



Improving junior high school students' anti-bullying awareness through group counseling using the sociodrama technique with Ande-Ande Lumut folktale content

Bakhrudin All Habsy^{1*}, Haniyah Nur Lailia²

¹*Department of Guidance and Counseling, Universitas Negeri Surabaya, Surabaya, Indonesia*

✉ Correspondence: bakhrudinhabsy@unesa.ac.id

Article History: Received: Feb 10, 2026 | Revised: Mar 05, 2026 | Accepted: Apr 01, 2026

ABSTRACT

Anti-bullying awareness refers to a comprehensive understanding and attentiveness that involves sensing, feeling, thinking, and acting to avoid aggressive behavior toward others perceived as weak—psychologically, verbally, or physically. This Research & Development produced a group counseling guidebook using the sociodrama technique, incorporating the folktale Ande-Ande Lumut, to enhance anti-bullying awareness among junior high school students who meet the criteria of acceptability and practical applicability. The study utilized a research and development design based on the ADDIE procedure, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The findings showed that the group counseling guidebook, using the sociodrama technique based on the folktale Ande-Ande Lumut, met the criteria for material, media, and user acceptability tests based on aspects of usefulness, feasibility, accuracy, and appropriateness and proved effective for implementation.

Keywords: Anti-Bullying Awareness, Group counseling, sociodrama, the Ande-Ande Lumut folktale.

INTRODUCTION

Bullying refers to repeated acts of oppression and intimidation perpetrated by an individual or group of individuals who are psychologically or physically stronger, targeting those with less power (Rigby, 2020; Rigby, 2024; Merrin.,et al, 2023). A group perceived as stronger often exerts pressure and oppression on individuals or other groups deemed weaker (Flannery et al., 2023). Bullying behavior consists of four forms: (1) *Physical bullying*, which includes direct attacks such as kicking, hitting, and physically abusing a weaker victim; (2) *verbal bullying*, which involves verbal contact such as name-calling, gossiping, and

giving hurtful nicknames; (3) *non-verbal/body language bullying*, such as threatening gestures or intimidating stares; and (4) *group bullying*, in which coalitions are formed to isolate or exclude others (Rigby, 2019; Merrin.,et al, 2024; Madsen.,et al, 2024).

Several roles emerge in bullying situations: (1) the *bully*, the student who leads the act of bullying; (2) the *assistant bully*, the student who actively participates but tends to follow the bully's lead; (3) the *reinforcer*, the student who provokes the bully and encourages others to observe; (4) the *defender*, the student who supports and assists the victim—sometimes becoming a victim themselves; and (5) the *outsider*, the student who witnesses the bullying but remains indifferent and does nothing (Rigby, 2024; Yosep.,et al, 2023; Madsen.,et al 2024).

Bullying can significantly damage a person's self-esteem, reduce empathy, decrease life satisfaction and gratitude, and hinder the ability to adapt in social environments—all of which can impair overall personal development. Victims often experience increased depression (Hasanah, 2020; Lin & Shih, 2024; Flannery.,et al, 2023). Psychologically, victims may suffer from sleep disorders, traumatic symptoms, and even suicidal ideation (Hasanah, 2020; Madsen.,et al 2024; Thomsen.,et al, 2024).

Both bullies and victims exhibit certain characteristics, though not all traits apply universally. Bullies typically have larger physical builds and above-average strength, show aggressive and impulsive tendencies, demonstrate low empathy and disregard for others, possess poor cooperative attitudes, and often have many friends. In contrast, victims usually appear physically weaker, less assertive, introverted, fearful, shy, low in self-esteem, and socially isolated. They may also belong to marginalized groups based on race, gender, religion, or disability (Rigby, 2024; Abregú-Crespo, 2024; Provis, 2012; Gusliana.,et al 2024).

In Indonesia, the issue of bullying in education remains largely unrecognized. Despite its frequent occurrence in social and educational settings, many students are not adequately aware of the term "bullying" and its detrimental effects. According to the Indonesian Child Protection Commission (KPAI), there were 253 bullying cases recorded between 2011 and 2016 (Ihsan.,et al, 2023; Sakinah & Arif, 2022). National Assessment (AN) results in 2022 and 2023 showed that 24.4% of students had experienced various forms of bullying, both verbal and physical.

As reported by [Kompas.com](https://www.kompas.com), data from Statistics Indonesia (BPS, 2021) revealed that in 2021, bullying was predominantly committed by male students. The incidence rates were 26.8% in Grade 5 elementary school, 26.32% in Grade 8 junior high school, and 15.54% in Grade 11 senior high school. Monthly bullying cases in Indonesia have been rising, with school-aged children identified as the primary perpetrators (Ihsan.,et al, 2023; Sakinah & Arif, 2022).

Given the widespread nature of bullying, it is crucial to raise anti-bullying awareness among students. Awareness refers to an individual's tendency to focus attention on their experiences through full engagement of the senses, feelings, thoughts, and actions (Thompson, 2016). Anti-bullying awareness involves the tendency to avoid repeated aggression—psychological or physical—toward those perceived as weaker. Students with low anti-bullying awareness often fail to visually or auditorily recognize bullying acts, harbor thoughts of superiority, seek dominance, enjoy harming others, derive satisfaction from others' distress, and show little resistance to bullying behavior (Rigby, 2019; Abregú-Crespo, 2024).

Tiauzon & Malquisto (2019) explained that differences in economic status, popularity, and other factors can trigger bullying. A preliminary five-month study at a junior high school revealed the existence of dominant and weaker student groups. The dominant group consisted of students with higher popularity, physical strength, and economic status, while the weaker group showed signs of insecurity, fearfulness, and social isolation. The researcher observed verbal and group bullying acts. Verbal bullying included calling

peers by hurtful names and spreading false gossip, while group bullying involved instigating others to exclude certain classmates. The emergence of dominant groups and the lack of anti-bullying awareness may fuel bullying behavior.

