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The Effectiveness Of Group Counseling Using Psychodrama Techniques To Improve Students' Self-Control In Cell Phone Use Among 10th-Grade Students In Class TSM 1 At SMKN 1 Jiwan

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Abstract

Self-control in mobile phone use is an individual's ability to regulate, direct, and limit their communication device use to achieve adaptive behavior. This study aims to determine the effectiveness of group counseling services using psychodrama techniques in improving students' self-control in mobile phone use. This study uses a quantitative method with a one-group pretest-posttest experimental design. The population in this study were students of class X Motorcycle Engineering 1, the sample in this study were students who had a low level of self-control in using mobile phones obtained from the results of low scores on the self-control scale in using mobile phones, and were selected using a purposive sampling technique. Data collection was carried out using a questionnaire in the form of a self-control scale that was compiled by themselves and has gone through validity and reliability tests. Data analysis used the Wilcoxon Signed Rank Test. The results of the study showed a significant difference in scores between the pretest and posttest. The effectiveness test results based on the Wilcoxon Signed Rank Test, the Asymp. Sig. (2-tailed) value was 0.018, meaning <0.05. This indicates that group counseling services using psychodrama techniques are effective in improving students' self-control in using mobile phones. These findings support the use of psychodrama techniques as a psychological intervention in addressing the problem of excessive use in terms of self-control among adolescents.

Keywords: group counseling, psychodrama techniques, self-control of mobile phone use.

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INTRODUCTION

The ever-changing times bring about various changes in all aspects of life. These changes come as no surprise to individuals. The changes in question are driven by the development of information technology, particularly in the field of communication—namely, cell phones. Cell phones are now in the hands of people of all ages, from children and teenagers to adults and even the elderly. Cell phones allow people to chat, hold video conferences, browse various websites, use social media, and even conduct transactions, among other things. According to Sari & Candiwan (2014), In today's era of globalization, technology is used in all activities, whether at school or at work. It cannot be denied that technologies such as cell phones offer a wide range of features that make it easier for people to carry out their daily activities, leading to a steady increase in the number of smartphone users every year. Mobile phone usage in Indonesia is growing at a very rapid pace. By June 2025, the number of mobile phone users in Indonesia is projected to reach 187.7 million out of a total population of approximately 275.5 million. Thus, the mobile phone penetration rate in Indonesia stands at approximately 68.1 percent (Maulida & Pratomo, 2025).

According to CNN Indonesia, an APJII survey (2024) found that the percentage of internet users in Indonesia was only 64.8 percent in 2018, then rose to 73.7 percent in 2020, grew to 77.01 percent in 2022, and reached 78.19 percent in 2023. (Putra et al., 2019) It was noted that cell phone usage is quite high, particularly among school-age teenagers. Nearly 99% of students use cell phones, particularly at State Vocational High School 1 Jiwan in Madiun Regency. This high percentage indicates that cell phones have become an integral part of daily life. Cell phones have a huge impact on people's lives, and the lives of teenagers are no exception. It cannot be denied that adolescence is a transitional period during which individuals grow from childhood into adults who are mature in their thinking, behavior, and decision-making (Rice, In Gunarsa, 2004). When considering the positive impacts of cell phone use, cell phones can make it easier for students to access various learning materials not available in textbooks; they can boost students' motivation and academic achievement; and they serve as an effective and efficient learning resource.

The negative effects of cell phone use, as noted by Sanjiwani et al. (in Nuraliyah et al., 2022) namely a lack of focus during learning activities. Concentration is what allows students to focus on matters related to learning and engage in deep thinking. Students' attention is centered on the teacher when the teacher is providing explanations or instructions. Poor concentration can have a negative impact on students' development and progress, making them difficult to engage in conversation, unresponsive, and prone to passivity during learning activities. Teenagers who

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own cell phones are expected to have good skills in conducting themselves, choosing their words carefully, and behaving in a manner consistent with social norms, both at home and at school. These skills are referred to as self-control. According to Himawan et al., (2020) Self-control is closely related to an individual's ability to manage their behavior when engaging in various desired activities. Individuals will feel better if every step they take is balanced by positive self-control, thereby ensuring optimal results.

