



ISSN : 2454-8499 (online)

Impact Factor : 1.3599(GIF)
0.679(IIFS)

INTERNATIONAL RESEARCH JOURNAL OF MULTIDISCIPLINARY STUDIES

MONTHLY DOUBLE-BLIND PEER REVIEWED REFERRED OPEN ACCESS INTERNATIONAL JOURNAL

Volume 4, Issue 12, December 2018 | www.irjms.in | irjms.in@gmail.com



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APPLICATION OF SOCIODRAMA TECHNIQUES TO IMPROVE EMPATHY OF JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The research conducted aims to determine the effectiveness of sociodrama techniques to improve empathy for junior high school students in Kediri City, East Java Province, Indonesia. This study used a pre-experimental design with a type of One Group Pretest and Posttest design. The research subjects were junior high school students who had low empathy and numbered 13 students. The collected data was analyzed by different Wilcoxon tests. The results showed that the effective sociodrama technique to increase empathy for junior high school students with an average grade value after being given treatment was higher than the average rating before being given treatment and the results of the warranty test showed differences between the results of the pretest and posttest. The wilcoxon value is ($z = -3.182a$) with the value of Asymp. Sig. (2-tailed) for the two-tailed test is 0.001. From the results of the analysis below 0.05. ($0.001 < 0.05$) then H_0 is rejected and H_1 is accepted, it can be concluded that the sociodrama technique is effective for increasing the empathy of the junior high school students.

Key Words: Sociodrama Technique, Empathy, Junior High School Students

INTRODUCTION: Junior high school students are usually 13 to 15 years old, at that age it can be said to be the early teenage phase. In this early adolescent phase the emotions of individuals easily overflow and enter social development. Individuals are required to be able to overcome all problems that arise as a result of interaction with the social environment and being able to present themselves in accordance with the rules or norms that apply. So, adolescents in terms of social development are closely related to an attitude of empathy to others. Empathy is an affective response (feeling) to another person's situation rather than his own situation (Hoffman, 2000; Sonnby-Borgström, 2002). The ability of empathy will encourage someone to see the problem more clearly and put objectivity in solving problems (Ganton & Gringart, 2005). Without empathy it is difficult to know what someone is facing because they cannot enter their feelings and understand the conditions that are being experienced (Shaffer, 2004).

The results of preliminary observations at one of the junior high schools in Kediri City, there was a tragedy between two students. The student was named AGS (age 16) and AND (age 16). AGS died because he was persecuted by two students. After persecuting ADR the two students left ADR seriously injured. The cause of a fight because of personal problems between students and revenge. The tragedy happened because of the low empathy that ADR had the heart to kill AGS because he held a grudge, the perpetrator did not accept it when AGS lowered him and

finally *ADR* invited his friend to finish *AGS*, if the victim was able to understand the feelings of others then such an event would not occur and if the perpetrator was able to put himself in the position of others, the perpetrator will not have the heart to kill the victim. Sometimes it is not aware that mocking, demeaning, and making someone a laughing matter is a matter of fighting. The above explanation is an example of the low level of empathy. The parties that have the most role in developing adolescent empathy are parents. This is because parents often meet with children. In addition to parents the teacher can also help children to develop empathy, because remembering that character education has now also been given at school. At school, a teacher is expected to be able to show empathy to students, such as caring for their students, giving students the opportunity to think and be fair to all students, not just paying attention to potential students. With this, it is necessary to have an effective role playing model to increase student empathy.

METHOD:

Research Design: This study uses a quantitative research approach. The design used is in the form of pre-experimental design with the type of One Group Pretest and Posttest design. Experiments were carried out in one group without a comparison group. In this design at the beginning of the study, measurements were taken of the empathy that the subject had. After that treatment is given, and re-measurement of empathy is carried out with the same measuring instrument. The following patterns from one group pretest and posttest design are:

0 X 0

Explanation : 0₁ = Pretest (measurement before experiment)
0₂ = Posttest (measurement after experiment)
X = Treatment

Picture 1. Research Design One Group Pretest-posttest (Creswell, 2012)

The treatment that will be given in this study is the provision of services in the form of sociodrama techniques in the experiment group to find out the empathy that students have. The effectiveness of the sociodrama technique is known by comparing the results of the pretest and posttest that have been given to the experimental group.

