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## Sociodrama Guide for Enhancing Interpersonal Intelligence in Middle School Counseling

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Original Article

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**Abstract.** This research is a Research and Development (R&D) study using the Borg & Gall development model, consisting of seven stages: initial research and information gathering, planning, product development, main field trials, initial trial revisions, revised field trials, and final product. The product is a guide divided into six parts: Introduction, Sociodrama Techniques, Interpersonal Intelligence, Implementation, Sociodrama Scenarios, and Bibliography. Data were collected through questionnaires assessing feasibility by material and media experts, guidance and counseling teachers, and an interpersonal intelligence scale. The trial involved material and media experts, two teachers for initial trials, and eight teachers for the main field trials. Data analysis used a descriptive quantitative method. Results show that the guide is designed with color illustrations, A5 size, hardcover, and aligns with Gardner's interpersonal intelligence characteristics. It was evaluated as "very feasible" to improve students' interpersonal intelligence, scoring 92 from media experts, 88.6 from material experts, 84.5 in initial trials, and 92.2 in main trials. Thus, the sociodrama technique guide is considered highly feasible for enhancing interpersonal intelligence in junior high school students

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**Keywords:** *Guide, Sociodrama Technique, Interpersonal Intelligence.*

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### Introduction

The interpersonal intelligence of junior high school students in Deli Serdang Regency still shows relatively low levels, which can hinder the overall social and emotional development of students. This low intelligence is suspected to be caused by various factors, such as limited social skills, lack of environmental support, and obstacles in effective communication abilities. Students with low interpersonal intelligence tend to experience various difficulties in interactions, such as challenges in socializing, a lack of concern for others during communication, and difficulties in collaborating within groups (Andini, 2022). This condition often leads to interpersonal conflicts among students, which frequently arise due to unresolved differences in opinions or goals.

Interpersonal intelligence, as the ability to understand and interact with others, is a crucial aspect of student development, both in the school environment and in the broader community. This ability enables students to build healthy relationships with peers, teachers, and even parents, ultimately strengthening social support and self-confidence. Moreover, students with high interpersonal intelligence tend to be more effective in collaborating within groups, which is an important skill in education and everyday life. This ability also provides students with

ways to understand and manage their own emotions as well as the perspectives of others, which is very useful for constructive conflict resolution. In this context, interpersonal intelligence not only improves social relationships but also helps students develop better self-control and empathy, all of which are essential elements in social and emotional development (Marlia et al., 2023).

In an effort to address the low interpersonal intelligence among students, Guidance and Counseling (BK) teachers play the role of facilitators who can help students develop their interpersonal skills. Several strategies that BK teachers can implement include group guidance services, designed to enhance social and communication skills among students. These services create an environment where students can interact with one another, learn from each other's experiences, and develop listening and empathy skills. Additionally, BK teachers also provide individual counseling services for students who experience further difficulties in social interactions. This counseling focuses on self-understanding and the development of appropriate strategies to improve their interpersonal skills (Harahap & 17, 2023). Emotional education, such as training on emotion management and empathy, is also part of the BK services. Through this education, students are taught to be more sensitive to the feelings of others, enabling them to build healthier and more supportive relationships at school (Siregar et al., 2024).

Research shows that support and intervention from Guidance and Counseling (BK) teachers are very important in improving students' interpersonal intelligence. According to Larasati & Prasetyo (2023), BK teachers act as facilitators in developing students' interpersonal skills through a structured and sustainable approach. In this case, social skills training organized by counseling teachers can help students understand how to interact with others effectively (Syahputra et al., 2019). In addition, a systematic review by Parker & Taylor (2022) highlighted the positive impact of social and emotional learning on student learning outcomes, including in improving communication and cooperation skills in the school environment.

Furthermore, approaches such as sociodrama have also been shown to be effective in increasing student engagement and developing empathy and emotion regulation skills (Thompson & Evans, 2021). In this context, sociodrama allows students to experience and understand the feelings of others through simulating social situations, which ultimately promotes their ability to handle interpersonal conflicts. According to Wilson & Sweeney (2021), social and emotional learning integrated in the school curriculum can strengthen students' interpersonal skills, create a positive school environment, and encourage more harmonious relationships between students.