Students with high self-control will behave positively and be able to demonstrate a sense of responsibility as students, which leads to their primary behavior: studying (Fachrurozi et al., 2018). On the other hand, students with low self-control are unable to regulate and direct their behavior—such as secretly using their cell phones during class, playing by themselves with objects around them, talking with other classmates and thereby disrupting the class, and often daydreaming or feeling anxious when answering the teacher's questions (Aini, in Umi et al., 2018). If students have low self-control, it can lead to deviant behavior and have negative consequences in their daily lives. Article 3 of Law No. 20 of 2003 on the National Education System stipulates that every educational institution must have a set of school rules and regulations, which are set forth in a policy or regulation designed to govern student behavior and conduct. One of the rules in every school is that students are prohibited from using devices that cause disruption during class time, such as cell phones (Hutrista et al., 2023). However, this is at odds with the reality on the ground.

According to information from the Guidance and Counseling Teacher at SMKN 1 Jiwan, students have difficulty controlling their use of cell phones during class. Students appear engrossed in using their cell phones—browsing social media, chatting, and playing games. In practice, teachers often offer advice to students. This is done to prevent maladaptive behavior from becoming more widespread and severe. Students appear to pay attention and listen to the teachers' advice, and they follow the teachers' instructions; however, sometimes they still repeat their maladaptive behavior. Students with low self-control lack confidence when asked to share their opinions or answer a question. This is because they experience higher levels of anxiety than students with good self-control. Students are more active when they are not under internal pressure and prefer it when their classmates have difficulty answering questions posed directly by the teacher.

Efforts to improve self-control in cell phone use can be made through classroom-based guidance sessions using the jigsaw method, as demonstrated in a study conducted by Himawan et al., (2020), that traditional instruction using the jigsaw method has an effect on the self-control of

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ninth-grade students at SMP Negeri 7 Pemalang regarding their cell phone use. A similar study was also conducted by Ifna (2024), which found that group counseling sessions using a word-guessing learning tool helped students gain new knowledge about self-control in gadget use; students were also able to find solutions to the problems they faced and learn how to exercise self-control in their gadget use. From a therapeutic perspective, group counseling can also improve students' self-control regarding cell phone use. Rofiah et al., (2023) noted in their study that group counseling using cognitive behavioral therapy techniques is effective in improving students' self-control regarding smartphone use. Based on the efforts described by previous researchers, all of which aim to minimize cell phone use so that self-control can improve. However, in this study, the researcher proposes one approach that can be taken to improve students' self-control regarding cell phone use, namely by applying psychodrama techniques in group counseling sessions.

Group counseling sessions using psychodrama techniques are believed to improve students' self-control regarding cell phone use. Through group counseling, students gain an understanding of self-control so that they can improve their self-control, particularly regarding cell phone use, in a group setting; and through psychodrama techniques, students can explore their self-concept through role-playing (Sari, 2017). Corey (in Romlah, 2020), states that psychodrama is a form of play designed to help individuals gain a better understanding of themselves, discover their self-concept, express their needs, and express their reactions to the pressures they face. According to Prawitasari (in Setyoningsih, 2019), Psychodrama provides individuals facing problems with the opportunity to view their personal lives from a different perspective after those lives have been dramatized and acted out by others in their group. Psychodrama is conducted for therapeutic or healing purposes.

Psychodrama involves participants acting out real-life situations, drawing on their own experiences and helping them develop a better understanding of themselves and others. Through psychodrama, participants can explore relationships by acting them out and discussing them, thereby collectively exploring feelings, attitudes, values, and behaviors. Psychodrama can enrich personal skills by using role-playing to understand the feelings or circumstances of others and then adapting to those feelings or circumstances within a social context (Romlah, 2020). Given these circumstances, the researcher felt it necessary to further examine efforts to improve students' self-control in cell phone use through appropriate techniques. Therefore, the researcher was interested in conducting a study on "The Effectiveness of Group Counseling Using Psychodrama Techniques to Improve Students' Self-Control in Cell Phone Use Among 10th-Grade

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Students in Class TSM 1 at SMKN 1 Jiwan."

