Improving Students' Social Intelligence through the Sociodrama Method at Senior High School

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Abstrak

Penelitian ini dilatar belakangi oleh data observasi siswa dengan tingkat kecerdasan sosial yang rendah di kelas XI IIS SMAN 3 Sumbawa Besar. Untuk merespons hal itu maka penulis melaksanakan penelitian deskriptif kuantitatif yang bertujuan untuk meningkatkan kecerdasan sosial melalui penerapan metode sosiodrama, adapun Tujuan penelitian adalah Seberapa efektif penerapan metode sosiodrama terhadap peningkatan kecerdasan sosial siswa di SMA N 3 Sumbawa Besar. Metode penelitian yang digunakan adalah deskriptif kuantitatif, dengan menggunakan desain quasi eksperimen bentuk *control group design*. Analisis data dalam penelitian ini dengan menggunakan program SPSS versi 22.0 dalam melakukan uji normalitas terlebih dahulu dengan menggunakan uji kolmogrov smirnov dengan teknik pengumpulan data menggunakan kuesioner, observasi dan dokumentasi. Berdasarkan hasil analisis deskriptif diperoleh mean pretest dan postes sebesar 104,91 dan 121,87 serta rata-rata persentase aktifitas belajar siswa sebesar 65,90%. Ini menunjukkan terdapat peningkatan kecerdasan sosial siswa yang signifikan setelah dilakukan pembelajaran dengan menerapkan metode sosiodrama. Peningkatan kecerdasan siswa terlihat dari perubahan sikap siswa yang lebih berkonsentrasi saat pembelajaran berlangsung, sikap rapi, menghargai pendapat orang lain, lebih kreatif dan inovatif, lebih bertanggung jawab dan berbahasa dengan baik dan sopan.

Kata Kunci: Kecerdasan sosial, metode sosiodrama, dan perubahan sikap siswa.

Abstract

This research was backgrounded by observational data of students with low levels of social intelligence in class XI IIS SMAN 3 Sumbawa Besar. To respond to this, the author carried out quantitative descriptive research aimed at improving social intelligence through the application of the socio-drama method, while the purpose of the study was to find out how effective the application of the socio-drama method was to increase the social intelligence of students at SMA N 3 Sumbawa Besar. The research method used is descriptive quantitative, using a quasi-experimental design in the form of a control group design. Data analysis in this study was performed using SPSS version 22.0 by conducting a normality test first using the Kolmogorov-Smirnov test with data collection techniques using questionnaires, observations, and documentation. According to the descriptive analysis, the mean pre-and post-test scores were 104.91 and 121.87, respectively, and the mean percentage of student learning activity was 65.90%. This number demonstrates that students' social intelligence increases significantly after employing the socio-drama method. Changes in the attitude of students who concentrate more while studying, are neater, respect the opinions of others, are more creative and innovative, are more responsible, and talk appropriately and courteously indicate an increase in intelligence.

Keywords: Social intelligence, sociodrama method, and changes in students' attitude

INTRODUCTION

Education as an institution for human resource development has a very important role for human life, thus a person can collect various useful knowledge to foster self-confidence, form creative and innovative attitudes and behaviors which in turn can improve the quality of oneself and can support the welfare of life. Schools as education providers have a role to advance the nation and state by improving the quality of education.

A person with high social behavior will develop intimate and harmonious relationships. If this bond is established, then the learning process will proceed smoothly, and the child will achieve the highest possible benefits from the learning process. Low student achievement, which can be driven by a number of environmental, social, and economic factors, is one of a range of other problems faced by the educational system in Indonesia (Anzar & Mardhatillah., 2017; Maesaroh, 2013; Nurdyansyah, N. & Fitriyani, 2018).

The researchers' experience reveals that most students during the learning process are frequently loud, pull pranks on their peers, and even fight with their classmates. Only a few students appeared excited and willing to answer the teacher's questions when he or she asked bait questions. Many students responded by pointing at each other to answer the questions.

The author also found some students who were seen looking down and just sitting quietly and looking engrossed in their own thoughts and many students were caught playing cellphones. When students are asked to speak in front of the class, many students look shy and dare not come forward and even refuse. But there are also students who confidently come forward expressing their opinions. During group discussion activities, there are some students who just stay silent, and there are even students who do not help their friends in solving discussion problems.

Based on the results of class XI IIS 1 of SMAN 3 Sumbawa Besar's social intelligence test, the researcher, who in this case is a Sociology teacher, collaborated with the Counseling Guidance teacher to solve these problems. The researchers recognize the importance of increasing students' social intelligence, and one of their efforts is to implement the sociodrama method in the classroom. Sociodrama is a method that involves dramatizing behavior concerning social problems.

