

Sociodrama Techniques in Group Guidance to Improve Vocational High School Student's Confidence to Face the Industrial Revolution 4.0

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Abstract: The industrial revolution 4.0 give demands to vocational high school students to have work skill with digital technology. Student must have the confidence to capable of being demonstrated creativity and innovation because in the era the industrial revolution 4.0 only creativity and innovation that cannot be done by machine. Based on observation, most vocational high school student only focus on the achievement of competence required student to work after graduation without give the provision to increase it is confidence in the rapidly competition in the era the industrial revolution 4.0. Therefore need to be given solution to increase vocational high school student's confidence in the face of the industrial revolution 4.0. The purpose to be achieved in this research is giving reference effectiveness sociodrama techniques in group guidance to improve vocational high school student's confidence to face of the industrial revolution 4.0. The research methods in this study is qualitative. The result showed that the sociodrama techniques in group guidance can improve student's confidence. This is indicated the who looks after student given treatment group guidance which includes positive thinking, persist in difficulties, and less felt anxious. So, it can be concluded that vocational student's confidence can be improve by applying sociodrama techniques in group guidance.

Keywords: *sociodrama techniques, group guidance, vocational high school, confidence, industrial revolution*

INTRODUCTION

The industrial revolution 4.0 starts happened around 2010 through intelligence engineering and the internet of thing as the backbone of movement and connectivity a human and a machine. Human activity in life will be replaced by a machine. The industrial revolution 4.0 has caused changes in ways of thinking people and disrupting a variety of human activities in various areas (Prasetyo and Trisyanti, 2018: 22). Responding to a result of the industrial revolution 4.0 would be needed development production system innovative and sustainable.

The role of the most important in the face of the industrial revolution 4.0 is the preparation of skilled human resources in all the industrial sector. The role of the education sector a major influence in the preparation of quality human resources seen both from competence and attitude. Minister of Education and Culture Muhadjir Effendy (Ahmad, 2018) explained in the face of industrial revolution 4.0 education have to do revision curriculum. The term curriculum in the field of education encountering industrial revolution 4.0 should have a purpose for the student to have the ability to think clearly and rationally, creative, innovative, developing speaking skills, collaboration and improving independent students. Based on the explanation can be concluded that education related to the industrial revolution.

Vocational High School is required to prepare human resources to face competition in the industrial revolution 4.0. Graduates student of Vocational High School is required to have creative and innovative and that in all areas in this technology, because only innovation and creativity that cannot be done by machine. The student should be able to show confidence in the

world and to see that human resources from vocational high school graduates are able and ready to work.

Graduates of vocational high school now have a negative assessment from people. Vocational high school assessed not ready to make graduates in the industry because their knowledge is insufficient. Often found graduates of vocational high school are not by following its field. Based on the assumption, the job of vocational high school graduates will one of them proving to people that school graduates have competence adequate for the industry. Started with confidence, student of vocational high school will itself will make being graduates creative and create innovation.

In response to this, the role of guided and counseling in education is very particularly true to the face of the era of the industrial revolution 4.0. Teachers of guided and counseling should form self-confidence so that vocational high school students confident in themselves in creating creativity and innovation.

Self-confidence is defined as the ability to divide in the completion of the task (Orhan Uludag and Emrah Oney, 2013: 2). According to the explanation from Pradipta Sarastika (2014: 50) confidence can be read as a belief in the ability of itself sufficient and realize capability owned can be used properly. In line with the opinions from Pradipta Sarastika, Angelis Barbara (2003: 10) defined confidence is individual consciousness that these individuals have a strong determination to do anything. Based on expert opinion, the conclusion that confidence is an individual showing these individuals convinced of the ability of himself and deal with situations well. Confidence could not be immediately is in the individual. Self-confidence to deal with every situation needs to be honed. A place to hone self-confidence that's is during school.

The aspects of self-confidence according to Keine (2010: 14) are covering competency and confidence. So vocational high school student has high self-confidence to face the industrial revolution 4.0 then need training that can increase vocational high school student's confidence. This will affect people and industrial market perception about vocational high school readiness in the industrial world.

Based on the issue, it was necessary given treatment is right to increasing vocational high school student's confidence. Way to increase vocational high school student's confidence is through group guidance service. Gibson & Mitchel (2011: 52) explained that the guidance of the group refers to a group activity that focuses on the provision of information or experience through a kind of a group that planned and organized to prevent the development of the problem that will help them make planning and decision making life more appropriate. A technique in the proper guidance used to increase confidence that is using sociodrama. Pecaski (2007: 53) explain sociodrama will encourage the formation of expression of the ideas and confidence and help develop positive behavior teenager.

Based on the problem outlined, then the researcher intends to find out "how to influence service group guidance technical sociodrama of vocational high school student's confidence in the face of the industrial revolution 4.0?".

RESEARCH METHODOLOGY

The methodology used is qualitative. The qualitative research procedure is flexibility according to their needs, and situation, and condition field. Sudarwan Danim and Darwis (2003: 80) mention the kind of research qualitative: 1) formulate the problem as focus research, 2) collect data field, 3) analyzed data, 4) formulated studies, and 5) composing decision making.

Stage formulate problem as focus research

At this stage, the researcher prefers to focus research subject that is vocational high school students. And then, focus on the demand of people that vocational high school students must have the confidence to compete in the era industrial revolution 4.0. Researchers focus on increasing vocational high school student's confidence uses technical sociodrama in group guidance. School is used researchers as the subject of study SMK N 1 Panjatan, Kulon Progo, DIY.

Respondents Election

Respondents were an election by using the method of purposive sampling. Purposive sampling according to Sugiyono (2010) is a technique to determine the number of considerations sample research with the certain aimed to make the data obtained are more representative.