OVERVIEW OF GROUP COUNSELING

Adhiputra, (2015) explains that group counseling is an effort to assist individuals within a group setting that is curative or therapeutic in nature, aimed at facilitating their development and growth. Wahyuni (2018) explains that group counseling is a counseling process conducted in a group setting, in which the counselor interacts with clients as part of a dynamic group to facilitate individual development and or help individuals collectively address the problems they face. According to Barida et al., (2023), group counseling is one of the services included in the responsive guidance and counseling service component, which is designed to help students address the issues they face as soon as possible. Kusuma (2020) argues that group counseling is a type of counseling service conducted in a group setting that allows each group member (client) the opportunity to discuss and resolve personal problems they are experiencing through group dynamics, self-adjustment, and personality development, as well as through interpersonal support provided by the counselor and fellow group members. Based on the opinions above, it can be concluded that group counseling is a responsive service designed to assist individuals within a dynamic group setting in resolving the personal problems of group members. Group members have equal opportunities to share, discuss, and resolve issues together with the counselor's assistance.

The objectives of group counseling according to Isnaini & Rifai (2019), namely, to gain insights, guidance, and feedback from a counselor so that they can manage their own lives, make their own decisions, and have the courage to take responsibility for the consequences of their actions. According to Wibowo (2019), the purpose of group counseling is to fulfill and provide meaningful experiences for each individual member who is part of the group. Group counseling provides a sense of security for group members who need to interact freely and spontaneously and are willing to take risks, thereby creating opportunities for the fulfillment of each member's needs based on their individual resources. Meanwhile, according to Lubis (2011), the objectives of group counseling include: a) Helping individuals achieve optimal development; b) Playing a role in motivating clients to change their behavior by harnessing their potential; c) Enabling clients to resolve their problems more quickly and avoid emotional distress; d) Creating a dynamic social environment that fosters intensive growth; e) Developing good and healthy communication and social interaction skills. Based on the experts' opinions cited above, it can be concluded that the purpose of group counseling is to help students improve their self-understanding, develop their

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abilities, and adopt more adaptive behaviors through a structured group interaction process.

According to Adhiputra Adhiputra (2015), the stages of group counseling are as follows: a) The opening (group formation) is a critical stage; that is, success in the opening stage will determine the course of the intervention and closing stages of the group, and will even determine whether the goals of counseling and/or group counseling are achieved; b) The intervention phase (core phase) is the central activity, as it is directly related to the necessary efforts to change specific attitudes and behaviors. The counselor acts as a facilitator of group discussions, remains patient, actively explores issues, avoids dominating group members, and reinforces members' sense of success; c) Closure means that the counselor observes clear indicators of the success of the treatment phase—particularly members' understanding of specific topics or issues, or changes in their attitudes and behaviors regarding certain matters; d) Follow-up involves observing and monitoring behavioral changes demonstrated by students who have been assisted through group techniques, as well as providing additional support deemed necessary for enhancing and developing the students' potential.

OVERVIEW OF PSYCHODRAMA TECHNIQUES

According to Corey (as cited in Romlah, 2020), psychodrama is a form of play designed to help individuals gain a deeper understanding of themselves, discover their self-concept, and understand and express their needs as they react to internal pressures. According to Corey (as cited in Cahyani, (2019), psychodrama is a counseling activity that addresses issues related to human psychology or interpersonal relationships. According to Moreno (as cited in Sari, 2017), psychodrama is a form of human development that involves exploring, through dramatic action, the problems, issues, concerns, dreams, and highest aspirations of individuals, groups, and systems. In line with what Kipper & Roosevelt (as cited in Sari, 2017) have stated, psychodrama is a unique form of therapy that, although it uses verbal communication, does not rely heavily on that mode as other forms of therapy do. Instead, communication through body movements is central to the process. Based on the three definitions provided by the experts above, it can be concluded that psychodrama is a guidance and counseling activity that uses spontaneous role-playing methods stemming from the participants' creative ideas, involves role reversal so that participants can see themselves from a perspective different from that of others, and concludes with a discussion session.

