descriptive answers from the participants were then analyzed thematically to map the actual conditions in the field before the training intervention was given. The initial analysis that comes directly from the perception of the BK teacher serves as an essential introduction to understanding the starting point of the participants' competencies, where the details of the classification of the main themes and findings of the questionnaire are presented in a structured manner in Table 1.

Table 1. Thematic Analysis of Initial Competency Mapping of School Counselors

Yes	Aspects	Key Themes Found	Remarks
1	Experience with classical guidance methods so far	Dominance of discussions and lectures, structural/time constraints	Conventional methods are most often used for the sake of time efficiency, often services are only incidental (when hours are off).
2	Passive or resistant student handling	Personal approach, safe climate, role delegation	Contacting students empathictically (one-on-one interviews), *ice breaking*, or giving special responsibilities in groups.
3	Experience of using sociodrama	The majority have never used	Once during lectures/training, but at school it was hampered by ignorance of developing scenarios, short duration, and shy students.
4	The most appropriate developmental issues for sociodrama according to school counselors	*Bullying*, friendship conflicts, emotional regulation	It is very effective for bullying issues because students can directly practice the role of perpetrators/victims/witnesses to build empathy.
5	Advantages of sociodrama compared to conventional methods (lectures) according to school counselors	Meaningful learning, empathy, *learning by doing*	Students are more enthusiastic, not bored, the material is more imprinted because students experience their own simulation of real problems.
6	The main challenges in the implementation of sociodrama according to school counselors	Script preparation, timing, and class dynamics management	Students tend to joke during simulations, difficulty writing relevant scripts, and minimal allocation of BK hours.
7	Teacher skills needed for sociodrama according to school counselors	Scenario preparation, reflection facilitation, and observation	Counselors must be able to write age-appropriate scenarios, control classroom situations, and guide students to draw moral messages (reflections).

In general, the results of the initial competency mapping show that although the majority of BK teachers are aware of the importance of interactive methods (such as discussion and role-playing), the dominance of lecture and discussion methods is still the main choice because they are considered the most efficient in conveying information in the midst of time constraints (usually only 1 hour of lessons or 40 minutes). This condition is exacerbated by the fact that the implementation of classical guidance in various schools is not evenly distributed; some teachers only enter the classroom incidentally or when teachers of other subjects are unable to attend.

When dealing with students who are passive, shy, or resistant, counselors tend to prioritize a personal and empathetic approach, such as conducting in-depth interviews in the counseling room, and using the ice-breaking method to build a non-judgmental classroom environment. However, when asked about the application of the sociodrama method, it was found that most participants had never used it in real guidance services. The main obstacles revolved around the lack of understanding related to the technical steps of preparing the script/screenplay, time constraints, and the fear that students would refuse because they felt embarrassed to perform roles.

Despite their lack of practical experience, the participants had a very positive perception of the potential of sociodrama. They agreed that the issue of bullying and relational conflicts between friends is the most pressing adolescent problem and is very suitable to be solved through sociodrama. The counselor believes that sociodrama has significant advantages over conventional methods, because it is able to stimulate students to experience firsthand the role of victim or perpetrator (learning by doing), so that it is effective in fostering empathy, class activity, and deep emotional understanding. To realize this, participants realized that they urgently need to develop practical skills, especially in terms of designing scenarios, managing classroom dynamics to be conducive, and guiding the stages of post-sociodrama reflection.

B. Sociodrama Training

After the initial mapping is completed, the next stage is the implementation of an intensive training session supported and fully funded by the Institute for Research and Community Service (LPPM) UNJ. This training will be held in a hybrid manner on July 14, 2026, from 08.00 to 16.00 WIB, located on the 7th Floor of the Raden Ajeng Kartini Building, State University of Jakarta. This activity was enthusiastically attended by 27 participants who are teachers and BK practitioners from elementary, junior high, high school, and vocational levels.

This training session was guided collaboratively by three leading experts in their fields. Carol Carter, Ph.D. from Curtin University was present virtually to deliver comprehensive material on the concept and practice of sociodrama in the implementation of guidance and counseling. Meanwhile, two experts from UNJ

were present offline to guide participants directly, namely Dr. Susi Fitri, M.Si., Kons. who focused on the steps of implementing sociodrama, and Dr. Irsyad Ridho, M.Hum. who provided technical deepening of theatrical and sociodrama that is effective for the school environment.



