International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Effect Of Group Counseling Using Behavioral Rehearsal Technique On Students' Social Skills

Nur Kelana Lestari
Universitas PGRI Madiun, Indonesia
Dahlia Novarianing Asri
Universitas PGRI Madiun, Indonesia
Tyas Martika Anggriana
Universitas PGRI Madiun, Indonesia

Corresponding Author: nurkelanalestari4@gmail.com

Abstract

Adolescence is a critical developmental stage characterized by significant biological, cognitive, emotional, and social changes. During this period, students are required to develop adequate social skills to interact effectively with peers and adapt to the school environment. However, low social skills often lead to psychosocial problems such as low self-confidence, social anxiety, and difficulties in communication. Schools play a strategic role in facilitating students' social and emotional development through systematic guidance and counseling services. One intervention that has been widely implemented is group counseling using the behavioral rehearsal technique. This study aims to examine the influence of group counseling with the behavioral rehearsal technique on improving students' social skills through a systematic literature review approach. The method employed is a library research design by analyzing and synthesizing findings from relevant national and international studies in the field of guidance and counseling. Behavioral rehearsal is understood as a structured behavioral training technique that allows students to practice adaptive social behaviors through simulated situations in a safe and controlled environment. The results of the literature analysis indicate that group counseling with behavioral rehearsal consistently shows a positive effect on improving students' social skills, including communication, assertiveness, cooperation, and self-confidence. This study contributes theoretically by strengthening the conceptual framework of behavioral rehearsal in group counseling and practically by providing evidence-based references for school counselors in designing effective social skills interventions.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Keywords: Guidance and counseling, group counseling, behavioral rehearsal, social skills, students

INTRODUCTION

Adolescence stage is a crucial developmental phase characterized by complex biological, cognitive, emotional, and social changes experienced by students (Sulhan, 2024). During this stage, students begin to face increasingly broad social demands, including the ability to interact effectively, cooperate with others, and adapt to the school environment and peer groups (Nadia, 2023). One of the most critical aspects of development during adolescence is social skills, which refer to an individual's ability to establish positive interpersonal relationships through effective communication, empathy, assertiveness, and self-control (Ginting, 2025). When social skills do not develop optimally, students are at risk of experiencing various psychosocial problems, such as social anxiety, social withdrawal, and low self-confidence (Apong, 2025). Self-confidence itself is understood as an individual's belief in their ability to face social situations and challenges adaptively (Fatimah, 2021). Students with low levels of self-confidence tend to experience difficulties in expressing opinions, actively participating in learning activities, and building healthy social relationships (Asmara, 2025). Ultimately, these conditions can have a negative impact on students' academic achievement and overall psychological well-being (Susanto, 2025).

The school environment plays a strategic role in helping students develop social skills and self-confidence through planned, systematic, and sustainable educational services (Amrullah, 2025). One service specifically designed to support students' social and emotional development is guidance and counseling (Muiz, 2022). Through guidance and counseling services, students are assisted in understanding themselves, developing social potential, and overcoming various psychosocial problems encountered in school life. Therefore, appropriate counseling interventions that are based on students' developmental needs are essential to support optimal social and emotional development. In this context, group counseling is considered a relevant form of service because it provides a dynamic space for social interaction among students in a structured and supportive atmosphere.

Various previous studies indicate that group counseling services are an effective approach to helping students overcome psychosocial problems, particularly those related to social skills and self-confidence (Gowasa, 2025). Research conducted by Reni Pratiwi (2019) demonstrated an increase in students' self-confidence after participating in group counseling based on behavioral rehearsal techniques. Similar findings were reported by Daru Autha (2020), who found that group

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

counseling using modeling techniques significantly improved children's social skills in rural community contexts. Furthermore, Kadeni Sigit (2021) reported that personal–social guidance using behavioral rehearsal techniques had a positive effect on improving junior high school students' social skills. Ricky Dwi Saputra (2023) also found that group counseling with behavioral rehearsal techniques was effective in enhancing self-confidence among MTs students using a pretest–posttest design. However, most of these studies are dominated by field-based research employing quantitative experimental approaches and are primarily focused on formal educational institutions.

Based on this review, a research gap can be identified, particularly regarding the limited number of literature-based studies that comprehensively examine the effect of group counseling using behavioral rehearsal techniques on students' social skills. In addition, there is a lack of studies that systematically synthesize previous research findings to strengthen the theoretical and conceptual foundations of behavioral rehearsal techniques in group counseling services. In fact, in-depth literature synthesis is needed to clarify the position, contribution, and urgency of this technique in school guidance and counseling practices. Therefore, literature-based research is essential to provide a more comprehensive understanding of the effectiveness and relevance of behavioral rehearsal techniques in improving students' social skills.

