

The Effectiveness of Sociodrama Techniques on Improving Students' Discipline in Vocational High School of Plantation MM 52 Yogyakarta

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ABSTRACT

This research was conducted due to the unfavorable and decreased students' discipline level in the Vocational High School of Plantation MM 52 Yogyakarta. This research aimed to determine the effectiveness of the sociodrama techniques to improve students' discipline. The research method was the experimental method. Furthermore, the research design was *quasi-experimental* with a *non-equivalent control group*. The research subjects were 16 students of Vocational High School of Plantation MM 52 Yogyakarta, who were divided into two groups, namely the experimental group and the control group. This research was carried out in three stages, namely *pre-treatment*, *treatment*, and *post-treatment* stages. The data collection technique used a scale on the discipline expectations of students. Through the product-moment validity test, there were 39 valid statements and 16 invalid statements found. The analytical data technique of this research was *Wilcoxon's nonparametric statistical analysis* test. The results showed that the sociodrama technique had a significant effect on improving students' discipline (Asymp sig. 2-tailed 0.012 < 0.05) with a significance level of 5%. Therefore, the sociodrama technique was effective to improve students' discipline in Vocational High School of Plantation MM 52 Yogyakarta. The teachers and practitioners of guidance and counseling are expected to apply sociodrama techniques in guiding students in improving their discipline.

Keywords: Sociodrama techniques, Student discipline, Experimental method.

1. INTRODUCTION

Children's first education is carried out in the family, where they begin to understand life through their family. Children can also learn how to survive as a whole person and become a good society by socializing. Although the family is the first school for children with various learnings, it is undeniable that children still need formal school institutions to increase their knowledge. The learning process in school is undoubtedly different from the learning process in the family, but this learning process will synergize with each other in helping children grow and develop. At school, students will learn a lot, namely learning motor, affective, and psychomotor aspects. Learning in schools is not only related to knowledge about the school subjects but also related to character education, primarily related to students' discipline. Discipline is not only applied during learning time but also every time in daily life.

Discipline is a component in advancing a school and can improve a school's achievement. School discipline is a measure of actions to comply with applicable norms so that the educational process can run smoothly and not be disturbed. According to Permana [1], discipline is a

condition that is created and formed through a process and a series of behaviors that show the values of observance, obedience, loyalty, constancy, and order. In addition, Conny R. Semiawan in Na'im [2] states that discipline is an influence designed to help children to deal with the environment. The number of violations committed by students will affect the progress and achievement of learning at school. Discipline can be a kind of action to get rid of things that endanger students' lives. [3].

Nursito in Tirmizi [1] suggests that student discipline problems are meant for school progress. In schools with a good level of discipline, the teaching and learning process will also run well and vice versa. However, not a few schools are still struggling with solving student disciplinary problems even though there have been many ways to solve this problem. In general, disciplinary problems are solved by reprimanding students who violate school rules, sanctioning students who violate them, and guiding students to no longer violate the rules. It makes students disciplined by force. Students feel compelled to be disciplined for fear of the sanctions given because sometimes the sanctions given by the school are too burdensome for students. School

discipline is sometimes also applied to provide punishment (sanctions) due to the rule violations. However, sometimes it becomes controversial to apply the discipline method so that it is trapped in the form of *physical maltreatment* and *psychological maltreatment*, as expressed by Irwin A. Hyman & Snock in their book "*Dangerous School*" [4].

One of some schools with students' discipline problems is Vocational High School of Plantation MM 52 Yogyakarta. Based on observation results, it was found that there were many cases of disciplinary violations committed by Vocational High School of Plantation MM 52 Yogyakarta students, including arriving late, not attending school without explanation, playing truant, clothing that did not comply with school rules, wandering outside the classroom during class hours, being impolite in interacting with teachers and other students, not participating in the flag ceremony, and doing many other violations. The lack of strict sanctions for violating the rules at Vocational High School of Plantation MM 52 Yogyakarta has triggered students to commit disciplinary violations and the lack of students' awareness in obeying regulations as their responsibilities at school.