This is in line with the research (Maryani, 2014), who found that the factors behind social intelligence include: (1) low listening ability is shown by the number of students who speak for themselves and do not pay attention to the teacher, (2) low situation reading ability is shown by the number of students who play cellphones, read novels, and carry out activities that interfere with the lesson, (3) low affirmation ability is shown by the number of students who have not been able to express their arguments. well in front of the class, (4) low conflict resolution ability is shown by the large number of students who have not been able to accept dissent in their group, (5) low ability to cooperate is shown by the large number of students who do not participate in work and only one or two people who work during discussions. Coupled with research Akhmad Muzaki dan Casmini (2019) which suggests the phenomenon of low student manners behavior occurs in various schools including MAN 3 Bantul, where there are several students in one class who do not pay attention to the teacher who is teaching and is busy with himself (Anzaruddin, 2018). In addition, there are students who when they cross paths with the teacher do not greet them, when they want to pass in front of the teacher, students do not ask permission first, there are students who insult their peers, and students who like to disturb their peers (Observasi, 2018).

Tri Henny Febrining Wulan, Ahmad Yusron (2020) stated the phenomenon that occurred in the field based on the results of an interview with the counselor of SMP Negeri 13 Malang, information was obtained that there were still class VIII students who liked to brawl between friends. This phenomenon shows that there are still class VIII students who have difficulty in understanding and managing relationships with others when interacting, in other words, students have low social intelligence. Uniek Prasetyaningrum (2022) suggests that the sociodrama method can increase student participation and this method makes students always play an active role in learning, starting from cycle I or cycle II shows significant changes.

The sociodrama method carried out by teachers at SMAN 3 Sumbawa Besar so far using the type of staging of the situation has not been optimal, this is shown by the number of students who have a low level of social intelligence. There are still many students who seem to be busy on their own when learning takes place, disrespectful to the teacher, still don't care, low sense of empathy and still point fingers at each other when asked to express opinions in front of the class, which most often still fights with classmates and even their deskmates. The series of reasons above prompted researchers to employ sociodrama method to improve students' social intelligence. Therefore, this research will be entitled "Increasing Social Intelligence through the Sosiodrama Method in Class XI IIS 1 of SMAN 3 Sumbawa Besar in the 2022/2023 Academic Year."

METHOD

The research was conducted at SMAN 3 Sumbawa Besar for 5 months from July to November 2022. The research was carried out with conventional methods in the control class and sociodrama methods in the experimental class by providing social intelligence questionnaires before and after the implementation of learning to determine the level of social intelligence of students. The steps for implementing the sociodrama method include the teacher explaining the principles of sociodrama and determining the topic to make a drama script, the teacher dividing students in groups, students making scenarios or drama scripts; students determine role holders; students playing plays in front of the class; and students who act as spectators, observe the play of the play, give summaries, and opinions on problem solving.

The type of research used is descriptive with a quantitative research approach. The design in quantitative research requires strategies that include real experiments, rigid experiments called Quasi- experiments (Creswell, 2013). The design of the study was quasi-experimental with a *control group design*. This control group design is almost the same as the pretest-postest control design where the control group and experimental group are not randomly selected (Sugiyono, 2016).This study's sample consisted of class XI IIS 1 students as the experimental class and class XI IIS 2 students as the control class. The observation sheet of students' social intelligence and student learning activities served as the research instrument. The analysis technique used is descriptive statistical test, normality test, homogeneity test, and t-test.

To determine the success of the study, the authors compared the results of the t-test with the reference, namely if the significance value (2-tailed) < 0.05, then Ho is rejected and Ha is accepted and if the significance value (2-tailed) > 0.05, then Ho is accepted and Ha is rejected. Based on the results of the t-test analysis obtained a significance value (2-tailed) of 0.000, it is known that there is a difference between the Pretest and Postest scores in increasing students' social intelligence with the application of the sociodrama method. This shows that there is an increase in social intelligence before using the sociodrama method and after using the sociodrama method.

RESULTS AND DISCUSSION

Results

Instrument Test Analysis Results

In this study, both the pretest and posttest consisted of a questionnaire measuring social intelligence. To develop a valid or measurable questionnaire, an instrument test analysis, including the questionnaire's validity and reliability tests, was conducted prior to distribution.

Validity Test

Twenty students from another XI IIS class with the same characteristics as the research participants, i.e., students from class XI IIS, were used to test the questionnaire instrument . This study employs the Microsoft Excel-implied *product moment correlation* formula to examine the instrument's validity in determining the level of social intelligence of students. 35 of the 40 social intelligence questionnaire statements were found to be valid.

