

EFFECTIVENESS OF GROUP GUIDANCE SERVICES USING SOCIODRAMA TECHNIQUES TO IMPROVE *SELF-CONTROL* OF STUDENTS OF STATE SENIOR HIGH SCHOOL 1 KARANGNONGKO KLATEN

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Abstract: This study aims to determine the ability of students in using *self-control* and how effective the sociodrama technique is in improving *self-control* of students at SMA Negeri 1 Karangnongko Klaten. This study uses a pre-experimental designs or experiment method. The population in this study were 4 classes consisting of 2 classes X and 2 classes XI with a total of 125 students. The sample in this study was 6 students taken using the Purposive Sampling technique. The data collection method in this study used a *self-control questionnaire*. The data analysis technique in this study used the Paired Sample Test. The results of this study indicate that the hypothesis is proven or that there is an influence of sociodrama techniques in improving students' *self-control*. From the results of the test that has been carried out, a t value of -4.945 was obtained with a Sig value = 0.004 < 0.05. This means that there is a significant difference in *self-control*, both before and after treatment is given. The results of the study concluded that group guidance using sociodrama techniques is effective in improving students' *self-control* at SMA Negeri 1 Karangnongko Klaten.

Keywords: effectiveness; sociodrama techniques; self-control

INTRODUCTION

Education is one of the fields that will be able to bring progress to a nation. Education can be used as a means for the development of quality human resources and have competitiveness so that they can continue and advance the development of a nation. According to Damsar (Hidayatullah, 2022) Education is a process of changing the behavior, attitudes, and behavior of a person or group of people into mature humans through teaching and training. Law Number 20 of 2003, Article 1, paragraph 1 concerning the National Education System, explains that:

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength,

self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

These values must be applied in schools as formal educational institutions. One of the goals of guidance and counseling services is to develop as widely as possible all the potential and advantages of students, if associated with Law No. 20/2003 has the same goal, namely to develop the potential of students so that they have the personal strength needed for themselves, society, and the nation. This means that efforts can be made to develop students' personalities optimally so that they can successfully achieve their life goals.

Students are members of society who strive to develop their potential through learning in the field of education. One of them is high school students who are still classified as teenagers aged 15 to 18 years. Adolescence is a transition period between children and teenagers who have maturity. According to (Wijayanti et al., 2019) explaining that adolescent maturity greatly influences the way of thinking, behavior and emotions. Changes in the environment and various events or social situations do not have a negative impact if teenagers have *self-control* and can also be called good self-control. Teenagers are at a stage of emotional development that is prone to stress due to high levels of emotion throughout their lives.

This emotional peak of students is what gives rise to various problems that can harm themselves and others, such as playing truant, fighting, smoking, leaving home, being brave to parents and so on. This is in line with research conducted by (Rahmatiani et al., 2023) deviant behavior shown by students due to low *self-control*, including lack of politeness towards teachers, peers such as the use of dirty and rude words, and being less able to handle emotions. *Self-control* is very necessary in life in society and school, because with good *self-control* it will have a good influence on learning at school and in community life.

According to (Khumas et al., 2022) explain that the ability to control oneself is very important and fundamental in forming a personality that is in accordance with the identity of a teenager. From the explanation (Khumas et al., 2022) it can be concluded that *self-control* is one of the factors that can influence a person's personality. If a teenager has good *self-control*, then the teenager can restrain himself from abnormal behavior or violating regulations both at school and in society. Good self-control can make an individual's behavior more directed towards the positive.

Low self-control is seen in the attitudes and behavior of today's teenagers who are increasingly deviant, many cases involving attitudes or behavior of teenagers who deviate from existing values and norms. Research conducted by (Dwi Marsela & Supriatna, 2019) explains that when self-control in an individual is low, the individual will find it difficult to control emotions that can cause problems. This is in line with research conducted by (Nugraha & Ajie, 2019) at SMK Nusa Bangsa Demak found students who speak impolitely, make noise during lessons, get angry easily and have bad relationships. Individuals who have low self-control are more likely to commit criminal behavior without considering the consequences that will occur. Teenagers who have high self-control have low aggressiveness, while teenagers who have low self-control have high aggressiveness.

