

The Influence of Sociodrama On Early Children's Social Skills

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Abstract

This research is expected to prove the effect of using sociodrama on children's social skills. This research is an experimental research, used in this study is the One Group Pre-test-Post-test Design. This research carried out for one month, July-August 2023, with total sample of 20 children. Based on the calculation results, the average before being given the Sociodrama treatment was 70 and the average after treatment was 83.70. The reliability analysis obtained Cronbach's Alpha value = 0.983, which means reliable. The Normality test shows that the hypothesis test states that the distribution of data in this regression analysis follows a normal distribution. Levene's test at a significance level of 5%. From the Homogeneity Test, the data $F_0 = 1.835$ and $Sig. = 0.260 > 0.05$. Analysis of students' social skills data was carried out using a different test and calculated by SPSS 20. The results of the different test were obtained with a Sig value. = $0.039 < 0.05$ and $t_0 = -2.221$. The conclusion is, there are significant differences in the effect of sociodrama on children's social skills at Putra Pertiwi Kindergarten, South Jakarta.

Keywords: Early childhood, sociodrama, social skills

Dikirim: 05 Oktober 2023

Direvisi: 30 November 2023

Diterima: 10 Desember 2023

Identitas Artikel:

Saputri, M.G., Herminastiti, R., Malik, H.A., (2023). The Influence of Sociodrama On Early Children's Social Skills. *Jurnal Cerlang Pendidikan Anak Usia Dini (JCPAUD)*, 1(1), 20-26.

INTRODUCTION

Children are the next generation who inherit the ideals of the nation's struggle and are the greatest asset for the country. Children are the forerunner of human resources which are very important in achieving development success. To become a quality human resource, coaching from an early age through education for children is very important, considering that it is at this stage that the basics of personality are formed. Early childhood is a very crucial period, because this period is a critical stage of human development. This period is called the Golden Period or the Golden Age. It is at this time that a person's personality begins to form. Experiences that occur during this period tend to persist and influence the child's attitude throughout his life.

One of the attitudes and behaviors instilled in children is social skills. Social skills are an important factor for students to start their social life. For children who do not yet have social skills, it will be difficult for them to start and build positive relationships with their environment, maybe even these children will be rejected or ignored by the environment. The impact that arises as a result of this resistance is the child's willingness to adapt to the environment both at home and in the school

environment. This can have an impact on the success of student learning because students are less able to place themselves in social life, especially in learning.

On the other hand, some children do not show behavior appropriate to their developmental level. Some children prefer to be alone, easily get emotional, and enjoy disturbing friends for no reason. Such child behavior is sometimes considered normal behavior because parents and teachers consider it part of the developmental period. There are also those who consider behavioral gaps in children to be unnatural but there is no effort to overcome the gaps that occur (Rachman, 2019).

Social skills in children are not something they build alone, of course they need the support of parents and the people around them. Children's social skills must be trained and accustomed to them from an early age and so that when children grow up they will be more independent and not dependent on others. Many researchers found problems related to children's social skills when in the field today, namely children who have a tendency to be sociable or sociable, who still tend to be negative towards other people's approaches, are difficult to work with, and act hostile. Children tend to spend time watching television, playing video games compared to playing with peers, so that makes children tend to be more individualistic.

This is what must be corrected in the development of children's social skills. The development of social skills for children, the thing that must be done is to provide the right stimulation so that it develops optimally, this stimulation can be done with learning methods that make children enjoy doing it, not boring like the sociodrama or sociodrama method. Sociodrama activities can train children to develop their ability to express and socialize so that children can live up to the feelings they play with the guidance of the teacher. Teachers can also motivate children to obtain information from their environment based on children's experiences in playing the characters they play (Moneri, 2020).