Based on school data in the form of the attendance rate of Vocational High School of Plantation students for one semester, it was found that there was a decrease in attendance rate every month. It was in contrast to the increasing percentage of truant students during one semester. It was found that the percentage of truant students in July was 0.26%, August was 0.36%, September was 1.40%, and even in October was 3.30%. Based on these data through unwritten observations and interviews with students, the reasons students did not attend school without confirmation and did truant, including helping parents because they had a low economy and some of them were too lazy to go. After all, they thought that the school environment was not conducive, so they did not have good motivation. They feel forced by their parents to go to school. Some students stated that they did not know the importance of being disciplined for life at school and in the community. Disciplinary problems related to the student's absence in this school significantly hampered the teaching and learning process, which caused the potential of Vocational High School of Plantation students to not be optimal. The curriculum applied at this school is related to learning, namely 60% of practice in *Lamong* (plantation land), and the others are theoretical learning. *Lamong* (plantation land) used for practice is located some distance from the school and takes time for students to reach. It is one of the main factors in increasing the percentage of truant students, which usually after field practice, students do not return to school.

The violations need to be addressed to improve the smoothness of the learning process at school. Disciplinary problems can be solved using guidance and counseling services. Several studies that have been carried out to improve discipline include research conducted by Syahara [5] on increasing discipline using *self-management* technique group counseling and Anita

[1] on increasing learning discipline through time management training. Based on the research, the goal achieved is a change in behavior in the research subject where while students' disciplined attitude increases but without realizing their responsibilities. The attitude changes may be temporary. Thus, this research focused on the dimensions of growing students' awareness about discipline. Therefore, students can be responsible for their behavior in the form of being disciplined through their awareness.

To achieve the expected goals, the sociodrama technique is appropriate because sociodrama focuses on providing students with an awareness of the problems they are experiencing in the process. Sternberg & Garcia [6] assert that the sociodrama technique can also help individuals clarify values, solve problems, make decisions, gain greater understanding, learn to play roles in a better and more profound way, and play roles. Sociodrama technique emphasizes activities that aim to re-educate rather than healing activities because, in it, there is a process of learning a new behavior or changing old behavior towards new behavior. Practically, Brown [7] describes sociodrama as a learning method that can create an in-depth understanding of the social systems that make up individuals and groups. Individuals can experience direct experience and understand the characteristics of a social system and its influence on individuals, groups, and relationships with other people through sociodrama.

According to Yamin [8], sociodrama techniques involve interaction between two or more students about a topic or student situation by performing their respective roles according to the characters they are playing. Group guidance with sociodrama technique focuses students on learning directly and learning to play themselves as other people and internalizing surrounding factors. It is very suitable for helping the development process of teen students. According to Papalia & Olds [9], adolescence is a period of transition from childhood to adulthood, which generally begins at the age of 12 or 13 years old and ends in the late teens or early 20 years old. Research conducted by Randilele *et al.* [10] regarding the Effectiveness of Sociodrama in Improving Students' Discipline in Class VII C resulted in sociodrama effectively improving students' learning discipline. Therefore, group guidance services with sociodrama techniques can be alternatives for solving students' disciplinary problems because students can understand and feel the consequences of the problems experienced in the process.

In sociodrama activities, students directly observe and analyze interactions between actors. At the same time, the supervisor plans, structures, facilitates, and monitors the course of the sociodrama and then guides them to follow up on the discussion [11]. Sociodrama is used to increase understanding and awareness, which helps someone in changing his behavior. There is a close relationship between sociodrama to improve students' discipline at school because sociodrama is a behavior change and development strategy that emphasizes the importance of personal responsibility for one's behavior. This behavior change in the process is

carried out by the individual himself, not directed or even forced by the counselor. Sociodrama is expected to help counselees change their negative behavior in the form of undisciplined behavior and can change this behavior to increase student discipline.

