

# The Effectiveness of Group Guidance Using Role-Playing Techniques Based on Cognitive Reframing in Improving Students Emotional Regulation

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## Info Artikel

## Abstract

### Keywords:

Group Guidance, Role Playing Technique, Cognitive Reframing, Emotional Regulation.

### Kata kunci:

bimbingan kelompok; teknik Bimbingan Kelompok, Role Playing, Cognitive Reframing, Regulasi Emosi

The problem with this theme is that many students still struggle to control their emotions when faced with the pressures of studying and socializing. Therefore, group guidance using role-playing and cognitive reframing techniques is essential to help students transform negative thoughts into more positive ones. pretest-posttest experimental design was employed. The participants consisted of 15 students selected through purposive sampling based on low and moderate levels of emotional regulation. Data were collected using an emotional regulation scale consisting of 26 valid items measured on a Likert scale. Data analysis was conducted using descriptive statistics, the Wilcoxon Signed-Rank Test, and normalized N-Gain analysis. The findings revealed that before the intervention, 20% of students were in the low category and 80% were in the moderate category. After eight sessions of group guidance services, no students remained in the low category, 46.6% were in the moderate category, and 53.3% reached the high category. The Wilcoxon Signed-Rank Test indicated a significant difference between pretest and posttest scores, with a significance value of  $p = 0.001$ . Furthermore, the mean N-Gain score was 0.45, indicating a moderate level of effectiveness. Improvements were observed across all aspects of emotional regulation, including emotional acceptance, emotion regulation strategies, goal-directed behavior, and control of emotional responses. These findings suggest that group guidance services using role playing techniques based on cognitive reframing are effective in improving students' emotional regulation. Through role playing activities and cognitive restructuring processes, students become more capable of recognizing, accepting, managing, and expressing their emotions appropriately in various situations. Therefore, this intervention can be considered a practical counseling strategy for enhancing students' emotional regulation in school settings.

### Abstrak

Problematika tema ini adalah masih banyak siswa yang sulit mengendalikan emosi saat menghadapi tekanan belajar maupun pergaulan. Karena itu, bimbingan kelompok dengan teknik bermain peran dan pembiasaan ulang kognitif penting untuk membantu siswa mengubah pikiran negatif menjadi lebih positif. Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok dengan teknik role playing berbasis cognitive reframing dalam meningkatkan regulasi emosi siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen one-group pretest-posttest. Subjek penelitian berjumlah 15 siswa yang dipilih menggunakan teknik purposive sampling berdasarkan tingkat regulasi emosi yang berada pada kategori rendah dan sedang. Data dikumpulkan menggunakan skala regulasi emosi yang terdiri dari 26 item valid dengan skala Likert. Analisis data dilakukan menggunakan statistik deskriptif, uji Wilcoxon Signed Rank Test, dan analisis N-Gain ternormalisasi. Hasil penelitian menunjukkan bahwa sebelum diberikan layanan, sebanyak 20% siswa berada pada kategori rendah dan 80% berada pada kategori sedang. Setelah

*diberikan layanan bimbingan kelompok sebanyak delapan kali pertemuan, tidak terdapat lagi siswa yang berada pada kategori rendah, sebanyak 46,6% siswa berada pada kategori sedang, dan 53,3% siswa mencapai kategori tinggi. Hasil uji Wilcoxon menunjukkan adanya perbedaan yang signifikan antara skor pretest dan posttest dengan nilai signifikansi sebesar  $p = 0,001$ . Selain itu, diperoleh nilai rata-rata N-Gain sebesar 0,45 yang berada pada kategori efektivitas sedang. Peningkatan terjadi pada seluruh aspek regulasi emosi, meliputi penerimaan emosi, strategi regulasi emosi, fokus pada tujuan, dan kontrol respon emosi. Temuan penelitian ini menunjukkan bahwa layanan bimbingan kelompok dengan teknik role playing berbasis cognitive reframing efektif dalam meningkatkan regulasi emosi siswa. Melalui kegiatan bermain peran dan proses mengubah pola pikir negatif menjadi lebih rasional, siswa menjadi lebih mampu mengenali, menerima, mengelola, dan mengekspresikan emosinya secara tepat dalam berbagai situasi. Oleh karena itu, layanan ini dapat dijadikan sebagai salah satu strategi bimbingan dan konseling yang efektif untuk meningkatkan regulasi emosi siswa di lingkungan sekolah*

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## INTRODUCTION

In the current era of rapid technological development and increasingly complex social dynamics, adolescents are faced with various challenges that require effective emotional management skills. Emotional regulation has become one of the essential competencies that support students' psychological well-being, academic achievement, and social adjustment. However, many adolescents still experience difficulties in understanding, controlling, and expressing their emotions appropriately, which may lead to behavioral, academic, and interpersonal problems.

