

Enhancing Social Relationship Skills through Social-Emotional Learning Using PjBL Mini-Drama at X-7 SMAN 17 Surabaya

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Abstract: This study aims to improve the social relationship skills of Class X-7 students at SMAN 17 Surabaya by integrating Social-Emotional Learning (SEL) and Project-Based Learning (PjBL) through mini drama in narrative text in English learning. Involving 30 students, the research used a Classroom Action Research (CAR) design, including planning, implementation, observation, and reflection. Instruments included sociometric questionnaires (pre- and post-tests) and observation sheets evaluated by observers. Pre-test results showed most indicators were in the “Acceptable” to “Good” range, with the lowest score (63.34%) in students’ comfort involving unfamiliar peers. The intervention featured SEL videos, group discussions, script writing, peer feedback, and moral reflection. Observations showed active participation (90%), problem-solving (80%), and teamwork (90%). Post-test scores improved across all indicators, with “inviting unfamiliar peers” increasing to 78% and “group involvement” reaching 86.7%. These results align with Piaget’s and Vygotsky’s constructivist theories, SEL frameworks, and the effectiveness of PjBL and drama-based learning in developing communication, collaboration, empathy, conflict resolution, and advocacy. The study concludes that the PjBL Mini Drama model supported by SEL principles effectively enhances students’ social relationship skills in the English language learning context.

Keywords: Social-Emotional Learning, Project-Based Learning, Mini Drama, Relationship Skills, Classroom Action Research.

INTRODUCTION

Education represents a fundamental catalyst in the enhancement of intellectual faculties and the construction of moral and social character, thereby underpinning the systemic transformation required for sustainable educational progress. It extends beyond the unidirectional transmission of factual knowledge, functioning instead as a comprehensive developmental mechanism for fostering personal character and cultivating interpersonal competencies (Greenberg et al., 2003). Within contemporary educational paradigms, social-emotional constructs exert a profound influence on learners’ intrinsic motivation, participatory behavior, and the dynamics of social interaction within academic milieus (Durlak et al., 2011). Social-Emotional Learning (SEL) is thus operationalized as an integrative pedagogical model that synthesizes cognitive and affective domains, aiming to equip learners with the capacity to accurately perceive, effectively regulate, and appropriately express emotions. Concurrently, it facilitates the development of prosocial behaviors and the establishment of constructive, empathetic interpersonal relationships.

Social-Emotional Learning (SEL) constitutes an educational approach centered on the development of students’ emotional and social competencies, thereby enhancing their ability to regulate emotions, demonstrate empathy, and establish constructive relationships within their social environment (Elias et al., 1997; CASEL, 2013). This approach has been widely recognized as a foundational element in character formation and the improvement of social interaction quality among students. In response to the evolving landscape of modern education, various innovative methodologies—such as Project-Based Learning (PjBL)—have been incorporated into instructional practices to promote active student engagement and foster collaborative learning experiences (Thomas, 2000).

Project-Based Learning (PjBL) is grounded in Piaget's constructivist theory (1952) and Vygotsky's social constructivism (1978), both of which emphasize that knowledge is actively constructed through social interaction and authentic, real-world experiences. A meta-analysis conducted by Zhang and Ma (2023) demonstrated that PjBL significantly enhances academic learning outcomes, higher-order thinking skills, and students' affective dispositions—including self-emotional attitudes and creative values—with a standardized mean difference (SMD) of 0.441 ($p < 0.001$). Furthermore, Jannah et al. (2023) reported a 15% increase in student motivation, as evidenced by heightened engagement and enthusiasm in project completion, which positively influenced problem-solving abilities and team collaboration.

As a pedagogical approach, PjBL emphasizes learning through real-world projects that necessitate problem-solving and cooperative work. Zhang and Ma (2023) further confirmed that PjBL not only improves academic performance but also fosters affective engagement and higher-order cognitive skills, including communication and teamwork. Moreover, PjBL enhances students' interpersonal competencies by encouraging collaborative discussions and project presentations, thereby facilitating the development of effective social relationships within the classroom setting (Tafakur et al., 2023; Liu et al., 2024).

