

# Professional counselors' preventive approach to students' social anxiety through sociodrama-based group guidance

Nazalia Febrina Fasya Abidin<sup>1,\*</sup>, Khairul Barriyah<sup>2</sup>

Universitas Negeri Malang, Malang, Indonesia

<sup>1</sup> [nazaliafebrina.fa@gmail.com](mailto:nazaliafebrina.fa@gmail.com); <sup>2</sup> [khairul.barriyah.fip@um.ac.id](mailto:khairul.barriyah.fip@um.ac.id)

## ARTICLE INFO

### Article history

Received: May 7, 2026

Revised: June 9, 2026

Accepted: June 11, 2026

### Keywords

Social anxiety

Group guidance

Sociodrama techniques

Social skills

## ABSTRACT

Social anxiety is a common problem among high school students and can hinder both social and academic development. Therefore, preventive measures are needed to stop social anxiety from escalating into a more severe condition. This study aims to test the effectiveness of group guidance services using sociodrama techniques as a preventive measure against the development of social anxiety among students at SMAN 5 Malang, a public Senior High School in Malang, Indonesia. This study employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. The study sample consisted of eight students with moderate to high levels of social anxiety, selected using purposive sampling. Data were collected using a social anxiety scale that met validity and reliability criteria. Group guidance sessions using sociodrama techniques were conducted over four meetings, followed by a posttest to assess changes in the students' social anxiety levels. Hypothesis testing was performed using the Wilcoxon Signed-Rank Test, with the results showing a significance value of 0.012 ( $< 0.05$ ), indicating a significant difference between the pretest and posttest scores. These findings suggest that group guidance services using sociodrama techniques have the potential to support preventive measures by reducing students' levels of social anxiety. Consequently, they can be utilized as a preventive strategy to stop social anxiety from developing into a more severe condition and to help students develop social skills and self-confidence in social situations.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



## 1. Introductions

Social anxiety is one of the psychological issues commonly experienced by adolescents and is a major concern in the field of education because it can hinder both social and academic development. Social anxiety is characterized by an excessive fear of social situations or performance situations in which an individual may be evaluated by others (Salari et al., 2024; Wu et al., 2024). Individuals with social anxiety tend to avoid such situations or face them with high emotional distress, which impacts their social, academic, and psychological functioning (Israelashvili et al., 2024; Rozen & Aderka, 2023). During adolescence, this condition becomes even more critical to address because adolescents are in a developmental phase marked by an increasing need for social acceptance, a search for self-identity, and heightened sensitivity to evaluation by their social environment (Aulia & Putri, 2024).

Data from the Indonesia National Adolescent Mental Health Survey (I-NAMHS) indicate that approximately 15.5 million adolescents in Indonesia have experienced mental health issues in the past year. Anxiety disorders being one of the most commonly identified problems among those aged 10–17 (Wahdi et al., 2023). This situation indicates that anxiety among adolescents is not merely an individual issue but has become a psychosocial issue requiring attention through educational services, particularly guidance and counseling services in schools (Alves et al., 2022;

Klaufus et al., 2022; Liu et al., 2023). Additionally, adolescent girls are reported to have a higher risk of experiencing social anxiety compared to adolescent boys due to greater social pressures and interpersonal demands (Iksan et al., 2022).

In the school setting, social anxiety manifests through various behaviors that hinder students' participation in both academic and social activities. These behaviors include fear of speaking in front of the class, reluctance to express opinions, passivity in group discussions, difficulty initiating conversations, and avoidance of interactions with peers or new environments (Ahmed, 2025). These conditions are often accompanied by physiological symptoms, such as a racing heart, trembling, sweating, difficulty concentrating, and fear of being the center of attention. As a result, students face obstacles in developing communication skills, forming interpersonal relationships, and actively participating in the learning process (Wati et al., 2025). In this study, social anxiety is focused on two main indicators: anxiety in performance situations and anxiety in social interaction situations (Lyngdoh et al., 2023; Mou et al., 2024).