Survey data from student assessments of need at a moderately rated junior high school revealed that 23% of Grade 8 students lacked knowledge about bullying and how to respond to it. Observations and survey results indicated clear signs of low bullying awareness. Interviews with school counselors also showed that differences in economic background, religion, race, and other factors contributed to the problem. Counselors reported incidents of seniority, name-calling, and physical mockery. Students often failed to realize that these actions constituted harmful verbal bullying. This lack of awareness could perpetuate bullying behavior.

Counselors have attempted to address bullying by conducting inter-class guidance sessions using lectures for Grade 7 students. However, observations and interviews showed that students often ignored the material, talked during the sessions, and failed to absorb the content. These lectures were ultimately ineffective. Therefore, schools need to implement more effective methods to raise anti-bullying awareness.

In the Operational Guidelines for Guidance and Counseling Implementation, bullying is categorized under the personal-social domain. The presence of dominant groups increases the risk of bullying; therefore, counselors must provide targeted guidance. Guidance aims to improve self-knowledge, experiences, and relevant information (Sagar & Özabaci, 2022). One form of guidance service suitable for students is group counseling. Group counseling provides preventive support to help students discuss general issues collectively (Benedetti, et al, 2020). Relevant topics help students understand themselves better and enhance their social skills for daily life (Pranoto et al., 2016). In addressing personal-social issues, counselors may apply direct role-playing techniques.

In group counseling, counselors can use techniques that align with the topic, such as sociodrama. Sociodrama involves dramatizing interpersonal conflicts that commonly occur in social interactions (Giacomucci, 2017). This technique can increase anti-bullying awareness among students by helping them develop social skills, overcome insecurity and undue shame, express their opinions in front of peers, and learn to respect others' views (Awaliyah, et al, 2019).

Andriyani (2013) used classroom action research in her study titled "Enhancing Anti-Bullying Awareness through Sociodrama Technique for Grade XI Students at Muhammadiyah 1 Muntilan High School" to examine how sociodrama can raise anti-bullying awareness. The study employed psychological scales, observation, and interviews to collect data. Post-test results rose from 55.22% before the intervention to 74.4% in Cycle I and 80.34% in Cycle II, indicating a high level of awareness. These findings confirm that sociodrama can effectively enhance anti-bullying awareness. Therefore, school counselors can apply group counseling using the sociodrama technique to address this issue.

Folktales serve as one method to foster positive attitudes through the moral values and character education embedded in their narratives. Several types of folktales exist, including (1) *myths*, which recount mystical events believed to occur in other worlds; (2) *legends*, which tell the origins of places or historical events; and (3) *fairy tales*, which present imaginative stories that are not considered factual (Ajayi, 2019; Teixeira, et al 2023).

This study focuses on the development of group counseling using the sociodrama technique infused with folktale content. In group counseling sessions, the drama topic must be relevant and align with the issues being addressed (Rasimin & Hamdi, 2019). In the case of bullying, the chosen theme can originate in stories that include bullying elements. One such folktale is *Ande-Ande Lumut*, a folktale from East Java.

Improving junior high school students' anti-bullying awareness through group counseling using the sociodrama ...

Ande-Ande Lumut tells the story of a princess who serves a wealthy widow named Nyai Intan. Nyai Intan has three daughters—Kleting Merah, Kleting Hijau, and Kleting Biru. She adopts the princess and names her Kleting Kuning. Living in Nyai Intan's household, Kleting Kuning must perform all domestic chores, including cooking, washing, and cleaning. Moreover, her three sisters often treat her unfairly (Mugiati, n.d.).

The acts of coercion and oppression inflicted by her sisters, who are physically and psychologically stronger, and the repeated nature of these actions, constitute bullying. According to Rigby (2007) Bullying involves several core elements: an intent to cause harm to Kleting Kuning, negative actions perpetrated by Kleting Merah, Hijau, and Biru, clear differences in physical ability and social status, repeated negative behavior, and emotional distress experienced by the victim.

The folktale *Ande-Ande Lumut* conveys several moral values, including the importance of avoiding arrogance and greed, as these traits can lead to self-harm (Puspitoningrum, 2020). Additionally, it emphasizes the need to nurture compassion for others by promoting mutual respect (Irfan, 2022). Therefore, *Ande-Ande Lumut* teaches us not to act arbitrarily toward those we perceive as weaker and to treat all individuals with appreciation and respect.

Based on the preliminary study and findings from previous research, guidance and counseling teachers have made efforts to raise students' anti-bullying awareness. However, these efforts have proven ineffective. As a result, counselors require a group counseling guide that employs the sociodrama technique and incorporates the *Ande-Ande Lumut* folktale to enhance anti-bullying awareness.

This research focuses on developing a group counseling guide using the sociodrama technique based on the *Ande-Ande Lumut* folktale to improve low levels of anti-bullying awareness among junior high school students. The guide will serve as a guidebook for guidance and counseling teachers to implement group counseling sessions using the *Ande-Ande Lumut* story. These teachers will act as facilitators, delivering group counseling services through the sociodrama technique with folktale integration to raise anti-bullying awareness among junior high school students. Figure 1 illustrates the research procedure.

