

The Effect of Group Guidance with Sociodrama Techniques on Social Interaction

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The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

Abstract: This study aims to find out the Influence of Group Guidance With Sosiodrama Techniques on Social Interaction in Semester II Students of Undiksha Counseling Guidance Study Program. This research is a quantitative research analyzed using the T-test formula. The sample of this study was 60 students. Based on the results of the analysis obtained there is a significant influence of group guidance with sociodrama techniques on social interaction in students of semester II Of Counseling Guidance Study Program Undiksha. As well as the influence of group guidance with sociodrama techniques on social interaction in students of semester II Of Counseling Guidance Study Program Undiksha is 21.8% that is included in the low influence.

Keywords: Group Guidance, Social Interaction, Sosiodrama.



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Introduction

Social interaction is a reciprocal relationship of mutual influence there is action there is a reaction, more than one attacker, for example, individual to individual, the individual with the group and the group with the group. For example, lecturers teach in class, interactions between students and lecturers outside the classroom, interactions between students and staff and interactions between students in class and outside the classroom are examples of individual and group social interactions. Cognitive children develop through the social interactions they do.

However, in the initial observation, according to the Lecturer at the Undiksha Counseling Guidance S1 after being confirmed, it was stated that conditions with good social interaction did not appear in the second semester students of Counseling Guidance. According to the Lecturer, poor social interaction occurs because second semester students have not been able to adapt to the campus environment. In addition, students also feel afraid and shy to socialize in the campus environment. Lack of social interaction in education on campus can cause a decrease in student motivation to learn. students look shy in expressing opinions or in expressing learning material that they do not understand.

In addition to the above, the interaction of second semester students of the Guidance Counseling study program is still lacking when outside the classroom, both with lecturers, staff employees, and even between students. In addition, there are also students who are alone in class because they are shunned by their friends or they don't feel confident about themselves. Factors that can cause low social interaction are: (1) lack of ability to interact with friends directly, (2) too self-centered, (3) lack of care for the surrounding environment, and (4) lack of manners possessed .

One way to increase social interaction in the learning process is to use group guidance services. As written by Erlangga (2018) that group guidance can improve students' communication skills. With increasing communication skills, there can be an increase in social interaction directly. This is also reinforced by Riansyah (2017) by writing that group guidance services can increase students' social interactions. In addition, group guidance can also cause a person to be more open and his desire to interact also increases. As written by Setianingsih (2014) which states that the development of a group guidance model for problem solving techniques can increase students' self-disclosure. So group guidance can improve communication skills, social interaction, and self-disclosure.

Group guidance has many techniques in its application. One of them with sociodrama technique. According to Sanjaya (2012:161) explaining sociodrama is a role-playing learning method to solve problems related to social phenomena, problems involving relationships between humans such as juvenile delinquency problems, drugs, authoritarian family images, and so on. Sociodrama is used to provide an understanding and appreciation of social problems and develop students' abilities to solve them.

Lubis (2017) The results of his research show that there is an influence of sociodrama technique group guidance services to improve emotion regulation in interactions with peers of class X IIS 5 SMA Negeri 3 Bengkulu City. The use of group guidance services Sociodrama techniques in improving social interaction are also supported by research conducted by Zuhara (2015) which states that sociodrama techniques to improve students' interpersonal communication tested in the study have a fairly good influence, which results in a significant increase in average score changes. The average interpersonal communication ability at the pretest was 21.50 and increased to 44.60 at the posttest. In addition, the application of sociodrama is also able to control students' social interactions. This is supported by the results of Winarlin's research (2016) which states that sociodrama techniques through group guidance are effective in reducing verbal aggressive behavior of junior high school students. Sociodrama techniques are also able to help improve students' communication skills. This is supported by research conducted by Hamid (2018) which states that sociodrama techniques in group guidance can help improve interpersonal communication skills of class X students of SMK Negeri 8 Makassar. So the author expects the implementation of group counseling services sociodramas technique can improve social interaction in the second semester students Counseling Study Program guidance Undiksha.

Method

Research Design

Research type is categorized as quantitative research. This study aims to determine the Effect of Group Guidance with Sociodrama Techniques on Social Interaction in Semester II Students of the Undiksha Guidance Counseling Study Program.

Table 1. Research Design

Group Name	Study Design
Group	pre-test-Experiment>treatment -> post-test
control group	pre-test -> without treatment -> post-test

This study uses sociodramas techniques used in intervention studies with the aim of improve social interaction in second semester students of the Undiksha Counseling Guidance Study Program.