Research Subject: The group used as research subjects was taken by purposive sampling, from the results of data and the results of interviews with counselors obtained from class VII in the junior high school in the city of Kediri as an experiment group because the class can be used for all classes VII. Before being given to students in the class, the researcher conducted a pre-test first to determine the subject of the study. Then after being given initial research, the number of

13 students who had moderate empathy, low and very low. Therefore, a joint commitment was made between researchers and students for research to the end. Next, the researchers provided training in the form of guidance and counseling services using the sociodrama method. Posted by people assigned to know the level of development of student empathy.

Research Instrument: The instrument used in this study is an empathic scale (*attached document*), experiment guidelines in which there are sociodrama scenarios used as treatment, observation sheets to find out activities carried out by researchers during treatment and to determine the development of research subjects, while self reflection sheets are used to determine the extent of the subject research understands the material provided.

RESULT:

Pretest: Pretest was conducted using the empathy scale and was conducted on October 22nd 2018 to the experiment group. Pretest was conducted in class VII, which amounted to 32 students. From the results of the pretest 10 students were included in the medium criteria and 3 students were included in the low criteria, so that 13 students were included in the predetermined criteria and further treatment was given. 10 students who are included in the criteria are being given treatment because it is feared empathy in the criteria being held by these students if not given will tend to decrease and become low. The data obtained through the rating scale states that the lowest score for the pretest is the subject with the initial ERD with a score of 95 and the highest score found in the subject with the initials RDA of 122. Score of pretest scores obtained by each member of the experiment group are described as follows:

Table 1. Pretest Score of Experiment Group

No.	Research Subject	Score	
		Pretest	Clasification
1.	RDA	122	Mediun
2.	IYD	120	Mediun
3.	YDK	118	Mediun
4.	RDN	114	Mediun
5.	UWS	112	Mediun
6.	IM	112	Mediun
7.	SD	110	Mediun
8.	AH	108	Mediun
9.	LA	106	Mediun
10.	SAD	105	Mediun
11.	GSH	96	Low
12.	NYS	96	Low
13.	ERD	95	Low

Posttest: After being given treatment for four meetings, the research subject was given a posttest with an empathy scale that had been used in the implementation of the pretest. From the results of the posttest analysis it can be seen that there is a difference between the level of empathy of the subject before being given treatment and after being given treatment. Score of pretest scores obtained by each member of the experiment group are described as follows:

Table 2. Posttest Score of Experiment Group

No.	Research Subject	Score	
		Posttest	Clasification
1.	RDA	155	Very high
2.	IYD	132	High
3.	YDK	145	Very high
4.	RDN	153	Very high
5.	UWS	142	High
6.	IM	127	High
7.	SD	153	Very high
8.	AH	135	High
9.	LA	142	High
10.	SAD	146	High
11.	GSH	132	High
12.	NYS	146	High
13.	ERD	123	Medium

Comparison of Score Empathy Before and After Treatment: Comparison of data from scores before giving treatment can be seen from the minimum score of empathy before and after treatment. There is a range of scores before and after treatment. Similarly, the average score of empathy after treatment and before treatment. The following table shows the differences between Pretest and Posttest:

Table 3. Comparison of Pretest and Posttest

No.	Research Subject	Score		Level of Difference Pretest & Posttest
		Pretest	Posttest	
1.	RDA	122	155	33
2.	IYD	120	132	12
3.	YDK	118	145	27
4.	RDN	114	153	39
5.	UWS	112	142	30
6.	IM	112	127	15

7.	SD	110	153	43
8.	AH	108	135	27
9.	LA	106	142	36
10.	SAD	105	146	41
11.	GSH	96	132	36
12.	NYS	96	146	50
13.	ERD	95	123	28