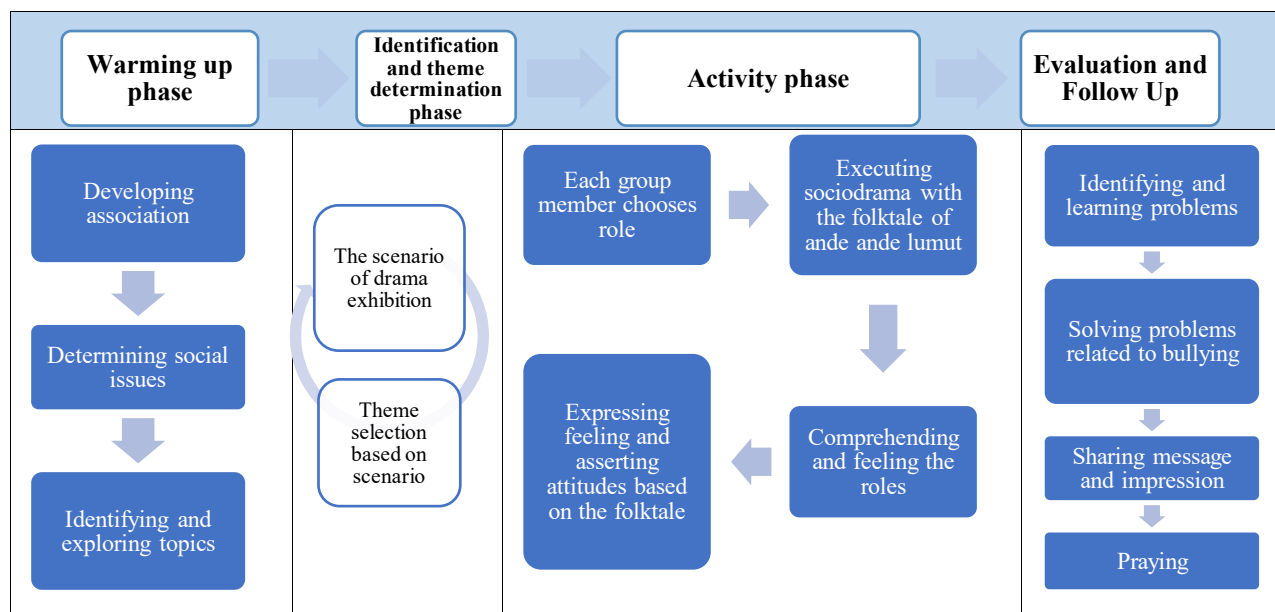


Figure 1. The Group Counseling with Sociodrama Technique with the Content of Ande-Ande Lumut Folktale to Improve Anti-Bullying Awareness

Based on the background of the problem above, the aim of the development research based on the problem formulation is to produce a guide for Sociodrama Technique Group Guidance Containing the Ande Ande Lumut Folktale as an Effort to Increase Anti-Bullying Awareness for Junior High School students, which has been tested theoretically and practically, namely meeting the acceptability criteria, namely: Usability, Implementation, and Accuracy.

METHODS

The applied research approach could seek the answers of the research questions. This R&D, research and development, applied the ADDIE procedure by Robert A. Reiser and Michael Molenda (1967) with five stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. Figure 2 shows the research steps.

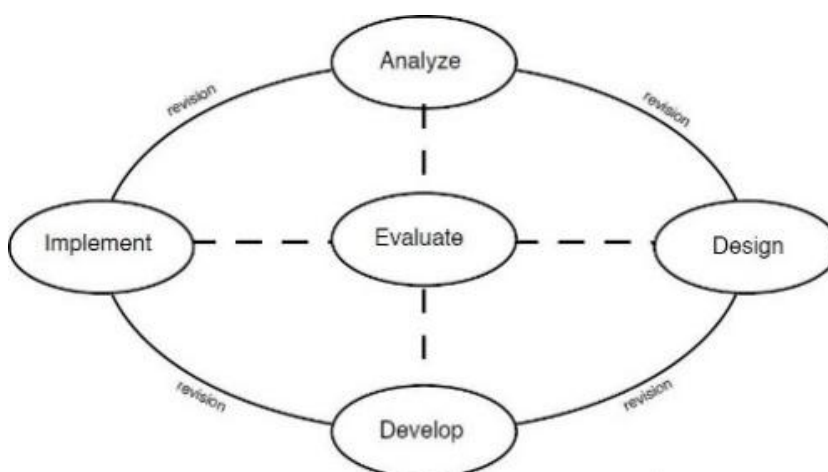


Figure 2 ADDIE Model

The development research on group counseling using the sociodrama technique, infused with the folktale Ande-Ande Lumut, employed all stages of the ADDIE model. The implementation of this study followed the following stages: (1) Analysis stage, which involved needs assessment and literature review; (2) Design stage, where the initial draft of the guidebook was created; (3) Development stage, which included refining the guidebook by conducting acceptability assessments that involved material validation, media validation, user validation, and product revision; (4) Implementation stage, which involved trial testing of the guidebook using a one-group pre-test post-test design, with the trial subjects being eight junior high school students who demonstrated low levels of anti-bullying awareness; and (5) The evaluation stage aimed to determine the effectiveness of the guidebook.

The researcher used two data collection instruments: an acceptability test questionnaire to assess the product's feasibility and an anti-bullying awareness questionnaire to measure students' awareness levels. The acceptability questionnaire included evaluations by material experts, media experts, and users, using a rating scale for four acceptability aspects: feasibility, usability, accuracy, and appropriateness. The researcher used a Likert scale in this acceptability questionnaire with the following scoring options: 1 = poor, 2 = fair, 3 = good, and 4 = excellent. In addition to the quantitative scores, the researcher collected qualitative input from the experts in the form of notes, critiques, and suggestions.

The anti-bullying awareness questionnaire, used in both the pre-test and post-test during the implementation phase, was adapted from the theory of awareness (Thompson, 2016) and bullying (Rigby, 2007). It included four indicators: sensing, thinking, feeling, and acting. The Cronbach's alpha reliability coefficient for the anti-bullying awareness instrument was $\alpha = 0.878$. The questionnaire consisted of 30 items rated on a four-point Likert scale. For favorable statements, the options were always = 4, often = 3, sometimes = 2, and never = 1. For unfavorable statements, the options were reversed: Always = 4, Often = 3, Sometimes = 2, and Never = 1.

The researcher used both quantitative and qualitative techniques to collect data. Quantitative data were obtained through the expert validation questionnaires (acceptability test) and the anti-bullying awareness questionnaire. Meanwhile, qualitative data came from expert feedback and suggestions during the validation and trial phases.

