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Group Guidance with Role-Playing Technique to Enhance Students' Self-Confidence in Social Comparison Context: Systematic Literature Review

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Keywords:
geometric shape recognition; low vision; multisensory learning; single-subject research; VAKT approach.

Abstract

This study aims to examine changes in basic geometric shape recognition among children with low vision following the implementation of the Visual, Auditory, Kinesthetic, and Tactile (VAKT) multisensory approach. A quantitative single-subject research (SSR) method with an A-B-A design was employed, involving one eight-year-old child with low vision and developmental delays at PAUDIT BIS Balikpapan, Indonesia. Data were collected across four initial baseline sessions (A1), five intervention sessions (B), and five post-intervention baseline sessions (A2). Shape recognition was assessed through six indicators covering the ability to identify circles, triangles, squares, and rectangles, name shapes, and match geometric shapes with concrete objects. Data were analyzed descriptively using visual analysis of performance levels, trends, stability, and overlapping data. The findings revealed an increase in mean performance from 33.33% during A1 to 80% during the intervention, with a peak achievement of 83.33%. Performance subsequently stabilized at 66.67% during A2, indicating partial retention after the intervention was discontinued. The absence of overlapping data between A1 and B demonstrated a substantial performance difference across phases. These findings suggest that integrating residual vision with auditory instructions, kinesthetic movements, and tactile exploration may support geometric shape recognition in children with low vision. However, the single-subject design limits causal inference and generalizability, highlighting the importance of continued reinforcement and further investigation.

Kata kunci:
anak low vision; pengenalan bentuk geometri; pembelajaran multisensori; single subject research; pendekatan VAKT.

Abstrak

Penelitian ini bertujuan untuk menganalisis perubahan kemampuan mengenal bentuk geometri dasar pada anak dengan hambatan penglihatan (low vision) setelah penerapan pendekatan multisensori Visual, Auditory, Kinesthetic, and Tactile (VAKT). Penelitian menggunakan pendekatan kuantitatif dengan metode Single Subject Research (SSR) desain A-B-A yang melibatkan seorang anak berusia delapan tahun dengan kondisi low vision dan keterlambatan perkembangan di PAUDIT BIS Balikpapan. Pengumpulan data dilakukan melalui empat sesi baseline awal (A1), lima sesi intervensi (B), dan lima sesi baseline setelah intervensi dihentikan (A2). Kemampuan mengenal bentuk diukur menggunakan enam indikator yang mencakup kemampuan menunjuk lingkaran, segitiga, persegi, dan persegi panjang, menyebutkan nama bentuk, serta mencocokkan bentuk geometri dengan benda konkret. Data dianalisis secara deskriptif melalui analisis visual terhadap tingkat kemampuan, kecenderungan arah, stabilitas, dan tumpang tindih data. Hasil penelitian menunjukkan peningkatan rata-rata kemampuan dari 33,33% pada fase A1 menjadi 80% selama intervensi, dengan capaian tertinggi sebesar 83,33%. Pada fase A2, kemampuan bertahan pada 66,67%, yang menunjukkan adanya retensi sebagian setelah intervensi dihentikan. Tidak adanya tumpang tindih data antara fase A1 dan B menunjukkan perbedaan capaian yang nyata antarfase. Temuan ini mengindikasikan bahwa integrasi sisa penglihatan, instruksi auditori, gerakan kinestetik, dan eksplorasi taktil berpotensi mendukung pengenalan bentuk geometri. Namun, keterbatasan subjek tunggal membatasi penarikan kesimpulan kausal dan generalisasi sehingga diperlukan penguatan berkelanjutan serta penelitian lanjutan.

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Introduction

Adolescence is a transitional period from childhood to adulthood characterized by mental, emotional, social, and physical maturation, as well as changes in an individual's behavior patterns (Fitri, Zola, and Ifdil 2018). At this stage of development, adolescents face various demands related to personality formation, including the development of self-confidence. Adolescents with high self-confidence are more certain of their abilities and able to develop their potential optimally, whereas those with low self-confidence tend to struggle to develop their talents, interests, and potential, making them less able to self-actualize fully (Rais 2022).

Social comparison is one of the factors that influence self-confidence (Mahendra Putri and Desira Swandi 2023). It is an internal drive that leads individuals to evaluate themselves by comparing their achievements, abilities, and opinions with those of others (Amarina 2021). The school environment is one setting that encourages students to compare themselves with one another, as students are constantly exposed to information about their peers' grades, achievements, appearances, and socioeconomic status. This situation is further reinforced by adolescents' interactions, which have now expanded to social media, where students can easily observe the achievements and lifestyles of others posted online (Sari and Mulawarman 2021). The tendency to compare oneself with others is negatively correlated with self-confidence: the higher the tendency to engage in social comparison, the lower one's self-confidence, and vice versa (Opsiviantoto, Santi, and Kusumandari 2023).