On the other hand, drama-based learning, particularly mini drama or role-play, provides an authentic space for students to explore emotional expression, empathy, and self-regulation. Smith et al. (2025) demonstrated that the integration of creative drama into instruction fosters a more inclusive classroom climate and supports the development of positive social relationships among students. The essence of drama lies in social interaction, involving contact, communication, and negotiation of meaning within a group context (Usakli, 2019). Arda Tuncdemir (2025) asserts that creative drama offers opportunities to develop imagination, promote independent thinking and collaboration, build social awareness, adopt others' perspectives, encourage healthy emotional release, and enhance verbal communication habits. Further, research by Brown and Lee (2024) confirms that drama interventions designed to enhance emotional intelligence contribute to improved conflict resolution skills and the courage to voice opinions within small groups. This aligns with the sub-competencies of one component of Social-Emotional Learning, namely Relationship Skills, which encompasses Communicating, Problem Solving, Managing Conflict, and Standing Up for Rights (CASEL, 2013).

In class X-7 at SMAN 17 Surabaya, initial observations by the teacher indicated that although students preferred group-based learning processes, their grouping tendencies were limited to forming groups with close friends. The rejection of heterogeneous grouping reflects a lack of social awareness, which hinders the development of interpersonal relationship skills (Johnson & Johnson, 2009). This condition is evidenced by the tangible impact wherein two students were excluded from joining any group and felt reluctant to enter other groups due to not being invited. According to Suwandi (2018), such cases have the potential to impede the optimal development of students' social skills.

Based on the explanation, this classroom action research aims to enhance the social relationship skills of students in class X-7 at SMAN 17 Surabaya through a Social-Emotional Learning model integrated with Project-Based Learning (PjBL) Mini Drama in the English subject, specifically on the Narrative Text material. The focus of reflection is on the dimensions of communicating, problem solving, managing conflict, and standing up for rights. By integrating Social-Emotional Learning and Project-Based Learning Mini Drama, it

is expected to create an inclusive learning environment that significantly supports the development of social relationship skills while addressing the negative tendencies in group formation that have been observed in class X-7 at SMAN 17 Surabaya.

RESEARCH METHOD

This study employs a Classroom Action Research (CAR) approach to enhance students' social relationship skills through social-emotional learning based on Project-Based Learning (PjBL) with mini drama in class X-7 at SMAN 17 Surabaya. The research subjects consist of 30 students from class X-7. The study comprises one cycle, which includes planning, action implementation, observation, and reflection stages.

During the planning stage, the teacher develops a teaching module that integrates social-emotional learning, the Project-Based Learning (PjBL) method, and mini drama. Secondly, the teacher prepares a sociometric questionnaire to be used as a pre-test and post-test to assess students' social relationship skills. Thirdly, the teacher prepares relevant learning materials and media, such as narrative text examples, mini drama samples, assessment rubrics, and an apperception video to stimulate students' social skills. Finally, the teacher forms heterogeneous learning groups consisting of 5–6 students, taking into account the diversity of student characteristics.

In the implementation stage, emphasis is placed on students working in heterogeneous groups to design and perform mini dramas that focus on solving social problems. At this stage, the teacher prompts students to recall narrative text material, including text structure, language features, and functions. Next, students complete a pre-test on social skills before engaging in the main activities. Social-emotional learning reinforcement is provided through the screening of short video media focusing on social relationship skills (communication, collaboration, empathy) and self-awareness (emotion recognition, self-management, self-motivation). Students are then divided into heterogeneous groups to plan mini dramas and create simple narrative texts. The planning involves selecting the theme and title of the mini drama, script writing, role assignment, and providing information about the assessment criteria. Subsequently, students develop dialog-based mini drama scripts based on their plans, guided by the teacher, and present their mini drama drafts in front of the class. The teacher assigns homework for students to document their mini drama in video format, which will be screened in the next meeting.

In the following meeting, the teacher screens the students' mini drama videos and directs students to conduct peer assessments to evaluate collaboration and interaction skills with their peers. The teacher and other groups provide feedback on the projects. The teacher also conducts student assessments. The core activities conclude with a daily test and a post-test administered to the students.

During the observation stage, the teacher, along with two observers, monitors student activities within each group during the learning process. The observed aspects include group activities such as communication, problem solving, conflict management, and standing up for rights or truth. These four aspects correspond to the sub-competencies of Relationship Skills as outlined by CASEL (2013).