Reliability Test

The calculation of the questionnaire's reliability test using the Microsoft Excel-implied *Alpha Cronbach* formula yielded an instrument reliability value of 0.943%. The resulting value is classified as extremely high, hence it can be stated that this instrument is suitable for use in research.

Data Analyis Test

Before determining the research hypothesis, hypothesis testing and data analysis tests were required to determine the distribution of the research data. This study's analysis of test data is as follows.

Normality Test

The normality test was performed to determine whether or not the data were normally distributed. The test for normality was conducted using a statistical test. Due to the small sample size of fewer than 50 students, the *Shapiro-Wilk* test was utilized for statistical analysis in this study. The results of the SPSS version 22.0 application's pre- and post-test data normality checks for the experimental and control classes are provided below. The basis for decision making in the normality test is adjusted to predetermined rules.

The data is considered normal if its significance or probability value is greater (>) than 0.05. In contrast, if the significance or probability value of the data is less (<) than 0.05, then the data is not normally distributed. Based on the findings of the Shapiro-Wilk test for normality, it can be determined that the study data is normally distributed. The quantitative data obtained in this study is data on the results of increasing students' intelligence through the sociodrama method in the form of pretest and posttest from the control class using the conventional method, namely class XI IIS 2. Meanwhile, the pretest and posttest of the experimental class using the sociodrama method, namely class XI IIS 1 at SMAN 3 Sumbawa Besar for the 2022/2023 academic year. The following are the results of the normality test using SPSS version 22.0 calculations:

Table 1
Normality Test

Test Items	Significance Value	Interpretation
Experimental Pretest	**0.153**	**Normal**
Experimental Posttest	**0.095**	**Normal**
Control Pretest	**0.492**	**Normal**
Control Postest	**0.402**	**Normal**

(Source: Processed primary data, 2022)

The results of the interpretation of the normality test using the Shapiro-Wilk test indicate that the calculated significance value surpasses the table significance of 0.05. Thus, the pretest and posttest data for the experimental and control classes in this study were normally distributed.

Homogeneity Test

Similar to the normality test, the homogeneity test is a prerequisite for the independent t-test, however it is not an absolute requirement. In quantitative descriptive research, a homogeneity test is conducted to test for differences between two or more groups with distinct individuals or data sources. The following is the basis for making decisions in the homogeneity test: If the significance value (sig) on Based on Mean > 0.05, then the data is homogeneous, and if the significance value (sig) on Based on Mean <0.05, then the research data is not homogeneous.

The following are the results of the homogeneity test using the SPSS application version 22.0.

Table 2
Homogeneity Test

Test Items	Significance
Based on Mean	0.008
Based on Median	0.016
Based on Median and with adjusted	0.016

Based on trimmed mean	0.009

From the results of the interpretation of the homogeneity test, the calculated significance value is smaller than the table significance, which is 0.05, indicating that the research data are not homogeneous.

Hypothesis Testing

This research employed the sample paired t test to assess the hypothesis (paired t test). The paired t sample test is conducted if the research data is normal based on the following criteria: If the significance value (2-tailed)<0.05, then Ho is rejected and Ha is accepted, and if the significance value (2-tailed) > 0.05, then Ho is accepted and Ha is rejected. The paired t test analysis is as follows.

Table 3
Paired t-test Results

Item value	N	t-count	Sig. Value Count (2-tailed)
Pretest-Posttest	29	-6,052	0.000

(Source: Processed primary data, 2022)

The t-count value is -6,052 and the calculated significance value is 0.000 based on the above table. When compared to the table's significance value (0.05), it is apparent that there is a difference between the Pretest and Posttest scores in increasing students' social intelligence using the sociodrama method. This demonstrates that there is an increase in social intelligence before and after employing the sociodrama method.

Discussion

The application of the Sociodrama Method that has been employed thus far at SMAN 3 Sumbawa Besar

Many students at SMAN 3 Sumbawa Besar still have a low level of social intelligence, indicating that the sociodrama method employed by teachers has not yet been optimized. This is typically due to the condition of the students and the relaxed atmosphere of the classroom, as the sociodrama approach is typically implemented during the last lesson or when it is too late, between 12.30 and 14.00 WITA. During that time, students were not concentrating on learning and the classroom was crowded, so that in practice, students are preoccupied with their own interests and experience boredom while learning takes place.