This study aims to examine in depth the effect of group counseling services using behavioral rehearsal techniques in improving students' social skills through a systematic literature review approach. The focus of the study is directed toward conceptual and empirical analyses of the effectiveness of behavioral rehearsal techniques as reported in various national and international studies in the field of guidance and counseling. Behavioral rehearsal is understood as a structured behavioral training technique that allows individuals to practice adaptive social responses in safely simulated and controlled situations (Anjilia, 2025). This approach is aligned with social learning theory, which emphasizes the importance of observation, repetition, and reinforcement in the formation of positive social behaviors (Muchtar, 2025). The novelty of this study lies in its effort to synthesize previous research findings to build a more comprehensive conceptual framework regarding the application of behavioral rehearsal techniques in group counseling.

This study is grounded in the theoretical assumption that social skills are not merely innate abilities but can be developed through structured learning processes and behavioral training. This assumption aligns with behaviorist perspectives, which emphasize that social behavior is shaped through learning experiences, repetition, and environmental reinforcement. In the context of

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

group counseling, behavioral rehearsal techniques provide students with opportunities to practice expected social behaviors through repeated simulations of social situations while receiving feedback from counselors and other group members (Rahayu, 2025). Group dynamics enable students to learn through observation, imitation, and intensive social interaction, thereby accelerating the internalization of positive social skills (Rangkuti, 2025; Aulia, 2025). Therefore, this study argues that group counseling using behavioral rehearsal techniques has strong potential as an effective intervention for improving students' social skills.

Based on the presentation of phenomena, reviews of previous studies, research objectives, and theoretical assumptions outlined above, this article emphasizes the importance of an in-depth examination of group counseling using behavioral rehearsal techniques in enhancing students' social skills. A literature review approach was chosen because it is able to provide a comprehensive overview of the development of concepts, models, and effectiveness of behavioral rehearsal techniques based on previous research findings. This article is systematically organized into an introduction, a literature-based research method, results and discussion presenting synthesized findings from previous studies, and a conclusion summarizing the theoretical and practical implications of the research. Thus, this article is expected to contribute academically to the development of guidance and counseling scholarship and serve as a practical reference for school counselors in designing evidence-based group counseling services.

METHOD

This study employed a library research method with a qualitative–descriptive approach. This method was selected because the research aimed to analyze, compare, and synthesize findings from previous studies relevant to group counseling services and behavioral rehearsal techniques, without conducting field data collection. Library research enables researchers to obtain a comprehensive understanding of the development of concepts, approaches, and the effectiveness of intervention techniques based on existing research findings (Creswell, 2014; Zed, 2018).

The data sources in this study consisted of secondary data obtained from accredited national and international journal articles, academic textbooks, and research reports relevant to social skills, group counseling, and behavioral rehearsal techniques. The literature was prioritized from publications within the last ten years to ensure the relevance and novelty of the review (Hart, 2018). Literature searches were conducted through scientific databases such as Google Scholar, Garuda, and the Directory of Open Access Journals (DOAJ), using keywords including group

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

counseling, behavioral rehearsal, social skills, and self-confidence.

Data collection was carried out through documentation techniques by identifying, classifying, and recording literature that aligned with the research focus. The selected literature was then screened using inclusion criteria, which included topic relevance, clarity of research methodology, and the significance of findings related to the improvement of students' social skills. This selection process was intended to ensure that the analyzed data met adequate academic quality and supported both conceptual and empirical analysis (Sugiyono, 2021).

Data analysis was conducted using content analysis and thematic analysis techniques. Content analysis was applied to examine the core substance of each selected study, while thematic analysis was used to categorize research findings into specific themes, such as forms of behavioral rehearsal implementation, group counseling mechanisms, and their impacts on students' social skills (Krippendorff, 2019). The results of the analysis were then presented in the form of literature synthesis tables summarizing research characteristics, key findings, and patterns of effectiveness of behavioral rehearsal techniques. Presenting the data in tables was intended to facilitate systematic reading, comparison, and conclusion drawing.