Reflection on the action implementation is conducted by analyzing the collected data. The reflection results are used to draw conclusions about the achievement of this classroom action research. This process supports continuous improvement in learning (Kemmis & McTaggart, 2005). During this phase, the teacher assesses student assignments, analyzes

observation results, as well as pre-test and post-test data. The research flow or procedure is illustrated in the following figure.

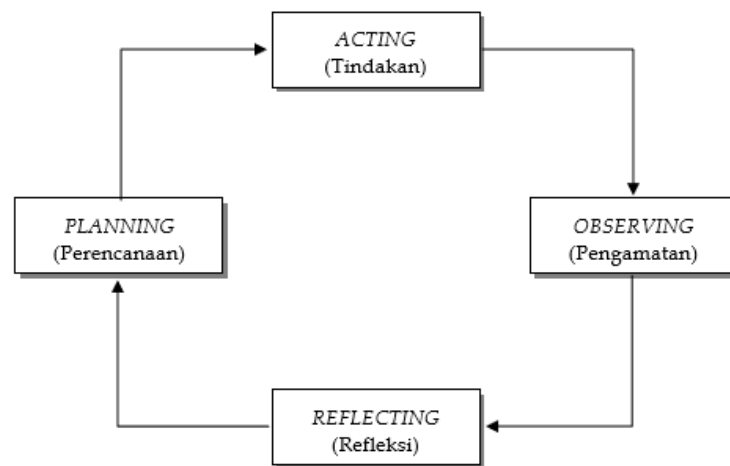


Figure 1. Research Procedure (Lewin, 1946)

Data were collected before and during the cycle through structured observations using a social skills observation sheet, as well as sociometric tests administered as pre-tests and post-tests to measure changes in students' social positions within friendship networks (Moreno, 1934). Observations were conducted by the researcher and a collaborating teacher during group learning activities, followed by video documentation and field notes to support action reflection. The results of the observations and the sociometric pre-test and post-test data were analyzed quantitatively to assess improvements in social skills before and after the intervention, applying the following percentage formula.

$$P = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

A minimum classical completeness of 75% of students reaching the minimum mastery criterion (MMC) is one of the indicators of successful learning in classroom action research (Mulyasa, 2015). To evaluate the extent of the intervention's success, the researcher applied the following criteria.

Table 1. Indicators of Achievement

Level of Achievement	Category	Description
85% – 100%	Highly Successful/Excelent	The intervention is highly effective and can be recommended.
75% – 84%	Successful/Good	The intervention is effective and feasible to continue.
65% – 74%	Moderate Successful/Acceptable	Further improvement or reinforcement is needed.
0% – 65%	Less Successful/Poor	The intervention needs to be reviewed or modified.

Quantitative data obtained from pre-test, post-test, and observation instruments were analyzed using data triangulation to achieve more valid and holistic conclusions. The analysis of close-ended pre-test and post-test data involved summing each participant's scores based on Likert scale responses, followed by calculating the score values, percentages, and the changes between pre-test and post-test to identify learning improvement. Meanwhile, observation data in the form of checklists or numerical rating scales were processed by assigning numerical values to each observed indicator, then calculating the total scores and percentage distribution for each aspect. Subsequently, the researcher conducted data triangulation by comparing the test results with the observational findings to examine the consistency and validity of the conclusions. Through this method, triangulated analysis ensures that the interpretation of learning outcomes is supported by three data sources—pre-test results, post-test results, and direct observations—thus producing more accurate and reliable conclusions.

RESULT AND DISCUSSION

Before implement the intervention, the teacher conducted an initial assessment in the form of a sociometric pre-test to collect quantitative data on students' social relationship skills. This sociometric instrument was designed to evaluate aspects such as peer interaction patterns, the level of inclusivity in selecting discussion partners, and students' tendencies in responding to peers experiencing social exclusion or isolation. Through this assessment, the researcher was able to identify the baseline competencies in social awareness and relationship skills of each student before the application of the Social-Emotional Learning-based Project-Based Learning (PjBL) Mini Drama method. The pre-test data are presented in the following table, serving as a key reference for comparing students' development in social relationship skills after the intervention.