This phenomenon was also observed at SMAN 5 Malang. Based on a preliminary study of 233 tenth-grade students, 59.7% of students fell into the moderate social anxiety category, and 3.4% fell into the high category. These findings indicate that some students have already exhibited early symptoms of social anxiety, which could potentially hinder their social and academic development if they do not receive appropriate support. In this study, the term "prevention" is understood as secondary prevention—that is, intervention efforts provided to students who have already shown early symptoms of social anxiety to prevent the condition from progressing to a more severe level and from causing broader impacts on their social and academic functioning.

One of the primary functions of school guidance and counseling services is the preventive function. However, the implementation of guidance and counseling services in schools remains largely oriented toward the curative function—that is, helping students after problems have become more complex (Yuliza & Daulay, 2023). In fact, a preventive approach plays a crucial role in helping students develop social skills, interpersonal communication abilities, and self-confidence so they can cope with social situations more adaptively (Nurbaeti, 2024). Therefore, service strategies are needed that are not only problem-solving oriented but also capable of preventing the development of social anxiety by strengthening students' social skills (Akbari et al., 2025; Dong et al., 2025).

The technique deemed most suitable for adolescents' developmental characteristics is sociodrama in group guidance. Sociodrama is a role-playing technique that allows students to simulate various social situations that often cause anxiety, such as speaking in front of the class, expressing opinions, or interacting with new people (Pratiwi et al., 2022). Through experiential learning, students not only gain a cognitive understanding of social situations but also practice managing their emotional responses, reducing their fear of negative evaluation, building the courage to speak up, and developing more adaptive social behaviors (O'Flanagan & Y Jester, 2025). Thus, sociodrama is viewed as capable of supporting the preventive function in guidance and counseling services by helping to prevent the development of social anxiety in students who have already shown early symptoms (Alikhani, Samani, Bardideh, & Mozaffari, 2022).

Various previous studies have demonstrated the benefits of sociodrama techniques in improving interpersonal communication (Altınay, 2024), boosting students' self-confidence (Pahlevi et al., 2025), and reducing social anxiety and communication anxiety among adolescents (Alikhani, Samani, Bardideh, & Mozaffari, 2022; Jang et al., 2022). However, most of these studies have focused more on improving social skills or reducing anxiety after the intervention has been implemented. Research that specifically positions sociodrama as a secondary prevention strategy in group guidance services to prevent the development of social anxiety among high school students remains relatively limited. Furthermore, studies on the implementation of sociodrama techniques within the context of guidance and counseling services in Indonesian schools are also still scarce.

Given these gaps, this study aims to test the effectiveness of group guidance services using sociodrama techniques as a secondary prevention strategy against the development of social anxiety among students at SMAN 5 Malang. The novelty of this study lies in the use of sociodrama techniques as part of the preventive function of guidance and counseling services through a secondary prevention approach, which is not only oriented toward reducing levels of social anxiety but also toward preventing the progression of social anxiety symptoms into more severe conditions. The results of this study are expected to provide a theoretical contribution to the development of

preventive guidance and counseling services and to serve as an alternative intervention strategy for guidance and counseling teachers in schools.

## **2. Method**

### **2.1 Research design**

This study used a quantitative approach with a pre-experimental design, specifically a one-group pretest-posttest design. This design involves a single group of subjects without a control group, so that changes in the subjects' condition after the intervention are observed by comparing the pretest and posttest results. This design was chosen to evaluate changes in students' levels of social anxiety after receiving group guidance services using sociodrama techniques as a preventive measure to curb the development of social anxiety.

### **2.2 Participants of the research**

The population in this study consisted of all 10th-grade students at SMAN 5 Malang, totaling 233 students. The research subjects comprised eight students selected through purposive sampling, a technique for selecting a sample based on specific criteria aligned with the research objectives. The criteria for research subjects included: (1) 10th-grade students at SMAN 5 Malang who had completed the social anxiety scale instrument; (2) students with moderate to high levels of social anxiety based on the pretest results; and (3) students willing to participate in the entire series of group guidance sessions using sociodrama techniques until completion. The selection of subjects with moderate to high levels of social anxiety was based on the research objective as a form of secondary prevention, namely providing intervention to students who have shown early symptoms of social anxiety so that the condition does not develop into a more severe one and does not hinder their social or academic development.

