



Application of the Sociodrama Learning Model to Optimize Collaboration in Civics Learning

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ABSTRAK

Karakter yang dimiliki suatu individu sangat beragam, akan tetapi faktanya karakter setiap individu itu sama, yang membedakan karakter pada setiap individu ialah lebih menonjolnya salah satu karakter yang ada dibandingkan dengan karakter lain dalam diri individu tersebut. Salah satu jenis karakter yang harus ditanamkan pada peserta didik yaitu kerjasama. Kerjasama adalah suatu kegiatan yang dilakukan secara berkelompok atau bergotong royong guna memperoleh hasil yang diharapkan. Kerjasama merupakan aspek yang penting dalam mendidik anak. Kerjasama sangat penting diterapkan pada anak sejak dini karena memiliki peran penting dalam berkehidupan bermasyarakat. Tujuan penelitian ini guna meningkatkan kerjasama siswa melalui metode sosiodrama pada pembelajaran PPKn. Jenis penelitian yang digunakan yaitu deskriptif kualitatif. Dengan teknik pengumpulan data observasi, wawancara, dan tes. Teknik keabsahan data yang digunakan yaitu triangulasi. Selanjutnya, data yang diperoleh akan dianalisis dengan pengumpulan data, mereduksi data, menyajikan data, dan penarikan kesimpulan. Dari hasil penelitian menunjukkan bahwa adanya peningkatan kerjasama melalui sosiodrama terhadap beberapa komponen bagi siswa seperti aktif dalam berkolaborasi antar kelompok, meningkatkan kemampuan berinteraksi, saling berkontribusi baik tenaga maupun pikiran, menjalin hubungan yang baik antar anggota kelompok, membantu anggota kelompok yang mengalami kesulitan. Dari hasil yang diperoleh dapat disimpulkan bahwa penggunaan metode sosiodrama mampu meningkatkan kerjasama pada siswa melalui pembelajaran PPKn.

ABSTRACT

The character possessed by an individual is very diverse, but the fact is that the character of each individual is the same, what distinguishes the character of each individual is the more prominent one of the characters compared to other characters in that individual. One type of character that must be instilled in students is cooperation. Collaboration is an activity carried out in groups or working together to obtain the expected results. Cooperation is an important aspect in educating children. Cooperation is very important to be applied to children from an early age because they have an important role in social life. The purpose of this research is to increase student cooperation through the sociodrama method in Civics learning. The type of research used is descriptive qualitative. With data collection techniques observation, interviews, and tests. The data validity technique used is triangulation. Furthermore, the data obtained will be analyzed by collecting data, reducing data, presenting data, and drawing conclusions. The results of the study indicate that there is an increase in cooperation through sociodrama on several components for students such as being active in collaborating between groups, increasing interaction skills, contributing both energy and mind, establishing good relationships between group members, helping group members who experience difficulties. From the results obtained, it can be concluded that the use of the sociodrama method can increase student cooperation through Civics learning.

1. INTRODUCTION

Education has a meaning, namely efforts made by individuals or other groups to make adults or achieve higher life goals. The goals of each educational unit must refer to achieving national education goals, as has been implemented in the Law of the Republic of Indonesia number 20 of 2003 concerning the national education system states that National Education functions to develop capabilities and shape dignified national character and civilization in the framework of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are creative, independent, and become colorful democratic and responsible state (Afandi et al., 2019; Prastowo, 2018).

Education is a fundamental human phenomenon and has a constructive nature in human life. That's why we are required to be able to take responsibility for our own actions by acquiring new knowledge and skills (Setiaji et al., 2018; Urtane et al., 2014). School is one of the most important institutions in teaching

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cooperation to students at the school, especially the most important thing is cooperation as outlined in the learning process. Schools need to apply cooperation to fellow school members. With the cooperation between members make kinship and build a better school. This can help students in applying cooperation in social life. That way schools are able to change students' behavior for the better in life, in order to prepare them to become good citizens in social life (Humaeroh & Dewi, 2021; Rahman & Suharno, 2020; Sokiop et al., 2019).