Data from the Indonesian Basic Health Research (Riskesdas, 2018) reported that emotional and mental problems among adolescents continue to increase, including symptoms of anxiety, stress, and emotional instability. Furthermore, the National Survey of Children's and Adolescents' Life Experiences (SNPHAR, 2018) found that many students experience various psychosocial challenges such as bullying, peer conflict, and academic pressure, which may negatively affect their emotional development. These findings indicate the importance of developing students' emotional regulation skills through educational and counseling interventions.

Ideally, senior high school students should possess adequate emotional regulation abilities to help them manage emotional experiences effectively, maintain positive relationships, and adapt to environmental demands. Emotional regulation enables individuals to recognize, understand, evaluate, and modify emotional responses according to situational needs. Students with good emotional regulation tend to demonstrate better self-control, decision-making skills, academic engagement, and psychological resilience.

However, preliminary observations conducted at SMPN 8 Pekanbaru revealed that several students experienced difficulties in managing their emotions. Students were found to have challenges in controlling anger, dealing with disappointment, expressing emotions appropriately, and maintaining focus when experiencing emotional distress. These conditions suggest that

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students' emotional regulation abilities have not yet developed optimally and require appropriate guidance and counseling interventions.

The problem of low emotional regulation is important to investigate because it may have both short-term and long-term consequences. Students with poor emotional regulation are more likely to experience academic difficulties, interpersonal conflicts, behavioral problems, and psychological distress. According to Gross (2015), emotional regulation refers to the processes through which individuals influence the emotions they experience, when they experience them, and how they express them. Effective emotional regulation contributes significantly to personal adjustment, mental health, and social functioning

One counseling intervention that may help improve emotional regulation is group guidance using role-playing techniques based on cognitive reframing. Role playing provides students with opportunities to explore emotional situations, practice adaptive responses, and learn through experiential activities. Meanwhile, cognitive reframing helps individuals identify irrational or negative thought patterns and replace them with more rational and constructive perspectives. According to Beck (2011), modifying cognitive interpretations can significantly influence emotional reactions and behavioral responses.

Riaty's (2015) research is relevant because it discusses the application of group guidance services with role-playing techniques to improve students' emotional management skills, thus closely aligning with the focus of student emotional regulation. Siswanto and Hidayati's (2025) research also has a direct relationship because it shows that group guidance services with role-playing techniques effectively improve emotional regulation for grade X AKL 3 students at SMKN 1 Kudus. Furthermore, Willner et al.'s (2022) research strengthens the theoretical basis by explaining that cognitive reappraisal or cognitive reframing is an important strategy in the development of emotional regulation from children to adolescence. These three studies show that group guidance, role-playing, and cognitive reframing can all help students understand, express, and control their emotions more adaptively. Thus, the study entitled "The Effectiveness of Group Guidance Using Role-Playing Techniques Based on Cognitive Reframing in Improving Student Emotional Regulation" has academic relevance because it combines the guidance and counseling service approach, social experience techniques, and cognitive strategies in one intervention model.

Previous studies have demonstrated the effectiveness of role-playing and cognitive reframing techniques in improving students' psychological competencies. Research has shown that role playing can enhance social skills, self-confidence, and emotional expression, while cognitive reframing has been found effective in reducing negative emotional responses and promoting

adaptive coping strategies. Nevertheless, studies specifically examining the integration of role-playing techniques and cognitive reframing within group guidance services to improve emotional regulation among Indonesian senior high school students remain limited. Based on the above explanation, this study was conducted to analyze the effectiveness of group guidance services using role-playing techniques based on cognitive reframing in improving the emotional regulation of students at SMPN 8 Pekanbaru.