Sociodramatis expected to be a solution for teachers in developing empathy skills during activities in the classroom. The use of the sociodrama method in early childhood is expected to provide new experiences in role playing which leads to children's ability to know the feelings of other people. Not only that, after knowing the relevance of the sociodrama method in improving empathetic behavior in early childhood, teachers are expected to be able to vary sociodrama to develop other aspects such as cognitive, speaking ability, and self-confidence. This is a cause for concern to find out whether or not there is an influence on social skills of early childhood. This research will be carried out in Putra Pertiwi Kindergarten because this research is very important to do in overcoming this problem and can provide understanding as well as prevent this from happening.

According to Sudjana, sociodrama is an activity that invites children to play roles with the aim of being able to solve Sudjana's social problems (Moneri, 2020). According to Sara Smilansky, Playing sociodrama is a way for children to develop social and language skills, by creating imaginary worlds, characters and scenarios, which relate to the real world (Smilansky, 2023). It is important to cultivate social skills from an early age, including kindergarten students, because a person's social skills can determine or shape their personality (Yuningsih, et al., 2021).

According to Sanjaya sociodrama is a learning method that is carried out by playing a role, aiming to solve problems related to social phenomena. Sociodrama

is used so that children understand the social problems they feel and so that children are able to solve their problems (Andriani, 2021).

Meanwhile, according to Sriyono the sociodrama method is a learning method by dramatizing an action or behavior in social relations (Moneri, 2020). According to Combs and Slaby in Zuhriyatul Fadilah's thesis, social skills are the ability to interact with other people in a social context in certain ways that are socially acceptable and useful, as well as useful for oneself and others (Fadilah, 2022).

According to Fatimah in Fajar Dwiyanto's thesis, social skills are the ability to overcome problems that arise from interactions with the environment and to be able to adapt to the rules and norms that apply. Social skills include the ability to communicate, establish relationships with other people, respect yourself and others, listen to opinions or complaints from others, give or receive feedback, give and receive criticism, act according to applicable norms and rules and so on. (Diyanto, 2020).

According to government regulations (Permendikbud no137 year 2014) prosocial behavior includes the ability to play with peers, understand feelings, respond, share, and respect the rights and opinions of others, be cooperative, tolerant, and behave politely. Apart from improving social skills with other people, sociodrama or role playing also allows children to live independently (Sugiarti, et al., 2020).

RESEARCH METHODS

This research was conducted in July-August 2023 at Putra Pertiwi Kindergarten, South Jakarta. Sampling was carried out by total sampling technique, amounting to 20 students.

The method used in this research is the experimental method. According to Solso & MacLin experimental research is a study in which at least one variable is found to be manipulated to study cause-and-effect relationships.

Margono believes that experimental research is research by conducting experiments on experimental groups. each groups subjected to certain treatments with conditions that can be controlled. Experimental research is most appropriate for testing causal relationships through hypothesis testing with an analytical quantitative approach. (Darmawan, D., 2013).

Table 1. Research Design

	Pre-Test	Treatment	Post-Test
(R)	O ₁	X	O ₂

Based on the table above, it can be described that there was a treatment given to the group, namely a pre-test at the beginning of the study and a post-test at the end of the study by giving a sociodrama. At the end of the treatment given a post-test. The treatment using sociodrama was given to the experimental group, so the group's social skills were then observed. The results of experimental observations before being given treatment and after treatment were analyzed for hypothesis testing materials. Before being given treatment, the experimental group took an

observational pre-test using an instrument sheet marked with a checklist with a sociodrama to find out children's social skills. When the treatment was completed, the experimental group was given the final observation post-test. The results of the post-test are used as a reference for comparison of achievement data before being treated and after being given treatment. This difference is thought to be caused by the treatment given. This is then analyzed to be used as material for testing the hypothesis. Analysis of students' social skills data was carried out using a different test, the calculations were assisted by the SPSS version 20.

RESULT AND DISCUSSION

Pre-test data were obtained from the results of the instrument given to a sample of 20 people before the experiment was carried out. The minimum score was 31, the maximum score was 93, the mean score was 78, the median was 82.50, the mode was 80, and the standard deviation was 17.541.