High school students are at a stage of psychosocial development characterized by a search for self-identity, heightened sensitivity to social judgment, and a strong need for peer recognition. These conditions are exacerbated by academic pressure and intense competition for achievement, which make students more prone to comparing themselves with peers or other figures perceived as superior (Septianto et al. 2025). This is consistent with findings on the profiles of high school students with low self-confidence, who tend to withdraw socially and doubt their own abilities (Marlina, Fatimah, and Siddik 2022). Therefore, appropriate interventions are needed to help students strengthen their self-confidence.

Efforts to help students strengthen their self-confidence are carried out through guidance and counseling services at school. (Afifah and Nasution 2023) shows that these services contribute to developing students' self-confidence and well-being by providing support tailored to individual needs, thereby enabling students to better express their opinions, participate in learning, and feel comfortable interacting in the school environment. In addition to providing direct support, guidance and counseling teachers also identify

students' issues and design programs to build self-confidence, including through motivation, emotional support, and the reinforcement of positive behaviors (Yulianti et al. 2024).

One guidance and counseling service with the potential to foster students' self-confidence is group guidance, that is, assistance provided to individuals within a group setting, enabling each member to actively participate and share experiences to develop insights, attitudes, and skills, while also preventing problems and supporting personal development (Monika, Suhaemi, and Kosasih 2025). This service is considered effective because it allows counselors to assist multiple students simultaneously, making it efficient for addressing issues with similar characteristics (Maisyaroh and Astuti 2024), including those related to social interactions within the school environment.

One technique that can be used in group guidance to foster students' self-confidence is role-playing, which is grounded in the premise that individual behavior can be learned and changed through practice and direct experience (Sanjaya n.d.). Through this technique, students are invited to act out specific situations so they can learn to express themselves, understand others' feelings, and develop social skills in a safe and controlled environment (Sanjaya n.d.). Santosa, as cited in Nurmalasari (2022), supports this premise: students' self-confidence increased from 32.14% in the pre-intervention phase to 75% in Cycle I and 85.71% in Cycle II after the role-playing method was implemented.

Several other studies have also reported an increase in students' self-confidence following group guidance using role-playing techniques. A study of 10th-grade students at SMK MIN-QU Gumukmas showed that this intervention had a positive effect on students' self-confidence (Kasturi 2023). Nurbaini, Lubis, and Rusman (2023) found similar results among 11th-grade students at Dharma Patra P. Berandan High School, namely that role-playing in group guidance is effective in addressing students' low self-confidence. Comparable findings were reported among 11th-grade students at SMA Negeri 1 Jakenan, indicating that role-playing in group guidance successfully fostered self-confidence (Permatasari and Setianingsih 2024).

Although these studies have demonstrated an increase in self-confidence following group guidance using role-playing, research on this topic still leaves two gaps. First, the results of these studies have not been systematically synthesized, as each was conducted at a single school with different subjects, designs, and measurement instruments, which makes it difficult to compare their results. Second, the low self-confidence examined in these studies has not been linked to one of its causes, social comparison, because research on role-playing interventions and research on social comparison have developed separately. Based on our review, no study has yet systematically identified, evaluated, and synthesized these findings while linking them to social comparison. Therefore, a method is needed that can systematically and rigorously synthesize evidence from various studies, rather than relying on just one or two.

The novelty of this study lies in two aspects. First, it systematically synthesizes, in accordance with the PRISMA 2020 guidelines, the implementation, reported outcomes, and supporting and inhibiting factors of group guidance using role-playing techniques for high school (SMA/SMK/MA) students, thereby enabling a comparison of the scattered evidence. Second, it bridges two bodies of literature that have traditionally been treated separately: the literature on role-playing interventions and the literature on social comparison. This integration yields a conceptual framework that positions social comparison as the context for low self-confidence, while role-playing provides a safe space to practice navigating social

situations that evoke fear of being judged by others. This relationship is a conceptual proposition rather than the result of testing, as the two bodies of research were analyzed separately. Thus, the contribution of this study is synthetic and conceptual in nature, rather than evidence of effectiveness in addressing social comparison.