Table 2. The Result of Sociometry Pre-Test

Indicator	Percentage	Category
The student feels comfortable inviting peers they are not close to for group discussions.	63.34%	Acceptable
The student always listens attentively to others' opinions before expressing their own.	76.67%	Good
The student strives to involve all classmates in group activities, not just close friends.	78%	Good
The student is quick to notice if a classmate feels lonely or excluded from the group.	72.7%	Acceptable
When disagreements arise in a group, the student is ready to find solutions acceptable to all.	76%	Good
The student is willing to compromise so that peers with differing opinions can still collaborate.	70%	Acceptable
Before choosing group members, the student considers the feelings of all classmates, not just close friends.	72%	Acceptable
The student considers it important to treat all peers kindly and value their ideas.	72%	Acceptable

The student is confident in inviting frequently excluded classmates to participate in discussions.	72%	Acceptable
The student strives to set an example by ensuring no one feels left out.	73%	Acceptable

Data presented in Table 2 indicate that prior to the implementation of the Social-Emotional-based PjBL Mini Drama intervention, students' average sociometric scores ranged from the "Acceptable" to "Good" categories. The indicator measuring students' comfort in inviting peers they were not close to for group discussions reached only 63.34% (Acceptable category), while the ability to attentively listen to others before expressing their own opinion was already at 76.67% (Good category). Furthermore, the level of inclusive involvement of all classmates, without prioritizing close friends, was at 78%, and awareness of socially isolated peers stood at 72.7%. Students' readiness to find mutually acceptable solutions during disagreements was 76%, whereas willingness to compromise in order to maintain collaboration was 70%. The aspect of considering all classmates' feelings when forming groups was recorded at 72%, as was the awareness of treating all peers kindly and valuing their ideas. Courage to invite frequently excluded classmates reached 72%, and the effort to be a role model in ensuring no one felt left behind was 73%. These findings suggest that prior to the intervention, students still tended to interact mainly within their immediate peer groups, although they had begun to demonstrate the ability to listen to and involve some peers outside of their close circles during class discussions.

Following the administration of the sociometric pre-test, the intervention commenced with the screening of instructional videos highlighting both positive and negative characteristics of social relationships. This activity aimed to stimulate students' awareness of social awareness components within the framework of Social-Emotional Learning (SEL). Subsequently, the teacher facilitated a whole-class group discussion to explore key takeaways from the videos, helping students distinguish between inclusive and exclusive forms of interaction. Students were then divided into heterogeneous groups based on their abilities and social backgrounds to complete a student worksheet (LKPD), which involved designing and composing a narrative text to serve as the script for a mini drama. In this phase, each group applied the principles of Project-Based Learning by collaboratively discussing ideas, assigning roles, and developing a storyline that reflected social relationship dynamics. Each group's discussion outcomes were presented to the class in conjunction with mini drama rehearsals, during which peers provided constructive feedback—activating peer scaffolding in line with Vygotsky's (1978) sociocultural theory. In the following session, the teacher played the recorded mini dramas created by the groups and instructed students to conduct a peer assessment by identifying classmates who demonstrated active participation and those whose contributions could be improved. Throughout the intervention, action observations were conducted by the teacher with assistance from two additional observers to document student behaviors related to communication, problem-solving, conflict

management, and the tendency to stand up for rights. The results of these observations are presented in the following table.

Table 3. The Result of Observation during The Intervention

Indicator	Percentage	Category
The student actively participates and makes significant contributions to group discussions and activities.	90%	Excellent
The student completes individual tasks well and demonstrates responsibility, although occasionally requires reminders.	75%	Good
The student demonstrates sound understanding and can relate concepts appropriately, though not yet deeply or creatively.	80%	Good
The student is reasonably confident in expressing opinions and consistently contributes ideas during discussions.	90%	Excellent
The student works well in a team, showing cooperative behavior and supporting group members in achieving shared goals.	90%	Excellent

During the intervention phase, observations of group activities indicated a significant improvement across several key aspects. Active participation and contribution to group discussions and tasks reached 90% (categorized as Excellent), reflecting comprehensive student engagement throughout each stage of the PjBL Mini Drama process. Although a number of students still required reminders to complete their individual responsibilities, individual accountability was achieved at a 75% level (Good category). Students' understanding and ability to relate concepts during script development and drama rehearsal improved to 80% (Good), indicating progress in cognitive engagement. The level of confidence in expressing opinions and contributing ideas during discussions also reached

90% (Excellent), suggesting that the collaborative learning environment and teacher scaffolding successfully supported more open expression of ideas and emotions. Finally, cooperative teamwork and mutual support among group members also reached 90% (Excellent), indicating that the structure of Project-Based Learning effectively fostered cross-group collaboration and social cohesion.