Benefits of Psychodrama According to Kipper & Ritchie (as cited in Fazli et al., 2025), psychodrama offers collective therapeutic benefits. When one individual undergoes the dramatic

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process, all group members also experience an emotional learning process through resonance—that is, an inner experience reflected in another person's story. This process creates a dual therapeutic effect, both for the protagonist and the active audience. This is supported by research showing that psychodrama in group counseling can enhance a sense of togetherness, deepen the quality of relationships among participants, and strengthen mutual emotional support. According to Corey (as cited in Sanjaya, 2022), the benefits of psychodrama include: a) Psychodrama is suitable for use in psychotherapeutic settings as well as in psychoeducational and business settings; b) Psychodrama can serve as a form of catharsis; c) The development of spontaneity and creativity in counselors and group members; d) Its effects are as if one were experiencing the situation firsthand and are integrative; e) It serves as input and feedback between group members and the counselor.

According to Romlah (2020), psychodrama consists of three stages, namely: a) Preparation stage, this stage is conducted to motivate group members so they are ready to actively participate in the game, to define the game's objectives, and to foster a sense of safety and mutual trust within the group; b) Implementation stage, this stage involves the main actor and supporting actors enacting the play. An event can be portrayed in several scenes. Scenes are created based on issues raised by the main actor. Psychodrama progresses from superficial matters toward deeper issues that are the source of the client's problems. The duration of a psychodrama session varies depending on the group leader's assessment of the actors' emotional involvement; c) Discuccion phase, Group members offer responses or insights regarding the main performance. The group leader acts as the discussion facilitator and encourages group members to provide feedback. This feedback takes the form of feelings or deep reflections. If group members attempt to analyze and propose solutions, the group leader should, for example, pose probing questions such as: "How did you feel after watching the psychodrama just now? What situations in your life relate to the issue dramatized earlier? Are there specific feelings you'd like to express and share with the lead actor?" and other similar questions.

OVERVIEW OF SELF CONTROL IN CELL PHONE USE

Khoirunnisa (2024) defines self-control as the act of regulating behavior, wherein regulating behavior involves carefully considering options before deciding how to act and behave. According to Fikri (2024), self-control is a person's ability to manage and regulate their behavior, emotions, and impulses in order to achieve desired long-term goals. According to Sekarningrum & Nugrahanta (2020), self-control is an individual's ability to control thoughts and actions in order

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to resist internal and external urges, as indicated by traits such as patience, not getting angry easily, not interrupting conversations, exercising restraint, being polite, maintaining a relaxed attitude, regaining composure, overcoming the urge to get angry, and thinking before acting. Based on the three opinions above, it can be concluded that self-control is an individual regulatory activity that integrates cognitive and emotional processes to control behavior and impulses in order to achieve long-term goals.

Self-control has three dimensions, as noted by Averil (in Thalib, 2017), namely: a) Behavioral control, Behavioral control refers to an individual's readiness or the availability of a response that directly influences or modifies an unpleasant situation. Behavioral control is divided into two components: regulating performance and the ability to regulate stimuli. The ability to regulate execution is a person's capacity to control a situation or circumstance. For example, when an individual is engaged in learning in class and receives a notification, that individual will determine whether to continue learning or check the phone notification. Stimulus regulation refers to the ability to determine how and when an unwanted stimulus should be avoided. For example, when an individual shifts their focus from learning to check a phone notification. Several methods are used, such as preventing or avoiding the stimulus, introducing a time interval between a series of stimuli, stopping the stimulus before the time is up, and limiting its intensity; b) Cognitive control, is a person's ability to process unwanted information by interpreting, evaluating, or contextualizing an event within a cognitive framework to reduce stress. Self-control has two components: acquiring information and making judgments.The ability to acquire information involves using information about an unpleasant situation so that an individual can anticipate the situation based on various objective considerations. For example, when an individual receives a phone notification in the middle of a learning session.The ability to evaluate is an individual's capacity to assess and interpret a situation or event by focusing on its subjective positive aspects. For example, when an individual determines whether the incoming notification is important or not while learning is in progress; c) Decisional control, is an individual's ability to choose the outcome of an action based on what they believe and agree with. Self-control in making choices functions when there is an opportunity, freedom, or possibility for the individual to choose among various possible actions. For example, when an individual is convinced that an incoming notification is so important that they must check their phone immediately, they ask the teacher for permission to leave the classroom and glance at the notification.

