

The Implementation of Sociodrama to Reduce Bullying Behaviour of Islamic Junior High School Students

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Abstract: The aim of this research is to reduce the bullying behaviour by implementing sociodrama method to second grade students in YPMI Islamic Junior High School Wanayasa - Purwakarta. The research method used in this research is quasi experimental; with pretest-posttest control group design. Purposive sampling is used to collect the sample and questionnaire is used to collect the data which has been statistically validated and accepted by Counselling Guidance Expert. The treatment is given to the experimental class in four session. The result of the pre-test score in experimental class has reduced from 47.13 to 41.29 in the post-test. Meanwhile, controlled class score has increased from 42.00 to 43.80. Based on the Sig. (2-tailed) experimental class is $0.000 < 0.05$, so H_a is accepted, it means the sociodrama method could reduce the bullying behaviour in second grade students of YPMI Islamic Junior High School.

Keywords: guidance and counseling, sociodrama, bullying

INTRODUCTION

The world of education is a place for students to develop their skills and potential which could be useful for others and mostly for themselves. It is stated in Undang-Undang No. 20 Tahun 2003 about national education system article one paragraph one that "Education is a planned, conscious effort to actualize active learning environment so that the student would be able to develop their own spiritual religion, self-control, characteristic, intellectual, moral values, and skills that could benefit to society and nation.

So, the ideal environment in world of education ought to give the sense of comfort and secure particularly for the students in order to develop their potential. During previous years, there were a lot of news about bullying that befell students in one of educational institution. One of the cases that cannot be overlooked was bullying incident of Thamrin City, in July 2018. On that case, a student, girl teenager, experienced bullying and harassment by a group of junior and elementary students. Another case happened in Gunadarma University which is shown in the viral video that a disabled male college student also experienced similar thing by his peers,

Other cases also happened in Junior High School 18 South Tangerang in March 2018 where the bullying happened due to one of the student having an argument about the registration of futsal match,

And on April 2016 bullying also happened in Senior High School 3 Setiabudi Jakarta. One female student, in second grade, was also became a victim of bullying by her seniors. They treated her head as an ashtray, and purposefully poured a beverage onto her head (Fikri, 2018). Another case of bullying also happened in Bangka Belitung where female student was forced to smell the feet of her peers, and then physically abused while being filmed. The incident was led due to the argument between the victim and the bullying doer (Malaka, 2018).

The rampant of bullying behaviour becomes a serious case which National Commission of Child Protection (KPAI) stated that the violation of children rights in educational field during 2018 is at large. The most reported incident that occur in educational field are bullying, including physical and cyber bullying (Hendrian, 2018). Cyberbullying, due to the technology advancement including the use of social media in teenagers, has sharply increased. The data which are taken from Social Ministry from June 2017 show that Social Ministry has received reports approximately 967 cases; 117 cases were bullying (Nurridha dan Novianti, 2017). These number rule out the unreported cases.

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Research done by Gomba and Tsai (2012, pg. 164) shows that “70 percent of middle and high school students have experienced bullying at some point, 20-40 percent report having bullied or been part of bullying during the school year, 5-15 percent of youth are chronic victims, and 7-12 percent are chronic bullies.”

Bullying case also happened in vocational school such as Islamic School. The mother of a son, victim of bullying, said that her son doesn't want to go to school anymore because he was getting bullied by his classmate (Wismabrata, 2016)

In response to the problem mentioned earlier, an immediate action must be done to reduce bullying behaviour in junior high school students.

One pivotal element in school that could help reducing bullying behavior in students is guidance counseling. As Phenix (in Yusuf and Nurihsan, 2012, pg. 4-5) stated that the essential element of education is in the guidance of the students which is the main role of Guidance Counseling. Its role is to give guidance to student in order to have an optimal development through an healthy interaction with the environment. From the statement, it can be inferred that guidance counseling teacher also contributes much in creating a healthy environment in school, such as minimalizing the bullying behaviour.

One of the guidance counseling treatment that can be treated to student is cohort guiding through sociodrama. This treatment is deemed right because bullying behaviour is a social problem occurred in teenagers. Through sociodrama, the students can understand the negative effect that the victim of bullying experienced and grow the symphathy in students which may result in reducing the bullying behaviour. The implementation of sociodrama to reduce bullying behaviour is deemed worthy to treat as a research object.

METHOD

The approach used in this research is quantitative approach which is emphasizing on quantitative aspect of the object phenomena, and the research method used is Quasi experimental. The first stage is to execute pretest in order to understand the condition of both cohort groups: experimental group and controlled group. After seeing the result of the pretest, the next stage is to implement sociodrama for experimental group. On one hand, the controlled group is not implemented sociodrama but rather conventional informative method.

The sample in this research is second grade students in YPMI Islamic High School Wanayasa - Purwakarta which has higher rate of bullying than other grades. In this paper, the sample is collected with the method of purposive sampling. The researcher purposively choose the sample by choosing the characteristics in accordance with the aimed objectives.

RESULT AND DISCUSSION

The result of pretest and posttest in both cohort group after giving the sociodrama method is as follow: According to the result of hypthesis, the mean result of pretest experimental class is 47,13 and the mean result of posttest is 41,29. The result indicates a decreasing score about 5,84. On the other hand, pretest result of controlled class is 42,00 and post-test result has increased to 1,80. So, it can be inferred that sociodrama method could reduce the bullying behaviour in second grade students.

The reduction of bullying behaviour on experimental class is strengthened by sociodrama method which can grow emphathy and anti bullying behaviour in students. They can feel the situation when bullying happens whether as a victim, or as a doer of the bullying behaviour, or even as the witness of the bullying. It can be concluded from the pretest result of experimental class that several students with the medium tendency of doing bullying behaviour after treated with sociodrama method has experienced a decreasing score in the posttest.

It proves that students can be more appreciative towards their peers. As Sudjana (2005) stated that the role of sociodrama is to teach the students to be more appreciative toward other people's feelings. Based on the researcher study, it is noticeable that students given sociodrama method more enthusiastic. It is related with the benefit of implemented sociodrama as Sani (2013, pg. 108) stated:

Growing empathy and enriching the students in variety problematic social situation.

- a. Enrich the knowledge and experience of all students in understanding and solving particular social problems.
- b. By role-playing, students could be more appreciative toward particular social problems.
- c. Encourage the students to show themselves on stage without losing their composure.
- d. One of the recreational activity for students by acting or seeing a role-playing in education.

In sociodrama method, all students is actively involved, either as the actors and actresses, or as audiences themselves. And also with the help of sociodrama method for services in guidance counseling, students High School YPMI Wanayasa - Purwakarta.

CONCLUSION

From the result and the elaboration of implementing sociodrama method to reduce bullying behaviour of second grade students in Islamic Junior High, it can be sum up as follow:

1. There is a difference in two cohort group; the group that was given sociodrama method has lower post-test result than the group without given sociodrama method. It means that the sociodrama method is effective in reducing bullying behaviour.
2. The implementation of sociodrama method to reduce bullying behaviour of second grade students in Islamic Junior High School consist of four session; bullying behaviour workshop, executing sociodrama I, executing sociodrama II, and evaluating the result of sociodrama

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