Cooperation is a form of social interaction. Collaboration is a situation where people carry out work activities together in a group to obtain results that are large or the same as what they want to achieve (Nonthamand & Songkhla, 2018; Sari, 2020). Collaboration is a social process through which performance is valued and valued in order to achieve common goals (Fauzani, 2018; Le et al., 2018). In the process of achieving the results they want to achieve, they will work together and divide tasks so that everyone can try as much as possible in each division that they work according to the distribution, they will carry out their responsibilities well in order to achieve common goals. Collaboration can provide benefits for an organization and have a good influence on its members, by working together it can produce more results than if working alone (Afandi et al., 2019; Le et al., 2018; Setiyo, 2022). Based on the statement above, researchers can conclude that collaboration is an effort to complete an activity carried out in groups or several people in order to facilitate these activities and to obtain maximum results.

This collaboration will not be separated from the activities of every human being which is expected to develop in the future as time goes by. Cooperation is very important to be improved, because it is hoped that students will be able to mingle in social life so that they can live successfully in society. In the school environment, students build social relationships with their schoolmates who come from a variety of different social statuses. With this, students carry out social interactions with friends, which is an important thing to do in order to be able to establish good relations with fellow friends. The ability to cooperate with friends can make students more confident, comfortable, get more information, and easy to get along in the school environment. However, the fact is that nowadays many students at SD Negeri Kedungringin 02 rarely apply cooperation in their lives. This happens because students lack empathy, low tolerance, feel themselves independent in various aspects.

The teacher besides being an educator also has a role as a facilitator in learning. Teachers must guide and direct their students to become human beings who have extensive knowledge both in religious knowledge, intelligence, skills, and good manners for society (Santoso & Wuryandani, 2020; Silalahi & Hutauruk, 2020). Directing students to build cohesiveness together in learning activities at school. In the process of teaching and learning activities students are also required to be able to apply the material that has been taught and learned in everyday life to create a conducive learning. Teachers also need to monitor the daily behavior of students in the school environment. What is the behavior of students towards other school communities (Nagovitsyn et al., 2018; Nagro et al., 2019; Widodo, 2019). This can be seen in the way students socialize with their friends, how they play with their friends, addressing their friends' problems, etc. With this can be used as a solution in the problem of collaboration between students. The attitudes shown by children in their daily behavior at school can be used as a teacher to see the process of developing attitudes in carrying out collaborations with friends and with the surrounding environment.

From the problems above, it is expected that through the sociodrama method it can optimize cooperation. The process of changing attitudes and behavior of individuals or groups in maturing humans can go through learning (Pearson et al., 2011; Yao et al., 2022). In the learning process, student behavior can be changed in a good direction by providing learning about it, giving examples of good and bad behavior. That way students can judge which things are appropriate to emulate and not appropriate to emulate. This application will later be played on sociodrama when the learning process takes place. In this process student collaboration between groups will emerge, the teacher will see and assess how students work together with groups to solve existing problems together.

The sociodrama method can be said to be almost the same as the *role playing* method. The basic sociodrama method is a learning model that has the main goal of solving a social problem by dramatizing it (Febryananda & Rosy, 2019; Muliasih, 2019). In the sociodrama method students will play a role to solve a problem related to social phenomena, problems related to human relations. Through this method students can see and judge what is good and what is bad, and practice solving existing problems according to the point of view that students see. The sociodrama method in implementing PPKn learning subjects is an educational game that is used to explain feelings, attitudes, behaviors, and values in society. The aim of this study is to increase student cooperation through the sociodrama method in Civics learning.

