

## SOCIODRAMA WITH BELITUNG MEASLES ART TO IMPROVE STUDENTS EMOTION REGULATION

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### Abstract

The current condition is that there is a decrease in emotional regulation in students. Many studies show that there is still a gap between the expected conditions and the facts in the field. One of the factors that cause low emotion regulation in students is the difficulty in understanding turbulent emotions and not understanding how to manage emotions properly. The impact that often arises because of the low ability of students to regulate emotions is to experience conflicts with peers, stress and even not infrequently adolescents will experience depression about it . Efforts that can be made by counselors begin with helping adolescents regulate their emotions. One of them can be with the sociodrama technique used in group guidance services with the Belitung measles art. This sociodrama with Belitung measles art can improve students' emotion regulation. This sociodrama in group guidance with Belitung measles art has three themes of Belitung measles teachings, namely: (1) emotion expression, (2) aesthetic appreciation, (3) communication. The result of the literature review on the development of sociodrama with Belitung measles art is to improve students' emotion regulation in the form of new understanding and the process of how students solve their own problems.

**Key Words:** *Measles Belitung, Sociodrama, Group Guidance, Emotion Regulation*

### 1. Introduction

Art can help individuals to overcome feelings of anxiety, stress, or depression that are being experienced (Permatasari et al., 2017). Art can also help a person manage emotions by providing new understanding in a healthy and productive way. When someone expresses negative emotions such as anger or sadness through art, these emotions can be transformed into beautiful and valuable works of art. Regulating emotions can be done to take precautions before hating each other. Increased emotional control affects how personality is formed and is a key indicator of individual variation (Nisfiannoor & Kartika, 2004).. For example, one individual is able to behave calmly

like "water" even in stressful situations, while another individual is the opposite ready to 'explode' like a volcano.

The explanation of emotion regulation above shows that to produce optimal emotion regulation, there must be variables that support adolescent development. The better adolescents regulate their emotions, the less likely violent behavior will occur in adolescents. Conversely, the worse adolescents regulate their emotions, the more potential for adolescent violent behavior to emerge (Mu'arifah et al., 2020). This is evidenced by the results of research findings, 1.1% of adolescents in class X SMA Negeri 9 Semarang have very poor emotional control, while 18.2% of adolescents are in the low emotional control category (Silaen & Dewi, 2015). Different research findings revealed that on average, SMP Negeri "S" students in grades VII and VIII had a level of emotion regulation that fell into the very poor category for students aged between 12 and 14 years, or 28.8% (26 individuals) of the entire subject population (Mawardah & Adiyanti, 2014). The data shows that students at school still have low emotion regulation.

Emotion regulation has an influence on assertive attitudes which are efforts in behavior such as efforts to choose, determine, decide and not be afraid to express disagreement with something they don't like and have high self-esteem (Silaen & Dewi, 2015). The attitude of positive assertiveness can be seen with various examples of good behavior. For example; when adolescents are faced with making choices, adolescents are able to accept risks in making decisions, dare to take responsibility for their own choices, dare to ask for help from others, are accepting and do not force others to follow their wishes, and are firm in saying "no" to things they cannot do. Meanwhile, the negative attitude of assertiveness can be seen in various examples of poor behavior. For example, difficulty in controlling emotions, decreased learning achievement, and difficulty having good social relationships with peers. By behaving assertively, adolescents can control themselves to be better towards their environment (Hasanah et al., 2015).

The low ability of adolescents to regulate emotions results in adolescents tending to experience conflicts with peers, unable to manage stress or even adolescents will experience depression when they cannot regulate their emotions. Whereas this will

not happen to adolescents who are able to control their emotions, as the first step for adolescents to face life in the future. (Fitriani & Alsa, 2015). It has also been proven in other studies that emotion regulation does not directly cause adolescents' tendency to engage in cyberbullying, but is negatively related to this tendency (Mawardah & Adiyanti, 2014)..

Some efforts that can be made as a Guidance and Counseling teacher begin with helping adolescents regulate their emotions. Guidance and Counseling Services are efforts to provide assistance for students both individually and in groups, so that students can be independent and develop optimally in the fields of learning, personal, social, and career by using several services and supporting activities based on applicable regulations (Hikmawati, 2016). One of them can be with the sociodrama technique used in group guidance services. The results of research that can be done in improving emotional regulation are using a group guidance service model with sociodrama techniques to improve emotional regulation (Hidayati et al., 2017).

The researcher attempted to develop a sociodrama technique that is packaged with art. In this process, art can help individuals to overcome feelings of anxiety, stress, or depression that are being experienced (Permatasari et al., 2017). Art can also help a person manage emotions by providing new understanding in a healthy and productive way. When someone expresses negative emotions such as anger or sadness through art, these emotions can be transformed into beautiful and valuable works of art. Based on the explanation above, art can be packaged in group guidance, especially in sociodrama techniques. Sociodrama is one of the techniques in group guidance conducted by 5-10 students that can be used to overcome emotional problems (Lubis et al., 2018).