This study aims to systematically synthesize the implementation, reported outcomes, and supporting and inhibiting factors of group guidance using role-playing techniques to strengthen the self-confidence of high school (SMA/SMK/MA) students. A secondary objective is to examine social comparison as the underlying context for students' low self-confidence, in order to provide a more comprehensive understanding of how this intervention is implemented. It is important to emphasize that this study treats social comparison as a contextual factor underlying low student self-confidence, rather than as a variable examined together with the role-playing intervention, since the two topics are typically addressed in separate studies. Accordingly, this study employs a Systematic Literature Review (SLR), a method for systematically searching, evaluating, and summarizing previous research findings, to produce a more comprehensive picture of the implementation and outcomes of group guidance using role-playing techniques in enhancing students' self-confidence, while linking these findings to social comparison as the context of the problems students face.

Method

The method used in this study is a Systematic Literature Review (SLR), which involves systematic stages including the determination of the research subject, the formulation of research questions (RQs) tailored to the topic, a search process using search engines, classification of articles based on inclusion and exclusion criteria, quality assessment, and, finally, analysis and reporting of the review results (Fatimah Millenia Fauziah 2022). In addition, this study adheres to PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), developed by (Page et al. 2021), as a guideline for reporting the stages of identification, selection, assessment, and synthesis of studies.

The first step was to develop the research question framework using SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research type) (Amir-Behghadami 2024). The sample consists of high school (SMA/SMK/MA) students or their equivalents. The phenomenon of interest is the effectiveness of group guidance using role-playing techniques in enhancing students' self-confidence, with social comparison serving as the contextual backdrop to this issue rather than as a variable tested directly alongside the intervention. The primary study designs examined include experimental, quasi-experimental, pre-experimental, action research (PTBK/PTK), and R&D studies that include pre-post effectiveness tests. The outcomes measured are improvements in scores, categories, or behaviors indicative of students' self-confidence. The research types examined include quantitative studies as well as action research (PTK/PTBK) that report quantitative or qualitative data.

Based on the SPIDER framework, we established four RQs to guide the analysis and to serve as the basis for establishing the inclusion and exclusion criteria, namely: (1) how is group guidance using role-playing techniques implemented with SMA/SMK/MA students; (2) how does social comparison influence students' low self-confidence; (3) how does students' self-confidence change after receiving group guidance using role-playing techniques; and (4) what are the supporting and inhibiting factors for the successful implementation of group guidance using role-playing techniques in enhancing students' self-confidence.

The next step was the search process, using Google Scholar as the primary source and the Garuda portal as a supplementary source between September 25 and 30, 2026. The search

used two sets of keywords based on the RQs. The first set, addressing RQ1, RQ3, and RQ4, used the keywords "bimbingan kelompok" (group guidance), "role playing," "kepercayaan diri" (self-confidence), "SMA," "SMK," and "MA," yielding approximately 1,020 results on Google Scholar. The second set, addressing RQ2, used the keywords "social comparison" and "kepercayaan diri" (self-confidence), yielding approximately 702 results on Google Scholar. Social comparison was searched with a separate set of keywords because it was positioned as the contextual background for students' low self-confidence rather than as a variable tested alongside the group guidance intervention, and because the two topics are generally examined in separate studies. Because Google Scholar ranks results by relevance, screening was limited to the top 100 results, comprising 73 from the first keyword set and 27 from the second. Garuda was used only to fill gaps in the article selection, so only two articles came from Garuda. Duplicate articles were removed manually during data collection, so no duplicates remain among the screened articles. This restriction may introduce selection bias and is discussed in the limitations section.

The next step was to classify the retrieved articles based on the inclusion and exclusion criteria. The inclusion criteria were: articles published between 2017 and 2026; written in Indonesian or English; focusing on high school (SMA/SMK/MA) students or their equivalents; discussing group guidance using role-playing techniques to address students' self-confidence (for RQ1, RQ3, and RQ4) or examining the relationship between social comparison and students' self-confidence (for RQ2); being journal articles or conference proceedings; and having full-text access. For articles addressing RQ1, RQ3, and RQ4, acceptable research designs included experimental, quasi-experimental, pre-experimental, action research (PTBK/PTK), or R&D studies with pre-post effectiveness tests. Conversely, articles were excluded if they were published before 2017, were written in a language other than Indonesian or English, involved subjects other than SMA, SMK, or MA students, did not discuss the relevant variables, were books, unpublished theses or dissertations, blogs, or news articles, or had only an abstract without full-text access.

In the first screening stage, the titles of 100 articles were screened, and 40 were excluded for being off-topic (for example, those discussing role-playing but not aimed at enhancing self-confidence, or those applied in group counseling rather than group guidance). In the second screening stage, 60 articles were screened by subject and publication year, and 25 were excluded because the subjects were outside the SMA/SMK/MA level (e.g., middle school students) or because they were published outside the 2017–2026 range. In the eligibility stage, the full texts of 35 articles were read and evaluated against the inclusion criteria and alignment with RQ1–RQ4. A total of 25 articles were excluded because, although their topics were similar, the variables or outcomes studied did not align with the RQs. Finally, 10 articles were included, consisting of 8 articles on role-playing group guidance and 2 articles on social comparison. These 10 articles were then analyzed to address RQ1 through RQ4, namely the implementation methods, the influence of social comparison, the effectiveness, and the supporting and inhibiting factors of role-playing group guidance in enhancing students' self-confidence.