**METODE PENELITIAN**

**Research Design**

This study employed a quantitative approach with a pre-experimental design. The specific design used was a one-group pretest-posttest design, in which a single group of participants was measured before and after receiving an intervention. This design was selected to determine the effectiveness of group guidance services using role-playing techniques based on cognitive reframing in improving students' emotional regulation. Through this design, the researcher compared students' emotional regulation levels before and after the treatment.

In this study, a pretest was administered to assess students' initial emotional regulation levels. Following the pretest, the participants received group guidance services using role-playing techniques based on cognitive reframing over several sessions. After the intervention was completed, a posttest was administered to determine changes in students' emotional regulation levels and to evaluate the effectiveness of the treatment provided.

The research design is presented as follows:

Table 1. One-Group Pretest-Posttest Design

Group	F retest	Tre atment	P osttest
Experimental group	C 1	X 2	O

Note.

O<sub>1</sub> = Pretest of students' emotional regulation

X = Group guidance service using role-playing techniques based on cognitive reframing

O<sub>2</sub> = Posttest of students' emotional regulation

**Research Setting and Participants**

The study was conducted at SMPN 8 Pekanbaru from January to April 2026. The participants were students of class XI. The selection of participants was carried out using a purposive sampling technique, which enables researchers to select participants based on specific characteristics relevant to the research objectives. In this study, the inclusion criteria were students who had low and moderate levels of emotional regulation based

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on the results of the initial screening. Based on these criteria, 15 students were selected as research participants. These students then participated in group guidance services using role-playing techniques based on cognitive reframing. The participants were selected because they required assistance in developing their ability to recognize, manage, and express emotions appropriately. Therefore, the intervention was expected to improve their emotional regulation and help them respond more adaptively to various emotional situations.

### Data Collection Instrument

The data collection instrument used in this study was an emotional regulation scale developed based on the aspects of emotional regulation proposed by Gross (2015), including emotional acceptance, emotional regulation strategies, goal-directed behavior, and emotional response control. The instrument was designed to measure students' ability to recognize, manage, and express their emotions appropriately in various situations. The blueprint of the emotional regulation instrument is presented in Table 2.

Table 2. Blueprint of the emotional regulation

ASPEK	INDIKATOR	JUMLAH ITEM
<i>Acceptance of emotional response</i>	kemampuan siswa untuk menerima situasi emosional dan tidak merasa malu saat mengalami emosi negatif	8
<i>Engaging in goal directed behaviour</i>	Kemampuan siswa untuk tidak terpengaruh dengan emosi negatif serta berpikiran dan bertindak dengan cara yang positif	8
<i>Control emotional response</i>	Kemampuan siswa dalam mengendalikan emosi dan responnya dan kemampuan siswa dalam menunjukkan dan menyadari emosi yang dirasakan	8
<i>Strategies to emotion regulation</i>	Kemampuan untuk mengatasi emosi negatif	8
<b>Total</b>		<b>32</b>

(Source : Adapted from Gross, 2014; Research's data, 2026)

### Validity and Reliability of the Instrument

Before being used in the main study, the self-awareness scale was tested for validity and reliability. The validity test involved 30 students as respondents. Based on the validity test results using Pearson product-moment correlation with SPSS Version 26, 26 out of 32 items were declared valid and suitable for use in the main research because the coefficients generated were greater than the r-table value of 0.361. The reliability test showed a Cronbach's Alpha value of 0.929, indicating that the instrument had a very high level of internal consistency. Therefore, the self-awareness scale was considered reliable for measuring students' self-awareness in this study.

### Research Procedure

The research procedure consisted of four main stages. First, the researcher conducted an initial screening to identify students' emotional regulation levels. Students whose scores were categorized as low and moderate were selected as research participants. Second, the researcher administered the pretest to measure the initial emotional regulation levels of the selected students. Third, the students received group guidance services using role-playing techniques based on cognitive reframing. The intervention was conducted in eight treatment sessions designed to help students recognize, understand, manage, and express their emotions appropriately. Through role-playing activities, students were encouraged to practice responding to various emotional situations, while cognitive reframing techniques were used to help them identify and modify negative or irrational thought patterns into more positive and rational perspectives. Fourth, after all treatment sessions had been completed, the researcher administered the posttest using the same emotional regulation scale. The posttest was conducted to determine changes in students' emotional regulation levels and to evaluate the effectiveness of the group guidance services using role-playing techniques based on cognitive reframing.