After the series of PjBL Mini Drama interventions were completed, the teacher provided constructive feedback to each group, highlighting both strengths and areas for improvement in terms of collaboration, emotional expression, and conflict management throughout the drama creation and performance processes. This feedback was designed to facilitate formative assessment, enabling students to gain a concrete understanding of how key principles of Social-Emotional Learning—social awareness, relationship skills, and responsible decision-making—had been applied in their narrative projects. Subsequently, students were asked to compose a written reflection focusing on the moral values and social implications embedded in their group’s story, encouraging them to integrate the learning outcomes from the drama into real-life contexts such as practicing empathy, assertive communication, and standing up for peers’ rights. This reflective activity aimed to deepen students’ metacognitive awareness of their social-emotional competencies, in line with Vygotsky’s framework that emphasizes reflection as an essential part of the internalization process in learning. Finally, to assess changes in students’ interpersonal relationship skills following the intervention, the teacher administered a post-test sociometry using the same instrument as the pre-test. This allowed for a quantitative comparison of students’ development in terms of interaction patterns, inclusiveness, and tendencies to initiate and maintain positive peer relationships. The post-test results served as the foundation for analyzing the effectiveness of the SEL-based PjBL Mini Drama intervention in enhancing students’ social awareness and relationship skills. The results of the post-test are presented in the following table.

Tabel 4. Hasil *Post-Test* Sosiometri

Indicator	Percentage	Category
The student feels comfortable inviting peers they are not close to for group discussions.	78%	Good
The student always listens attentively to others' opinions before expressing their own.	79.34%	Good

The student strives to involve all classmates in group activities, not just close friends.	86.7%	Excellent
The student is quick to notice if a classmate feels lonely or excluded from the group.	79.34%	Good
When disagreements arise in a group, the student is ready to find solutions acceptable to all.	79.34%	Good
The student is willing to compromise so that peers with differing opinions can still collaborate.	81.34%	Good
Before choosing group members, the student considers the feelings of all classmates, not just close friends.	80.67%	Good
The student considers it important to treat all peers kindly and value their ideas.	78%	Good
The student is confident in inviting frequently excluded classmates to participate in discussions.	79.34%	Good
The student strives to set an example by ensuring no one feels left out.	80.67%	Good

Following the completion of the intervention, post-test sociometric results demonstrated an overall improvement across all indicators compared to the pre-test. Notably, student comfort in inviting less acquainted peers to participate in discussions

significantly increased from 63.34% (Acceptable) to 78% (Good). The ability to actively listen to peers' opinions prior to articulating one's own viewpoint rose to 79.34% (Good). Furthermore, the inclusion of all class members without prioritizing close friends improved to 86.7% (Excellent). Awareness among students regarding peers experiencing loneliness or marginalization reached 79.34% (Good), while readiness to seek solutions during disagreements similarly increased to 79.34% (Good). Willingness to compromise to maintain cooperation ascended to 81.34% (Good), and consideration for the feelings of all students when forming groups stood at 80.67% (Good). Moreover, awareness of treating peers kindly was recorded at 78% (Good), the courage to engage marginalized peers reached 79.34% (Good), and efforts to serve as an example to prevent anyone from feeling left out increased to 80.67% (Good). Collectively, all indicators exhibited an increase ranging from 6 to 15 percentage points, signifying a substantial enhancement in students' social relationship skills subsequent to the intervention.