2. METHODS

This research is a qualitative descriptive study. The research design is phenomenology of class 4 semester 1 of SD Negeri Kedungringin 02. The qualitative method is a research procedure capable of producing descriptive data in the form of words or utterances from the people studied (Moleong, 2017; Rahmayanti, 2020). This study has the goal of applying the sociodrama learning model to increase student collaboration, which is applied to fourth grade Civics learning. In this study the researchers went directly to the field to collect the necessary data. The subjects to be studied were 25 students in class IV of SD Negeri Kedungringin 02 (age 9-10 years). This research was conducted from September to November. Data obtained by researchers through observation, interviews, and tests. Observations are carried out when the teacher carries out learning using observation guidelines from researchers, observations are supported by interviews to find out more about the teacher's opinion regarding the implementation of sociodrama learning, as well as tests conducted on students to measure the level of student knowledge. The research instrument used companion instruments, namely observation sheets, interview sheets, and documentation tools. The data that has been collected is then analyzed based on qualitative research techniques that use data reduction methods, presenting data, and drawing conclusions (Agusta et al., 2018; Miles et al., 2018).

3. RESULT AND DISCUSSION

Results

Based on the results of research conducted by researchers on the PPKn learning process by SD Negeri Kedungringin 02 teachers in class IV, it was obtained data that teachers apply sociodrama to the learning process including preparation and implementation processes to improve the character of cooperation in Civics subjects. The preparations made by the teacher are (a) The teacher prepares time, space and skills in playing sociodrama, (b) Arranges good scenarios to be played by students, (c) The division of roles by the teacher is in accordance with the characters that will be played by students. Preparations must be well prepared and neatly arranged. This aims to create good facilities to support the sociodrama process. Supporting facilities make the sociodrama implementation process run well.

Sociodrama is carried out in accordance with the steps associated with Civics learning. The steps for playing sociodrama are as follows: (1) Determine the topic of the drama; (2) preparing space, time, and tools to support the drama; (3) Choose a character to play a role; (4) explain the storyline and player characters; (5) Start role-playing; (6) Discuss to solve problems; (7) the teacher and students conclude the drama that has been played. From the steps of implementing sociodrama, the character of cooperation is shown when students are together with groups, compact in playing the roles they get. Based on these results, sociodrama can increase cooperation, especially in Civics learning.

Based on the process of implementing the sociodrama game method, it shows that students cooperate well between group members, especially in Civics learning. The application of the sociodrama learning method is capable of producing several components for students such as: (a) Being active in collaborating between groups, (b) Improving interaction skills, (c) Contributing both energy and thought to each other, (d) Establishing good relationships between group members, (e) Helping group members who are experiencing difficulties.

Discussion

Sociodrama is a learning method that is able to shape the character of student cooperation in its implementation. Sociodrama is a method that aims to solve a problem that is around, through a learning process, especially in group Civics lessons. The sociodrama method is a learning process that invites students in the process of implementing teaching and learning to be fun to solve an existing problem (Elviana & Murdiono, 2017; Reflianto et al., 2019). Existing problems can be solved properly if students when in groups have a good cooperative attitude between members with each other and complete their tasks according to the existing distribution. That way you can achieve the expected goals.

Implementation of the sociodrama method in learning requires preparation from teachers and students. Preparation for implementation is everything that is needed in the sociodrama method, such as preparation of time, space and skills in playing sociodrama. Based on the observations, the teacher prepares facilities that support the implementation of sociodrama, according to the drama to be shown. In staging there are problems that will be discussed and solved. The teacher will divide the groups for the implementation of the sociodrama method. It is in accordance with the opinion of previous study who state the preparatory stage is determined by the main issues taken from social situations, the issues are selected in stages, the teacher determines the theme, the characters by selecting students who are able to play roles in accordance with the intent and purpose of implementing sociodrama, prepare actors and spectators so

that drama can run well, neatly, and planned (Wayan, 2019). Previous study state the selection of roles in this process needs to be chosen correctly and according to the character to be played or played (Jauhari & Amirullah, 2022). Choosing the right role and in accordance with the character to be played will make the sociodrama process feel more real and able to be played well. The audience is also able to feel the scene according to reality if the player plays by exploring the role being played.