Data from the selected articles were extracted based on authors, study design, sample, instruments, results and magnitude of change, and type of evidence (statistical or descriptive tests). Methodological quality was assessed separately and is presented in Table 2. The data were then analyzed qualitatively through thematic synthesis, identifying themes emerging across the studies. RQ1 addresses the implementation of group guidance using role-playing

techniques; RQ2 addresses social comparison as the contextual issue; RQ3 addresses the effectiveness of the intervention; and RQ4 addresses supporting and inhibiting factors.

The methodological quality of the 10 articles was assessed using the Joanna Briggs Institute (JBI) Critical Appraisal Checklists. The eight role-playing articles were assessed using the Checklist for Quasi-Experimental Studies (9 items), with the following indicators: clarity of cause and effect, participant comparability, treatment comparability, presence of a control group, pre- and post-intervention measurements, completeness of follow-up, comparability of outcome measures, reliability of outcome measures, and appropriateness of statistical analysis. The two social comparison articles were assessed using the Checklist for Analytical Cross-Sectional Studies (8 items), with the following indicators: clarity of sample inclusion criteria; description of subjects and setting; validity and reliability of exposure measurement; objective criteria for the measured conditions; identification of confounding factors; strategies for addressing confounding factors; validity and reliability of outcome measurement; and appropriateness of statistical analysis. Each item was answered "yes," "no," "unclear," or "not applicable"; only "yes" responses were scored as 1, and "not applicable" items were not counted. In single-group designs, the items on participant comparability and treatment comparability were answered "yes," and the control group item was answered "no," following the notes in the JBI checklist. Scores were converted to percentages and categorized as high quality (≥ 70%), moderate (50–69%), or low (< 50%); these thresholds follow commonly used conventions rather than official JBI guidelines. The assessment was conducted by the authors and was not used to exclude articles, but to evaluate the strength of evidence in the synthesis.

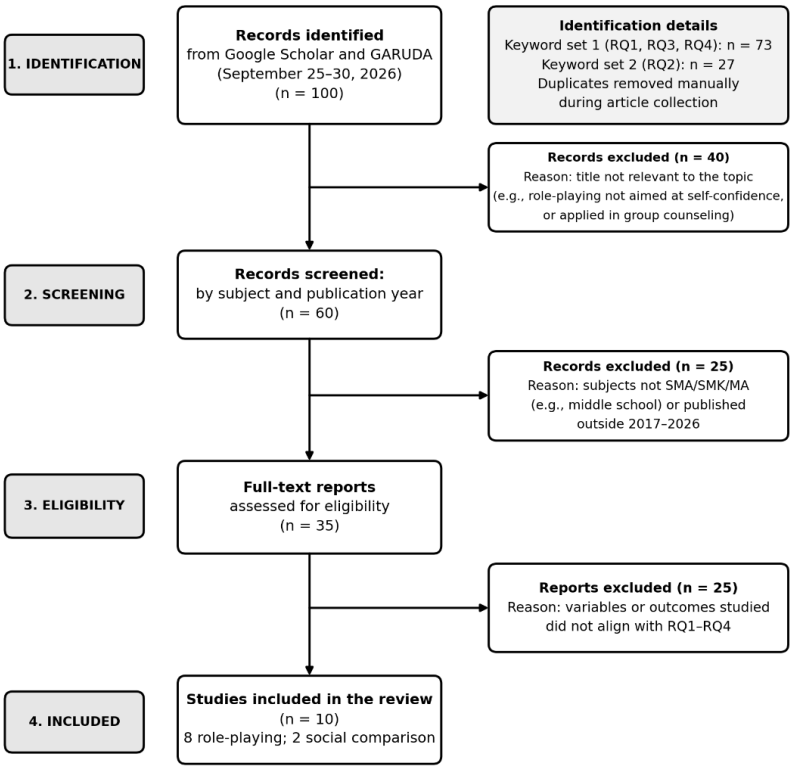


Figure *1.* [Diagram PRISMA]

Results And Discussion

Results

This literature review summarizes 10 articles, consisting of 8 articles on group guidance using Role Playing techniques as an effort to boost students' self-confidence and 2 articles on social comparison related to students' self-confidence as the context of the problem.