According to the phenomenon that occurred in SMA N 1 Karangnongko Klaten, there were several students who violated the rules such as daring to teachers, leaving lessons, smoking in the school area and fighting. This shows that the students have symptoms of lack of self-control.

Various problems that occur do not just happen but have reasons in the form of lack of parental attention in their children's education, inappropriate social environment so that they are unable to determine good behavior. Another cause of low student (Zulfah, 2021) *self-control according to* there are two factors that influence *self-control*, namely internal factors and external factors. Age is an internal factor that influences self-control. How parents control discipline, respond to failure and how parents express anger. This is the beginning of children learning self-control.

As students grow older, the environment that influences through many social experiences makes students learn to respond to sadness or failure and learn to deal with it. While external factors include the environment and family. Environmental and family factors are external factors of self-control. Parents determine the student's ability to control themselves. One of the things parents use is discipline. Because discipline defines good behavior and can control student behavior. Discipline applied in life will create self-control and students can be responsible for everything they do.

Based on the problems that occur, an appropriate solution is needed so that the problem does not get more complicated. One of the appropriate solutions is to use guidance and counseling. The service that will be used to help students overcome *self-control* in this study is group guidance services. According to Sukardi, (Apriliani et al., 2023) group guidance is teaching that guides students in groups to obtain various kinds of useful information to support daily life and facilitate student decision making.

Group guidance can be in the form of information transfer or group activities related to educational, work, personal and social issues. According to (Barru et al., 2023) group guidance is one of the guidance and counseling services carried out by many students through group dynamics, obtaining different materials from resource persons (supervisors) and together discussing topics that support understanding and daily life or student development and considering decisions or actions.

In general, group guidance aims to develop social skills, especially skills in conveying messages to group members. Specifically, group guidance aims to encourage the development of thoughts, feelings, observations, perceptions and attitudes of implementing more effective behavior, namely healing communication skills, both verbal and nonverbal. (Jahju Hartini, 2022).

In group guidance, individuals who have problems can be helped to overcome their problems through group activities, developing the personality of each group member in an atmosphere created in various activities, both happy and sad. In addition, in group guidance, individuals also train the courage to express opinions in front of their friends, train to be open in groups, train to create closeness especially with friends in the group and friends outside the group, and train individuals to control themselves in group activities (Pramudita & Setyawati, 2023).

According to (Dzata et al., 2023) it can be understood that self-control is related to group guidance, where one of the goals of group guidance is to be able to control oneself and control negative emotions. Researchers want to provide group guidance services to students with the aim of improving student self-control.

Group guidance services that will be provided using sociodrama techniques or role playing. According to (Syalafiah & Rima, 2020) sociodrama is a dramatization of various

problems that may arise in communication with others, including often experiencing conflict in social interactions. The sociodrama method is a learning method where students are given problems, the teaching method is social problems that are dramatized by students under the guidance of teachers (Sapitri et al., 2023).

This is reinforced by research conducted by (Nugraha & Ajie, 2019) on the Effect of Group Guidance with Sociodrama Techniques on Self-Control showing that group guidance services with sociodrama techniques can improve students' self-control. From this study, the researcher concluded that group guidance services with sociodrama techniques can be used as one of the treatments to improve *self-control* in students. It is known that the school where the research was conducted is still not optimal in providing group guidance services, therefore the author is interested in conducting a study entitled "The Effectiveness of Group Guidance Services Using Sociodrama Techniques to Improve *Self-Control Skills* of Students at SMA Negeri 1 Karangnongko Klaten".

METHOD

This research method is experimental research. According to the opinion of (Syahrizal & Jailani, 2023) experimental research aims to determine the effect of certain variables on other variables in strictly controlled conditions. Experimental research can be interpreted as a research method designed to determine the effect of a certain treatment on other treatments in controlled conditions.

This research design uses an experimental method with a *one-way design, group pre-test and post-test design*. In this design, observations are conducted twice, namely before and after the experiment. Observations conducted before the experiment (O_1) are called *pre-tests*, and observations conducted after the experiment (O_2) are called *post-tests*. Researchers use this research design to compare the results obtained before and after services are provided. The intervention design for research subjects is a sociodrama technique to overcome low *self-control behavior*. (Waruwu, 2023).