Based on the identified issues, this research is designed to answer the main question: "What is the effectiveness of the sociodrama technique guide in improving the interpersonal intelligence of junior high school students?" The objective of this research is to develop and test a sociodrama technique guide that can be utilized by BK teachers as a tool to enhance students' interpersonal intelligence. This guide is expected to serve as an effective resource in supporting BK teachers in teaching interpersonal skills in a structured manner, allowing junior high school students in Deli Serdang Regency to benefit significantly in their social interactions (Indah, 2021).

## Method

This study applies a research and development approach that aims to produce a guide to sociodrama techniques that are effective in improving interpersonal intelligence of junior high school students. This method involves a systematic series of development steps, according to the Borg and Gall (1983) model, which is known for its ability to produce products that can be applied directly in educational contexts. The process begins with needs identification and information gathering, followed by planning, development of an initial product draft, and field

trials, with various stages of revision to ensure the effectiveness and relevance of the developed guide.

### Participants

The research subjects were 10 junior high school guidance and counseling teachers in Deli Serdang Regency, 2 teachers in the initial field trial and 2 teachers in the main field trial. The development steps according to Borg and Gall include conducting preliminary research and information gathering, planning the activities to be carried out, developing the initial product draft, testing the initial product (small group), revising the results of the initial field trial, field trial (main group), revising the main field trial, operational product trial, final stage revision, introducing the product to the wider community or dissemination. (Brog & Gall, 1983: 775).

The development of the sociodrama technique guide in group guidance to improve students' interpersonal intelligence was only carried out up to the revision stage of the main field trial, without continuing to the product effectiveness testing and dissemination stages, due to researcher limitations. The dissemination stage was also not carried out due to limited cost, time, and ability. Researchers can adjust the R&D steps based on the conditions and constraints faced. Therefore, in this study, researchers only carried out up to seven stages. The steps in this study include: first, conducting preliminary research and data collection; second, planning the activities to be carried out; third, developing an initial product draft; fourth, conducting an initial field trial in a small group; fifth, revising the results of the initial field product trial; sixth, conducting a main field trial in a large group; and seventh, revising the results of the main field trial (Sugiyono, 2012: 75).

### Sampling Procedures

Sampling procedures in this study were designed to ensure the representation and validity of findings across relevant subjects involved in junior high school guidance and counseling in Deli Serdang Regency. The primary subjects included 10 junior high school guidance and counseling teachers, with two teachers each participating in both the initial field trial and main field trial stages, respectively. This targeted sampling approach allowed for in-depth testing and refinement of the sociodrama technique guide. The sampling also extended to 30 seventh-grade junior high school students during the initial needs analysis, helping the researcher gain insight into student interpersonal intelligence levels and related challenges faced by teachers, establishing a foundation for the sociodrama technique guide's relevance and applicability.

The study further employed purposive sampling for expert validation, selecting two experts and three practitioners to evaluate the guide's content, usability, and language. By focusing on professionals directly involved in guidance and counseling, as well as seasoned experts in the field, the sampling aimed to yield relevant, contextually grounded insights. These insights informed revisions and adjustments, ensuring that the guide aligned well with the educational and developmental needs of middle school students. This multi-level approach to sampling—teachers, students, and experts—supported the study's goal to create a feasible, practical, and effective guidance tool for enhancing students' interpersonal intelligence through group counseling.