### **2.3 Data collection tools**

The instrument used in this study was a social anxiety scale adapted from Humair (2023). The scale was designed using a Likert scale with five response options: strongly disagree, disagree, somewhat agree, agree, and strongly agree. The instrument consists of 25 items that measure two main indicators of social anxiety: anxiety in performance situations and anxiety in social interaction situations. Before being used in the study, the instrument was tested on 65 students outside the study sample. The validity test results showed that all items met the validity criteria, so all items were deemed suitable for use. The reliability test yielded a Cronbach's Alpha coefficient of 0.939, indicating that the instrument has a very high level of internal consistency.

Social anxiety levels were categorized based on the total instrument score, namely low ( $X < 58$ ), moderate ( $58 \leq X < 92$ ), and high ( $X \geq 92$ ). These categories were used as the basis for selecting research subjects and for describing changes in social anxiety levels before and after the intervention. Data analysis was conducted using descriptive statistics to describe students' levels of social anxiety before and after the intervention. Subsequently, hypothesis testing was performed using the Wilcoxon Signed-Rank Test, a nonparametric test used to determine the significance of differences between two paired data sets when the data do not meet the assumptions of a normal distribution (Sugiyono, 2019). The use of this test was based on the relatively small number of research subjects, which does not require a normal data distribution. Testing decisions were based on the Asymp. Sig. (2-tailed) value with a significance level of 0.05. If the value of Asymp. Sig.  $< 0.05$ , then there is a significant difference between the pretest and posttest scores, indicating that group guidance services using sociodrama techniques support a preventive function in curbing the development of social anxiety among students. In addition to the significance test, this study also calculated the effect size to determine the magnitude of the impact of group guidance services using sociodrama techniques on changes in students' levels of social anxiety. The interpretation of the effect size follows Cohen's criteria: 0.10 = small effect, 0.30 = moderate effect, and  $\geq 0.50$  = large effect.

### **2.4 Research procedure**

This study aims to determine differences in students' levels of social anxiety before and after receiving group guidance services using sociodrama techniques. The research procedure began with administering a pretest using a social anxiety scale, followed by the intervention—group guidance sessions using sociodrama techniques—conducted over four sessions. In each session, students

participated in role-playing activities designed around social situations that frequently trigger anxiety, such as speaking in front of the class, expressing opinions, collaborating in groups, and interacting with peers. After the entire series of sessions was completed, a posttest was administered using the same instrument to assess changes in students' levels of social anxiety following the intervention.

## 2.5 Data analysis technique

The data analysis techniques employed in this study include both descriptive and inferential statistics. Descriptive statistics were used to describe students' social anxiety levels before and after the provision of group guidance services utilizing the sociodrama technique, based on mean scores and the categorization of social anxiety levels. Subsequently, the Wilcoxon Signed-Rank Test was used to examine the difference in social anxiety scores between the pretest and posttest results, given the relatively small sample size and the paired nature of the data. Decision-making was based on the Asymp. Sig. (2-tailed) value at a significance level of 0.05, where a p-value < 0.05 indicated a significant difference between pretest and posttest scores. Additionally, the study calculated the effect size using the formula  $r = Z/\sqrt{N}$  to determine the magnitude of the intervention's impact, with interpretations of 0.10 representing a small effect, 0.30 a medium effect, and  $\geq 0.50$  a large effect.

## 3. Results and Discussion

The research results show that the students' levels of social anxiety before receiving group guidance using sociodrama techniques fell into the moderate-to-high category. Based on the pretest results, the research subjects' scores ranged from 73 to 111. Of the eight research subjects, four students (50%) fell into the moderate category and four students (50%) fell into the high category. These results indicate that all research subjects exhibited early symptoms of social anxiety, thus requiring preventive services to stop social anxiety from developing into a more severe condition. The pre-test and post-test results are shown in Table 1.