The data analysis consisted of both quantitative and qualitative approaches. For the quantitative analysis, the researcher used expert validation questionnaires to assess the acceptability of the guidebook. This involved collecting numerical data using a scoring scale to assess the media's feasibility, based on evaluations conducted by experts and users.

a. The Analyses of Expert Validation Data

The methods used to analyze data in creating the group counseling guidebook, which combines sociodrama and the folktale *Ande-Ande Lumut*, included both qualitative and quantitative approaches. We quantitatively analyzed the trial data collected through the guidebook's acceptability assessment questionnaire using the descriptive percentage method. The descriptive percentage method was derived from the acceptability scores of experts and product users, aiming to provide a percentage-based description of respondents' answers. In this acceptability questionnaire, the researcher used a Likert scale. After obtaining the validation results using the formula, the researcher converted them into a percentage form with the following validity criteria:

Table 1. The Product Validity Criteria

Percentage	Validity Criteria
81% - 100%	Extremely eligible (No revisions needed)
61% - 80%	Eligible (No revisions needed)
41% - 60%	Fair (No revisions needed)
21% - 40%	Under average (Revisions needed)
0% - 20%	Poor (Revisions needed)

b. The Analyses of Test Result Data

Researchers conducted test data analysis to determine the effectiveness of the group counseling guidebook using the sociodrama technique infused with the folktale *Ande-Ande Lumut* in increasing anti-bullying awareness among junior high school students, using pre-test and post-test sheets. This study employed a one-group pretest-posttest design.

c. The Qualitative Data Analyses

The qualitative data in this research consisted of feedback and suggestions from content experts, media experts, and user experts who had already assessed the product, and recommendations obtained after the product trial. Researchers analyzed the qualitative data through a systematic process that synthesized input and suggestions for improvement from content experts, media experts, and user experts to revise the product.

RESULTS AND DISCUSSION

RESULTS

Here are the quantitative and qualitative analyses of the research, organized by research stage.

1. Analysis

The first step in this research involved conducting a needs assessment by observing and interviewing guidance and counseling teachers to identify students' needs. Based on the researcher's five-month observation at a junior high school, dominant groups emerged alongside weaker ones. The dominant group consisted of individuals with greater popularity, physical advantages, and economic status. Meanwhile, the weaker group tended to show low self-esteem, fearfulness, and a lack of social connections. Some bullying behaviors students exhibited included calling peers by negative nicknames and spreading false gossip. The emergence of socially, physically, and economically dominant groups combined with students' lack of anti-bullying awareness could potentially trigger bullying behavior.

According to interviews with guidance and counseling teachers, students came from diverse economic, religious, and ethnic backgrounds. The teachers noted frequent bullying incidents, such as calling friends negative names or mocking someone's physical appearance. However, students did not realize that such actions constituted verbal bullying. This lack of awareness among students could contribute to the rise of bullying behavior. The interviews also revealed that the teachers had attempted to address the issue by providing cross-class counseling using a lecture method on bullying for seventh-grade students. The researcher also attended and assisted in the implementation of this session.

During the session, the researcher observed that the large number of participants made it difficult for students to absorb the material effectively. Many students did not pay attention and instead spoke with their peers. The researcher asked a student what they learned, but the student could not explain. Interviews with students revealed a lack of full comprehension of the material and the largely ineffective nature of previous cross-class counseling sessions. Therefore, the need arose for an alternative technique to mitigate bullying behavior among students on a smaller scale. Further interviews with ninth-grade students revealed that they had never received anti-bullying awareness materials during group counseling sessions that included role-playing activities.

Sociodrama techniques offer a wide range of topics, including folktales, which can help develop students' positive attitudes by embedding moral values and character education in the stories. The chosen topic must be pertinent and align with current discussions. One such story is the folktale *Ande-Ande Lumut*, which conveys moral values such as the importance of cultivating love and compassion by showing mutual respect and refraining from treating others unfairly, especially those perceived as weaker.

The next step involved conducting a literature review based on theories supporting the concept of anti-bullying awareness, theories supporting the implementation of group counseling using sociodrama techniques, and various versions of the folktale *Ande-Ande Lumut*. The researcher examined these theories in depth to serve as references for developing the initial product. The following books supported the concept:

1. *Layanan Bimbingan dan Konseling Kelompok Yang Berhasil (Dasar dan Profil)* by Prayitno et al. (2017), which provided the theoretical foundation for group counseling using sociodrama techniques.
2. *Counseling Techniques: Improving Relationships with Others, Ourselves, Our Families, and Our Environment* by Thompson (2016), which underpinned the concept of awareness.
3. Rigby (2007) provided a comprehensive explanation of the definition, characteristics, and forms of bullying behavior in *New Perspectives on Bullying*.
4. *Meredam Bullying: 3 Cara Efektif Menanggulangi Kekerasan pada Anak* by Astuti (2008), which explored the causes of bullying.
5. *Cerita Legenda Ande Ande Lumut Cindelas (Cerita Rakyat dari Jawa Timur)* by Mugiati (n.d.), which served as the primary reference for the *Ande-Ande Lumut* story.
6. Puspitoningrum's (2020) *Analisis Nilai Moral Naskah Drama Ande-Ande Lumut Melalui Pendekatan Pragmatik* supported the analysis of the folktale's moral values.

2. Design

In the initial product development stage, the researcher structured the preliminary product as follows:

- a. Designing the guidebook's layout, consisting of four main sections: the book cover, preliminary pages, content pages, and final pages. The researcher developed the content of each subsection based on the reviewed references and aligned it with the material discussed.
- b. Composing the *Ande-Ande Lumut* folktale script adapted from Mugiati (n.d.), and validated it based on four anti-bullying awareness indicators: sensory perception, thoughts, feelings, and actions.
- c. Creating an appealing design by considering typography, font size, and relevant illustrations suitable for teachers using the Canva application.
- d. Designing the book cover by combining character illustrations from *Ande-Ande Lumut* with an engaging background using Canva.
- e. Printing the book using 70-gram B5 paper (14.8 cm × 21 cm), with a glossy art paper cover bound in softcover format, and arranging the pages in portrait orientation.