### **Data Analysis**

The data were analyzed using descriptive and inferential statistics. Descriptive analysis was used to describe students' emotional regulation levels before and after the intervention. Since the study involved two related measurements from the same participants, namely pretest and posttest scores, the inferential analysis was conducted using the Wilcoxon Signed-Rank Test with a significance level of  $\alpha = 0.05$  using SPSS Version 26. In addition, the Normalized Gain Score (N-Gain) was used to determine the effectiveness of group guidance services using role-playing techniques based on cognitive reframing in improving students' emotional regulation. The N-Gain score was calculated using the following formula:

The N-Gain results were interpreted into three categories: high ( $g \geq 0.70$ ), moderate ( $0.30 \leq g < 0.70$ ), and low ( $g < 0.30$ ) (Sukarelawan et al., 2024). The N-Gain analysis was used to determine the magnitude of improvement in students' emotional regulation after participating in group guidance services using role-playing techniques based on cognitive reframing.

$$N\text{-Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}}$$

### **Ethical Considerations**

This study was conducted by considering ethical principles in educational research. The researcher ensured that all participants were involved voluntarily and that the data collected were

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used solely for research purposes. The participants were informed about the objectives, procedures, and benefits of the study before the implementation of the intervention. Students' identities were kept confidential by using initials in the presentation of research data to protect their privacy. The intervention was carried out within the context of school guidance and counseling services and was designed to support students' personal and social development, particularly in improving their emotional regulation. Throughout the research process, the researcher maintained respect for participants' rights, ensured their comfort during the activities, and avoided any procedures that might cause physical or psychological harm. Therefore, the study was conducted in accordance with ethical standards for educational and counseling research.

### RESULTS AND DISCUSSION

The results showed that before receiving group guidance services using role-playing techniques based on cognitive reframing, 3 students (20%) were in the low category, 12 students (80%) were in the moderate category, and no students (0%) reached the high category. After eight treatment sessions, positive changes were observed in the students' emotional regulation levels. The low category disappeared completely (0%), 7 students (46.7%) were in the moderate category, and 8 students (53.3%) successfully reached the high category. Overall, all 15 students experienced an increase in their emotional regulation scores from pretest to posttest. These findings indicate that group guidance services using role-playing techniques based on cognitive reframing contributed positively to improving students' ability to recognize, manage, and express their emotions appropriately. The improvement was reflected in the shift of participants from the low and moderate categories to higher levels of emotional regulation after the intervention.

**Table 1. Percentage of Students' regulation emotional Levels Before and After Intervention**

No.	Category	Score Range	Pretest (f)	Pretest (%)	Posttest (f)	Posttest (%)
1	Low	26-60	3	20%	0	0%
2	Moderate	61-95	12	80%	7	46,6%
3	High	96-130	0	0%	8	53,3%
<b>Total</b>			<b>15</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

*Source: Researcher's processed data, 2026.*

Explanation of Table 1: Table 1 shows that before the intervention (pretest), the majority of students (80%) were in the moderate self-awareness category, and 20% were in the low category, with no students in the high category. After receiving eight sessions of group guidance with the self-affirmation technique (posttest), there was a significant im shows that before the intervention (pretest), the majority of students (80%) were in the moderate emotional regulation

category, while 20% were in the low category, and no students were in the high category. After receiving eight sessions of group guidance services using role-playing techniques based on cognitive reframing (posttest), significant improvements were observed. No students remained in the low category, 46.6% of students were in the moderate category, and 53.3% of students successfully reached the high category. These findings indicate that the intervention had a positive effect on improving students' emotional regulation.

Changes Based on Emotional Regulation Aspects Improvements were observed across all aspects of emotional regulation measured in this study. Students demonstrated better ability to accept and understand their emotions, apply appropriate emotional regulation strategies, maintain goal-directed behavior when experiencing emotional situations, and control their emotional responses. The improvement in each aspect indicates that the role-playing technique based on cognitive reframing helped students develop more adaptive emotional management skill.