This procedure requires a considerable amount of time. Students who do not get a turn will be passive, require extensive preparation, and use a great deal of class time or hours. In fact, teachers at SMAN 3 Sumbawa Besar who utilized the prior sociodrama method were less equipped to address these issues. In practice, subject teachers also do not provide pre- and post-tests prior to and following the learning process. The results of the previous teacher's application of the sociodrama method were only based on the students' activeness and attitudes which had not been able to change. This is evident from the behavior of students who are still arbitrary, indifferent to the feelings of others, disrespectful, frequently dishonest, and indifferent to the circumstances of others. This demonstrates that the social intelligence of students remains relatively poor.

On the basis of observations of social intelligence learning through the prior sociodrama method and conventional learning models that were deemed inadequate, researchers applied the sociodrama method in collaboration with counseling teachers as counselors. Sociodrama is a method for assisting students in problem-solving through drama. Individual problem-solving is achieved by recognizing the significance of the problem that it faces (Tohirin, 2013:276).

Student attitudes toward the sociodrama method currently used at SMAN 3 Sumbawa Besar

Observations of researchers as a Sociology subject teacher in class XI IIS indicate that some students have low social intelligence when engaging in conventional learning viewed from the perspective of situational circumstances, namely the ability to comprehend and be sensitive to the feelings needs, and rights of others. The behavior of a person with low situational intelligence is characterized by: a tendency to act arbitrarily, a disregard for the feelings of others, an inability to comprehend situations, and a susceptibility to outside

influence. Low situational intelligence can be observed in the numerous students who use smartphones, read books, and engage in other activities that impede learning, as demonstrated by their inability to read situations.

The aspect of one's ability to carry oneself is our adjustment to the environment and how we do things based on the environment, which includes how to look, greet and speak words, attitudes and gestures when speaking or listening to others speak, as well as how to sit or even walk. A person who lacks the ability to conduct himself well is likely to appear unfriendly, be indifferent to everyone, and not care about those around them. The behavior of class XI IIS students who lack the ability to carry themselves is revealed by their poor listening abilities, as seen by the huge number of students who speak to themselves and ignore the teacher.

Authenticity aspect is defined as the genuineness or truth of a person's real personality so that others may recognize it based on their manner of speech, sincere attitudes, evidence that they can be trusted, and tested honesty in their interactions. A person with low authenticity is typically dishonest, self-centered, and unreliable. The inability of class XI IIS students to resolve disagreements demonstrates their lack of authenticity, as evidenced by the number of learners who cannot accept differences of opinion within their groups.

Clarity aspect is defined as a person's ability to convey ideas clearly, without equivocation, so that others may comprehend what he or she is saying. A person with low clarity is rambling, their thoughts are difficult to comprehend, and their language is unclear. The behavior of class XI IIS students with low clarity is demonstrated by their inability to exert themselves, as evidenced by the large number of students who were unable to express their arguments effectively in front of the class.

While *empathy* aspect is a mental condition that enables a person to experience or identify themselves with the same feelings or thoughts as other individuals or groups. A person with little empathy tends to ignore the feelings of others, is self-centered, and desires to succeed on their own. Class XI IIS students with low empathy are characterized by their inability to resolve disagreements, as seen by the amount of students who cannot accept differences of opinion within their groups.

Based on the aforementioned issues, the researcher planned to enhance the social intelligence of students in class XI IIS at SMAN 3 Sumbawa Besar by explicating aspects of social intelligence using conventional methods implemented in class XI IIS 2 as the control class. Before discussing social intelligence, the researcher administered a pre-test in the form of a questionnaire to determine students' prior knowledge of the concept. Furthermore, after the end of the explanation of social intelligence, a posttest in the form of a questionnaire was administered to measure the students' comprehension level of social intelligence.

According to the results of questionnaire observations, the employment of conventional methods to increase students' social intelligence has not yielded optimal outcomes. This is based on the average percentage of student learning activity of 55.60 percent, which falls into the category of less active students. While the descriptive analysis yielded mean pre- and post-test scores of 103.93 and 104.04, respectively.

Table 4
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental pretest	29	64.25	125.79	104.9097	15.39480
Experimental posttest	29	85.81	155.52	121.8724	21.99334
Control pretest	27	65.46	127.47	103.9263	14.84954
Control postest	27	65.27	126.08	104.0441	15.24419
Valid N (listwise)	27				

This research was conducted to enhance students' social intelligence through the sociodrama method utilizing situation staging sociodrama. Prior to using the sociodrama method, pre-test questions were administered to measure students' starting level of understanding. The researcher then separated the students into groups of six students each so that they could create situations or drama scripts, identify the role holders, and perform the roles. The level of student understanding was determined by posttest questions administered after sociodrama-based teaching. According to the descriptive analysis, the mean pre- and post-test scores were

104.91 and 121.87, respectively, and the average percentage of student learning activity was 73.25 percent, which was categorized as active. This demonstrates that there is a considerable change in attitude following sociodrama-based learning. Changes in the mindsets of students were also revealed. They were more focused while learning, neater, more respectful of others' perspectives, more innovative and imaginative, more responsible, and communicated well and politely.