3. Development

The development stage consists of validation results of media experts, material experts, and user candidates. The researchers then developed the product based on suggestions and recommendations of the expert validation tests to produce a better product. Firstly, the material expert validation results, obtained by a Guidance and Counseling expert, yielded the following quantitative data for analysis.

Table 2. The Data Analysis Results of Material Test

Aspect	Assessment	Percentage	Categories
Usability	15	93,75%	Extremely eligible, no revisions needed
Eligibility	15	93,75%	Extremely eligible, no revisions needed
Accuracy	16	100%	Extremely eligible, no revisions needed
Acceptability	12	100%	Extremely eligible, no revisions needed
Scoring total	58	96,85%	Extremely eligible, no revisions needed

Based on the validation test results from material experts, the product achieved a score of 96.85%, categorized as *extremely eligible* with *no revisions needed*. Meanwhile, the qualitative data showed the following suggestions: 1) add theoretical reinforcement for the applied sociodrama technique, 2) include a solution in each drama script, 3) adjust the LKPD (Student Worksheet) questions to match the intended objectives, and 4) add reflection questions to the LKPD to assess students' intended behavioral changes. Second, the validation test by a media expert was conducted by a guidance and counseling specialist. The media expert analyzed the quantitative data in the following way:

Table 3 The Data Analysis Results of Media Test

Aspect	Assessment	Percentage	Categories
Usability	14	87,5%	Extremely eligible, no revisions needed
Eligibility	12	75%	Eligible, no revisions needed
Accuracy	14	87,5%	Extremely eligible, no revisions needed
Acceptability	12	87,5 %	Extremely eligible, no revisions needed
Scoring total	10	87,5%	Extremely eligible, no revisions needed

Based on the media expert validation results, the product received a score of 83.3%, placing it in the highly eligible category with *no revisions needed*. The qualitative data yielded the following suggestions: 1) format the lesson plan table in portrait orientation, 2) consider enhancing the book cover design to be more appealing, 3) arrange the sentence layout more neatly for easier comprehension, and 4) add illustrations relevant to the theme, such as images from the *Ande-Ande Lumut* story. Third, the expert validation test for users was conducted by a Guidance and Counseling teacher. The guidance and counseling teacher analyzed the quantitative data from the users.

Table 4. The Quantitative Data Analysis Results of Users

Aspect	Assessment	Percentage	Categories
Usability	14	87,5%	Extremely eligible, no revisions needed
Eligibility	14	87,5%	Extremely eligible, no revisions needed
Accuracy	14	87,5%	Extremely eligible, no revisions needed
Acceptability	12	100%	Extremely eligible, no revisions needed
Scoring total	54	90,6%	Extremely eligible, no revisions needed

Based on the user validation test results, the product achieved a score of 83.3%, which is highly eligible and requires no revisions. The qualitative data highlighted the following recommendations: 1) to put the title of the script at the center, 2) to put color on the background so the background could stand out and be easier to find during guidance sessions, and 3) to add bullets and numbering to the event names.

Implementation

The researcher conducted an initial measurement (pre-test) using the anti-bullying awareness questionnaire to determine the research subjects. 29 junior high school students received the questionnaire in the first session. The pre-test results (see table) categorized 8 students as having low levels of anti-bullying awareness.

The researcher implemented the group counseling guidebook, which applies the sociodrama technique, incorporating the *Ande-Ande Lumut* folktale, with eight subjects during the product trial from sessions 2 through 8. After delivering the group counseling sessions, group members completed the post-test using the anti-bullying awareness questionnaire.

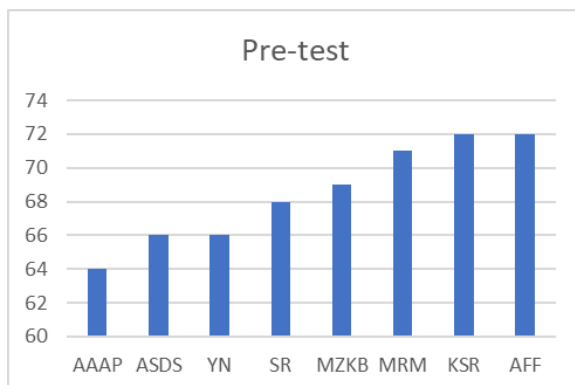


Figure 3. The Graphic of Pretest Results

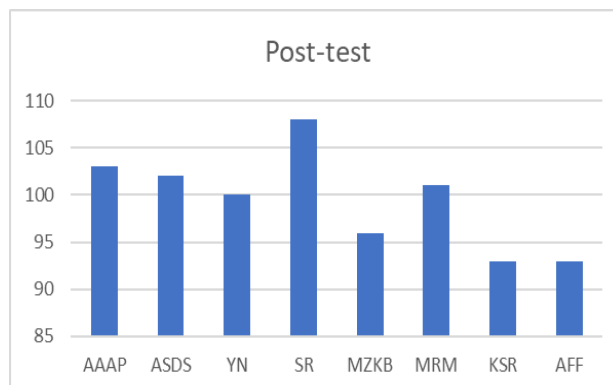


Figure 4. The Graphic of Posttest Results

Based on the table, the post-test results showed a high category, indicating that anti-bullying awareness in the areas of perception, cognition, action, and emotion improved following the sociodrama. Therefore, the researcher concluded that the group counseling service using the sociodrama technique with the *Ande-Ande Lumut* folktale can increase anti-bullying awareness among junior high school students. The researcher applied the N-Gain formula, with an ideal score of 120, to compare the pretest and posttest results. Table 5 shows the formula.