Data validity was ensured through source triangulation by comparing research findings from different authors, contexts, and methodological approaches. This step was undertaken to enhance the credibility of the findings and minimize interpretative bias (Miles, Huberman, & Saldaña, 2014). Through these procedures, this study is expected to produce an objective, systematic, and academically accountable synthesis of literature, as well as to contribute both theoretically and practically to the development of guidance and counseling services in schools.

RESULTS

Results of the Research Synthesis on Group Counseling Using Behavioral Rehearsal Technique

Based on a literature review of various national and international studies published over the last ten years, relatively consistent findings were identified regarding the effectiveness of group counseling services using behavioral rehearsal techniques in improving students' social skills. The synthesis results indicate that behavioral rehearsal techniques are generally implemented through several stages, including the identification of problematic social behaviors, the provision of adaptive behavior models, role-playing activities, and the delivery of feedback and positive reinforcement. The analyzed studies consistently reported that students who participated in group counseling using this technique experienced improvements in interpersonal

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

communication, confidence in expressing opinions, cooperative abilities, and emotional control in social situations (Pratiwi, 2019; Kadeni, 2021; Saputra, 2023). Furthermore, the findings also reveal that group dynamics function as a major supporting factor in the success of the intervention, as they facilitate social learning processes through observation and imitation of adaptive behaviors among group members (Autha, 2020). Overall, previous research indicates that group counseling with behavioral rehearsal techniques has a positive impact on the development of students' social skills across various educational levels.

Table 1.Research Synthesis on Group Counseling Using Behavioral Rehearsal Technique

Author & Year	Research Subjects	Technique Used	Variable Focus	Main Findings
Pratiwi (2019)	Senior high school students	Behavioral rehearsal	Self-confidence	Improvement in self-confidence after counseling
Autha (2020)	Adolescents	Modeling & rehearsal	Social skills	Increased social interaction and assertiveness
Kadeni (2021)	Junior high school students	Behavioral rehearsal	Social skills	Improved cooperation and communication skills
Saputra (2023)	Islamic junior high school students (MTs)	Behavioral rehearsal	Self-confidence	Significant increase in self-confidence scores

Patterns of Change in Social Skills Based on the Literature Review

The thematic analysis of the literature reveals clear patterns of change in students' social skills following participation in group counseling using behavioral rehearsal techniques. Prior to the intervention, students were generally described as having limited assertive communication skills, being passive in group discussions, and experiencing anxiety in certain social situations. After the implementation of group counseling, many studies reported observable changes toward more adaptive social behaviors, such as increased confidence in expressing opinions, improved listening skills, and a greater willingness to cooperate with peers (Gowasa, 2025; Rahayu, 2025). These changes were not merely temporary but showed a tendency to be sustained when behavioral training was conducted consistently. This indicates that behavioral rehearsal functions not only as

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

a short-term practice technique but also as a continuous social learning process. Thus, the results of this literature review demonstrate that behavioral rehearsal techniques are capable of shaping new and more positive social behavior patterns among students through repeated practice and social reinforcement.

Table 2.Impact Patterns of Group Counseling Using Behavioral Rehearsal Technique on Social Skills

Social Skill Aspect	Initial Condition	Condition After Intervention
Interpersonal communication	Passive	More active and assertive
Confidence in expressing opinions	Low	Increased
Social cooperation	Less optimal	More cooperative
Emotional control	Unstable	More adaptive

DISCUSSION

Group Counseling and Behavioral Rehearsal Technique from a Theoretical Perspective

The findings of this study reinforce behaviorist perspectives and social learning theory, which emphasize that social skills can be developed through learning processes, practice, and environmental reinforcement (Bandura, 1986; Muchtar, 2025). Conceptually, behavioral rehearsal places students as active learners who acquire social skills through direct practice of expected behaviors rather than solely through verbal explanations. In the context of group counseling, this behavioral practice is strengthened by group dynamics that allow students to observe, imitate, and evaluate social behaviors collectively (Rangkuti, 2025). The synthesized literature indicates that the combination of behavioral practice and group interaction accelerates the internalization of positive social skills. This is consistent with the view that social learning becomes more effective when individuals receive immediate feedback from their social environment. Therefore, group counseling using behavioral rehearsal techniques can be understood as an intervention that is not only corrective but also preventive and developmental, as it helps students build essential social competencies needed in school and community life.