Many studies have shown effective results from the use of sociodrama techniques as an alternative problem solving for students, one of which is about discipline. Sapitri, et al [12] conducted a study on the effect of the Think Pair Share (TPS) cooperative learning model assisted by the sociodrama method on the social studies learning outcomes of students who obtained the results that showed a significant effect. It can be interpreted that the sociodrama method contributes to improving social studies learning outcomes for students. In addition, research by Saputra [13] found that the confidence of vocational students can be increased by applying sociodrama techniques in group service delivery. Sociodrama techniques can also be used as one of the implementations of BK programs in developing adolescent emotional independence (Tsaniah, [14]). The sociodrama method can not only be carried out in public schools, but implementation in inclusive schools can also be carried out to increase the social interaction of students with disabilities packaged in dance learning [15].

Research conducted by Purba [16] states that the sociodrama objective is to help students to change behavior by providing opportunities for students to deeply understand and appreciate various social issues through role-playing or imitating social roles spontaneously, learning to respect the feelings of others, thinking, fantasizing, sharing responsibility, and deciding in solving problems through groups. The sociodrama technique has never been done at the Plantation Vocational School, and the unresolved disciplinary problems in various ways have been done. So far, these problems were still limited to some technical efforts, such as doing home visits, giving lectures, and motivating students, but the results were not optimal. The students prefer and easily understand guidance techniques that are more interesting and involve much direct participation. Therefore, this alternative chose to solve students' disciplinary problems hopefully. Previous research using the sociodrama technique had succeeded in solving many social problems.

2. METHODS

The research was a quantitative experimental research with a quasi-experimental design and a non-equivalent control group design. In this research, the experimental or control groups were not chosen randomly but rather a sample selection based on a specific objective. The research procedures were divided into several steps, namely:

Step 1: Dividing the control group and the experimental group based on the scoring results on the *pre-test*. Group formation was based on the provisions of group formation in group guidance services, namely 8-12 participants in one group. In this research, eight

participants were taken in each group by using the *purposive sampling* technique in the form of marking students' discipline levels in the high, medium, and low categories.

Step 2: Giving treatment to the experimental group in the form of group guidance services with sociodrama technique, and giving treatment with the lecture method in the form of group guidance services to the control. The stages of group guidance service activities were as follows:

Pre-guidance stage: in this stage, the counselor or counseling teacher compiled an action plan for implementing group guidance and group formation.

Implementation stage: in this stage, the researchers implementing the sociodrama referring to the theory presented by Sudjana [17], namely:

1. Defining the problem of interest

In this stage, the researcher determined the problem to be taken in the sociodrama staging. In this research, the researcher took a problem related to the student's disciplinary attitude, which followed the research's title.

2. Telling back to students

In this stage, the researcher retold the problems raised so that students knew the staged storyline.

3. Determining the students who would play the sociodrama

The researcher chose students who played roles through the control group that had been formed. Then, the researcher selected students who had the same problem as the story in the sociodrama that would be played.

4. Explaining to students the roles they would play

The researcher explained the students' role in the sociodrama performance. Explanation about the roles was done to avoid misunderstanding of roles between players.

5. Providing opportunities for students to negotiating

The researcher provided opportunities for students to negotiate about the drama that would be played to unite the players when staging a sociodrama

6. Ending the sociodrama at the climax

Ending the sociodrama at the climax would encourage other students to guess and decide what ending the story was.

7. Continuing with group discussion

After ending the drama at the climax, a group discussion to determine what kind of ending the story would be was done. Students' participation was needed so that the group became more active.

8. Assessing sociodrama results for the consideration

At the end of the performance, the researcher summarized based on the course of the sociodrama and the results of the discussions conducted by the students.

Step 3: After giving treatment to the experimental group, the next step was giving a *post-test* to the experimental group and control group to determine the condition of the two groups for comparison.

Step 4: After knowing the results of the *post-test*, the next step was to analyze the results of the experimental group and the control group.