Table 5. Perhitungan N-Gain

No.	Respondents	Pretest	Posttest	%
1.	AAAP	64	103	70%
2.	ASDS	66	102	67%
3.	YN	66	100	63%
4.	SR	68	108	77%
5.	MZKB	69	96	53%
6.	MRM	71	101	61%
7.	KSR	72	93	44%
8.	AFF	72	93	44%
Mean	68,5	99,5	60%	

The researcher identified a difference between the pre-test and post-test results of the group counseling trial using the sociodrama technique that incorporated the *Ande-Ande Lumut* folktale. According to the N-Gain calculation, the guidance guidebook received a score of 60%. Based on the N-Gain score classification, this result falls into the "moderately effective" category. Therefore, the researcher considered the developed product feasible for implementation.

5. Evaluation

The evaluation stage took place during each of the previously implemented phases. The following describes the evaluation of each stage:

1. Evaluation of the Analysis Stage

At this stage, the researcher further explored school-related problems to support product development. Additionally, the researcher expanded the literature review to ensure the theories and concepts applied were appropriate and relevant for implementation.

2. Evaluation of the Design Stage

In this stage, the researcher recommended using 80-gram B5-size paper for the guidebook and suggested adding more images to produce a more visually appealing product.

3. Evaluation of the Development Stage

This stage involved revisions based on input from content experts, media experts, and user experts, as follows:

- a. Content Expert: Added stronger theoretical support for the sociodrama technique; included solutions in each drama script; adjusted the student worksheet (LKPD) to align with the intended objectives; and added reflection questions to assess the behavioral changes students intended to make afterward.
 - b. Media Expert: Reformatted the implementation plan table in portrait layout for better readability; redesigned the cover to make it more attractive; improved sentence layout for clarity; and added images or illustrations relevant to the theme, such as visuals of *Ande-Ande Lumut*.
 - c. User Expert: Centered the drama script titles; suggested adding background color to highlight script pages for easier reference during guidance sessions; and recommended adding bullets and numbers for naming the scenes in the script.
- ### 4. Evaluation of the Implementation Stage

At this stage, the researcher compared student achievement results with the predetermined goals. Based on the N-Gain calculation, the group counseling guidebook that used the sociodrama technique with the *Ande-Ande Lumut* folktale to raise anti-bullying awareness among junior high school students received a score of 60%, which is considered "moderately effective" according to the classification table.

Based on the outcome evaluation sheet, most students fell into the "good" and "excellent" categories. This indicated that group counseling successfully increased students' understanding of anti-bullying awareness. Additionally, students suggested that the counselor explain the *Ande-Ande Lumut* story beforehand.

DISCUSSIONS

The research findings showed that the guidance guidebook met the acceptability criteria and was feasible for implementation. The first stage, analysis, consisted of a needs assessment and a literature review. This research stemmed from problems found in the field. One observed phenomenon was the emergence of dominant and subordinate groups at each educational level. Furthermore, interviews with school counselors revealed that students came from diverse backgrounds in terms of socioeconomic status, race, religion, and more. According to Silva et al. (2024), differences in economic levels, popularity, and other factors can trigger bullying behavior; if students lack anti-bullying awareness, such behavior may emerge.

In addition, school counselors had attempted interventions by providing cross-class counseling using a lecture method about bullying. However, this cross-class guidance tended to be ineffective. Therefore, counselors needed to apply more focused guidance, such as group counseling using the sociodrama technique. Sociodrama exerts a greater influence on individual personality changes for both performers and observers. The selected topic must be relevant and aligned with the issue being addressed in this case, bullying using a traditional folktale like *Ande-Ande Lumut* (Mavroudis & Bournelli, 2016).

This study's results expanded upon the findings of previous research. Giacomucci (2025) found that students with higher levels of anti-bullying awareness also demonstrated greater politeness. Furthermore, Scholl and Smith-Adcock's 2007 research demonstrated that sociodrama techniques can enhance anti-bullying awareness. Nawas (2021) also demonstrated that the sociodrama technique is significantly effective in reducing bullying behaviors among perpetrators, victims, and bystanders. The distinction of this study lies in its development of a group counseling guidebook using the sociodrama technique integrated with the *Ande-Ande Lumut* folktale.

The researcher validated the product by conducting expert reviews from content experts, media experts, and user experts, followed by product revisions. Overall, the expert assessments based on the Standards for Evaluation of Educational Programs and Materials (The Joint Committee, 1981) showed that the four aspects of acceptability (eligibility, usability, accuracy, and acceptability) met the criteria of high validity, with no revision necessary.

One suggestion from the content expert was to add solutions to each drama script so students could directly understand the emotions and behaviors of others. This aligns with the definition of sociodrama presented by Sofa et al. (2024), which states that students are invited to act out and discuss social issues so that the performers can directly project the views, emotions, and behaviors of the characters, while the audience can identify with these perspectives as though experiencing them firsthand.

During the implementation stage, the researcher applied the group counseling guidebook using the sociodrama technique, which involved four phases: the initial phase, transition phase, core activity phase, and closing phase. In the initial phase, the counselor built rapport with students by discussing light topics and explaining the group counseling process. Although the students had never participated in sociodrama-based group counseling before, they gained a better understanding after hearing the explanation, principles, and time contract.

In the transition phase, the counselor facilitated an ice-breaking activity to help students get to know each other better. Afterward, the students were ready to proceed to the next stage. The core activity phase served as the main component of group counseling. Students first selected roles based on the *Ande-Ande Lumut* story using the dice-shaking method described in the guidebook. Six students took on roles in the play, while two others acted as observers. Each group member read and tried to understand their role. While doing so, students actively asked questions if they did not fully understand events in the script. During the sociodrama performance, students internalized their roles, expressed emotions, and conveyed attitudes aligned with the narrative. Their actions allowed them to indirectly experience bullying events.