The effectiveness of applying the sociodrama method to increasing students' social intelligence

The research was carried out from June until October 2022. The sociodrama method was used to improve the social intelligence of class XI IIS students at SMAN 3 Sumbawa Besar. Class XI IIS 2 served as the control group, in which the sociodrama method was implemented through the use of conventional teaching methods. Before implementing the lesson, the researcher administered a pre-test to determine students' initial comprehension of social intelligence. Then, in the experimental class, learning was conducted using the sociodrama method, which aimed to help students understand the concept of social intelligence and develop their creativity through dramatic play. Students were then administered a post-test to determine their level of social intelligence.

According to the findings of the pre- and post-tests, it is obvious that students' understanding of social intelligence have increased. The following is based on the results of a descriptive analysis of research data.

Table 5
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	104.9097	29	15.39480	2.85874
	Posttest	121.8724	29	21.99334	4.08406

According to table 5, the mean posttest score is 121.8724, which falls into the very effective criteria. Thus, the sociodrama approach is highly effective in enhancing the social intelligence of students in class XI IIS 1 at SMAN 3 Sumbawa Besar for the academic year 2022-2023.

Table 6
Paired t-test Results

Item value	N	t-count	Sig. Value Count (2-tailed)
Pretest-Posttest	29	-6,052	0.000

The sample t-test table indicates differences between the experimental class's pre-and post-test scores because the sociodrama method can enhance students' social intelligence. This condition is influenced by students' engagement in sociodrama activities. This is consistent with Hamalik's statement that the sociodrama learning method is designed so that students can build participatory and reactive skills for absorbing the teacher's material. Students are also able to enhance their cognitive abilities and understand socially constructed roles that have been socialized (Hamalik, P.D, 2014).

In line with the results of the study Rifal Nurkholiq (2015) that the calculation results showed an average of 61.89, the highest value was at 73, the lowest value was at 46, the median was at 62.5 and the mode was at 62. This indicates that in general the kinesthetic intelligence of students of grades VIII-2 is in the moderate category. This means that class VIII-2 students at SMP Negeri 9 Bandung have fun with moving and doing activities that involve physical activities but are still not optimal. While the research results Islah Hakim (2016)The results showed that sociodrama was able to improve conflict resolution capabilities in the Kendari City Street Children Community. It is also in line with Lina's opinion (2019) that Sociodrama played in front of the class is expected to be able to foster students' attitudes to respect and empathize with problems owned by others (Lina, Purnomo, 2019).

This research still has shortcomings that need to be studied, based on the researcher's direct experience in this research process, there are some limitations experienced because this research itself certainly has

shortcomings that need to be continuously corrected in future studies. The limitation of this study is that the object of the study only discusses one aspect, namely social intelligence, the respondents in the study were only 56 students so it is still lacking to describe the real situation, of course, the object of research is only focused on social intelligence while there are 18 values of character education.

While in the process of collecting data, the information provided by respondents through questionnaires sometimes does not show the respondent's true opinion, this happens because sometimes there are differences in thoughts, assumptions and understanding that differ from respondent to respondent, as well as other factors such as honesty factor in filling out respondents' opinions in their questionnaires. However, it can be ascertained that the results of this study have positive implications for various parties concerned in this study, including the social intelligence of class XI IIS students of SMAN 3 Sumbawa Besar has increased after the sociodrama method is applied, this strengthens a statement that through the application of the sociodrama method can increase students' social intelligence.

CONCLUSIONS

Based on the results of the study, it is known that the application of the sociodrama method carried out previously has not been optimal because most students still have a low level of social intelligence, this is indicated by the behavior of students who are still behaving casually, not caring about the feelings of others, looking disrespectful, often speaking dishonestly and not caring about the circumstances of others. Meanwhile, the research that the author conducted involving the participation of BK teachers showed a significant attitude after the application of the sociodrama method. Furthermore, from the results of observations made at the time of sociodrama, it shows the results that students seem to prefer and are more enthusiastic to pay attention to the learning displayed in the form of sociodrama. Sociology learning that is carried out is also more active and more enthusiastic about the application of sociodrama methods so that students' social intelligence can increase. In addition, the application of the sociodrama method also has shortcomings that need to be considered, especially for students who are not involved in staging because it will tend to be more crowded and noisy.

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