Appropriate emotion regulation strategies in this study can be implemented through group guidance using role-playing techniques, as students are trained to face emotional situations directly through simulations, dialogue, and shared reflection. Through cognitive reframing, students are helped to reinterpret stressful situations more positively, preventing negative emotions from immediately developing into impulsive behavior. Gross explains that emotion regulation encompasses an individual's ability to influence which emotions arise, when they arise, and how they are experienced and expressed. Meanwhile, Gratz and Roemer emphasize that emotion regulation is also related to the ability to maintain goal-oriented behavior despite experiencing emotional distress. Thus, cognitive reframing-based role-playing techniques effectively help students understand their emotions, maintain goal-directed behavior, and control emotional responses more adaptively.

**Wilcoxon Signed-Rank Test** The results of the Wilcoxon Signed-Rank Test showed an Asymp. Sig. (2-tailed) value of 0.001. Since this value is smaller than 0.05,  $H_a$  was accepted and  $H_o$  was rejected. This indicates that there was a significant difference between students' emotional regulation levels before and after receiving group guidance services using role-playing techniques based on cognitive reframing. The analysis also showed that all participants experienced improvements in their emotional regulation scores from pretest to posttest. These findings confirm that group guidance services using role-playing techniques based on cognitive reframing were effective in improving students' emotional regulation.

**Table 2. Wilcoxon Signed-Rank Test Result Using SPSS 26**

Test Statistics	Posttest - Pretest
Z	-3.409b
Asymp. Sig. (2-tailed)	0.001

*Source: Researcher's processed data, 2026.*

- a. *Wilcoxon Signed Ranks Test*
- b. *Based on negative ranks*

Explanation of Table 2: Table 2 presents the results of the Wilcoxon Signed-Rank Test, which was used to determine whether there was a significant difference between students' pretest and posttest scores. The obtained Asymp. Sig. (2-tailed) value was 0.001, which is lower than the significance level of 0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that there is a statistically significant difference in students' emotional regulation before and after receiving group guidance services using role-playing techniques based on cognitive reframing. The Wilcoxon test results also showed that the posttest scores were higher than the pretest scores, indicating that students experienced improvements in their emotional regulation after participating in the intervention. These findings confirm that the treatment contributed positively to enhancing students' ability to recognize, manage, and express their emotions appropriately.

Normalized N-Gain Test. The normalized N-Gain calculation showed an average value of 0.45. This value falls into the moderate category ( $0.30 \leq g < 0.70$ ), indicating that group guidance services using role-playing techniques based on cognitive reframing had a moderate level of effectiveness in improving students' emotional regulation at SMPN 8 Pekanbaru. The N-Gain results demonstrate that the intervention provided a meaningful improvement in students' emotional regulation skills after participating in the eight treatment sessions.

**Table 3. Normalized N-Gain Score Results**

Name	Pretest	Posttest	N-Gain Score
RAAP	72	98	0,45
SK	71	90	0,32
BRS	66	100	0,53
NF	69	86	0,28
JN	75	97	0,40
PCF	77	92	0,28
FA	58	101	0,60
NP	55	98	0,57
DPW	67	93	0,41
MU	65	105	0,62

RRA	64	96	0,48
AK	68	95	0,44
KA	79	95	0,31
ASN	66	91	0,39
MPB	65	107	0,65
<b>Mean</b>	<b>1.017</b>	<b>1.453</b>	<b>6,73</b>

*Source: Researcher's processed data, 2026.*

Explanation of Table 3: Table 3 presents the individual N-Gain scores for each of the 15 participants. All students showed positive N-Gain scores, indicating that every student experienced an improvement in emotional regulation after participating in the intervention. The highest N-Gain score was achieved by MPB (0.65), followed by MU (0.62), FA (0.60), and NP (0.57). Meanwhile, the lowest N-Gain score was achieved by NF (0.28) and PCF (0.28). Most participants obtained N-Gain scores within the moderate category, indicating that the intervention provided a meaningful improvement in students' emotional regulation. The mean N-Gain score was 0.45, which falls within the moderate effectiveness category ( $0.30 \leq g < 0.70$ ). These findings indicate that group guidance services using role-playing techniques based on cognitive reframing were moderately effective in improving students' emotional regulation at SMPN 8 Pekanbaru. The positive improvement shown by all participants suggests that the intervention helped students develop better abilities in recognizing, managing, and expressing their emotions appropriately. Therefore, role-playing techniques based on cognitive reframing can be considered an effective counseling strategy for enhancing emotional regulation among senior high school students.