Practical Implications for the Development of School Guidance and Counseling Services

Practically, the findings of this review offer important implications for school guidance and counseling teachers in designing group counseling services. School counselors can utilize

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

behavioral rehearsal techniques as a systematic intervention strategy to improve social skills among students who experience difficulties in social interaction, self-confidence, or group cooperation. The application of this technique should be adapted to students' characteristics, school context, and dominant social issues. Moreover, the review suggests that the effectiveness of behavioral rehearsal techniques will be more optimal when implemented continuously and integrated with other guidance and counseling programs, such as classroom guidance and personal–social counseling services (Amrullah, 2025; Muiz, 2022). Counselors are also encouraged to create a safe and supportive group atmosphere so that students feel comfortable practicing new social behaviors without fear of negative evaluation. Thus, group counseling using behavioral rehearsal techniques serves not only as a problem-solving intervention but also as a social learning platform that supports students' holistic development.

CONCLUSION

Based on the results of the literature review conducted, it can be concluded that group counseling services using behavioral rehearsal techniques have significant effectiveness in improving students' social skills. Behavioral rehearsal techniques enable students to learn and practice adaptive social behaviors through structured and repeated simulations of social situations. The synthesis of various previous studies indicates that the application of this technique has a positive impact on improving interpersonal communication, confidence in expressing opinions, group cooperation, and emotional control in social contexts. The success of this intervention is closely related to group dynamics, which provide opportunities for social learning processes through observation, imitation, and feedback among group members. These findings strengthen the theoretical foundations of behaviorism and social learning theory, which emphasize the importance of behavioral practice in the development of social skills. Practically, the results of this study offer important implications for guidance and counseling teachers to integrate behavioral rehearsal techniques into group counseling services in schools. Therefore, group counseling based on behavioral rehearsal techniques can be considered an effective and evidence-based intervention to support students' social development.

FUTURE DIRECTIONS

Social skills are a crucial aspect that every individual should possess. Therefore, schools, through guidance and counseling services, need to create programs that can develop or enhance students' social skills. This study is intended to lead to future field research to test whether

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

behavioral training techniques are truly effective in improving students' social skills.

REFERENCES

Amrullah, M. A., Abiansyah, M. Z., & Hanif, M. M. (2025). Peran Lingkungan dan Intervensi Psikologis dalam Pertumbuhan Dan Perkembangan Peserta Didik. Jurnal Media Akademik (JMA), 3(12). https://doi.org/10.62281/jz2rj736

Anjlia, D., Jannati, Z., & Fitri, H. U. (2025). Group Counseling Services With Behavioral Rehearsal Techniques To Overcome Social Anxiety In Students. Jurnal At-Taujih, 5(1), 13-30. https://doi.org/10.30739/jbkid.v5i1.3691

Apong, I., & Sari, W. D. (2025). Faktor Keterampilan Berbicara dan Kecemasan Sosial Pada Remaja dalam Pembelajaran. Jurnal Ilmu Pengetahuan Naratif, 6(1). https://ijurnal.com/1/index.php/jipn

Asmara, L. G., Setiawati, L., & Saputra, D. (2025). Increasing the confidence of students at the Nurul Mukhlasin Islamic Boarding School through participatory discussion methods. Jurnal Abmas, 25(1), 79-90. https://doi.org/10.17509/abmas.v25i1. 84686

Aulia, R. U., Neviyarni, N., Netrawati, N., & Hariko, R. (2025). Konseling Kelompok Berbasis Behavioral sebagai Strategi Modifikasi dan Penguatan Perilaku Positif. Empowerment Counseling Journal, 1(2), 119-133. https://doi.org/10. 30983/empowermentcounselingjournal.v1i2.10154

Autha, D. (2020). Efektivitas konseling kelompok dalam meningkatkan keterampilan sosial remaja. Jurnal Bimbingan dan Konseling, 5(2), 112–125.

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall.

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). SAGE Publications.

Daru, A. (2020). Pengaruh Layanan Konseling Kelompok Dengan Teknik Modelling Dalam Meningkatkan Keterampilan Sosial Pada Anak Di Desa Keputran Kabupaten Pringsewu Tahun 2020 (Doctoral dissertation, UIN Raden Intan Lampung).

Fatimah, S., Manuardi, A. R., & Meilani, R. (2021). Tingkat efikasi diri performa akademik mahasiswa ditinjau dari perspektif dimensi Bandura. Prophetic: Professional, Empathy, Islamic Counseling Journal, 4(1), 25-36.