The intensity of cell phone use according to Musdalifah & Indriani (2017), is the frequency with which an individual communicates with others using a cell phone as an intermediary.

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According to Syifa (2020), the intensity of cell phone use refers to the frequency and duration of cell phone use. This aligns with the definition of the intensity of cell phone use provided by Dully et al., (2022), which refers to how often an individual engages in cell phone-related activities. Based on the three opinions above, it can be concluded that the intensity of cell phone use is a measure that encompasses the frequency, regularity, and duration of an individual's cell phone usage. Intensity serves as the primary benchmark for assessing the extent of an individual's engagement with cell phone functions in daily life.

According to Chaplin (as cited in Dully et al., (2022), the aspects of intensity include: a) Frequency, which refers to how often a person uses their cell phone—expressed as once, twice, three times, or more within a specific time period; b) Duration, which refers to how much time is spent using a cell phone. The more time spent, the longer a person uses their cell phone; c) Full Attention, which involves concentrating on cell phone use to the point of ignoring everything else; d) Emotional, which includes feelings of sadness, happiness, fear, hope, anger, and despair. According to Del Bario (as cited in Wahyuliarmy & Sari, 2021), aspects of the intensity of cell phone use include: a) Attention, an individual's interest in activities that align with their interests is far stronger and more intense compared to other activities that do not spark a particular interest; b) Engagement, an individual's effort to understand, enjoy, internalize, and retain information or experiences as personal knowledge; c) Duration, the length of time, time span, or how long something lasts. Often, when using a cell phone, a person loses track of time because they are so engrossed in using it; d) Frequency, the number of times a behavior is repeated, whether intentionally or unintentionally. Frequency refers to something that can be measured by count or by time. Based on the two opinions above, it can be concluded that the aspects of mobile phone usage intensity include frequency—that is, how often individuals access their mobile phones in their daily lives; duration—which refers to the total time spent using mobile phones; and, finally, engagement—which involves an individual's efforts to understand, enjoy, appreciate, and retain the information presented, accompanied by an emotional response.

RESEARCH METHODS

This study employs a quantitative research design using a pre-experimental design. According to Djaali (2021), an experimental design is a reliable technique for testing whether an independent variable has an effect on a dependent variable. Meanwhile, according to Rukajat (2024), the experimental method is a research approach used to determine the relationship between several variables, in which the researcher manipulates the treatment administered to

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the subjects. The population in this study consisted of 32 10th-grade students in Class TSM 1 at SMKN 1 Jiwan. The chosen design was a one-group pre-test and post-test design. The sampling technique used was purposive sampling. Data collection was conducted using a questionnaire in the form of a self-control scale regarding cell phone use. Data analysis was performed using the Wilcoxon signed-rank test.

RESULT

A comparison of the research data between pre-test and post-test scores shows that there was a difference in students' levels of self-control regarding cell phone use before and after the psychodrama group counseling sessions. Based on the data collected from the sample, there was an improvement from the pre-test to the post-test. This can be seen in Table 4.2.

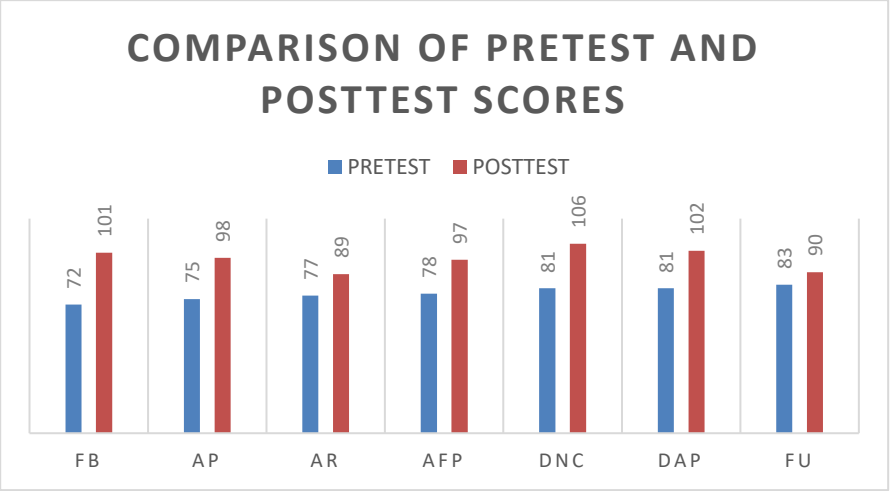
Table 3.1 Comparison of Pre-test and Post-test Scores