Consideration of the respondent in this research is including vocational high school students. The population was selected are vocational high school students at grade X. Class who selected as sample are based on interviews teachers have low confidence. Grade X selected because if it is proven technical sociodrama in group guidance can increase confidence students will be used for reference teachers and so vocational high school students can be trained and graduate from vocational high school having confidence as well as having a belief could compete in the era industrial revolution 4.0.

Stage collect data field

Stage data collection was done through interviews and observation use sheets of observation. The interviews were conducted to counseling teacher and class teachers. This interview was aimed to obtain preliminary data about the student's confidence. The sheet of observation used to collect the data of student's confidence before it was given guidance services sociodrama technique in group guidance and data student's confidence having given sociodrama technique in group guidance.

Stage analyzed data

Data analysis was used in the study it is analysis grounded theory. Grounded theory is one research methods that were to base themselves to that shameful thing facts and using analysis aimed at peaceful and steady a comparison in order to conduct cross border a generalization empirical, reach an agreement on fixing concept, examining evidence and proving the theory and developed the theory of where is collection and analysis of data running in parallel. Rizal Mawardi (2019) mention the key in usage method of grounded theory:

- 1) Coding. Coding is to make categorization of qualitative data also outlines the implication and the details the category, by taking into consideration the data that arise in detail while researchers collect coding the other, then link all of their core code. At this stage researcher taking the note to collect data about vocational high school student's confidence through interview and observation and then link all of the information obtained.
- 2) Memoing. Memoing is a process and the idea of researchers noted when things came for a period of study.

Stage formulate studies

At the formulate studies done by make to specification to:

- 1) Indeed the condition a phenomenon,
- 2) The act or interaction that is a response to the condition,
- 3) Consequences arising from the act of interaction.

Stage composing recommendation for decision making

The theoretical formulation which is a result that was found in qualitative research with the methods grounded theory does not justify to apply for all population but used only to a situation or the condition it.

RESULTS AND DISCUSSION

Method to collect data in this study through interviews and observation.

Stage interviews

Summary of the interview conducted to teacher-guided and counseling and teacher class are listed in the table below.

Table 1. Result of Interview

No	Aspect of Interview	Result
1.	Student Confidence	a) The student still look doubtful in be b) Be given the task of by any teachers rarely direct respond c) Student always wait to teachers volunteered in than do their task d) Teachers only judge student’s confidence from observation in learning e) So far, no follow up has been given to student’s low confidence f) Guided and counseling teachers never apply technical sociodrama in group guidance
2.	Competency	a) Student sometimes still not on time in do their task b) Student could not identify and providing an alternative completion for the problem

According to the interviews were seen that student’s confidence has not been established. The student has not shown the confidence that includes positive thinking of himself, believes that he or she can do the job, able to give an opinion in public, and contribution. Based on interviews, class X vocational high school student behavior to indicate the opposite form the confidence indicator. Conduct of students seen some are still often unbelievers, afraid to respond to the job from the teacher, waiting to designated, and less on time in complete the task. The interviews also mentioned as long as there is no follow up of the school in low student’s confidence. Guided and Counseling teacher has also never applying technical sociodrama in group guidance. So, need to do the application of technical sociodrama in group guidance.

Stage provision treatment and observation

The researchers after the stage that do interviews were conducted against the guidance and counseling teachers that give technical sociodrama in group guidance to the vocational high school 1 panjatan student class X. When carried out technical sociodrama in group guided conduct observation techniques as well as an interview with students and teachers. On the provision of technical sociodrama in group guided, a student will riped their potential. When the student showing the drama in front of the room class will train their confidence.

Observation of the implementation of technical sociodrama in group guidance can be seen in the table below:

Table 2. Result of observation

No	Aspect	Indicator	Percentage in class (%)	
			Before treatment	After treatment
1	confidence	1.1 positive thinking	30	90
		1.2 having ability to believe that he can complete the task	30	80
		1.3 able to provide public opinion	10	80
		1.4 focus do my best	10	80
2	competence	2.1 able to finish a task to be part of it	30	80
		2.2 have right reason at the action he look	10	30
		2.3 can identify the cause of obstacles	10	50
		2.4 can make an alternative plan to solve the problem	20	50

Based on observation data shown that before and after the treatment technical sociodrama in group guided seen distinction the emergence of indicators student’s confidence. After giving technical sociodrama in group guided student’s confidence increase in terms more of the more students that brings indicators confidence the students.

When the technical sociodrama in group guidance implemented, the researcher also conducted interviews with the student. Interviews were performed at the time. The result of the interview about student interest students with technical sociodrama in group guided is student delighted be more fun when going to ask or talk very much a chance. So, vocational high school students being accustomed to homes exacerbating an already dire are not ill-trained the kind of trust he started from talking and be.

CONCLUSION

Research about technical sociodrama in group guidance to improve vocational high school student's confidence in the face of industrial revolution 4.0 has shown a positive result. Technical group sociodrama in group guidance can increase vocational high school student's confidence. This is apparent from confidence indicators that is invisible after being carried out technical sociodrama in group guidance which covering be able to complete the task that becomes part of it, have the right reason for the actions taken, can make alternative plans to solve the problem, think positive about yourself, able to provide opinion in public, and focused on contribution can be done.

So, it can be inferred that when teachers counseling exercise sociodrama technical in group guidance will train the establishment of vocational high school student's confidence. When a student's confidence trained then after graduating from vocational high school student will believe that he can compete in the era of industrial revolution 4.0. The researchers argue that with trained confidence students through the application of technical sociodrama in group guidance, vocational high school students will have the competence and bet against him that students were able to answer the demands of the world in the era of the industrial revolution 4.0.

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