Table 1
Data Extraction

Writer	Design	Sample	Instrument	Result	Proof
Nurbaini et al. (2023)	Pre-post one group	32 11th-grade students, SMA Dharma Patra P. Berandan	30-item questionnaire (valid, reliable; no coefficients reported)	Mean score increased from 2.045 to 3.875; computed F = 15 > critical F = 4	A
Hamka et al. (2024)	Action research (PTK), 2 cycles	10 11th-grade students, SMAN 10 Luwu	Observation, interviews, documentation	Assertiveness and participation increased; no numerical data reported	C
Permatasari et al. (2024)	Pre-experimental, one-group pretest-posttest	10 11th-grade students, SMA Negeri 1 Jakenan	Self-confidence scale (5 indicators)	Mean score increased from 91 to 103; p = 0.011	A
Febriani et al. (2023)	Action research (PTK), 2 cycles	8 11th-grade students, SMA Negeri 14 Semarang	Questionnaire (5 indicators) and observation sheet	Increased from 63.94% to 81.73% (a gain of 17.79 percentage points, between cycles)	B
Setianingrum et al. (2024)	Pretest-posttest with control group	30 students (15 experimental, 15 control), 10th grade, SMK Ma'arif 1 Wates	35-item valid questionnaire; Cronbach's alpha = 0.891	Experimental group increased by 12.27 (96.13 to 108.40); control group increased by 1.80; computed t = 11.796 > critical t = 1.701	A
Juniati et al. (2026)	Action research (PTBK), 2 cycles	10 students, 10th grade, SMK	Questionnaire and behavioral observation	Category improved from "very low" to "high" (cycle II); no numerical scores reported	B
Satoding et al. (2026)	Action research	8 11th-grade	10-indicator observation	Participation increased from 25%	B

Writer	Design	Sample	Instrument	Result	Proof
	(PTBK), 2 cycles (8 sessions)	students, SMA Kristen Rantepao	checklist, interviews, reflective journal	to 85%; eye contact increased from 30% to 90% (pre-intervention to cycle II)	
Riyanto et al. (2024)	One-group pretest-posttest	10 11th-grade students, SMA Negeri 8 Jambi	25-item valid questionnaire; Cronbach's alpha = 0.851	Mean score increased from 116 to 159.5 (a gain of 43.5); $p < 0.001$	A
Larasati & Simbolon (2026)	Correlational survey	330 adolescent girls aged 16-18 years	Self-comparison and self-esteem scales (equated with self-confidence by the authors)	Self-comparison was negatively associated with self-confidence: $r = -0.888$; $p < 0.01$	A
Handayani (2018)	Correlational, multiple regression	60 students (2 classes), SMA Panca Budi Medan	Body image, imaginary audience, and self-confidence scales	Body image (Sig. = 0.001) and imaginary audience (Sig. = 0.004) were positively associated with self-confidence; $R^2 = 31.9\%$. The discussion links these findings to social comparison (not measured)	A

Notes: A = statistical test reported; B = quantitative descriptive data without statistical test; C = behavioral observation or interviews. Pre-post = pretest and posttest. PTK/PTBK = classroom action research (penelitian tindakan kelas) / guidance and counseling action research (penelitian tindakan bimbingan dan konseling). The methodological quality of each article is presented in Table 2.

Table 2
Results of the Article Quality Assessment

Writer	List	Score	%	Category	Main limitations
Nurbaini et al. (2023)	A	6/9	67%	Moderate	One group without a comparison group; type of test and p-value not explained
Hamka et al. (2024)	A	4/9	44%	Low	Qualitative action research without numerical data or statistical tests; indicators without validity testing

Writer	List	Score	%	Category	Main limitations
Permatasari et al. (2024)	A	6/9	67%	Moderate	One group of 10 students; evidence of instrument validity not mentioned
Febriani et al. (2023)	A	5/9	56%	Moderate	One group of 8 students; only percentages between cycles, no statistical test
Setianingrum et al. (2024)	A	7/9	78%	High	Sample of 30 students; group allocation not explained; p-value not reported
Juniati et al. (2026)	A	5/9	56%	Moderate	One group of 10 students; no numerical scores or statistical tests; questionnaire not described
Satoding et al. (2026)	A	6/9	67%	Moderate	Mean values inconsistent across tables; only observation percentages without statistical test; checklist without validity testing
Riyanto et al. (2024)	A	6/9	67%	Moderate	One group of 10 students; inconsistent reporting of statistical tests; scoring scale not explained (posttest scores up to 180)
Larasati & Simbolon (2026)	B	4/8	50%	Moderate	Correlational (does not establish causality); outcome variable measured as self-esteem, which the authors equated with self-confidence; scale not named
Handayani (2018)	B	2/8	25%	Low	Correlational; instrument validity not reported; abstract states 8th-grade junior high school (SMP), whereas title and methods state SMA (assessed as SMA)

Notes: Score = number of "yes" responses divided by the number of applicable items (Checklist A = quasi-experimental studies, 9 items; Checklist B = analytical cross-sectional studies, 8 items). Categories: high ≥ 70%, moderate 50-69%, low < 50%.