No	Name	Skor	
		Pre-test	Post-test
1	FB	72	101
2	AP	75	98
3	AR	77	89
4	AFP	78	97
5	DNC	81	106
6	DAP	81	102
7	FU	83	90
Number		**547**	**683**
Average		**78,14**	**97,57**

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Table 3.2 The graph illustrates the difference between the pretest and posttest scores



Based on the results presented in the table and graph, the mean pre-test score was 78.14, while the mean post-test score was 97.57. This indicates that students' level of self-control regarding cell phone use was low before receiving psychodrama-based group counseling, whereas it was high after receiving the counseling. The difference in average scores between the pre-test and post-test, as shown in the table and graph, supports the finding that psychodrama-based group counseling is effective in improving students' self-control regarding cell phone use.

Based on the results of the data analysis regarding the effectiveness of psychodrama group counseling in improving students' self-control regarding cell phone use, the following results were obtained using the Wilcoxon signed-rank test formula:

Table 4.3 Results of the Wilcoxon Signed-Ranks Test

	Posttest - Pretest
Z	-2,366[b]
Asymp. Sig. (2-tailed)	,018

After conducting the study, a difference was found between the pre-test and post-test scores: the pre-test score was 547, while the post-test score was 683. Based on the results of the Wilcoxon test using SPSS for the variable of self-control in cell phone use, with a total of 7 samples,

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the significance level (Asym. Sig., 2-tailed) was 0.018, which is less than the critical threshold of 0.05. This indicates that the alternative hypothesis (Ha) is accepted because there was a difference between the pre- and post-intervention periods following the group counseling using psychodrama techniques. Given that the significance value of 0.018 is less than 0.05, this difference indicates that the null hypothesis is rejected, meaning that psychodrama-based group counseling is effective in improving students' self-control regarding cell phone use in Class X TSM 1 at SMKN 1 Jiwan.

DISCUSSION

Based on data obtained from a study on the effectiveness of psychodrama-based group counseling in improving students' self-control regarding cell phone use in Class X TSM 1 at SMKN 1 Jiwan, it was found that students exhibited low self-control in their cell phone use. This was demonstrated by the results of the pre-test conducted before the group counseling sessions, which revealed signs of low self-control in cell phone use, such as students' inability to control the behavior of secretly using their cell phones, their inability to control their response to notification sounds, their inability to anticipate and interpret events or situations, and their inability to make and implement decisions regarding when to use their cell phones. To address this issue, the researcher implemented group counseling sessions using psychodrama techniques, conducted over three sessions. A study by Sari (2017) found that psychodrama techniques are effective in developing self-control. By the end of the psychodrama sessions, students were able to recognize behaviors and habits indicative of low self-control and identify the appropriate behaviors and habits they should adopt. A similar study was also conducted by Yemima et al., (2022), which found that role-playing techniques are effective in improving self-control. Students began to develop a sense of conviction, became less emotionally reactive, and actively participated in classroom learning.

During the first session, students enrolled in the psychodrama group counseling program were given an explanation of the structure and procedures for conducting the activities. The first session focused on the problem identification stage. The group leader provided guidance so that group members could further discuss the issue of poor self-control regarding cell phone use. As a result of this session, the students were able to identify the maladaptive behaviors that had been occurring while they were using their cell phones during class. This served as the basis for the group leader to assign psychodrama roles to the group members, which would be acted out in the next session.