Next is the process of implementing sociodrama. The success of the process of implementing sociodrama can be achieved, if it is good in the acting of the drama that is running. Drama is played by group members who have been selected. Students who do not participate in role playing are expected to continue to pay attention and listen to the drama, that way students get motivation from ongoing discussions. The designated student is expected to be able to explore and appreciate the role played so that the message can be conveyed properly. In the implementation of sociodrama, it is accompanied by an evaluation with the teacher while the drama is running so that the solution can be solved properly. If the implementation process is felt to be lacking, then the sociodrama implementation can be repeated. The repetition of the sociodrama game process has the goal that the implementation is as expected, not only that the messages and values contained in this sociodrama game are also expected to reach all students. That way it can be said that this game has been successful to be played and applied in learning.

The implementation of this sociodrama has the aim of increasing the character of cooperation in students. The application of this character is included in Civics learning. PPKn is a pedagogical effort that aims to form good citizens who obey state regulations Negara (Khalamah, 2017; Rahman & Suharno, 2020). PPKn does not only focus on providing material, but also on how to form a society that understands and is able to carry out rights and obligations, so that they are able to become citizens who have knowledge, are virtuous, and have good character (Hasanah et al., 2020; Ihsan, 2017). Civics learning has the goal of improving the moral quality of the nation's children which is currently fading. Indonesia highly upholds national moral values and directs its people to love their country. By studying Civics, it is hoped that people will understand the meaning of loving Indonesian culture and homeland (Japar, 2018; Rachmadtullah et al., 2020). Civics learning taught in schools is not limited to memorization and understanding, but also includes the ability to think critically. Previous study state Civics learning is important to teach elementary school students so that the characteristics and personalities of students who are intelligent from a young age are formed (Nusarastriya, 2013). Civics learning is also used to increase students' awareness so that they become useful members of society from a young age. Based on the understanding of PPKn above, the character is very suitable when applied to Civics learning.

Character is a characteristic that exists in a person that distinguishes one individual from another, because each individual has a different character (Ikhwanuddin, 2012; Rohim, 2021). Character does not only cover the personality of an individual, but also includes the values and morals of the individual person (Nono et al., 2018; Rolina, 2014). Character is a differentiator between humans and animals. Character Education is learning that leads to strengthening and developing the child's behavior as a whole based on certain values from the school (Fauzani, 2018; Lickona, 2012). Furthermore, previous study state character education is a deliberate effort to help people understand, care about, and acts in accordance with ethical values (Annisa et al., 2020). Students must have increased character at school, because education not only develops knowledge and skills but also a child's position. But basically the character of each individual is the same, the only difference is the characters that often appear or are seen compared to other characters they have.

The character of cooperation needs to be applied to students, especially elementary school students, because this character can train students to understand, feel, and carry out collaborative activities to achieve common goals (Rukiyati et al., 2014; Saputra & Ekawati, 2017). The character of cooperation is an activity made in learning that has the aim of instilling, training, and developing cooperation in students. Cooperation has the hope of being able to create students who have an attitude of cooperation in order to achieve common goals. Cultivating cooperation can be applied in the family, school, and community environment. The character of cooperation can be developed at school through several activities such as class pickets, ceremonies, group work, practicum, and sociodrama (Nusarastriya, 2013; Pratiwi et al., 2018).

The implications of this research provide an overview regarding the use of the sociodrama learning model in Civics learning regarding how to facilitate collaborative learning in the context of civics education. This could involve exploring how sociodrama can be used to enhance communication, teamwork, and problem-solving skills in civic engagement contexts. The findings could have implications for how educators design and implement civics education programs to encourage more engaged and effective citizens. The limitations of this study lie in the research subjects which only involved students in one school. Therefore, it is hoped that future research will be able to deepen and expand research related to the use of the sociodrama learning model in Civics learning.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that fourth grade students at Kedungringin 02 Public Elementary School have applied the sociodrama method in accordance with the procedure for implementing steps to increase cooperation applied to Civics learning. The implementation of sociodrama is applied to Civics learning because Civics learning applies norms and character values that can be applied in social life. The application of sociodrama in learning has been able to increase student collaboration. This is due to the preparation and implementation in accordance with existing indicators. From the implementation that has been carried out, results such as (a) are active in collaborating between groups, (b) improve the ability to interact, (c) mutually contribute both energy and thought, (d) establish good relationships between group members, (e) help members troubled group.

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