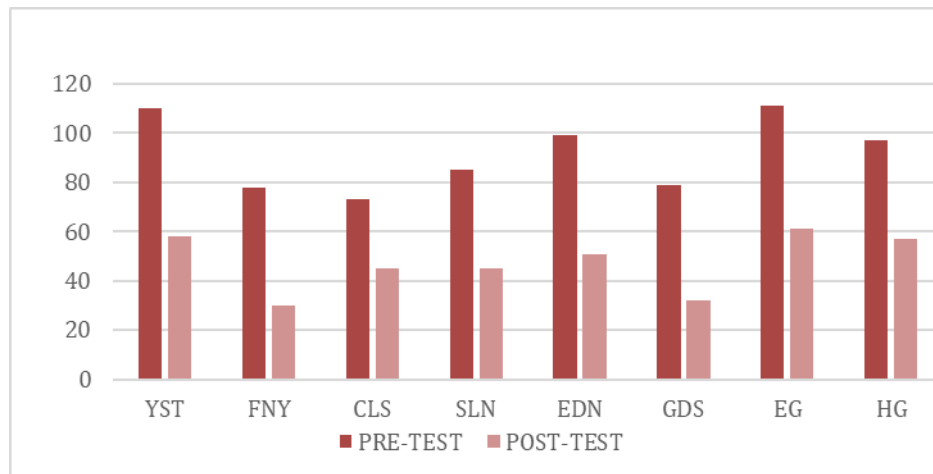
**Table 1.** Results of pre-test and post-test data analysis

| No | Name | Pre-test |          | Post-test |          |
|----|------|----------|----------|-----------|----------|
|    |      | Score    | Category | Skor      | Category |
| 1  | YST  | 110      | High     | 58        | Moderate |
| 2  | FNY  | 78       | Moderate | 30        | Low      |
| 3  | CLS  | 73       | Moderate | 45        | Low      |
| 4  | SLN  | 85       | Moderate | 45        | Low      |
| 5  | EDN  | 99       | High     | 51        | Low      |
| 6  | GDS  | 79       | Moderate | 32        | Low      |
| 7  | EG   | 111      | High     | 61        | Moderate |
| 8  | HG   | 97       | High     | 57        | Low      |

The research results show that the students' levels of social anxiety before receiving group guidance using sociodrama techniques fell into the moderate-to-high category. The detailed pre-test and post-test results are shown in Table 1, which presents the changes in individual students' scores before and after the intervention. Based on the pretest results, the research subjects' scores ranged from 73 to 111. Of the eight research subjects, four students (50%) fell into the moderate category and four students (50%) fell into the high category. These results indicate that all research subjects exhibited early symptoms of social anxiety, thus requiring preventive services to stop social anxiety from developing into a more severe condition.

Individually, all research subjects experienced a decrease in their scores on the posttest, indicating a consistent reduction in social anxiety following the intervention. Four students who were previously in the high category experienced a shift in their levels, with two students moving to the moderate category and two students moving directly to the low category. Meanwhile, all students who were initially classified in the moderate category moved to the low category after receiving group guidance using sociodrama techniques. Thus, the category distribution at the posttest stage showed that six students (75%) were in the low category and two students (25%) were in the moderate category, with no students remaining in the high category. Overall, these findings indicate a positive change in students' social anxiety levels following the intervention. These changes in

students' social anxiety levels are also illustrated in Figure 1, which provides a visual comparison of the students' pretest and posttest scores.



**Fig. 1.** Comparison of pre-test and post-test results

Based on Figure 1, all study participants showed a decrease in social anxiety scores after participating in group guidance using sociodrama techniques. None of the participants experienced an increase in their scores or maintained the same scores on the posttest. These findings indicate a consistent change in social anxiety levels among all study participants following the intervention. Hypothesis testing was conducted using the Wilcoxon Signed-Rank Test to determine differences in social anxiety scores before and after the provision of group guidance services using the sociodrama technique. Data analysis with the Wilcoxon Signed-Rank Test is described in Table 2.