This phenomenon is consistent with the definition by Mavroudis & Bournelli (2016), who stated that students act out and discuss social issues so that performers can directly project the character's viewpoints, feelings, and behaviors, and the audience can empathize with the experience as if it were their own. Afterward, the group discussed the roles with enthusiasm and completed the worksheet (LKPD). One question on the worksheet asked what actions they would take in the future. All group members expressed thoughts of behaving more positively and respecting those who are different from them.

In the closing phase, the counselor summarized the lessons learned from the drama. According to the researcher's observations, students were able to articulate conclusions after each session, and the counselor closed the activity with a prayer.

The trial of the guidance guidebook achieved a score of 60%. According to the N-Gain classification table, this placed the product in the "moderately effective" category. Group members appeared enthusiastic in

understanding their roles, which indirectly encouraged them to refrain from arrogance and mistreating others, recognizing the negative impact such actions can have. This aligned with the moral values in the *Ande-Ande Lumut* story as explained by Nawas (2021): patience when facing adversity, belief that persistent effort leads to positive outcomes, maintaining dignity through kind behavior, and refraining from arrogance or cruelty toward those perceived as weak, as it ultimately harms oneself.

In the fifth stage, the researcher conducted an evaluation by comparing students' achievements with the intended objectives. This evaluation aimed to understand the students' responses to the guidance services provided by the counselor. Based on the evaluation score sheet, three students fell into the "good" category and five students into the "excellent" category. The success of the sociodrama-based group counseling implementation was not solely due to the *Ande-Ande Lumut* guidebook. Other supporting factors may have contributed, such as healthy peer relationships. Šmigelskas et al. (2018) stated that bullying occurs due to three main factors: family, peers, and media influence. Group members learned to build respectful friendships without feeling superior to others. It remains essential for counselors and parents to monitor students' friendships.

The strength of this study lies in the evaluation conducted at every stage of development, allowing each phase analysis, design, development, and implementation to align with the feedback received. During the implementation phase, the researcher used tests before and after the program that were based on anti-bullying awareness (Rigby, 2002; Thompson, 2016), which helped choose participants who initially knew little about the topic. Furthermore, the researcher tailored the drama scripts in the sociodrama sessions to specific aspects of anti-bullying awareness, ensuring clarity of the targeted competencies. Another advantage of the product is its potential to assist counselors in delivering engaging guidance sessions by using folktales to enhance anti-bullying awareness.

However, this research had limitations, particularly in large-group trials. The implementation stage only involved a small group trial due to limited time and human resources. Additionally, the guidebook focused solely on anti-bullying awareness issues, making it unsuitable for addressing other problems. We exclusively designed it for group counseling sessions, as the sociodrama technique is not suitable for classroom-level guidance.

CONCLUSION

This study produced a group counseling guidebook using the sociodrama technique infused with the *Ande-Ande Lumut* folktale to increase anti-bullying awareness among junior high school students. The guidebook met the criteria of acceptability and proved feasible for implementation. Counselors can apply this guidebook to deliver engaging group counseling sessions aimed at enhancing students' anti-bullying awareness. The study provides several recommendations: (a) School counselors can implement group counseling sessions using the sociodrama technique to raise students' anti-bullying awareness; and (b) For future researchers, this study was limited to small-group trials; future research should test the guidebook in large-group trials.

CONFLICT OF INTEREST: The authors declare no conflict of interest.

FUNDING: This research received no specific grant from any funding agency.

REFERENCES

- Abregú-Crespo, R., Garriz-Luis, A., Ayora, M., Martín-Martínez, N., Cavone, V., Carrasco, M. Á., ... & Díaz-Caneja, C. M. (2024). School bullying in children and adolescents with neurodevelopmental and psychiatric conditions: a systematic review and meta-analysis. *The Lancet Child & Adolescent Health*, 8(2), 122-134.
- Ajayi, E. A. (2019). The role of traditional folklore in facilitating adult learning in Nigeria. *International Review of Education*, 65(6), 859-877.
- Awaliyah, I. T. A., Taufiq, A., & Hafina, A. (2019). The effectiveness of sociodrama to improve students' anger management skills. *Islamic Guidance and Counseling Journal*, 2(2), 56-65.
- Benedetti, T. B., Rebessi, I. P., & Neufeld, C. B. (2020). Group parental guidance programs: A systematic review. *Psicologia: teoria e prática*, 22(1), 399-430.
- Flannery, D. J., Scholer, S. J., & Noriega, I. (2023). Bullying and school violence. *Pediatric Clinics*, 70(6), 1153-1170.
- Giacomucci, S. (2017). The sociodrama of life or death: Young adults and addiction treatment. *The Journal of Psychodrama, Sociometry, and Group Psychotherapy*, 65(1), 137-143.
- Giacomucci, S. (2025). Sociometry and Psychodrama in Higher Education: Experiential Teaching in Counseling, Psychology, and Social Work. In *Psychodrama in Education: Creativity and Experiential Teaching Around the World* (pp. 41-72). Singapore: Springer Nature Singapore.
- Gusliana, H. B., Ardiyanto, S. Y., Setyawan, H., Putro, B. N., Kurniawan, A. W., Zulfahri, Z., ... & Tafuri, F. (2024). Legal review of bullying cases against students with disabilities in physical education learning at schools: A systematic review. *Retos: nuevas tendencias en educación física, deporte y recreación*, (57), 840-848.
- Hasanah, K. N. S. (2020). *Efektivitas Bimbingan Kelompok Melalui Teknik Sociodrama Untuk Mengurangi Perilaku Bullying Siswa (Penelitian Pre-Eksperimental di SMA Negeri 1 Kalijati Subang Tahun Pelajaran 2019/2020)* (Doctoral dissertation, Universitas Pendidikan Indonesia).
- Ihsan, M. A. N., Sukriono, D., Pristiani, R., & Kusumaningrum, S. R. (2024). Primary school bullying: Factors, forms and solutions. *Journal of Research in Instructional*, 4(2), 546-558.
- Irfan, B. (2022). *Nilai Kearifan Lokal dalam Cerita Rakyat Seri Bergambar Ande-Ande Lumut*.
- Lin, J. C., & Shih, Y. H. (2024). Strategies for preventing school bullying—A life education perspective. *Frontiers in Psychology*, 15, 1429215.