This research was conducted at Vocational High School of Plantation MM 52 Yogyakarta with a population of 109 students. The sampling was conducted using a *purposive* technique characterized by the level of discipline with high, medium, and low categories obtained based on measurements using a students' discipline level questionnaire. Participants were willing to follow this group guidance process as research subjects. This research focused on improving students' discipline. The selected samples were low, medium, and high. Based on the consideration of the standards for the formation of group guidance members and the limited time of the research, this research sample was limited to 16 students with high, medium, and low discipline levels. It was divided into two groups, namely the experimental group and the control group.

The data collection technique used was a questionnaire to determine the students' discipline level or what was called a scale on the discipline expectations of students. The students' discipline level scale contained statements with four appropriate answers, namely: always, often, sometimes, and never. The instrument validity test was carried out by the *product-moment* validity test on a scale on the discipline expectations of students, which resulted in 39 valid statements. The reliability test used Cronbach's Alpha with a value of 0.884, which meant that the instrument was reliable. Furthermore, the data analysis technique in this research used non-parametric statistical methods with Wilcoxon's test.

3. RESULT AND DISCUSSION

3.1 Result

Based on the students' statements in the *treatment* process, the researcher raised awareness of the importance of being disciplined for a better life. The student revealed that they realized they had not become disciplined students, and they would apply a disciplined attitude in their life as the follow-up. Changes experienced by students in the dimension of being aware of the importance of being disciplined and responsible for their behavior were listed in the sociodrama script used to develop this awareness so that students could understand it. Furthermore, hypothesis testing in this research was conducted using *Wilcoxon's signed-rank test*, which was a hypothesis test in two pairs of groups to know the difference in values between the two groups.

- a. Testing the difference between the *pre-test* of the experimental group and the control group. *Wilcoxon's* test results obtained a significance value

of 0.833 and a value greater than 0.05, H_0 was accepted. It meant that the data groups had the same variants, so it can be concluded that there was no difference in the students' discipline level between the control and experimental groups before providing group guidance services.

- b. Testing the difference between the *pre-test-post-test* experimental group. *Wilcoxon's* test resulted in a significance value of 0.035 and a value less than 0.05. Then, H_0 was rejected. It meant that the data groups had different variants, so it can be concluded that there was a significant effect of group guidance services with sociodrama technique on improving students' discipline.
- c. Testing the difference between the *pre-test-post-test* control group. *Wilcoxon's* test results obtained a significance value of 0.050, and the value was the same as the value of the applicable provisions, namely 0.05. Then, H_0 was accepted. It meant that the data groups had the same variants, so it can be concluded that there was no difference in discipline after being given lecture services in the control group.
- d. Testing the difference between the *post-test* experimental group and the control group. *Wilcoxon's* test results obtained a significance value of 0.012 and a value less than 0.05. Then, H_0 was rejected. It meant that the data groups had different variants, so it can be concluded that there was an influence of group guidance services with sociodrama techniques to improve student discipline.

Table 1. Wilcoxon Test Analysis Results

Wilcoxon test	Value Significance	Hypothesis H_0	Conclusion
<i>Pretest experimental and control groups</i>	0,833 > 0,05	Accepted	No difference in results
<i>Pretest-posttest experimental group</i>	0,035 < 0,05	Rejected	There is a difference in results
<i>Pretest-posttest control group</i>	0,050 = 0,05	Accepted	No difference in results
<i>Posttest experimental and control groups</i>	0,012 < 0,05	Rejected	There is a difference in results

Based on the results of the table above that the posttest data of the experimental group and the posttest control group have different data variants, the probability value is 0.012 which is smaller than 0.05 then the null hypothesis (H_0) is rejected, meaning that there is a significant difference in the level of student discipline from before and after given treatment. Therefore, the sociodrama technique is effective in increasing the discipline of the students of SMK Plantation MM 52 Yogyakarta.