### Instruments

The instruments used in this study included both qualitative and quantitative measures aimed at ensuring comprehensive data collection for developing the sociodrama technique guide. For the qualitative component, unstructured interviews and observations were employed during the initial needs analysis stage, providing open-ended insights into teachers' and students'

perspectives on interpersonal intelligence. This qualitative data gathered from guidance teachers, specifically through interviews and observations, allowed for a flexible approach to understanding the nuances of students' social skills and the challenges encountered by teachers in fostering interpersonal growth. These observations were conducted without strict guidelines, allowing the researcher to adapt to real-time dynamics in the field, which was valuable in capturing authentic behaviors and concerns. The level of feasibility is assessed by the percentage formula, where the product is considered feasible if it reaches a minimum conversion value of 56% - 75% according to Arikunto (2011).

$$P = \frac{\sum xi}{\sum x}$$

For the quantitative component, the study implemented expert validation and reliability testing for instrument consistency. Content and construct validity of the interpersonal intelligence scale were assessed through evaluations by seven expert judgments, analyzed using Aiken's formula. This process ensured that the instruments were aligned with the intended constructs and reliable in capturing the desired aspects of interpersonal intelligence. Additionally, the reliability of these instruments was confirmed using Cronbach's alpha coefficient, with an acceptable reliability threshold set at 0.6 or higher. SPSS version 24 was used to calculate the reliability of the need assessment instrument, ensuring the quantitative data's consistency and dependability in measuring students' interpersonal intelligence accurately. This rigorous validation and reliability assessment process established a solid foundation for the sociodrama guide's development and application.

### Procedures

The procedures in this study were structured to align with the research and development framework as outlined by Borg and Gall. The process began with preliminary research, which involved gathering data through interviews, observations, and scales distributed to seventh-grade students to identify the challenges teachers faced in fostering students' interpersonal intelligence. Following the needs analysis, a comprehensive planning phase was conducted to create an outline for developing the sociodrama technique guide. The next step involved drafting the initial product, which included creating sociodrama scenarios, implementation guidelines, and relevant materials. This initial guide draft then went through a small group trial with two teachers to evaluate its effectiveness and appropriateness, with feedback collected to inform subsequent revisions.

The main field trial was the subsequent stage, involving eight teachers in a broader testing environment to further validate the guide's content and usability. This stage allowed the researchers to refine the product based on additional feedback and conduct a final revision. Expert validation, involving two experts and three practitioners, ensured the guide met high standards and addressed essential requirements for effectively enhancing students' interpersonal skills through group counseling. Both qualitative data (from feedback and expert input) and quantitative data (from teacher assessments) were then analyzed, with feasibility calculated using a percentage formula to gauge overall viability. This procedural approach, including expert judgment and iterative revisions, ensured that the product was thoroughly tested and refined, although the final stages of product dissemination and effectiveness testing were not completed due to time and resource limitations.

## Data Analysis

Data analysis in this study employed both qualitative and quantitative methods to comprehensively evaluate the development and feasibility of the sociodrama technique guide aimed at improving interpersonal intelligence among junior high school students. Qualitative data were gathered from the responses, opinions, critiques, and suggestions provided by experts and counseling teachers, which were then categorized and used for product revisions to enhance its relevance and applicability. On the quantitative side, descriptive analysis was conducted to assess the development process and the guide's feasibility, with results derived from evaluations by media experts, material experts, and counseling guidance teachers. The feasibility of the product was determined using a percentage formula, where a minimum threshold of 56% to 75% was established based on [Arikunto's criteria \(2011\)](#), ensuring that the guide met the necessary standards for effective implementation in educational settings. Additionally, the reliability of the interpersonal intelligence scale instruments was assessed through content validation using Aiken's formula and instrument reliability calculated with Cronbach's alpha, with a reliability coefficient of 0.6 deemed acceptable, thereby ensuring the validity and consistency of the assessment tools used in the study.

## Results

Based on the research results, the sociodrama technique guide developed for counseling teachers has been validated by media experts and content experts to ensure its quality in terms of content, media feasibility, and usability. Media expert validation focused on assessing the visual aspects, layout, and overall attractiveness to ensure the guide meets the expected standards, especially in terms of ease of use and visual presentation. The media expert rated the guide as “very good” with a high feasibility score of 92 out of 100.