Based on related research conducted at the State Vocational High School, it was found that group guidance sociodrama technique is effective in regulating emotions significantly so that adolescents are able to control emotions well. There have also been many studies stating that sociodrama can be used especially in schools within the scope of group guidance, in this case emotion regulation can also adopt and modify the art of Belitung Measles so that adolescents are able to develop their abilities and be able to control emotions well (Hidayati et al., 2017)

Some studies use Group Guidance Services Sociodrama Techniques, but this research is different from previous studies, researchers will raise ways to improve adolescent emotional regulation using the art of the Belitung measles as a medium in sociodrama. The problem that researchers will discuss in this study is how students can improve emotional regulation that often appears not as it should be in adolescents.

**2. Methods**

A literature review was used in this research methodology. A literature review is a method that looks at different research theories in relation to information obtained from research findings that are important to the research problem under consideration. The literature study used in this research approach includes multifaceted concepts that explore various topics of previous studies and identify knowledge gaps that can be carried out by future research. Literature review is one of the important efforts that will be carried out in preparing a research plan, examining a study that has been carried out related to a particular topic by tracing research with a variety of readings through several sources such as articles, journals, which are related to the research topic (Marzali, 2016).

In this study, researchers used literature review, in which researchers collected various kinds of data in the form of articles and scientific journals and then reviewed them in accordance with the research theme related to the development of sociodrama with Belitung measles art to improve students' emotional regulation. In addition, to obtain data sources, researchers also accessed internet journals from <https://scholar.google.co.id>. Research sources from e-journal articles on emotion regulation.

**3. Results and Discussion**

There are five articles that are closely related to this research problem, according to the literature review requested by scientific journals from the authors. Table 1 below provides an overview of these five articles:

No.	Title	Author	Research Results
1.	Hubungan Antara Regulasi Emosi Dengan Asertivitas	Nastasia Christie Silaen, Kartika	Based on the results of the hypothesis testing

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	(Studi Korelasi Pada Siswa Di SMA Negeri 9 Semarang)	Sari Dewi	conducted The results showed that students at SMA Negeri 9 Semarang have a substantial positive relationship between emotion management and assertiveness.
2.	Penggunaan Layanan Bimbingan Kelompok Teknik Permainan untuk Meningkatkan Kemampuan Regulasi Emosi Siswa	Evriyen Tri Utomo, Yusmansyah, Ratna Widiastuti	Emotional control of students in class X MIA 8 SMA Muhammadiyah 1 Way Jepara East Lampung can be improved with the help of technical group guidance services. According to the research findings, students who received group counseling services using sociodrama techniques showed improved emotion regulation in their relationships with peers.
3.	Bimbingan Kelompok Dengan Teknik Sociodrama Meningkatkan Regulasi Emosi Pada Siswa Sma Di Kota Bengkulu	Aisyah Lubis, Yessy Elita, Vira Afriyati	According to the research findings, students who received group counseling services using sociodrama techniques showed improved emotion regulation in their relationships with peers.
4.	<i>Evolutionary Functions of Social Play Life Histories, Sex Differences, and Emotion Regulation</i>		The results show that unsupervised social play provides an opportunity to learn about emotional communication, not only by sending and interpreting signals but also by experience in emotion management.
5.	Meningkatkan Regulasi Emosi Siswa Melalui Layanan Bimbingan Kelompok dengan Teknik Sociodrama	Indah Hidayati, Mulawarman, and Awalya	The results showed that the use of sociodrama techniques in group guidance services improved students' emotion regulation,

			from the medium category to the high category on the emotion management indicator, from the low category to the high category on the emotion control indicator, and from the medium category to the medium category on the stress coping indicator.
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However, the opposite is often true. There are a number of challenges faced in the ability of adolescent emotion regulation. Research shows that 1.1% of adolescents in class X SMA Negeri 9 Semarang have very low emotion regulation, while 18.2% of adolescents are in the low emotion regulation category (Silaen & Dewi, 2015). Subjects at SMP Negeri "S" classes VII and VIII aged 12 to 14 years have an average level of emotion regulation that falls into the very bad category in 28.8% of cases. (26 individuals) of the total (Mawardah & Adiyanti, 2014) According to research, emotion management among school students is still below standard. Emotion regulation is an effort to manage and control emotions that are carried out unconsciously or consciously, in order to show emotional expressions that are in accordance with the surrounding environment (Saputri, 2016). Harmful emotions are when the intensity, duration, frequency, or type are wrong for a particular situation, and maladaptively biased cognitions and behaviors (Gross & Jazaieri, 2014). Other experts say that one of the main focuses in the field of emotion regulation is finding ways of organizing the large number of strategies that people use to regulate their emotions, and then assessing whether different strategies are associated with different outcomes (Gross, 2014).