Research Subjects

The subjects used in the research are second semester students of the Undiksha Counseling Guidance Study Program who have a social interaction scale score that falls into the low category. Taking subjects to determine the experimental and control groups using random assignment technique, namely the technique of taking subjects by placing research subjects into a group accidentally or randomly.

Variables and Research Instruments

In this study there are two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) used in this study is Group Guidance with sociodrama technique and the dependent variable (Y) used in this study is social interaction.

According to Roestiyah (2008) sociodrama is one of the intervention methods that will be carried out by researchers, namely by providing material about the effects of smartphones on adolescents, parents, then the next step the teenagers are asked to play a role with the issues raised, namely about social interaction with improvised techniques. according to the roles to be played. According to Soekanto (2011) social interaction is a process and social relationship that involves the relationship between individuals and individuals or groups where in the process there is a mutually influencing relationship and the exchange of information either face-to-face or through intermediaries carried out by communication and social contact.

The instrument used in this study used a scale model. The scale used uses the social interaction scale created by the researcher which was developed from the theory of Robert F. Bales which consists of aspects of action and situation.

Results and Discussion

Description and Data Analysis

In this study, the data obtained by the researcher is the social interaction of students after applying group guidance with sociodrama techniques. and conventional (without giving special treatment).

The students who were involved in this study were students of semester II A and II B of the Counseling Guidance Study Program, with a total of 60 students. Semester II A is an experimental class using the application of group guidance with sociodrama techniques while class II B uses conventional learning.

In this research activity, from the two classes that were used as research objects, all students followed the learning process to the end and had completed the *post-test* given. So, the total number who participated in the research activity was 60 students.

Table 2. List of Social Interaction Recapitulation of Experimental Class and Control Class

No.	Code	Class Score Experiment	No.	Code	Score Class Control
1	KM	76	1	BCS	71
2	YMS	84	2	AZD	76
3	RA	94	3	DBP	64
4	KDS	84	4	DR	71
5	WY	94	5	RIA	64

6	AYS	87	6	TAP	64
7	DP	94	7	AFD	71
8	MR	84	8	SEB	54
9	IN	94	9	ASD	76
10	NH	84	10	TBS	84
11	BW	94	11	GTA	76
12	MR	96	12	AN	84
13	DIRS	94	13	AAP	76
14	HDS	87	14	AD	64
15	BS	64	15	KSA	76
16	LS	84	16	DRA	94
17	LPAN	87	17	JR	64
18	WYS	87	18	OWP	71
19	KC	94	19	JDM	64
20	MP	64	20	MK	76
21	ERBS	87	21	OY	64
22	NH	84	22	IRF	71
23	NIL	71	23	CMP	54
24	ODP	76	24	APLV	76
25	SNL	94	25	WK	64
26	SN	94	26	YF	76
27	TA	94	27	FBP	71
28	USF	84	28	AN	76
29	ULM	94	29	BAS	54
30	USN	84			
31	ZM	76			
Total		2664	Total		2046

From the list of values in the table above, it can be seen that the frequency of the lowest values to the highest value frequency. The following is a graph of the frequency values of the experimental class and the value of the control class.