The results of the quality assessment are presented in Table 2. Of the 10 articles, one was rated high quality, seven moderate, and two low. The most common limitations were the absence of a control group (7 of 8 role-playing articles), the absence of statistical tests (4 of 8 role-playing articles), and the reporting of validity and reliability coefficients in only 2 of 8 role-playing articles. Of the 10 articles, six reported the results of statistical tests (Nurbaini, Lubis, and Rusman 2023; Permatasari and Setianingsih 2024; Setianingrum et al. 2024; Riyanto et al. 2024; Larasati and Simbolon 2026; Handayani 2018), three reported only quantitative descriptive data in the form of percentages or categories (Febriani et al. 2023; Juniati et al. 2026; Satoding et al. 2026), and one was based solely on behavioral observations and interviews (Hamka et al. 2024).

Discussion

Implementation Of Group Guidance Using The Role-Playing Technique

Group guidance using the role-playing technique was conducted through group activities that used group dynamics, discussion, role-playing, and reflection to help students understand and develop self-confidence. The activity began with a presentation of material on self-confidence through group discussion. At this stage, students were allowed to express their opinions, ask questions, share experiences, and discuss the benefits and application of self-confidence in their daily lives. Once the students understood the material, the group leader (the guidance and counseling teacher) explained the role-playing technique, including how it was carried out and the roles to be played.

The activity continued with role-playing based on specific scenarios, in which students actively performed their assigned roles and were allowed to express themselves, develop their creativity, and confront situations related to self-confidence issues. During the role-playing, the group leader provided guidance and support to students who had difficulty understanding or carrying out their roles. After the role-playing was completed, a discussion and reflection session was held to examine the students' experiences, the responses that emerged during the role-playing, and how these related to their daily lives.

The activity was conducted over several sessions. In the initial session, the focus was on introducing the concept of self-confidence and fostering student engagement in the discussion. The next sessions were used to deepen students' understanding and to explain the role-playing technique. In the middle sessions, students began practicing role-playing with various scenarios, followed by discussion, feedback, and self-reflection. In the final session, students practiced role-playing once more, evaluated their experiences during the activity, and identified their strengths and areas for improvement. The activity then concluded with a final evaluation and reflection on their understanding and application of the role-playing technique in their daily lives.

Influence of Social Comparison on Low Self-Confidence

Social comparison can influence students' low self-confidence through the process of self-evaluation and comparison with others. (Larasati and Simbolon 2026) reported that self-comparison on social media was associated with lower self-confidence (measured as self-esteem, which the authors equated with self-confidence) when individuals saw others receiving more appreciation, such as likes and comments. This situation can lead to feelings of dissatisfaction with oneself, especially when individuals evaluate themselves based on the achievements or social responses received by others. These findings were obtained from a correlational study of adolescent girls ($r = -0.888$; $p < 0.01$) and therefore indicate an association rather than a causal relationship.

In line with this, (Tri Handayani 2018) suggested that evaluations given by others can influence adolescents' feelings and self-confidence. Such evaluations can shape an individual's perception of how they are viewed by others, which the discussion of that study linked to social comparison, although social comparison was not measured directly. Accordingly, low self-confidence may be triggered by social comparison, that is, when others' achievements, acceptance, or evaluations are used as a benchmark for self-assessment. Conceptually, the more an individual views themselves as inferior to others, the greater the likelihood of experiencing self-dissatisfaction and doubt regarding their own abilities.

None of the analyzed studies examined social comparison, self-confidence, and role-playing within a single investigation. Consequently, the relationship among these three constructs can only be explained theoretically. Social comparison theory posits that individuals evaluate their own abilities and circumstances by comparing themselves with others When the comparison target is perceived as superior, self-evaluation may be adversely affected. Bandura (1997), in turn, proposed that self-efficacy beliefs, which constitute a component of self-confidence, are formed through several sources, including mastery experiences, vicarious experiences, and verbal persuasion.