Figure 1. Carol Carter Training Session



Figure 2. Irsyad Ridho Training Session



Figure 3. Susi Fitri Training Session



Figure 4. Sociodrama Practice Session

In this activity, the counselors were not only equipped with a deep understanding of the concept of creative pedagogy, but also encouraged to be fully involved physically and emotionally. Throughout the event, participants were invited to directly practice the elements of sociodrama in the training room as a form of preventive intervention in handling relational conflicts. Active involvement in this hands-on practice demonstration proved to be very effective in breaking the initial perception of counselors who previously thought that art-based methods were too complicated to be applied in schools. As a tangible follow-up to this understanding, the activity was closed with a workshop session where participants were directly directed to design a sociodrama-based classical

guidance service module, which is prepared to be implemented in real life in solving conflicts between students in their respective schools.

C. Development of Service Implementation Plan

Post-training, the stage continues with a mentoring session. At this stage, the school counselor designs a classical Service Implementation Plan (RPL) that integrates sociodrama methods according to their respective guidance domains. The mentoring process is carried out through three structured meetings. Facilitators from the university actively provide constructive feedback, help formulate measurable service objectives, and ensure that the selection of sociodrama scenario materials is in line with the needs of adolescent students. Based on the training, the following are the themes and techniques of sociodrama created by the school counselors of the training participants

Table 2. Sociodrama themes and techniques

Theme	Sociodrama Method
Social Exclusion	Role Reversal, Role Contrast, Role Rotation, Multiple Ending
Peer conflict	The Soliloquy, Silent Scream
Forgiveness	Doubling, Freeze and Reflect, Role Reversal
Ethical digital interaction	Mirroring techniques
Online addiction (gambling)	Role Reversal
Social pressure	Externalized Voices, Doubling, Role Reversal, Future Projection

D. Storyboard Development and Best Practice Video Production

In order to support the sustainability of this program, the intervention continued by integrating the fourth stage, namely the preparation of storyboards, and the fifth stage, namely the execution of best practice video production. In the fourth stage, the service team compiled a storyboard by designing a detailed visual flow and instructional narrative based on the sociodrama scenario that had been developed in the previous mentoring stage. The design of this storyboard is crucial to ensure that every pedagogical element and message of relational conflict resolution can be conveyed visually clearly.

Entering the fifth stage, the implementation team selects the work of the participants and selects in particular two school counselors who have the highest quality sociodrama Service Implementation Plan (RPL) and who are willing to

volunteer to be recorded. This best practice video is produced in a high-resolution format (4K/Full HD) with a duration of approximately 10 to 15 minutes, including instructional texts and professional transitions so that it can be optimally used as an asynchronous learning resource for other counselors in the future.

E. **Evaluation and Follow-up**

The final stage of this series of programs is an evaluation in which counselors reflect on the successes, obstacles, and experiences they went through during program implementation. This comprehensive evaluation is scheduled to take place in September 2026, which includes a process evaluation (measuring participant satisfaction and engagement through questionnaire instruments) and outcome evaluation (assessing the instructional coherence of the RPL that has been created).

As a tangible manifestation of the evaluation stage and follow-up plan that has been carried out, the outputs of this community service program are designed to have a measurable and sustainable impact on counselors, academics, and the wider community. Overall, the output targets of this activity include the publication of scientific articles in ISSN-based journals or national seminar proceedings (such as SNPPM-UNJ), as well as the publication of activities in online mass media. To support pedagogical development in a practical way, this program produces technological outputs in the form of the production of high-resolution instructional learning videos (4K/Full HD) disseminated via YouTube as an asynchronous learning resource, along with a compilation of sociodrama Service Implementation Plans (RPL) designed directly by school counselors. In addition, this program also targets the acquisition of Intellectual Property Rights (IPR) for the materials developed, the creation of posters, and the preparation of service profiles. At the administrative and institutional level, the implementation of this service is strengthened with outputs in the form of proof of student involvement, recognition letters from local partners, and ratification of Implementation Arrangement (IA) documents as formal evidence of international partnership with Curtin University.

5. CONCLUSIONS

This community service program has succeeded in achieving its goal of improving the professionalism and instructional competence of school counselors in the DKI Jakarta area. Through comprehensive interventions ranging from competency mapping, training, mentoring, to the production of best practice videos. The application of this sociodrama method can provide practical solutions that are very relevant to facilitate students in expressing emotions, building coping skills, and fostering empathy to resolve relational conflicts in the school environment. As a suggestion for future program optimization, guidance and counseling teachers are highly recommended to consistently implement the sociodrama RPL that has been prepared in their respective classes, so that this preventive intervention does not stop at the conceptual realm. Furthermore, professional associations

such as PD ABKIN DKI Jakarta are advised to facilitate regular advanced professional development sessions so that these art-based instructional skills continue to be honed. For future service providers, it is recommended to allocate emotional and confidence coaching sessions specifically at the beginning of the program, in order to overcome participants' doubts or anxieties when they have to practice performative mentoring methods.

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