Hypothesis Analysis: The data analysis technique used is the Wilcoxon sequence test with data processing using the SPSS for Windows version 22.00 computer program. The research hypothesis (H1) is an effective sociodrama technique used to improve empathy for junior high school students and (H0) is an ineffective sociodrama technique to improve empathy. Sociodrama techniques can be effective when increasing empathy if the average rank value after being given a treatment is higher than the average value before being given treatment and the results of the guarantee test show the difference between the results of the pretest and posttest. The wilcoxon value is ($z = -3.182a$) with the value of Asymp. Sig. (2-tailed) for the two-tailed test is 0.001. From the results of the analysis below 0.05. ($0.001 < 0.05$) then H0 is rejected and H1 is accepted, it can be concluded that the sociodrama technique is effective for increasing empathy for junior high school students. The results of hypothesis analysis using sequence analysis marked Wilcoxon can be seen in the following table:

Table 4. The result of Wilcoxon Analysis

Ranks				
		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	13 ^b	7.00	91.00
	Ties	0 ^c		
	Total	13		
a. posttest < pretest				
b. posttest > pretest				
c. posttest = pretest				

Test Statistics ^b	
	posttest - pretest
Z	-3.182 ^a
Asymp. Sig. (2-tailed)	.001
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

DISCUSSION: The implementation of guidance and counseling services through sociodrama techniques by using stories that contain morals and related to empathy given to the experimental group to increase empathy is seen as effective for middle school students. This can be seen from the results of data analysis there is a probability below 0.05 ($0.001 < 0.05$) then H_0 is rejected and H_1 is accepted. So that the results of the analysis can be interpreted as sociodrama as a technique that can be used to increase student empathy because in the application of sociodrama can help students analyze moral values and stimulation of critical thinking, develop self-awareness, improve self-concept and improve personal and social values. In sociodrama, students not only understand psychological social problems, but they feel the feelings and thoughts of others when dealing with fellow human beings and their accompanying behaviors, such as film audiences, plays and dramas, which are carried away in a film-like atmosphere, crying out at sad, angry, emotional, happy and so on. The result is an improvement in behavior, the ability to handle and understand important life problems, and an increase in empathy, tolerance and respect.

Empathy is an individual reaction when he observes other people's experiences consisting of cognitive and affective components (Clark, 2011; Davis, 1983; Hoffman, 2000). The cognitive component consists of two parts, namely perspective taking and fantasy, while the affective component consists of empathic concern and personal distress (Clark, 2011; Davis, 1983; Hoffman, 2000). Empathy is built in the awareness environment, so that it is more open to emotions. someone in understanding the feelings of others (Chung & Bemak, 2002; DeGeorge & Constantino, 2012). Empathy is generally regarded as placing oneself in the position of others where empathy refers to affective (emotional), cognitive, and experiential understanding (Frederick, 2016; Hodge, 2013; Stanley & Sethuramalingam, 2015).

The affective (emotional), cognitive, and experience components found in empathy are built into the scope of consciousness, thus enabling the use of effective sociodrama to increase student empathy. Sociodrama serves to train students to analyze problems and draw conclusions in a short time by participating in feeling and thinking about the roles played so that it inspires students to find solutions to the problem and students can feel what others feel through the story played. The effectiveness of using sociodrama as a treatment to improve empathy for junior

high school students can be seen from the changes in the results of the pretest and posttest of the research subjects after being given treatment using scenarios which contain four importance, with a duration of four meetings. Based on the results of the pretest using the empathy scale data can be obtained 77% (10 students) have a level of empathy with the criteria being moderate, and 23% (3 students) have a low level of empathy. While the posttest results by giving treatment four times showed that there was an increase with scores obtained as much as 31% (4 students) had a very high level of empathy, 61% (8 students) had a high level of empathy, while 8% (1 student) has a moderate level of empathy. Although there is still one student who has a moderate level of empathy, the student experiences an increase in the score on the empathy scale, which means there are differences in the results between the pretest and posttest. In other words, the pretest score of students who were the subjects of the study increased after the treatment using sociodrama techniques. Sociodrama is a problem solving technique that occurs in the context of social relations by way of deriving these problems through a drama (Kellerman, 2007; McLennan, 2008; Sternberg & Garcia, 2000). Student involvement in sociodrama becomes active in the process of role playing so as to shape new social behavior (Aryani & Farozin, 2017; Rajapaksha, 2016).