The research findings demonstrate a significant improvement across all indicators of students' social relationship skills subsequent to the Project-Based Learning (PjBL) Mini Drama intervention, incorporating a Social-Emotional Learning (SEL) approach. Prior to the intervention, sociometric scores revealed that only four out of ten indicators were categorized as "Good," while the remaining six indicators fell into the "Acceptable" category. For instance, student comfort in inviting less acquainted peers to participate in discussions was merely 63.34%, and the inclusion of all class members without prioritizing close friends stood at 78%. Following the implementation of the mini-drama project, post-test scores indicated an increase across all indicators. Notably, the score for "inviting less acquainted peers" rose to 78%, and "involving all class members" reached 86.7%. This reflects a shift from predominantly exclusive interactions to more inclusive engagement, where students became accustomed to involving peers previously considered "outside their circle" in discussion and collaborative processes.

he observed improvements can be elucidated through Piaget's constructivist theory, which posits that knowledge and social skills are actively constructed through concrete experiences (Piaget, 1952). Within the framework of the PjBL Mini Drama intervention, students weren't merely passive recipients of theoretical knowledge concerning cooperation or empathy. Instead, they were directly engaged in the process of designing scripts and enacting scenes that mirrored real-world social dynamics. The iterative process of character development, discussing conflicts embedded within the script, and conducting joint rehearsals immersed students in authentic situations. In these scenarios, they were compelled to actively construct social meaning. Consequently, this concrete experiential learning facilitated the enhancement of scores for "listening to peers' opinions," which increased from 76.67% to 79.34%. This improvement is directly attributable to students practicing active listening skills within the practical context of drama conceptualization and rehearsal (Zhang & Ma, 2023).

Furthermore, Vygotsky's social constructivist theory elucidates that interactions with "more knowledgeable others" (teachers or more skilled peers) and the process of scaffolding play a crucial role in the development of social skills (Vygotsky, 1978). Observations during the intervention period noted active participation and idea contribution at 90%, with cooperative teamwork also reaching 90%. This indicates that teachers and classmates acted as facilitators, supporting students in communicating, negotiating roles, and resolving minor conflicts during drama rehearsals. Through this guided assistance, students were able to

transcend their Zone of Proximal Development (ZPD). This is evidenced by the increase in the indicator for "readiness to seek solutions for differences of opinion" from 76% to 79.34%, and "willingness to compromise" from 70% to 81.34%. This dialogical process reflects the success of Vygotsky's scaffolding in enhancing students' social awareness and problem-solving abilities (Brown & Lee, 2024).

Specifically, the implementation of Project-Based Learning (PjBL) provided a clear framework for active engagement and individual accountability. Zhang and Ma (2023) assert that PjBL can enhance motivation, critical thinking, and teamwork. Our observational results indicate that individual responsibility in task completion reached 75% (categorized as Good), and student insight in linking relevant concepts was 80%. This aligns with the findings of Jannah et al. (2023), who reported that PjBL can boost motivation by up to 15%, which is reflected in our observed active participation score of 90%. Furthermore, the increase in the "involving all group members" indicator from 78% to 86.7% underscores how the PjBL structure compelled students to collaborate without prioritizing close friends. Thus, the PjBL intervention not only built academic capabilities but also significantly strengthened classroom social dynamics (Liu et al., 2024).

The Social-Emotional Learning (SEL) approach, as outlined by the CASEL framework (2013), focuses on developing five core competencies, including social awareness and relationship skills. Prior to the intervention, the score for "awareness of marginalized peers" was only 72.7%, but this increased to 79.34% after the intervention. Similarly, the score for "listening to peers' opinions" improved from 76.67% to 79.34%. This demonstrates the success of using SEL video media and reflection sessions within drama instruction to enhance students' social awareness. Durlak et al. (2023) reported that SEL interventions consistently improve emotional regulation and empathy, which in turn affect relational skills. In this study, students were trained to recognize characters' emotions within the drama script, reflect on their own reactions, and then discuss conflict management strategies. This process practically enhanced SEL competencies, reflected in the rise of the "willingness to compromise" indicator (from 70% to 81.34%) and "advocating for marginalized peers" (from 72% to 79.34%).

The use of mini drama in learning also contributed to an improvement in communication and empathy skills. Smith et al. (2025) found that integrating creative drama fosters an inclusive classroom climate and supports positive social relationships. Our observational results show that students' courage to express opinions reached 90% (categorized as Excellent). Role-playing activities allowed students to express emotions safely and in a structured manner, enabling them to practice emotional regulation and empathy. Furthermore, conflict scenarios within the mini drama facilitated direct practice in managing conflict, which subsequently impacted the "readiness to seek solutions" score, increasing it from 76% to 79.34%. Brown & Lee (2024) affirm that dramatic interaction enhances conflict resolution abilities and the courage to voice one's rights, findings consistent with the results of this study.