**Table 2.** Results of the data analysis for students' anxiety levels

| Analysis unit  | N              | Mean Rank | Sum of Ranks |
|----------------|----------------|-----------|--------------|
| Negative Ranks | 8 <sup>a</sup> | 4.50      | 36.00        |
| Positive Ranks | 0 <sup>b</sup> | .00       | .00          |
| Ties           | 0 <sup>c</sup> |           |              |
| Total          | 8              |           |              |

Based on Table 2, all eight participants were classified as Negative Ranks ( $N = 8$ ), indicating that every student experienced a reduction in social anxiety scores after participating in the group guidance program using sociodrama techniques. The absence of Positive Ranks ( $N = 0$ ) demonstrates that no participant showed an increase in social anxiety following the intervention, while the absence of Ties ( $N = 0$ ) indicates that none of the participants maintained the same score between the pretest and posttest. The mean rank of 4.50 and the sum of ranks of 36.00 further suggest that the decrease in social anxiety occurred consistently across all participants. These findings provide descriptive evidence that the intervention was associated with a uniform reduction in students' social anxiety levels. To determine whether this observed decrease was statistically significant, the results of the Wilcoxon Signed-Rank Test are presented in Table 3.

**Table 3.** Results of the Wilcoxon signed-rank test

| Analysis unit          | Coefficient         |
|------------------------|---------------------|
| Z                      | -2.521 <sup>b</sup> |
| Asymp. Sig. (2-tailed) | .012                |

Based on Table 3, the Z-value is -2.521 with an Asymp. Sig. (2-tailed) of 0.012. This significance value is smaller than the significance level of 0.05 ( $0.012 < 0.05$ ), indicating a significant difference between the pretest and posttest scores. Thus, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In addition to the significance test, an effect size was calculated using the formula  $r = Z/\sqrt{N}$ . The calculation yielded a value of  $r = 0.89$ , which falls into



the “large effect” category according to Cohen’s criteria. These results indicate that group guidance services using sociodrama techniques have a strong influence on changes in students’ levels of social anxiety. The research results show a decrease in social anxiety levels after students participated in group guidance services using sociodrama techniques. These findings suggest that such services have the potential to serve a preventive function in curbing the development of social anxiety among students who have already shown early symptoms.

This study shows that group guidance services using sociodrama techniques contribute to a reduction in students’ levels of social anxiety. This is indicated by a significant difference between pretest and posttest scores, as determined by the Wilcoxon Signed-Rank Test ( $p = 0.012 < 0.05$ ). In addition to being statistically significant, the effect size calculation yielded a value of  $r = 0.89$ , which falls into the “large effect” category. These findings indicate that the change in social anxiety levels following the intervention is not only statistically significant but also exerts a strong influence on the students’ condition.

A reduction in social anxiety was observed in the two aspects that were the focus of the study: anxiety in performance situations and anxiety in social interaction situations. After participating in the program, students demonstrated behavioral changes, including increased confidence in speaking in front of a group, expressing opinions, initiating conversations, and participating in discussions. These changes indicate that group guidance using sociodrama techniques helps students cope with social situations that they previously perceived as threatening.

These findings can be explained by the characteristics of the sociodrama technique, which provides students with opportunities for experiential learning. Through role-playing activities, students practice dealing with various social situations that resemble real-life experiences in a safe and structured environment. These experiences enable students to recognize negative thoughts, manage emotional responses, and try out more adaptive social behaviors without fear of negative evaluation. Role-playing techniques help individuals explore their emotional and social responses, thereby enabling them to develop more adaptive behaviors in daily life (Corey, 2024).

In addition to being influenced by the sociodrama technique, the changes that occurred were also supported by group dynamics throughout the program. Interactions among participants created a supportive atmosphere, allowing students to feel accepted, heard, and understood by other group members. These conditions contribute to an increase in psychological safety, which encourages students to be more courageous in expressing their opinions and interacting with group members (Kyambade et al., 2024). This finding is consistent with other research that group guidance provides participants with opportunities to learn through interaction, social support, and shared experiences, thereby enhancing both personal and social development (Lin et al., 2022).

From a guidance and counseling perspective, the results of this study indicate that group guidance services using sociodrama techniques support preventive functions, particularly secondary prevention. In this study, the subjects were students who had exhibited early symptoms of social anxiety in the moderate to high range. Therefore, the services were provided not to prevent the onset of social anxiety in students who had not yet shown symptoms, but rather to help prevent social anxiety from developing into a more severe condition (Alves et al., 2022). Thus, the concept of prevention used in this study remains consistent with the preventive function in guidance and counseling services.