3.2 Discussion

Based on the research results, the results of the hypothesis test analysis showed that the use of the sociodrama technique was proven to be effective in improving the students' discipline in Vocational High School of Plantation MM 52 Yogyakarta. These results support previous research conducted by McLennan & Smith [18], which concluded that the sociodrama technique could be used as a powerful method in raising new awareness and changing the way students learn to express feelings, thoughts, and experiences, and even realize their potential leadership in students. In line with that, John [19] also states that the sociodrama technique is an appropriate strategy and measurement to train students to develop interpersonal skills. It was proved that the sociodrama technique used in this study had succeeded in increasing students' awareness and discipline in schools. Aryani [20], in her research, also concluded that sociodrama techniques could improve social skills in students. Skills in the context of this research include the individual's ability to build good relationships with others, self-management including managing emotions, respecting oneself, succeeding in academics, obeying rules, and behaving assertively.

One of the social skills mentioned was obeying the rules, which was an indicator of discipline. Discipline can be achieved and run well if all components of the school can work together simultaneously and have the same view in enforcing discipline in schools. The factors that affect discipline in schools, according to Tu'u [20], are two factors, namely internal and external factors. Internal factors include motivation, interest, and awareness. In this research, through sociodrama, the results obtained were in the form of increasing awareness of the importance of discipline for students and making interest and motivation for students to improve their disciplined attitude. Meanwhile, the external factors included sanctions on disciplinary violations as well as the situation and condition of the school.

In addition to increasing students' awareness of the importance of discipline among students, this study also found several factors inhibiting discipline in the form of non-implementation of sanctions for undisciplined students, lack of socialization of school rules, and less conducive school conditions and situations. It was in line with the inhibiting factors of discipline according to Tu'u [20], namely: (1) school discipline was not well-planned and steady, (2) good planning, but its implementation was not well and not monitored by the

principal, (3) inconsistent application of discipline and inconsequential, (4) principal policies that had not prioritized improving and strengthening school discipline, (5) lack of cooperation and support from teachers in planning and implementing school discipline, (6) lack of support and participation of parents in responding to school discipline, specifically students with problems, (7) many students at the school come from students with problems in self-discipline, they tend to violate and ignore school rules.

The implementation of sociodrama in this study was carried out by providing opportunities for students to play certain roles in certain situations, teaching them how to behave so that they directly gained experience from the roles they played. Through active involvement in developing new understandings and practicing new skills (Rohmah, [21]). Agree with (Corey, [22]) in supporting the use of a group approach as a *treatment* in helping to overcome adolescent problems because the character of the group approach follows the character of adolescents. According to Winkel [23], sociodrama is one of the techniques in group guidance, namely role-playing techniques by dramatizing forms of behavior in social relations so that social life with others is expected to run harmoniously. Sociodrama directly forces individuals to engage in social interactions and is forced to understand the importance of living life in a disciplined manner to create a harmonious living system.

Based on the presentation of research data, the disciplined attitude possessed by most students had shown a significant increase, but there were still some students who had not achieved optimal improvement. Thus, they still needed guidance, maintenance, and the development of disciplined attitudes. Guidance and counseling teachers and *support systems* play a significant role in improving student discipline in this school. Therefore, sociodrama techniques can be alternative learning in delivering material and solving social problems experienced by students. Thus, students can develop their potential in the end.

4. CONCLUSION

Based on the conducted research, the increase in discipline can be shown from the discussion results at the end of the treatment where students begin to appear in awareness and responsibility for the disciplined attitude. In addition, the calculation of the *post-test* results for the experimental group and the control group got a value of $0.012 < 0.05$, thus the sociodrama technique was declared effective to improve the students' discipline of Vocational High School of Plantation MM 52 Yogyakarta. Solving student disciplinary problems can be overcome by using sociodrama technique group guidance services where students are aware and responsible for their behavior and can behave in a disciplined manner according to their awareness of the importance of discipline. In addition, teachers and practitioners of guidance and counseling are expected to be able to apply sociodrama

techniques in providing guidance techniques to students to improve student discipline.

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