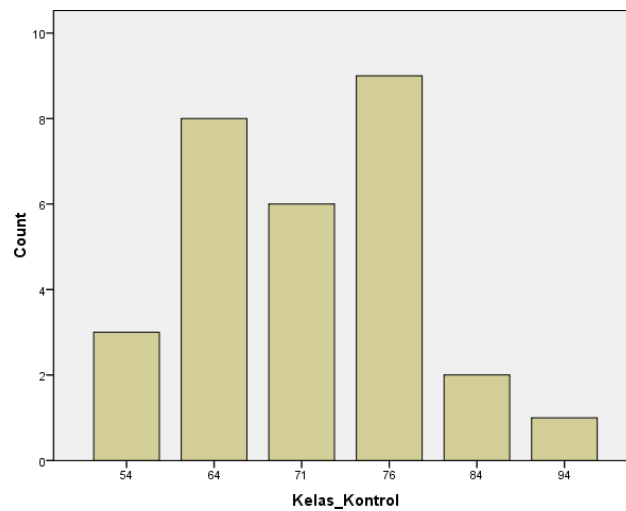


Figure 1. Frequency of Experimental Class Scores

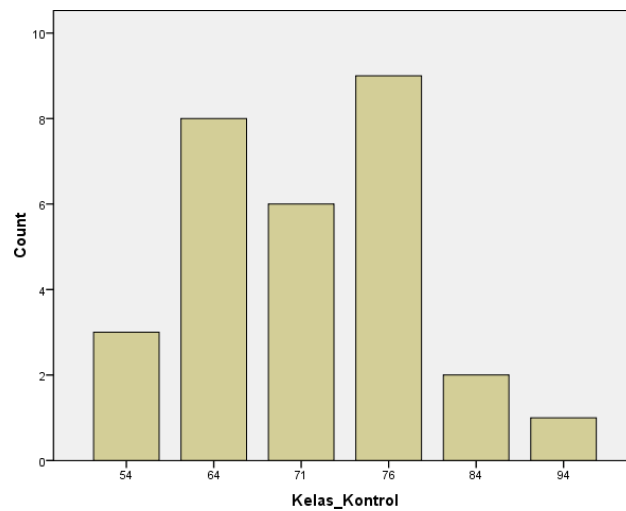


Figure 2. Frequency of Control Class Scores

In Figure 1 shows the frequency in the experimental class that the value of 94 has the highest frequency, namely 11 students. While in Figure 2 is showing the frequency in the control class that the value of 76 has the highest frequency of 9 students.

From this frequency data, the average social interaction can also be calculated to determine the categories (minimum, maximum, and mean). The average student social interaction that has been calculated by statistical calculations using SPSS 16.0 for windows is as follows.

Table 3. Descriptive Statistics

	N	Min.	Max.	Mean	Std. Deviation
Experiment_Class	31	64	96	85.94	8,820
Control_Class	29	54	94	70.55	9,152
Valid N (listwise)	29				

From table 3 it can be seen that the average value *post-test (mean)* of the experimental class is greater than the control class, which is 85.94 for the experimental class and 70.55 for the control class. When viewed from the standard deviation, the experimental class is smaller than the control class, namely 8.820 for the experimental class and 9.152 for the control class.

This shows that after the learning process, the social interactions of the control class students were more varied when compared to the experimental class's social interactions.

Discussion of Results

a. The effect of group counseling with sociodramas techniques to social interaction in second semester students Undiksha Counseling Program

Based on the data analysis of average values (mean) that the experimental class, whereas 85.94 to 70.55 with a control class that it can shows that the average value (mean) of the experimental class is greater than the average value (mean) of the control class.

From the results of the analysis of the normality test data, it can be seen that the data is normally distributed with the Z value obtained for the experimental class which is 1.223 and Asymp.Sign is 0.101, while for the control class is 0.928 and Asymp.Sign is 0.355. With a significance level of 0.05, it can be concluded that in the experimental class and the control class the Z value is normally distributed. While the homogeneity test obtained a significance value of 0.825. So, with a significance level of 0.05, the data has the same variance value.

The results of the data analysis test with the Independent Sample T-test obtained the value of t arithmetic or empirical = 6.630. While the theoretical in the table the significance level of 5% is 2,000. So it can be concluded that there is a significant effect of group guidance with sociodrama techniques on social interaction in second semester students of the Undiksha Counseling Guidance Study Program.

b. The magnitude of the influence of group guidance with sociodrama techniques on social interaction in second semester students of the Undiksha Counseling Study Program.

The magnitude of group guidance using sociodrama techniques on social interaction in second semester students of the Undiksha Counseling Guidance Study Program is 21.8%.

From the results of this study, it is also supported by previous research with the title "The Effect of Group Guidance with Sociodrama Techniques on Social Interaction in Semester II Students of the Undiksha Guidance Counseling Study Program and the results of the research show that the application of group guidance with sociodrama technique is very effective for social interaction instudents.

"The Effect of Group Guidance with Sociodrama Techniques on Social Interaction in Semester II Students of the Undiksha Counseling Guidance Study Program" and the research results show that tcount = 1.690924 > ttable = 1.6979. The magnitude of the influence of group guidance with sociodrama techniques on social interaction in second semester students of the Undiksha Counseling Guidance Study Program is 19.1092%.

Conclusion

Based on the results of hypothesis testing and discussion in this study, in general it can be concluded that there is an effect of group guidance with sociodrama techniques on social interaction in second semester students of the Undiksha Counseling Guidance Study Program.

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