The results of this study are consistent with the previous research, which showed that the sociodrama technique is effective in reducing communication anxiety among adolescents (Alikhani, Samani, Bardideh, & Mozafari, 2022). These findings are also supported by other studies, which demonstrated that the application of the sociodrama technique can improve students’ interpersonal communication (Pahlevi et al., 2025). Furthermore, a study indicates that sociodrama can improve students’ social interaction skills (Kharismaylinda & Harahap, 2023). These consistent findings reinforce the notion that the sociodrama technique provides students with opportunities to develop social skills through hands-on learning experiences, thereby helping to reduce social anxiety and increase their confidence in interacting with others (Saputri et al., 2024).

Other findings indicate that symptoms of social anxiety are not always manifested through direct withdrawal behaviors (Gazelle, 2022). Some students are still able to interact with their peers but show hesitation in expressing their opinions, a tendency to overthink before speaking, and

concerns about the possibility of receiving negative evaluations (Rajpar et al., 2026). These findings suggest that symptoms of social anxiety can manifest in more subtle ways, requiring guidance and counseling teachers to be sensitive during the identification and initial assessment processes.

Nevertheless, this study has several limitations. Although the one-group pretest-posttest design is capable of illustrating changes that occur following the intervention, the absence of a control group means that changes observed cannot be fully attributed to the treatment, as the influence of other factors outside the intervention could not be completely controlled. In addition, the relatively small number of participants limits the generalizability of the findings to a broader population. Therefore, the findings are interpreted as evidence of changes following the intervention that support the preventive function of group guidance services, rather than as establishing an absolute cause-and-effect relationship. Future research is recommended to employ an experimental design with a control group, involve a larger sample size, and include follow-up measurements to examine the long-term sustainability of the service's effectiveness.

The study results indicate that group guidance services using sociodrama techniques contribute significantly to reducing students' levels of social anxiety. These findings reinforce the role of guidance and counseling services as developmental services that are not only problem-solving oriented but also support preventive efforts by strengthening students' social skills, confidence in public speaking, interpersonal communication skills, and self-confidence, thereby helping to prevent social anxiety from developing into a more severe condition.

#### 4. Conclusion

This study shows that group guidance services using sociodrama techniques contribute to a reduction in students' levels of social anxiety, as indicated by a significant difference between pretest and posttest scores and supported by an effect size that falls into the large category. These changes are evident in reduced anxiety during performance situations and social interactions, accompanied by an increase in students' confidence to express their opinions, participate in discussions, and interact with their peers. The research findings also indicate that students with social anxiety do not always exhibit withdrawn behavior; rather, it may manifest as excessive caution regarding the possibility of receiving negative evaluations. Therefore, group guidance using sociodrama techniques has the potential to support preventive functions, particularly secondary prevention, in helping to prevent the development of social anxiety in students who have already shown early symptoms. Future research is recommended to use an experimental design with a control group, a larger sample size, and follow-up measurements so that the effectiveness of the intervention and the sustainability of the results can be evaluated more comprehensively.

#### Acknowledgment

The author would like to thank SMAN 5 Malang for granting permission and providing support for this research. Thanks are also extended to the guidance and counseling teachers who assisted in the delivery of services, as well as to all students who actively participated throughout the research process. In addition, the author would like to thank the supervising professor for providing direction, guidance, and feedback throughout the research process.

#### Declarations

- Author contribution** : NFFA is responsible for writing and completing design, data collection, and data analysis to manuscript preparation. KB served as the supervisor, providing direction, validation, and manuscript review and revision. The third author contributed by assisting with data processing and final manuscript editing.
- Funding statement** : This research did not receive funding from any specific institution or agency.
- Conflict of interest** : The authors declare no conflicts of interest in this research.
- Additional information** : There is no additional information to report regarding this research.