These three sources can be facilitated through role-playing: successful experiences arise from gradual role-playing exercises, observation of others comes from watching peers practice, and verbal persuasion stems from feedback from the group leader and peers (Juniati Juniati, Erwin Ambalinggi, and Asyumi Febrianti 2026a; Satoding et al. n.d.) However, this explanation remains a conceptual proposition. Increases in self-confidence in intervention studies may also be influenced by other factors, such as the attention the group receives and, if participants were selected for their lowest scores, regression to the mean. Therefore, future research should measure social comparison directly using a control group design.

Changes in Students' Self-Confidence After Group Guidance Using Role-Playing Techniques

This review indicates that group guidance using role-playing techniques was associated with positive changes in students' self-confidence, both in instrument scores and in student behavior during the activities. Nurbaini, Lubis, and Rusman (2023) studied 32 11th-grade students in Class IPS 1 at SMA Dharma Patra P. Berandan and found that the mean self-confidence score increased from 2.045 on the pretest to 3.875 on the posttest, with an effect size of 33.4%. Setianingrum, Wagiman, and Jumarin (2024) reported consistent findings in a study with a control group at SMK Ma'arif 1 Wates. The experimental group's score rose from 96.13 to 108.40, whereas the control group's score increased only from 100.47 to 102.27. This difference was statistically significant (computed t = 11.796, exceeding the critical t of 1.701), indicating that the improvement is unlikely to be due to chance alone. Riyanto, Yulianto, and Yanto (2024) reported similar results among 11th-grade students with low self-confidence at SMA Negeri 8 Jambi. After three treatment sessions, their self-confidence increased significantly ($p < 0.001$). Febriani, Widiharto, and Mustianah (2023) reported that the mean self-confidence level of 11th-grade students at SMA Negeri 14 Semarang rose from 63.94% in Cycle I to 81.73% in Cycle II.

Beyond changes in scores, action research studies reported that the improvement was also evident in students' daily behavior. Hamka, Suarja, and Pribadi (2024) noted that students at SMA Negeri 10 Luwu began to feel more confident in expressing their opinions, participated more actively, and became more independent after two cycles of intervention. Juniati, Ambalinggi, and Febrianti (2026) observed a consistent improvement in self-confidence

categories across cycles among 10th-grade SMK students who experienced anxiety about speaking in front of the class. Satoding et al. (2026) observed that 11th-grade students at SMA Kristen Rantepao, who were initially hesitant and shy, became more active, spoke more fluently in groups, and expressed themselves more positively after role-playing social situations such as presentations and interactions with peers. A supportive group atmosphere and feedback from the group leader and peers were reported as factors that facilitated this change. These findings suggest that role-playing may provide students with a safe space to practice situations that previously made them feel shy and anxious, allowing their self-confidence to grow gradually. However, most studies involved small samples, ranging from 8 to 32 students, and most lacked a control group, so these findings should be interpreted with caution and cannot yet be generalized.

Factors Supporting and Hindering the Successful Implementation of Role-Playing Group Guidance in Enhancing Self-Confidence

The success of implementing group guidance using role-playing techniques to enhance students' self-confidence is supported by several factors. The most consistently cited factor was a safe and supportive group atmosphere. A sense of psychological safety and social reinforcement from peers facing similar issues encouraged students to step out of their comfort zones, especially when the atmosphere was relaxed and mistakes were viewed as part of the learning process (Juniati et al. 2026). Positive feedback from the group leader and peers also served as a key motivator, as reflected in the fact that 87.5% of participants requested a turn to role-play in the second cycle (Satoding et al. n.d.). Furthermore, guidance counselors who were approachable, professional, and friendly created a comfortable environment that encouraged students to open up, and support from other school staff also contributed to the smooth operation of the program (Hamka et al. 2024). Another key factor was the relevance of the scenarios to students' real lives. Simulations of job interviews and presentations of vocational products differentiated the second cycle from the first (Juniati et al. 2026), while materials tailored to daily life made the content easier for students to understand (Hamka et al. 2024). Adapting local cultural and religious values was also reported to reduce student resistance (Satoding et al. n.d.). Finally, phased implementation, progressing from pair work to full-group activities with repeated reflection between cycles, allowed students to gain successful experiences gradually and allowed the interventions to be refined in a targeted way (Hamka et al. 2024; Juniati et al. 2026; Satoding et al. 2026).