Ginting, A. F., Siregar, A. P., & Lubis, L. (2025). Peran Kecerdasan Emosional Berbasis Nilai-Nilai Islam dalam Meningkatkan Efektivitas Komunikasi Antarpribadi. Jurnal Dakwah Dan

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Komunikasi, 10(2), 350-365. https://doi.org/10.29240/jdk.v10i2.13832

Gowasa, H. (2025). Dinamika Konseling Kelompok Dalam Pengembangan Kompetensi Sosial Remaja. KOHESI: Jurnal Pendidikan Bahasa dan Sastra Indonesia, 6(1), 62-76. https://doi.org/10.57094/kohesi.v6i1.4583\

Hart, C. (2018). Doing a literature review: Releasing the research imagination (2nd ed.). SAGE Publications.

Kadeni, S. (2021). Pengaruh behavioral rehearsal terhadap keterampilan sosial siswa SMP. Jurnal Konseling Pendidikan, 6(1), 23–35.

Krippendorff, K. (2019). Content analysis: An introduction to its methodology (4th ed.). SAGE Publications.

Muchtar, N. I., Yuliana, A., & Hartono, R. (2025). Behavioral And Social Theories Of Learning: Konsep, Prinsip, Dan Implementasinya Dalam Pendidikan. Integrative Perspectives of Social and Science Journal, 2(06 November), 8774-8781. https://ipssj.com/index.php/ojs/article/view/1018

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (3rd ed.). SAGE Publications.

Muiz, M. R., & Fitriani, W. (2022). Urgensi analisis kebutuhan dalam pelayanan bimbingan dan konseling di sekolah. Jurnal Consulenza: Jurnal Bimbingan Konseling Dan Psikologi, 5(2), 116-126. https://doi.org/10.56013/jcbkp. v5i2.1378

Nadia, D. O., & Suhaili, N. (2023). Peran Interaksi Sosial dalam Perkembangan Emosional Anak Sekolah Dasar. Pendas: Jurnal Ilmiah Pendidikan Dasar, 8(01), 2727-2738. https://doi.org/10.23969/jp.v8i1.8137

Pratiwi, R. (2019). Pengaruh Layanan Konseling Kelompok Teknik Behavioral Rehearsal Untuk Meningkatkan Rasa Percaya Diri Peserta Didik Kelas VIII SMPN 1 Jati Agung (Doctoral dissertation, UIN Raden Intan Lampung).

Ricky, D. S. (2023). Pengaruh Konseling Kelompok Dengan Teknik Behavioral Rehearsal Terhadap Self Confidence Peserta Didik Kelas Viii Mts Negeri 2 Bandar Lampung (Doctoral Dissertation, UIN Raden Intan Lampung).

Rangkuti, M. N. K., Nurhasyifa, N., Nurhaida, N., Nasution, P. N., & Wahyuni, S. (2025). Peranan Bimbingan Konseling dalam Perkembangan Sosial Peserta Didik di Sekolah Desa Timbang Lawan. PEMA, 5(1), 183-194. https://doi.org/10.56832 /pema.v5i1.849

Rahayu, N. S., & Fahmawati, Z. N. (2025). Behavioral Rehearsal Psychoeducation Reduces Social Anxiety Among Santri: Pendidikan Psikologis dengan Latihan Perilaku Mengurangi

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Kecemasan Sosial di Kalangan Santri. Academia Open, 10(1), 10-21070. https://doi.org/10.21070/acopen.10.2025.13350

Saputra, R. D. (2023). Efektivitas konseling kelompok dengan teknik behavioral rehearsal terhadap self confidence siswa MTs. Jurnal Bimbingan Islami, 8(1), 55–70.

Sigit, K. (2021). Pengaruh Bimbingan Pribadi Sosial Dengan Teknik Behavioral Rehearsal Terhadap Keterampilan Sosial Peserta Didik Kelas Viii Smp Muhammadiyah 1 Sekampung Udik Lampung Timur Tahun2020-2021 (Doctoral dissertation, UIN Raden Intan Lampung).

Sugiyono. (2021). Metode penelitian kualitatif. Alfabeta.

Sulhan, N. A. A. (2024). Periodisasi perkembangan anak pada masa remaja: Tinjauan psikologi. Behavior, 1(1), 9-36.

Susanto, C. (2025). Pengaruh stres akademik dan motivasi akademik terhadap kesejahteraan psikologis siswa SMA. Afeksi: Jurnal Penelitian dan Edukasi Pendidikan, 6(1), 86-95.

Zed, M. (2018). Metode penelitian kepustakaan (3rd ed.). Yayasan Pustaka Obor Indonesia.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License