- Madsen, K. R., Damsgaard, M. T., Petersen, K., Qualter, P., & Holstein, B. E. (2024). Bullying at school, cyberbullying, and loneliness: national representative study of adolescents in Denmark. *International journal of environmental research and public health*, 21(4), 414.
- Mavroudis, N., & Bournelli, P. (2016). The role of drama in education in counteracting bullying in schools. *Cogent education*, 3(1), 1233843.
- Merrin, G. J., Wang, J. H., Kiefer, S. M., Jackson, J. L., Pascarella, L. A., Huckaby, P. L., ... & Smith, N. D. (2024). Adverse childhood experiences and bullying during adolescence: A systematic literature review of two decades. *Adolescent Research Review*, 9(3), 513-541.
- Mugiati, P. (n.d.). *Cerita Legenda Ande-Ande Lumut & Cindelas (Cerita Rakyat Dari Jawa Timur)*. Karya Gemilang Surabaya.
- Nawas, M. Z. A. (2021). Application of Sociodrama Techniques in Group counseling to Improve Students' Ability to Manage Conflict in Junior High Schools. *Jurnal Konsepsi*, 10(2), 113-127.
- Pranoto, H., Atieka, N., Wihardjo, S. D., Wibowo, A., & Nurlaila, S. (2016). Group counseling Services with Self-Regulation Technique to Improve Student Learning Motivation in Junior High School (JHS). *Educational Research and Reviews*, 11(24), 2146-2154.
- Puspitoningrum, E. (2020). ANALISIS NILAI MORAL NASKAH DRAMA ANDE-ANDE LUMUT MELALUI PENDEKATAN PRAGMATIK. *Jurnal Bahasa, Seni, Dan Pengajaran*, 4(2), 62-69.
- Rasimin, & Hamdi, M. (2019). *Bimbingan dan Konseling Kelompok* (B. S. Fatmawati, Ed.; Cetakan pertama). Bumi Aksara.
- Rigby, K. (2018). Exploring the gaps between teachers' beliefs about bullying and research-based knowledge. *International Journal of School & Educational Psychology*, 6(3), 165-175.
- Rigby, K. (2019). How Australian parents of bullied and non-bullied children see their school responding to bullying. *Educational Review*, 71(3), 318-333.
- Rigby, K. (2020). How teachers deal with cases of bullying at school: what victims say. *International journal of environmental research and public health*, 17(7), 2338.
- Rigby, K. (2024). Theoretical perspectives and two explanatory models of school bullying. *International Journal of Bullying Prevention*, 6(2), 101-109.
- Sagar, M. E., & Özabaci, N. (2022). Investigating the Effectiveness of Solution-Focused Group Counselling and Group counseling Programs to Promote Healthy Internet Use of University Students. *African Educational Research Journal*, 10(1), 14-27.

- Sakinah, U., & Arif, M. (2022). Pesantren Strategy In Preventing Acts Of Bullying. *Journal of Social Science and Economics*, 1(1), 146-167.
- Scholl, M. B., & Smith-Adcock, S. (2007). Using psychodrama techniques to promote counselor identity development in group supervision. *Journal of Creativity in Mental Health*, 2(1), 13-33.
- Silva, C. S., Vilela, E. M., & Oliveira, V. C. D. (2024). Bullying in public and private schools: the effects of gender, race, and socioeconomic status. *Educação e Pesquisa*, 50, e264614.
- Šmigelskas, K., Vaičiūnas, T., Lukoševičiūtė, J., Malinowska-Cieślik, M., Melkumova, M., Movsesyan, E., & Zaborskis, A. (2018). Sufficient social support as a possible preventive factor against fighting and bullying in school children. *International journal of environmental research and public health*, 15(5), 870.
- Sofa, I. A., Setiyowati, A. J., & Eva, N. (2024). Grapyak value sociodrama technique group counseling guidebook for teaching students interpersonal communication skills. *Journal of Research in Instructional*, 4(1), 39-48.
- Suratno, S., Wantini, W., & Suyatno, S. (2023). Psychological interventions to create child-friendly school in senior high schools levels in Indonesia-NC-SA license. *JPPI (Jurnal Penelitian Pendidikan Indonesia)* , 9(3), 1372–1378. <https://doi.org/10.29210/0202312082>
- Teixeira, D. Q., de Moraes, J. V. L., Camara, D. R. D. O., da Silva Abbud, G. C., de Oliveira, T. N. C., & Rodrigues, M. A. F. (2023, November). Unveiling Legends: A Journey through Cultural Folklore. In *Simpósio Brasileiro de Jogos e Entretenimento Digital (SBGames)* (pp. 310-319). SBC.
- Tiauzon, B. A., & Malquisto, P. R. (2019). Incidence of bullying and academic performance of grade 7 learners. *European Journal of Education Studies*.
- Thompson, R. A. (2016). *Counseling Techniques: Improving Relationships with Others, Ourselves, Our Families, and Our Environment* (Third Edition). Routledge.
- Thomsen, E., Henderson, M., Moore, A., Price, N., & McGarrah, M. W. (2024). Student Reports of Bullying: Results from the 2022 School Crime Supplement to the National Crime Victimization Survey. Web Tables. NCES 2024-109. *National Center for Education Statistics*.
- Yosep, I., Hikmat, R., Mardhiyah, A., Kurniawan, K., & Amira, I. (2023). A scoping review of the online interventions by nurses for reducing negative impact of bullying on students. *Journal of Multidisciplinary Healthcare*, 773-783.