

Application of Psychodrama and Role Play in Improving Big Five Factors of Personality School Counselors

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ABSTRACT

Personality as an affective cognitive management system. Then, personality was also a characteristic or characteristic of a set of psychological traits in an individual, such as feelings, emotions, ways of thinking, and behaviors that distinguish between one another that was relatively durable, enduring and not easily changed throughout life. Personality development aims at sharpening good traits and reduced the bad traits that exist in school counselors. Big five factors of personality have a role in providing the success of school counselors or guidance and counseling teachers in carrying out guidance and counseling in the work environment. The importance of having personality quality as a balance between knowledge, skills, and behavioral dynamics techniques. When this fulcrum was strong, knowledge and skills work in a balanced, integrated personality y, it will affect the change in positive behavior in individuals. So, through the training of psychodrama and role play it can be seen whether these two techniques were effective in developing the personality of the school counselor, so the results will be used as a reference for the development of similar activity related to the school counselor's personality.

Keywords: *Psychodrama, Role Play, Five Big Factors of Personality, and Counselor.*

1. INTRODUCTION

In delivering school counselors, the problem of the level of student participation in the guidance and counseling process was a problem that often occurs in all schools in the City of Tarakan, even though in age the students need adults to help solve the problem appropriately and effectively. Individual counseling services were special services in the face-to-face relationship between counselor and counselee. In this relationship, the counselee's problem was examined and the alleviation of it, as far as possible with the strength of the counselee himself. Counseling was considered as the most important service effort in the implementation of students' problem alleviation functions. It was even said that this counseling service was the heart of his/her heart in the overall guidance service. The provision of counseling services

was intended to help students who experience difficulties, experience obstacles in achieving their developmental tasks.

Considering the importance of the role a school counselor carries, to sustain his/her work, the counselor must have adequate personality qualities, namely a person who was understanding and always the problem they were faced. Students enthusiastically meet school counselors to get help so that no more students avoid school counselors. The counselor's personality was the fulcrum that serves as a balance between knowledge, skills, and behavioral dynamics techniques. The personal counselor who was very important to support the effectiveness of his/her role as a person who was willing to sacrifice for the interests of others, namely the interests of the counselee or individual as a client in counseling [1]. The same

thing was explained by Gladding (2012) which states that the counselor's personality was a very important thing in counseling. A counselor must be mature, friendly and empathetic. They must be altruistic (care about the interests of others) and not easily upset or frustrated.

School counselors or guidance and counseling teachers must have adequate personality quality, namely personality that were understanding and always encourage others to develop. School counselors were required to be mature, friendly and empathetic. They must be altruistic (care about the interests of others) and not easily upset or frustrated. When the school counselor has adequate personality qualities and following the wishes of students, students were happy, comfortable, calm, open to tell personality that was expected to include the big five factors of personality was a super trait that was considered to describe the main dimension of personality, namely (1) Openness / O (openness); (2) Conscientiousness / C (caution); (3) Extraversion / E (extraversion); (4) Agreeableness / A (kindness) and; (5) Neuroticism / N (emotional stability) [3]. Thus, the counselor's personality was the fulcrum that serves as a balance between knowledge, skills, and behavioral dynamics techniques. When this fulcrum was strong, knowledge and skills work in a balanced, integrated personality. It will affect the change in positive behavior in individuals. Then, the quality of the personality of the school counselor can be developed through psychodrama and role play.

2. THEORETICAL REVIEW

School counselors or guidance and counseling teachers were servants for their students. The success of a school counselor was not only determined by his/her ability to understand the concepts of guidance and counseling as a whole but was largely determined by the personality of a counselor [1]. According to Prayitno and Amti (2013) that personal conditions that must be possessed by a counselor include, having personal and social maturity, including wisdom, sense of humor, constancy, sensitivity to others, free from the tendency of being alone, looking pleasant, and healthy. Similar things according to Gladding (2012) that a counselor must be mature,

friendly, and can empathize. They must be altruistic (care about the interests of others) and not easily upset or frustrated.

Counselors must have adequate personality quality. They must be altruistic (care about the interests of others) and not easily upset or frustrated. When the school counselor has adequate personality quality and was following the wishes of the students, the students were happy, comfortable, calm, open to tell the problems they face. Students enthusiastically meet school counselors to get help, so that no more students avoid school counselors.

According to Corey (2009) that the importance of the ability of a therapist or counselor to be a person who was integrated, mature, honest, sincere, authentic, and in harmony in counseling meeting to provide a safe, non-threatening, and trustworthy climate by demonstrating a non-possessive warmth to the counselee. Besides, what therapists bring to counseling work was themselves, as individuals. The counselor's personality was the main capital but it can also be the biggest obstacle to his/her efforts to drive change in clients.