Adolescents are experiencing the transition from children to adolescents at this age, the function of self-control in general is not yet functioning properly. Although compared to children, adolescents have a higher level of consciousness (Fitriani & Alsa, 2015). In this phase there is emotional turmoil that is unstable from time to time, because in this phase adolescents enter into a transitional phase from the previous phase, namely in the child phase. Emotions are divided into two, namely positive emotions and negative emotions. Positive emotions can be interpreted as the emergence

of feelings of happiness, love, and pleasure at the same time, while negative emotions are usually shown with facial expressions such as sadness, disappointment, anger, worry, and nervousness.

Some of the above opinions can be concluded that emotion regulation is a process that involves an individual's ability to recognize, understand, manage, and adjust positive and negative emotions in himself. This includes the ability to regulate the intensity of emotions, respond appropriately to situations that trigger emotions, and recover after experiencing unstable emotions. Emotion regulation involves self-awareness of emotions, understanding of the origins of emotions, and effective use of strategies to cope with unwanted or harmful emotions.

Individuals who are able to regulate positive emotions have characteristics including: having self-control, having positive interpersonal relationships, having a prudent attitude, adaptability or adaptability, high tolerance for frustration, and having a positive view of themselves and the environment (Goleman, 2007). The following is an explanation of the six aspects as follows: (1) Self-Control The ability of individuals to choose and control themselves to show behavior or emotions that are in accordance with the environment. (2) Interpersonal Relationship A relationship that establishes communication between two or more parties who depend on each other and who engage in a regular and continuous pattern of interaction (Loban et al., 2017). (3) Cautious Attitude There is an attitude of caution as an effort in doing something before acting. (4) Has Adaptability The ability of individuals to adapt easily and be able to adjust to their environment through various challenges. (5) High Tolerance to Frustration The ability to maintain composure and tolerance in the face of challenges with a cool head and without emotion. (6) Positive Outlook An individual's ability to find and appreciate things that bring happiness, fulfillment, and tolerance in appreciating differences.

The characteristics of emotion regulation, according to another study found that those who are good at managing their emotions also have higher tolerance for frustration and emotion management, fewer clashes and disruptions in the classroom, and better self-control. anger that does not turn into physical conflict, a more optimistic attitude towards life, school, and family, better stress management, reduced loneliness, and social anxiety (Goleman, 2015).

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Adolescents who struggle to control their emotions may find it difficult to adapt, form relationships with others, and maintain those relationships once they are formed. Teenagers should be able to express their feelings naturally and correctly without wallowing in them. People who have difficulty controlling their emotions often become overwhelmed by them, which makes it difficult for them to make rational decisions, deal constructively with difficulties in their lives, and be open to new experiences (Widuri, 2012).

Some of the above opinions can be concluded that the characteristics of emotion regulation are having positive interpersonal relationships, a sense of belonging, adaptability, high tolerance for frustration, and positive emotions towards emotions and the environment. These characteristics include the need for self-knowledge, interpersonal relationships, and the ability to adapt and respond to other people's emotions. Adolescents who have a strong desire to manage emotions must adapt, share experiences with others, and maintain positive emotions. They should express emotions clearly and appropriately, ensuring that they are able to make decisions and maintain positive emotions in their lives.

Higher levels of emotion regulation will result in greater *subjective well being* improvements for individuals. High levels of *subjective well being* allow people to adjust to and cope with challenging circumstances. One's condition feels like a better quality of life, whereas people who have low subjective well-being may develop psychosomatic illnesses (Mandal et al., 2022).

Based on some of the above opinions, it can be concluded that the impact of emotion regulation causes stress, depression, and negative effects on their well-being. Negative emotions can negatively impact cyberbullying, while positive emotions can improve subjective well-being. Individuals with positive emotions can adapt and cope with stress, leading to better living conditions and reduced psychological distress.

Various problems related to low emotional regulation can have a negative impact. Therefore, there needs to be an effort to overcome it, one of which is with Sociodrama with Belitung Measles Art. The use of sociodrama techniques can reduce conflict and teach students to be more compassionate towards each other in the classroom environment. Sociodrama techniques can also reduce conflict in the



classroom and on the playground to explore the dynamics involved in the exclusion of certain students (Zachariah & Moreno, 2006). In addition, additional research shows that the sociodrama approach can increase understanding and knowledge of social cases handled by peers. Therefore, students are more excited and motivated to practice listening skills (Trisiantari, 2017). But unfortunately, no research has been conducted specifically developing sociodrama in group guidance with Belitung measles art to improve emotion regulation.