## References

- Ahmed, M. K. (2025). Investigating coping strategies for anxiety and speech disorders in classroom presentations: A case study on Bangladeshi tertiary students. *Acta Psychologica*, 261, 105832. <https://doi.org/10.1016/j.actpsy.2025.105832>
- Akbari, A., Torabizadeh, C., Nick, N., Setoodeh, G., & Ghaemmaghami, P. (2025). The effects of training female students in emotion regulation techniques on their social problem-solving skills and social anxiety: A randomized controlled trial. *Child and Adolescent Psychiatry and Mental Health*, 19(1), 3. <https://doi.org/10.1186/s13034-025-00860-1>
- Alikhani, H., Samani, S., Bardideh, M. R., & Mozafari, M. (2022). The effectiveness of sociodrama intervention to reduce the social skills in children with social anxiety disorder. *Clinical Psychology: Research and Practice Innovations*, 13(4), 53–64. <https://doi.org/10.22075/jcp.2021.23124.2129>
- Alikhani, H., Samani, S., Bardideh, M. R., & Mozaffari, M. (2022). Intervention based sociodrama: Evaluating the effectiveness on the anxiety in children with social anxiety disorder. *Iranian Journal of Psychiatric Nursing*, 10(3), 88–103. <https://doi.org/10.22034/IJPN.10.3.88>
- Altınay, D. (2024). Psychodrama, sociodrama, sociometry and spontaneity theater in education and psychodrama in actor's education. In S. Giacomucci, H. Junqueira Fleury, & D. Altınay (Eds.), *Psychodrama in Counselling, Coaching and Education* (Vol. 5, pp. 5–39). Springer Nature Singapore. [https://doi.org/10.1007/978-981-97-8377-9\\_2](https://doi.org/10.1007/978-981-97-8377-9_2)
- Alves, F., Figueiredo, D. V., & Vagos, P. (2022). The prevalence of adolescent social fears and social anxiety disorder in school contexts. *International Journal of Environmental Research and Public Health*, 19(19), 12458. <https://doi.org/10.3390/ijerph191912458>
- Aulia, F., & Putri, K. Y. S. (2024). Use of Instagram as a medium for adolescence self-identity construction. *International Journal of Media and Communication Research*, 5(1), 33–43. <https://doi.org/10.25299/ijmcr.v5i1.15007>
- Corey, G. (2024). *Theory and practice of counseling and psychotherapy*. Cengage learning.
- Dong, Z., Chiu, M. M., Zhou, S., & Zhang, Z. (2025). Problem solving and emotion coping styles for social anxiety: A meta-analysis of Chinese mainland students. *Child Psychiatry & Human Development*, 56(2), 328–345. <https://doi.org/10.1007/s10578-023-01561-6>
- Gazelle, H. (2022). Two models of the development of social withdrawal and social anxiety in childhood and adolescence: Progress and blind spots. *Children*, 9(5), 734. <https://doi.org/10.3390/children9050734>
- Israelashvili, J., Dijk, C., & Fischer, A. H. (2024). Social anxiety is associated with personal distress and disrupted recognition of negative emotions. *Heliyon*, 10(3), e24587. <https://doi.org/10.1016/j.heliyon.2024.e24587>
- Jang, S. J., Han, J.-S., Bang, M. H., & Ahn, J.-W. (2022). Effects of a sociodrama-based communication enhancement program on mothers of children with neurodevelopmental disorders: A pilot study. *Asian Nursing Research*, 16(2), 114–123. <https://doi.org/10.1016/j.anr.2022.03.005>
- Kharismaylinda, J., & Harahap, A. C. P. (2023). Effectiveness of group guidance services using socio-drama techniques to reduce acts of discrimination in high school students. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 5(2), 173–190. <https://doi.org/10.37680/scaffolding.v5i2.2773>
- Klaufus, L., Verlinden, E., Van Der Wal, M., Cuijpers, P., Chinapaw, M., & Smit, F. (2022). Adolescent anxiety and depression: Burden of disease study in 53,894 secondary school pupils in the Netherlands. *BMC Psychiatry*, 22(1), 225. <https://doi.org/10.1186/s12888-022-03868-5>