The story in the sociodrama scenario can broaden one's view of differences in human conditions so as to gain insight into the diversity of values that are considered important for humans. When following a sociodrama students interpret the scenes in the scenario so that they create feelings of emotion and sympathy so that these feelings can encourage students to behave more positively. Through drama students identify themselves with the characters and events that exist in the drama, both real and fictional, analyze moral values, develop self-awareness, improve self-concept and improve personal and social judgment. The result is an improvement in behavior, the ability to handle and understand important life problems, and increase empathy, tolerance and respect for others. Everything can be done through identification with drama that is appropriate for the age of student development. The components contained in empathy can be developed through sociodrama, the stages are as follows:

- a. The first step is to read out the scenario, the facilitator reads the outline of the story that will be dissociated and reads out the characteristics of the characters in the story, the outline of the story must be read out clearly so that it is easily understood by the experimental group.
- b. The second stage is to determine the group that will play according to the needs of the scenario, the election holds the role can be done voluntarily after the facilitator reads the outline of the story and role signs.
- c. The third stage is to determine the audience group and explain the task, the audience group is a group member who is not a player, the task is to observe the execution of the game. The third stage is done so that research subjects who do not participate in becoming players are not busy themselves and pay attention to the sociodrama activities taking place.
- d. The fourth stage is the implementation of sociodrama, in the implementation of this sociodrama the player plays his role based on his imagination about the role he plays.

Players are expected to be able to demonstrate conflict, express feelings, and demonstrate certain attitudes according to the role they play so that the message delivered can be captured by the subject.

- e. The fifth stage is evaluation and discussion, students are invited to discuss the implementation of the game and discussion is directed to discuss about the responses of how the players in carrying out their roles, how to solve problems, values and messages that can be taken from the scenes that have been played, and player impressions in playing its role.

Based on the results of the study there were four students who achieved an increase in scores to show very high criteria in the empathy scale and there were those who achieved an increase but were still included in the criteria of being. Students who experienced a very drastic increase were NYS with a posttest score of 146 increasing by 50 points from the pretest score of 96. This was because NYS was often involved in sociodramatic activities and NYS got the lead role, NYS was also active in expressing their opinions during discussion activities. Students who experienced a slight increase were IYD with a posttest 132 score increasing by 12 points from the pretest score of 120. This was because IYD was more often involved as a supporting role than the main cast although IYD was also active during discussion activities, while 11 other students had varied improvements. This can be influenced by various factors that differ between students with each other, as well as the situation around students when working on the empathy scale, the social environment of students at school and at home and the condition of students when taking treatment.

The application of the stages in sociodrama even though the results are effective in increasing student empathy as indicated by the increase in the results of the pretest and posttest, but there are still some disadvantages, namely in the treatment activities the researcher provides supervision and control in the experimental group by paying attention to activity, seriousness, and the process of doing discussion. However, not closing the possibility beyond the treatment activities the experimental group had the influence of other variables that were not controlled and beyond the supervision of the researcher, because the treatment was carried out periodically within 2 weeks. Researchers can only carry out supervision during the course of treatment, apart from that the researcher did not supervise the experimental group. This event allows that an increase in empathy is not solely influenced by giving treatment, but there are other factors that influence outside the supervision of the researcher. Hoffman (2000) external factors that can influence increased empathy include socialization, cognitive development, mood and feeling, situation or place, learning and identification process.

CONCLUSION

Sociodrama is effective for increasing empathy for junior high school students because the application has several stages including reading scenarios, determining groups of players and audience groups, implementing sociodrama, group discussions and self-reflection so as to broaden students' insight into the diversity of values that are considered valuable for building

aspects humanity that leads to empathy, caring and accepting differences. Sociodrama techniques can be said to be effective in increasing empathy if the average rank value after being given a treatment is higher than the average value before being given treatment and the results of the guarantee test show the difference between the results of the pretest and posttest. The Wilcoxon value is ($z = -3.182a$) with the value of Asymp. Sig. (2-tailed) for the two-tailed test is 0.001. From the results of the analysis below 0.05. ($0.001 < 0.05$) then H_0 is rejected and H_1 is accepted, it can be concluded that the sociodrama technique is effective for increasing empathy for junior high school students.

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