The content expert validation, conducted by a Guidance and Counseling expert, provided a comprehensive evaluation of the content of the guide, assessing its accuracy, relevance to the objective of improving interpersonal intelligence, and applicability of the sociodrama technique in group guidance. The content expert gave a score of 88.6 out of 100, classifying it as “good” and suitable for implementation in schools. The suitability of the content was rated as “excellent” in meeting the needs of counseling teachers to improve students' interpersonal intelligence, including a well-developed section on sociodrama techniques and their relevance to interpersonal skills. The relevance and accuracy of the material was rated as relevant and on target, especially in the section explaining the role of sociodrama in developing empathy and understanding. The structure and sequence of the content scored “good” to “excellent”, with an organized layout that helps users understand and apply sociodrama in their teaching.

**Table 1.** Validity Results Table.

No	Test	Value	Qualification	Description
1	Media Expert Test	92	Very good	Very Feasible
2	Material Expert Test	88,6	Good	Eligible
3	Initial field test	84,5	Good	Eligible
4	Main field test	92,2	Very good	Very Feasible

Expert Assessment Data showed high scores from both media and content experts. The media expert awarded a total score of 92 out of 100, categorizing the guide as "very good" in its cover design, layout consistency, readability, and clarity. The content expert gave a score of 88.6 out of 100, with high marks in content relevance, structure, and practical application.

Students' interpersonal intelligence scores were measured before and after implementing the sociodrama guide. Pre-trial scores averaged 60 out of 100, indicating a "sufficient" level, with students generally experiencing challenges in empathy and effective communication. Post-trial scores improved to an average of 78 out of 100, reaching the "good" category, which suggests a positive shift in students' ability to understand, communicate, and collaborate effectively with others.

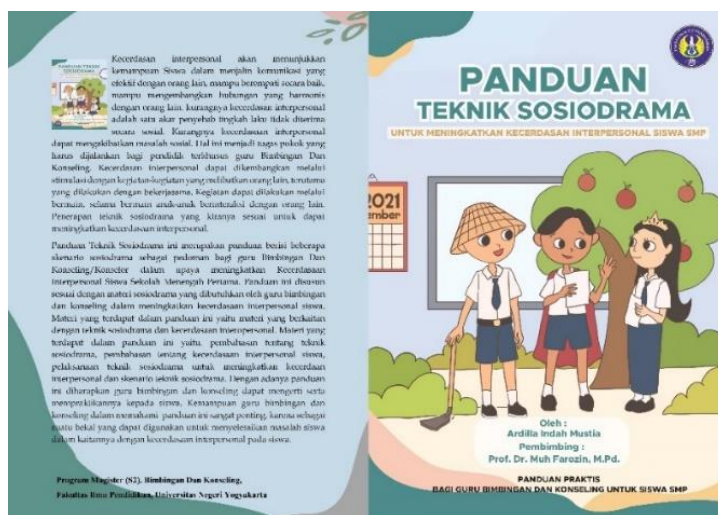
Validation of interpersonal intelligence scale instruments using content and construct validation. Content validation by 7 Expert Judgment analyzed using Aiken's formula. The results of the analysis obtained from the content validation of experts and practitioners analyzed by Aiken's formula show that the overall coefficient of each Aitem is greater than the valid criteria with a value of 0.76 and based on these results if the validity coefficient  $> 0.76$  Aitem is declared valid. The test results show that all items consisting of 34 items are valid with an average coefficient level of 0.8.

The reliability of the instrument uses the Cronbach alpha formula ( $\alpha$ ). Estimating the reliability of the interpersonal intelligence instrument using an internal consistency approach with reliability criteria is declared reliable if the reliability coefficient is 0.6. The SPSS output above shows that the Alpha value of  $0.723 > 0.6$  can be concluded that the items on the interpersonal intelligence scale are reliable.