From these discussions, it's evident that integrating Piaget's constructivist theory (1952) and Vygotsky's social constructivist theory (1978) through the PjBL method created an active and collaborative learning experience. The increased observational scores for "individual task completion" (75%) and "conceptual insight" (80%) reinforce that students actively constructed knowledge and skills through authentic tasks. Vygotsky's theory of scaffolded interaction is reflected in the "teamwork" observation score of 90%, indicating

that social interaction during the drama served as a primary medium for both cognitive and affective development.

Furthermore, the SEL framework (CASEL, 2013; Durlak et al., 2023) significantly reinforces the effectiveness of this intervention in building social relationship competencies. The observed increases in indicators such as "listening to peers' opinions," "awareness of marginalized peers," and "willingness to compromise" demonstrate that students not only acquired technical drama skills but also developed crucial empathic and self-regulation abilities. Finally, drama-based learning (Usakli, 2018; Smith et al., 2025; Brown & Lee, 2024) provided an authentic context for students to practice emotional expression and conflict resolution. This ultimately led to the significant improvements observed in the post-test sociometry scores.

Overall, these findings support the hypothesis that the PjBL Mini Drama intervention with an SEL-based approach can effectively enhance students' social relationship skills. The synergistic combination of Piaget's constructivist methods, Vygotsky's scaffolded interactions, the collaborative structure of PjBL, the comprehensive SEL framework, and the authentic medium of drama created a powerful dynamic leading to positive changes in classroom social dynamics. Consequently, this study provides empirical evidence that integrating these pedagogical theories and practical approaches can yield significant improvements in the relationship skills of students at Class X-7 CSMAN 17 Surabaya.

CONCLUSION, IMPLICATION, AND SUGGESTION

This research demonstrates that the Project-Based Learning (PjBL) Mini Drama intervention, rooted in a Social-Emotional Learning (SEL) approach, significantly enhanced the social relationship competencies of 10th-grade students at SMAN 17 Surabaya. Quantitative data from pre-test and post-test sociometric assessments indicate a percentage increase across all social indicators. This ranges from the ability to invite less acquainted peers to discussions to the courage to include marginalized peers in group activities. Furthermore, observations during the intervention noted active participation, problem-solving abilities, conflict management, and teamwork consistently in the "Good" to "Very Good" categories throughout the design, rehearsal, and performance phases of the mini-drama. This improvement illustrates that the PjBL structure—encompassing narrative planning, cross-group collaboration, presentation of results, and peer feedback—successfully fostered the concrete and reflective experiences essential for building social awareness and relationship skills.

The observed improvements in social relationship skills are theoretically consistent with the principles of Piaget's constructivism and Vygotsky's social constructivism. Students' active engagement in script design and drama rehearsals exemplifies constructive experience (Piaget), where learners actively construct social meaning through simulated situations. The interactions within heterogeneous groups and peer feedback mechanisms reflect the process of scaffolding (Vygotsky), enabling students to advance beyond their Zone of Proximal Development to enhance communication, empathy, and problem-solving abilities. The Social-Emotional Learning (SEL) framework (encompassing social awareness, relationship skills, and responsible decision-making) provided essential guidance for the learning structure. This ensured students focused not only on the technical aspects of drama but also on reflecting moral values and regulating emotions. The implementation of drama-based learning offered an authentic context for students to express emotions, practice

empathy, and directly manage conflicts, resulting in improved capabilities in managing conflict and standing up for rights.

In conclusion, this research confirms that integrating Project-Based Learning (PjBL), Social-Emotional Learning (SEL), and drama-based learning creates an effective pedagogical synergy, significantly enhancing students' social relationship skills. Practically, this learning model offers teachers an alternative strategy to cultivate an inclusive, collaborative, and supportive classroom where every student can optimally develop key relationship skills like communicating, problem-solving, managing conflict, and advocating for rights. For further research, it is recommended to conduct long-term observations on the stability of intervention results and explore moderating variables, such as individual student characteristics and initial skill levels, in order to meet the contextual needs of individuals with different characteristics.

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