- Kyambade, M., Namuddu, R., Mugambwa, J., & Namatovu, A. (2024). I can't express myself at work: Encouraging socially responsible leadership and psychological safety in higher education setting. *Cogent Education*, 11(1), 2373560. <https://doi.org/10.1080/2331186X.2024.2373560>
- Lin, T., Kraatz, E., Ha, S. Y., Hsieh, M., Glassman, M., Nagpal, M., Sallade, R., & Shin, S. (2022). Shaping classroom social experiences through collaborative small-group discussions. *British Journal of Educational Psychology*, 92(1), 131–154. <https://doi.org/10.1111/bjep.12442>
- Liu, X.-Q., Guo, Y.-X., & Xu, Y. (2023). Risk factors and digital interventions for anxiety disorders in college students: Stakeholder perspectives. *World Journal of Clinical Cases*, 11(7), 1442–1457. <https://doi.org/10.12998/wjcc.v11.i7.1442>
- Lyngdoh, T., El-Manstrly, D., & Jeesha, K. (2023). Social isolation and social anxiety as drivers of generation Z's willingness to share personal information on social media. *Psychology & Marketing*, 40(1), 5–26. <https://doi.org/10.1002/mar.21744>
- Mou, Q., Zhuang, J., Wu, Q., Zhong, Y., Dai, Q., Cao, X., Gao, Y., Lu, Q., & Zhao, M. (2024). Social media addiction and academic engagement as serial mediators between social anxiety and academic performance among college students. *BMC Psychology*, 12(1), 190. <https://doi.org/10.1186/s40359-024-01635-7>
- O'Flanagan, S. E., & Y Jester, M. (2025). Experiential learning amid disequilibrium: Attuning to student emotions. *Management Learning*, 56(5), 863–889. <https://doi.org/10.1177/13505076241306061>
- Pahlevi, R., Hartono, H., & Arum, L. N. (2025). Effect of group guidance method using sociodrama technique to improve students' self-confidence. *Indonesian Journal of Guidance and Counseling Studies*, 2(2), 66–76. <https://doi.org/10.64420/ijgcs.v2i2.320>
- Pratiwi, D., Qureshi, M., Mohamed, Y., & Ardchir, M. (2022). Overview of role-playing techniques in group guidance services to improve students' interpersonal intelligence. *International Journal of Research in Counseling*, 1(1), 46–51. <https://doi.org/10.55849/ijrc.v1i1.8>
- Rajpar, T. A., Abbasi, A. M., & Laghari, A. (2026). Understanding the triggers of English-speaking anxiety among university students: A cross-cultural mixed-methods study. *Journal of Research in Education and Pedagogy*, 3(1), 56–68. <https://doi.org/10.70232/jrep.v3i1.129>
- Rozen, N., & Aderka, I. M. (2023). Emotions in social anxiety disorder: A review. *Journal of Anxiety Disorders*, 95, 102696. <https://doi.org/10.1016/j.janxdis.2023.102696>
- Salari, N., Heidarian, P., Hassanabadi, M., Babajani, F., Abdoli, N., Aminian, M., & Mohammadi, M. (2024). Global prevalence of social anxiety disorder in children, adolescents and youth: A systematic review and meta-analysis. *Journal of Prevention*, 45(5), 795–813. <https://doi.org/10.1007/s10935-024-00789-9>
- Saputri, M. G., Herminastiti, R., & Malik, H. A. (2024). The influence of sociodrama on early children's social skills. *Jurnal Cerlang PG PAUD*, 1(1), 20–26. <https://doi.org/10.37640/jcpaud.v1i1.1926>
- Wahdi, A. E., Wilopo, S. A., & Erskine, H. E. (2023). 122. The prevalence of adolescent mental disorders in Indonesia: An analysis of Indonesia–National Mental Health Survey (I-NAMHS). *Journal of Adolescent Health*, 72(3), S70. <https://doi.org/10.1016/j.jadohealth.2022.11.143>
- Wati, I. W. I. I., Wahyuni, K. T., & Mei, B. S. (2025). Collaborative learning as a pedagogical strategy to foster interpersonal communication skills among senior high school students. *Journal of Education Technology and Inovation*, 8(1), 65–74. <https://doi.org/10.31537/jeti.v8i1.2358>

- Wu, W., Huang, L., & Yang, F. (2024). Social anxiety and problematic social media use: A systematic review and meta-analysis. *Addictive Behaviors*, 153, 107995. <https://doi.org/10.1016/j.addbeh.2024.107995>
- Yuliza, V., & Daulay, N. (2023). Implementation of guidance and counseling in preventing bullying: The role of teachers in junior high schools. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(01), 51–58. <https://doi.org/10.32678/tarbawi.v9i01.8176>