Table 2. Pre-Test Data

Pre-Test		
N	Valid	20
	Missing	0
Mean		78.00
Median		82.50
Mode		80 ^a
Std. Deviation		17.541
Minimum		31
Maximum		93

a. Multiple modes exist. The smallest value is shown

Post-test data were obtained from the results of the instrument given to a research sample of 20 people. After the experiment was carried out, the data obtained a minimum score of 63, maximum score of 96, mean score of 83.7, median of 90, mode of 90, and standard deviation of 11.617.

Table 4. The normality test

One-Sample Kolmogorov-Smirnov Test				
			Pre-test	Post-test
N			20	20
Normal Parameters ^{a,b}	Mean		78.00	83.70
	Std. Deviation		17.541	11.617
Most Extreme Differences	Extreme	Absolute	.295	.276
		Positive	.196	.163
		Negative	-.295	-.276
Kolmogorov-Smirnov Z		1.321	1.234	
Asymp. Sig. (2-tailed)		.061	.095	

a. Test distribution is Normal.

The normality test (Table 4) shows that the hypothesis test which states the distribution of data in this regression analysis follows a normal distribution. This is

indicated by the value $Z = 1.321$ and $\text{Sig.} = 0.061 > 0.05$ for pre-test data and Z value = 1.234 and $\text{Sig.} = 0.095 > 0.05$ for post-test data. This means that the assumptions or requirements of the regression analysis are met.

From the Homogeneity Test, $F_0 = 1.835$ and $\text{Sig.} = 0.260 > 0.05$. This means that all existing data comes from a homogeneous sample. Thus the null hypothesis is accepted. This means that the sample comes from a population that has the same (homogeneous) variance.

Table 5. The Homogeneity Test

Levene's Test of Equality of Error Variance			
Dependent Variable: Post-Test			
F	df1	df2	Sig.
1835	14	5	0.260

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Y1

Based on the submission of the hypothesis, the results of the different test with the Sig value were obtained. $= 0.039 < 0.05$ and $t_0 = -2.221$, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that there are significant differences in students' social skills before being given treatment socio drama with after treatment sociodrama.

Table 5. the submission of the hypothesis

Paired Samples Test								
		Paired Differences			95% Confidence Interval of the Difference	T	df	Sig. (2-tailed)
		Means	std. Deviation	std. Error Means				
Pair 1	Pre Test Post Test	-5.70	11.476	2.566	-11.071	-.329	-2.221	19 .039

In particular, if we observe the children's social skills in sociodrama activities, they can be seen during teaching and learning activities. Before being given treatment the child has less tolerance, lacks communication with friends and teachers, does not respect the work of his friends, does not want to share food, pencils or toys with his friends and children cannot obey the rules in class. The learning process is less enjoyable so children's social skills are lacking. So that treatment is carried out according to theory, According to Smilansky (Smilansky, 2023), Playing sociodrama is a way for children to develop social and language skills, by creating imaginary worlds, characters and scenarios, which are related to the real world.

This is in accordance with the theory where sociodrama has three main goals, namely increasing a person's understanding of social situations, increasing understanding of the role of a person or several people in certain social situations, and allowing the players to release their emotions by expressing thoughts and

feelings about social behavior. Children will indirectly learn many things when they play sociodrama.



Figure 1. The teacher acts as narrator and children act as insects



Figure 2. The teacher guides the children to say the dialogues



Figure 3. The child playing the role of a "proud beetle" that's chasing away other insects

CONCLUSION

This study examines the influence of sociodrama on children's social skills at Putra Pertiwi Kindergarten, South Jakarta. So it can be concluded that there is an

influence of sociodrama on children's social skills. Through this study, it can be seen that sociodrama can affect children's social skills. It can be seen that after the child is given sociodrama treatment, the child's social skills increase. Such as having tolerance, sharing food, pencils or toys and children can obey the rules in class.

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