## DISCUSSION

The results showed that group guidance services with the self-affirmation technique effectively improved students' self-awareness. Before being given the service, students tended to be unable to understand themselves fully, such as having difficulty recognizing emotions, lacking understanding of their potential, and still being hesitant in expressing opinions and making decisions. After participating in the service, students showed positive changes in understanding and managing themselves. The results of this study showed that group guidance services using role-playing techniques based on cognitive reframing effectively improved students' emotional regulation. Before receiving the intervention, students tended to have difficulty managing their emotions appropriately, controlling emotional reactions, and maintaining positive behavior when facing emotionally challenging situations. After participating in the group guidance sessions, students demonstrated positive changes in their ability to recognize, manage, and express emotions in a more adaptive manner.

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The improvement in students' emotional regulation can be explained through the implementation of role-playing activities. Through role playing, students were provided with opportunities to experience, observe, and practice appropriate emotional responses in various social situations. This learning process enabled students to understand the consequences of emotional reactions and develop more effective ways of dealing with emotional challenges. In addition, cognitive reframing helped students identify negative and irrational thoughts and replace them with more rational and positive interpretations. As a result, students became more capable of controlling emotional responses and responding constructively to situations they encountered.

The findings also indicate that group dynamics played an important role in the success of the intervention. Opportunities to share experiences, discuss emotional problems, and receive feedback from peers created a supportive environment that encouraged self-reflection and emotional growth. Through interactions within the group, students learned that emotional difficulties are common experiences and that they can be managed through appropriate strategies. This supportive atmosphere contributed to students' willingness to participate actively in the activities and practice new emotional regulation skills.

Practicing new emotion regulation skills means that students are trained to use more appropriate methods to deal with negative emotions, such as anger, disappointment, fear, or anxiety. These skills can be developed through practice recognizing emotions, changing how they think about situations, regulating their breathing, and choosing responses that are not harmful to themselves or others. With this practice, students are expected to be able to better control their emotions and demonstrate calmer, more positive behavior that aligns with their desired goals.

Statistically, the effectiveness of the intervention was supported by the Wilcoxon Signed-Rank Test results, which showed a significant difference between pretest and posttest scores (Asymp. Sig. = 0.001 < 0.05). This result indicates that students' emotional regulation levels improved significantly after receiving group guidance services using role-playing techniques based on cognitive reframing. Furthermore, the normalized N-Gain analysis yielded an average score of 0.45, which falls within the moderate category. This finding suggests that the intervention had a moderate level of effectiveness in improving students' emotional regulation.

These findings are consistent with the theoretical perspective of cognitive reframing, which emphasizes that emotional responses are influenced by individuals' interpretations of events. When students learn to reconstruct negative thoughts into more adaptive perspectives, they become better able to regulate emotions and respond appropriately to various situations. Therefore, group guidance services using role-playing techniques based on cognitive reframing can be considered

an effective counseling intervention for enhancing emotional regulation among senior high school students.

## CONCLUSION

Based on the results and discussion of the study, the following conclusions can be drawn: The condition of students' emotional regulation before receiving group guidance services using role-playing techniques based on cognitive reframing had not yet developed optimally, with 20% of students categorized as low and 80% categorized as moderate. After receiving the intervention, positive changes occurred in students' emotional regulation levels. No students remained in the low category, 46.6% of students were in the moderate category, and 53.3% successfully reached the high category. There was a significant difference in students' emotional regulation before and after receiving group guidance services using role-playing techniques based on cognitive reframing (Asymp. Sig. = 0.001;  $p < 0.05$ ). The improvement was reflected in students' increased ability to recognize, manage, and express their emotions appropriately when facing various emotional situations. Group guidance services using role-playing techniques based on cognitive reframing had a positive effect on improving students' emotional regulation, with a moderate level of effectiveness (N-Gain = 0.45). All participants experienced an increase in emotional regulation scores from pretest to posttest. These findings indicate that role-playing techniques based on cognitive reframing can be used as an effective counseling intervention to help students develop more adaptive emotional regulation skills.

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