Based on the development of research results on personality from general to specific, it has been identified the "big five" personality factors (Big Five Factors of Personality), "super nature" which was considered to describe the main dimension of personality namely openness/ (openness), conscientiousness/ C (cautious nature), extraversion/E (extraversion), agreeableness / A (kindness), and neuroticism / N (emotional stability) [3]. The results of Thompson, Brassart, Carlozzi, and Miville's (2010) research found that the training of participants who were open counselors who show creative expression will lead to the comfort of working with a variety of clients.

Big Five Factors of Personality

According to Santrock (2009) stated that some personality studies have proven the "big five" personality factors (Big Five Factors), "super traits" which were considered describe the main dimensions of personality, namely: 1) Openness (O), having an imaginative or practical nature, interested in variety or routine, being independent or

adjust to social conditions; 2) Conscientious (C) have the nature of being regular or irregular, cautious or careless, disciplined or impulsive; 3) Extraversion (E) has a social nature or withdraws, cheerful or depressed, full of affection or caution; 4) Agreeableness (A) (kindness) were gentle or cruel, trusting or suspicious, helpful or uncooperative; 5) Neuroticism (N) (emotional stability) has calm or agitated nature, safe or insecure, satisfied with oneself or self-pity.

According to McCrae (1996) in Cervone & Pervin (2012) stated that each factor in the top five factors consists of six facets and arranged by individual or fictional characters that show prototypes and high scores, namely: 1) Extraversion have the nature of openness, level of activity, assertiveness, pleasure-seeking, positive emotions, warmth; 2) Conscientiousness has a direct nature on the subject matter, trust, altruism, simplicity, tenderness in thinking, obedience; 3) Neuroticism has the nature of self-discipline, obedience to the task, competent, organized, thinkers, and seekers of success; 4) Neuroticism has the nature of conflict, self-awareness, depression, conflict, impulsiveness, irritability; 5) Openness to experience new has the nature of fantasy, aesthetics, feelings, ideas, behaviors, values.

According to Goldberg (1981;1992; 1993) in Irham and Wiyani (2013) states that the five-dimensional personality model called the big five includes:

1. Openness to experience (Openness).
Relate to the openness of insight and originality of ideas, ready to accept a variety of existing stimulus, happy a variety of new information, like learning something new, and good at creating activity that were out of the ordinary. It was a dimension that distinguishes between the personality of a creative person with an imagine and a simple person with conventional.
2. Conscientiousness (Be careful/persistent)
Associated with seriousness in doing the task, responsible, reliable, like regularity and discipline, on time, achievers, conscientious, and likes to do the job to completion. Conscientiousness can control regulate, and command impulsive ability, the ability to respond in the brain, be playful, playful,

have purposeful planning and persistent efforts to achieve success and avoid failure, tend to be intelligent and trustworthy. However, they look stiff, boring, perfectionist, and hardworking.

3. Extraversion (Extraversion)
Having a high enthusiasm for building relationships with others, not shy about getting acquainted and actively looking for new friends. Their enthusiasm was reflected in the emission of positive emotions. Decisive and assertive in attitude. Individuals with this type enjoy being with other people, full of energy and have positive emotions. They have high enthusiasm, like to talk in groups, and show concern for themselves. Extrovert individuals will be happier about the potential reward they receive.
4. Agreeableness (goodness / agreement)
Having the characteristics of sincerity in sharing, subtle feelings, focus on positive things to others, kind, able to work together, and trustworthy. This dimension can also be called an agreement. Individuals with the agreeableness type were easy to get along well, caring, friendly, generous, helpful, willing to adjust their desires to the wishes of others. This type of individual also has an optimistic view of humanity, which was everyone was honest, polite and trustworthy. Besides, he was able to achieved and maintain his/her popularity. However, they were not appropriate for situations that require objective decisions.
5. Neuroticism (neuroticism/emotional stability) often referred to as the 'worries'.
The nature of neuroticism was synonymous with the presence of negative emotions such as worry, tension, and fear. Individuals who were dominant like their anxiety were easily nervous in dealing with problems that most people think were trivial. They easily become angry when faced with situations that were not what they want. In general, they lack tolerance for disappointment and conflict. Neuroticism was related to lack of concentration, fear of being wrong, and feeling learning as something stressful, superficial, learning style, as well as low individual critical abilities. Those who have high nepotism scores tend to be emotionally reactive, respond emotionally to events that will not

affect most people and their reactions tend to be stronger, interpret ordinary situations as situations that were threatening and small frustrations as difficulties without hope will end, often feel bad mood, anxiety, irritability, and depression.