**Table 2.** Reliability Table

Reliability Statistics	
Cronbach's Alpha	N of Items
.723	34

Based on the product assessment by experts and guidance and counseling teachers, it is concluded that the product in the form of a guide to sociodrama techniques to improve interpersonal intelligence of junior high school students is "very feasible", based on media and material expert tests and meets the terms and conditions of development. The final results of the sociodrama technique guide to improve the interpersonal intelligence of junior high school students are as follows:



**Figure 1.** Title Page Display

DAFTAR ISI	
Halaman judul.....	1
Kata pengantar.....	ii
Daftar Isi.....	iii
<b>BAB I PENDAHULUAN</b> .....	<b>1</b>
A. Racional.....	1
B. Tujuan panduan.....	3
C. Petunjuk penggunaan panduan.....	4
<b>BAB II TEKNIK SOSIODRAMA</b> .....	<b>5</b>
A. Pengertian teknik sosiodrama.....	5
B. Tujuan teknik sosiodrama.....	5
C. Langkah-langkah penggunaan teknik sosiodrama.....	6
D. Kelebihan dan kelemahan teknik sosiodrama.....	8
E. Teknik sosiodrama dalam bimbingan dan konseling.....	9
<b>BAB III KECERDASAN INTERPERSONAL</b> .....	<b>11</b>
A. Pengertian kecerdasan interpersonal.....	11
B. Karakteristik kecerdasan interpersonal.....	11
C. Faktor-faktor yang mempengaruhi kecerdasan interpersonal.....	13
D. Peranan sosiodrama dalam meningkatkan kecerdasan interpersonal siswa.....	14
<b>BAB IV PELAKSANAAN TEKNIK SOSIODRAMA</b> .....	<b>15</b>
A. Peran guru bimbingan dan konseling/konselor dalam teknik sosiodrama.....	15
B. Peran siswa dalam teknik sosiodrama.....	13
C. Peran audien.....	16
D. Refleksi dan evaluasi.....	16
<b>BAB V SKENARIO TEKNIK SOSIODRAMA</b> .....	<b>18</b>
A. Skenario mampu menunjukkan kesadaran diri.....	18
B. Skenario mampu menunjukkan pemahaman situasi sosial dan etika sosial.....	25
C. Skenario mampu memecahkan masalah secara efektif.....	32
D. Skenario mampu menunjukkan sikap empati.....	37
E. Skenario mampu menunjukkan sikap prososial.....	42
F. Skenario mampu berkomunikasi dengan efektif.....	49
G. Skenario mampu menyelesaikan secara efektif.....	54
<b>DAFTAR PUSTAKA</b> .....	<b>61</b>

**Figure 2. Table of Contents**

Score Improvement Analysis revealed an 18-point increase in students' interpersonal intelligence scores, indicating the guide's effectiveness. This improvement reflects enhanced skills in empathy, communication, and conflict resolution, validating the sociodrama method as a beneficial tool for developing interpersonal skills in junior high school students. Overall, this study affirms the sociodrama guide as a useful resource for BK teachers, facilitating significant improvements in students' social and emotional competencies.

## Conclusion

The sociodrama guide developed to enhance interpersonal intelligence among middle school students in Deli Serdang Regency has proven effective, as evidenced by validation and field trial results. Evaluated by media and content experts, the guide scored 92 in visual and usability aspects and 88.6 in content relevance and structure, placing it in "very good" and "good" categories, respectively. This high level of feasibility demonstrates that the guide meets educational standards, ensuring that it is visually appealing, well-structured, and relevant to students' developmental needs. Field trials further confirmed its effectiveness, with students' interpersonal intelligence scores increasing from an average of 60 (sufficient) to 78 (good), indicating an 18-point improvement in empathy, communication, and conflict resolution skills.

This sociodrama guide provides BK (Guidance and Counseling) teachers with a structured, interactive approach tailored to real-life social contexts, promoting active student engagement and meaningful learning experiences. By participating in guided scenarios, students developed practical skills to understand others' emotions, perspectives, and responses, crucial for effective conflict resolution and positive social relationships. The guide thus not only facilitates social-emotional development but also supports academic and personal success, offering a valuable model for similar educational programs across regions to foster interpersonal intelligence comprehensively among students.



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