On the other hand, applying this technique faced a number of obstacles. The first obstacle stemmed from the students themselves, namely shyness and fear of being judged by their peers. This fear was linked to only modest improvement in the first cycle (Juniati, Erwin Ambalinggi, and Asyumi Febrianti 2026); some students remained passive and unresponsive (Hamka, Suarja, and Pribadi 2024) and in the initial sessions, only 25% of students were willing to engage fully in role-playing (Satoding et al.). Cultural factors also acted as barriers, such as the norm of collective harmony in Toraja culture, which discourages personal expression and led students to fear being perceived as boastful when expressing their opinions (Satoding et al.) Another barrier was the unsuitability of the scenarios, for example, scenarios that were too superficial, rigid, and formal, which failed to alleviate students' anxiety (Juniati et al. 2026) Other challenges included limited time, resources, and facilities, as well as difficulty forming groups at the start of the activity (Hamka, Suarja, and Pribadi 2024) The time constraint was

also evident in schools that did not allocate face-to-face classroom hours for guidance counselors, making it difficult to schedule services (Setianingrum et al. 2024).

Conclusion

This systematic literature review of ten articles suggests that the increase in self-confidence among SMA/SMK/MA students following group guidance using role-playing techniques may not depend on the technique alone. The most notable findings relate to the conditions under which the sessions were conducted. The increases reported in the primary studies were associated with a safe and supportive group atmosphere, feedback from the group leader and peers, and the relevance of the scenarios to students' lives. When the scenarios were too superficial, rigid, or formal, the improvement in the first cycle was minimal. Fear of judgment from others and cultural norms that restrict individual expression, as observed in Toraja culture, were linked to some students remaining passive during the initial sessions. These patterns became visible only after synthesizing separate studies: primary research generally reports only score increases, whereas this review shows that such increases co-occurred with the quality of the group atmosphere and the appropriateness of the scenarios. However, this relationship is descriptive in nature and was not directly tested in the analyzed studies.

These findings are consistent with the primary studies reviewed, which reported increased self-confidence following group-based role-playing, reflected in both instrument scores and student behaviors such as the courage to express opinions, active participation, and fluency in speaking within the group. Nevertheless, the strength of the evidence is limited because most studies were small-scale and only one used a control group; the findings therefore cannot be taken as strong evidence of effectiveness. This review also identifies social comparison, particularly on social media, as the underlying context for students' low self-confidence. Of the two studies analyzed, one reported that self-comparison was negatively associated with self-confidence (measured as self-esteem, which the authors equated with self-confidence), while the other linked others' evaluations to adolescents' self-confidence without measuring social comparison directly. Because social comparison and role-playing were not tested together in a single study, this review cannot show that role-playing is effective in addressing low self-confidence specifically caused by social comparison. The relationship between the two is currently only a conceptual proposition that needs to be tested in future research. In practice, group guidance services can be designed with attention to the tendency to use others' achievements, acceptance, and evaluations as benchmarks for self-worth. The main contribution of this study is to synthesize the implementation conditions that support and hinder the improvement of self-confidence, which were previously scattered across various studies, thereby providing guidance counselors with a reference for developing contextual scenarios and maintaining a positive group atmosphere.

This study has several limitations. Only ten articles were analyzed: eight on role-playing and two on social comparison. They were identified mainly through Google Scholar, with screening limited to the top 100 most relevant results and Garuda used only as a supplementary source; relevant articles outside this scope may therefore have been missed, and selection bias cannot be ruled out. The role-playing studies generally used small samples (8 to 32 students), each was conducted at a single school, and only one included a control group. The research subjects were also limited to the SMA/SMK/MA levels. In addition, social comparison was treated as a contextual factor rather than as a variable tested alongside the intervention, so the relationship between the two cannot yet be confirmed. Future research is

therefore recommended to use larger samples, control group designs, and a wider variety of locations and educational levels, and to test social comparison directly alongside the intervention. With more comprehensive evidence, schools can formulate guidance and counseling policies more accurately.

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Ethical Statement

Ethical approval was not required for this study because it was conducted exclusively through a systematic literature review of previously published research. The study did not involve recruiting human participants, collecting primary data, conducting experimental interventions, or collecting private personal information. The authors maintained academic integrity through transparent literature selection, methodological quality assessment, accurate synthesis, and appropriate acknowledgment of the original sources.

Artificial Intelligence (AI) Use Statement

Artificial intelligence (AI) tools were used solely to assist with language editing, grammatical correction, and improving the clarity and readability of the manuscript. AI was not used to identify or select studies, extract research data, assess methodological quality using the JBI checklists, conduct thematic synthesis, or formulate research findings and conclusions. All scholarly interpretations, references, and substantive content were critically reviewed and verified by the authors, who take full responsibility for the accuracy, originality, and integrity of the manuscript.

Author Contributions

Nihayatul Latifia contributed to the conceptualization, literature searching, study screening and selection, data extraction, methodological quality assessment, thematic synthesis, interpretation of findings, and preparation of the original manuscript. Denok Setiawati contributed to the conceptualization, methodological guidance, research supervision, validation of the literature selection and synthesis, theoretical interpretation, and critical review and revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

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