According to Goldberg (1993) in Rahmi, and Sovayunanto (2019) states that most of the traits or traits were more specific to the five personality factors, namely:

1. Extraversion vs. Introversion, having social traits (socializing), firmness (strong), activity (energetic), looking for enthusiasm (adventurer), positive emotions (enthusiastic), warmth (friendly).
2. Agreeableness vs. antagonism, having a trait of trust (forgiving), candor (not demanding), altruism (warm), obedience (not stubborn), simplicity (not pretending), gentle (sympathetic).
3. Conscientiousness vs. lack of direction has the trait of competence (efficient), regulating (organized), obedience (not reckless), fighting achievement (overall), self-discipline (not lazy), and deliberation (not impulsive).
4. Neuroticism vs. emotional stability has trait anxiety (tense), anger resentment (easily offended), depression (dissatisfied), self-awareness (shame), impulsive (depressed), vulnerability (not confident).
5. Openness vs. closeness to experience ideas (curious), fantasy (imagined), aesthetic (artistic), action (broad interest), feeling (excited), value (unconventional).

Based on some of the above understanding, it can be concluded that five major factors describe the main dimension of personality, namely openness (openness), conscience (caution), extraversion (extraversion), agree (beneficial), and neuroticism (change) emotional).

PSYCHODRAMA AND ROLE PLAY

The psychodrama technique allows individuals to see personal life with a different perspective after private life was drained and played by unknown people who were in a group [9]. According to Fong (in Clark & Gage, 2010) stated that psychodrama was an art form of therapy where therapists encourage individuals

to used their bodies as a medium to explore personal truths. The purpose and benefits of psychodrama techniques were to do catharsis or expressing feelings in themselves by dramatizing the conflicts that occur so that individuals feel relieved and can develop a new understanding that gives the ability to change their role in real life [10].

The role-play was a learning tool in developing skills and understandings about the relationship between humans by portraying situations that were parallel to those that occur in real life [11]. Personality development aims to hone good traits and reduced the bad traits that exist in school counselors. The role play was usually used to change something about you; this technique was effective when dealing with individuals, groups, and families. Through role-play individuals can learn new skills, explore various behaviors and observe how those behaviors affect others. In counselor education training, role-play helps improve the overall development of counseling skills, role-play techniques can also be used to teach empathy [12].

STEPS FOR USING PSYCHODRAMA AND EVALUATION TECHNIQUES

The psychodrama process of Moreno (in Erford, 2016) involves three facets: (1) warm up, (2) enactment (and role play), and (3) reenactment. The following explanation:

1. Warm-Up (warming).
Warm-up was done to provide trust and bond in the group, a warm-up was an initial activity needed to encourage maximum involvement and spontaneity warm-up was done by movement techniques or nonverbal exercises. According to Blatner (in Corey, 2008), the most important task during the warm-up phase consists of creating an atmosphere that fosters spontaneity.
2. Enactment (playing a role)
The group performs drama acts to bring out thoughts, attitudes, and feelings that they were not aware of. This was useful to facilitate the process so that the protagonist can move into action as soon as possible. The leader can draw important signs that the protagonist was giving up presenting the situation, including facial expressions, exact

numbers, and body postured. The director helps the protagonist get a clear focus on special attention. When the protagonist has the desired feel, the supporting ego can help solve the problem. The director can provide direction for the involvement of all group members. At this stage school counselors were divided into three small groups based on their reality in daily life whether they were classified as thinkers, action and tastes.

3. Reenactment (sharing opinions and feelings)
At this stage, the group issues an opinion that does not judge one another. The first sharing consists of self-judgmental statements, discussion of the following group process. Then the leader invites all group members to express their influence on the person, and then proceed with a discussion about how the action affects their thought patterns and feelings.

STEPS FOR USING ROLE PLAY AND EVALUATION TECHNIQUES

Young (in Erford, 2016) revealed seven steps for professional counselors to follow when implementing role play technique:

1. Warm-Up
This stage the facilitator explains the role-Play techniques to participants, then participants were asked to provide detailed descriptions of the behavior, attitudes or performance that they want to change in carrying out their duties as school counselors related to their personality.
2. Scene Settings
This stage prepares needs related to the stage layout, the participants work together with the implementer and facilitator.
3. Enactment
The participant plays the target behavior, and if he experiences difficulties the facilitator can give an example of his/her behavior. Participants start with the most difficult scenes and gradually move to the more difficult scenes. The facilitator can interrupt participants to show that what was done contributes to the obstacles experienced in relation to personality.

4. Sharing and Feedback
The facilitator gives specific, simple, visible, and understandable feedback to the participants.
5. Reenactment
Participants repeatedly practice targeted behavior in and outside of counseling session until he and the facilitator were sure that the goal has been achieved.
6. Follow Up
Participants tell the facilitator about the results and progress of the exercise

4. CONCLUSION

Big five factors of personality have a role in providing the success of school counselors or teacher guidance and counseling in carrying out guidance and counseling in the work environment. The importance of having personality quality as a balance between knowledge, skills, and behavioral dynamics techniques. When this fulcrum was strong, knowledge and skills work in a balanced, integrated personality, it will affect the change in positive behavior in individuals. So, through this psychodrama training and role-play, it can be seen whether these two techniques were effective for developing the personality of the school counselor, so the results will be used as a reference for the development of similar activities related to the school counselor's personality.

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