Campak Belitung is an art form that has high historical and cultural value in Bangka Belitung Province, so it can be an effective medium for expressing emotions in a positive and constructive (composed) way. The uniqueness of this dance can be seen from its agile and dynamic movements, as well as the music or songs that accompany it and are combined with poetic rhymes. Usually, the dancers and musicians exchange rhymes that seem spontaneous and interrelated, and these rhymes usually contain invitations, satire, ridicule, and jokes on topics related to people's lives (Nugraha et al., 2021).

In providing group guidance services using sociodrama techniques, students do not only listen to the Guidance and Counseling teacher giving lectures. However, through the development of sociodrama in group guidance using the art of Belitung measles, students are trained to act out roles about social life while performing the Belitung measles dance. The provision of this service is very helpful in reducing stress and increasing the immunity of the student body so that individuals experience illness less often and have a healthy spirit (Cholid, 2019). Therefore, the art of Belitung measles in sociodrama technique can be used as a tool to regulate emotions and overcome psychological problems in a creative and fun way.

Based on the above statement, it can be explained that the definition of sociodrama using the art of measles Belitung is the application of sociodrama techniques in group guidance which contains the description of social life. This sociodrama is played by students through the art of Belitung measles played by groups of students. Sociodrama using the art of Belitung measles is led by one command to lead the drama in the sociodrama technique.

The main objectives of sociodrama for students are: 1) students dare to act out the characters to be played; 2) have good teamwork among students; 3) students are not afraid to voice their thoughts verbally; 4) students bring the actors' characters to life; 5) students play the role of observers and commentators on the use of sociodrama; 6) establish communication with others (Murnita, 2016).

Sociodrama in this research is filled in the content of the Belitung measles art. The purpose of the Belitung measles art that functions as cultural stability and community unification is as emotional expression, aesthetic appreciation, communication, as entertainment, physical reaction, symbolic representation, institution, social norms, and ceremony (Oktafia, 2016). In relation to this research, the functions explored are: emotional expression, aesthetic appreciation, and communication.

Based on the statement above, it can be concluded that the purpose of sociodrama using the art of Belitung measles is as an effort to improve students' cooperation in role playing and as a good expression of emotions in terms of regulating emotions and in promoting local arts that have high cultural value.

The stages in the implementation of charged sociodrama researchers use group guidance services as its application. The reason for using group guidance is that it makes it easier to use the sociodrama technique which only requires 5-10 students to carry out the guidance. Students have the opportunity to play the role of the sociodrama scene experientially, focusing on the dynamics of exclusion and inclusion of class members.

Students have the opportunity to role-play sociodrama scenes experientially, focusing on the dynamics of exclusion and inclusion of class members (Zachariah & Moreno, 2006) : (1) The first step involved brainstorming the types of roles that could be performed depicted in the rules. The students in this class have had role-play and scene-setting training as well as role-reversal experience. It was helpful for the group to have students take turns acting out each type of role chosen for the three scenes. (2) Students take about 10 minutes to decide who will play each role in the action, using the role options offered during the brainstorming session. As a reminder, the role types are written on the chart. The students in each group develop a 10-minute action scene for

their group, using available props such as scarves. (3) The teacher acts as a camera recorder, and when the camera approaches the group, students start talking and interacting according to their roles. The first group portrays the classroom scene, and the other two groups watch.

This sociodrama technique is used as a technique in regulating emotions because the sociodrama contains a description of real social life in society. Sociodrama will be played by students who have been divided into their respective roles, so students are expected to explore their roles. This role play will be filled by the Belitung measles dance where students play a role also focus on the dance that has been arranged by the researcher later.

#### **4. Conclusion**

Based on the above results, it can be concluded that the explanation of emotion regulation above shows that emotion regulation is a variable that plays an important role in supporting optimal adolescent development. The better the ability of adolescents to regulate their emotions, the less teenage violent behavior will appear. On the contrary, adolescent emotions that are difficult to manage or regulate will result in the emergence of violent behavior towards adolescents. The low ability of adolescents to regulate their emotions makes it difficult for them to control themselves, such as frequent involvement in disputes between peers, stress when there are unwanted situations and it is not uncommon for adolescents to start experiencing depression at a young age. Whereas adolescents who have the ability to manage their emotions will make it easier for them to deal with stress in their lives. One of them can be with the sociodrama technique used in group guidance services with the Belitung measles art. This sociodrama with Belitung measles art can improve students' emotion regulation. This Belitung measles art has three themes of Belitung measles teachings, namely: (1) emotion expression, (2) aesthetic appreciation, (3) communication. The result of the literature review of sociodrama with Belitung measles art is to improve students' emotion regulation in the form of understanding and ways for students to be able to solve their own problems.

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