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The second session involved the group members applying psychodrama techniques. The group leader guided the members to engage in role-playing (psychodrama) according to the roles assigned during the previous session. The group members acted out their roles in realistic situations and conditions. In the skit, there was a student who often failed to pay attention to the teacher during class, was reluctant to complete assignments, and prioritized their cell phone—which ultimately led to a noisy and chaotic classroom. Afterward, group members were asked to share their opinions and reflect openly on the drama performed as part of the group counseling activity. The outcome of this session was an increased understanding among students regarding the consequences of frequently failing to pay attention to the teacher's explanations and neglecting assignments. The group leader also provided reinforcement and encouragement to help ensure that the positive behaviors demonstrated would become sustained.

In line with research by Musannadah (2021), which suggests that group counseling is effective in reducing smartphone addiction, students are able to exercise self-control and concentrate while working on assignments, and prefer to engage in discussions with others rather than use their smartphones. Furthermore, research conducted by Ahmad & Maharani (2023) shows that role-playing techniques are very useful for improving self-control in cell phone use. Gradually, students begin to learn to reduce the time they spend on their cell phones; they start to manage their study time effectively, are able to ignore notifications and put their phones away, and become more active in their learning. This aligns with the indicator of being able to control behavior and stimuli.

The third meeting was a session in which group members evaluated the previous stage. Each group member provided a comprehensive evaluation to serve as the basis for future behavioral changes. The outcome of this session was that group members openly discussed the changes they had experienced after participating in the psychodrama group counseling sessions. The changes they described included students beginning to manage their time spent on their cell phones, being able to articulate the positive effects they felt when exercising good self-control in cell phone use, socializing more frequently with peers rather than using their cell phones, and having the courage to remind friends who were using their cell phones during class. At the end of the activity, the researcher—who also served as the group leader—reinforced the message that self-control in cell phone use should continue to improve and encouraged the students to agree to become pioneers of change.

In line with the study conducted by Farqiyah & Lianawati (2025), role-playing techniques are effective in reducing the frequency of cell phone use, thereby improving students' self-control

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regarding cell phone use. Through this study, students can understand the components, consequences, and impacts that influence the intensity of cell phone use. Another study by Kurnia et al., (2025) showed that behavioral counseling can reduce cell phone use, thereby increasing self-control. Students are able to monitor their habits, provide positive reinforcement to themselves, and improve self-regulation skills that are beneficial in academic and social contexts. This aligns with the indicator of being able to anticipate and interpret events or occurrences.

Based on research conducted by Ahmad & Maharani (2023) and Farqiyah & Lianawati (2025), the techniques used share a common element: role-playing. Although role-playing shares similarities with psychodrama. Ayuningtyas & Baqi (2022) explain that psychodrama is a form of role-playing that is more focused on and emphasizes therapeutic efforts by involving students' emotional engagement. Role-playing enables students to express their feelings and encourages them to actively participate in problem-solving. This is further reinforced by Fauziah et al., (2024), who state that psychodrama is a form of role-playing. Psychodrama is the dramatization of issues related to personality for therapeutic or healing purposes, allowing students to experience catharsis, helping them develop new behaviors, and express the feelings they are experiencing.

Research conducted by Dewy et al., (2023) shows that cognitive behavior therapy techniques in group counseling can reduce smartphone addiction among students, thereby improving their self-control. Furthermore, a similar study by Rofiah et al., (2023) found that group counseling services are effective in improving students' self-control regarding smartphone use. Students can work toward reducing the amount of time they spend on their phones, changing unhealthy habits such as staying up late, managing their daily activities more easily, enjoying socializing with their peers more, and engaging in more meaningful activities. The results of the study conducted by the researchers demonstrate that group counseling using psychodrama techniques can improve students' self-control regarding cell phone use in Class X TSM 1. Based on the results of the hypothesis testing and the discussion in this study, it has been proven that group counseling using psychodrama techniques is effective in improving students' self-control regarding cell phone use in Class X TSM 1 at SMKN 1 Jiwan.

CONCLUSION

Based on the results of the research and data analysis conducted by the researcher through testing, it can be concluded that psychodrama group counseling is effective in improving students' self-control regarding cell phone use in Class X TSM 1 at SMKN 1 Jiwan. Students have begun to be able to control their behavior regarding cell phone use, control their reactions to cell

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phone notifications, anticipate and interpret events or situations related to cell phones, and make and implement decisions regarding when to use their cell phones.

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