RESULTS AND DISCUSSION

The research was conducted on selected subjects, namely students who have low *self-control*. The research subjects were selected based on the results of *the pre-test* and observation. The research subjects were taken from grade X and XI students.

The treatment provided is adjusted to the stages of group guidance, namely the formation stage, transition stage, activity stage and ending stage. In the implementation of the treatment stages, it is carried out into three group guidance service meetings which will be described as follows:

1. The first meeting

The first meeting with group members went well and smoothly. Initially, group members were confused about the purpose of being called to carry out group guidance until group members played roles according to their respective roles. However, group members were still unable to fully open up in mingling and playing their roles. This can be seen from the communication built between group members during role play. When discussing with group members, no one had responded when the researcher concluded

the activities that had been carried out. The body position of some group members sometimes did not face the researcher fully and their gazes were still lowered occasionally when discussing.

2. Second meeting

The second meeting of the group guidance service activity went smoothly and each member was more enthusiastic than the previous meeting. The change in attitude shown by group members when participating in the group guidance service showed progress. When the second meeting, group members were able to understand the roles they played better than in the first meeting. Each member was able to understand the problems they had played. When discussing, group members were more enthusiastic in expressing their opinions. The change in attitude shown by each group member when participating in the group guidance service showed progress.

3. The third meeting

The last meeting of the group guidance service went smoothly. All activities were followed enthusiastically by all group members. In general, each group member had the most prominent changes in their understanding and thinking. Each group member was able to understand what *self-control is*, so that they can know the benefits of *self-control*. Group members begin to think and try consistently to continue to change for the better.

Frequency distribution is used to determine the category of students' *self-control scores* before and after being given treatment. In the frequency distribution, it will be divided into 3 categories. These categories are low, medium, and high.

Table 1. Self-control Score Category

Interval Class	Category
$75 \leq x < 100$	Tall
$50 \leq x < 75$	Currently
$25 \leq x < 50$	Low

Based on the table above, it can be concluded that the high questionnaire score category has a value of $75 \leq x < 100$, the medium questionnaire score category has a value of $50 \leq x < 75$ and the low questionnaire score category has a value of $25 \leq x < 50$.

Table 2. Self-control Pre-test Data

No	Name	Pre Test Conditions	Initial	Self-Control Category
1	NAY		52	Currently
2	YFS		56	Currently
3	RAR		54	Currently
4	DPP		55	Currently
5	SWP		67	Currently
6	AHP		63	Currently

Based on the table above, it shows that the frequency of students' *self-control levels* before being given *treatment* was 6 students in the moderate category. From these data, it can

be concluded that the level of *self-control* of students at SMA Negeri 1 Karangnongko Klaten before being given *treatment* was included in the moderate category.

Table 3. Post Test Self-control Data

No	Name	Post Test Initial Condition	Self-Control Category
1	NAY	92	Tall
2	YFS	90	Tall
3	RAR	86	Tall
4	DPP	84	Tall
5	SWP	78	Tall
6	AHP	72	Currently

Based on the table above, it can be seen that the frequency of students' *self-control levels* after being given *treatment* is 1 student in the medium category and 5 students in the high category. From these data, it can be concluded that the level of *self-control* of students at SMA Negeri 1 Karangnongko Klaten after being given *treatment* is included in the high category.

a. Normality Test

The normality test of distribution aims to determine whether the distribution of data from each variable is normally distributed or not. To determine the normality of distribution with a sample size of less than 30, a formula is used with the criteria $p > 0.05$, meaning the data is normally distributed. The results of the calculation of the normality test data are summarized in the following table:

Table 4. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov					
	a			Shapiro Wilk		
	Statisti			Statistic		
	cs	Df	Sig .	s	df	Sig .
Pretest Self Control	.290	6	.126	.880	6	.268
Posttest Self Control	.184	6	.200 *	.950	6	.739

*. This is a lower bound of the true significance .
a. Lilliefors Significance Correction

Based on the results of the normality test using *Shapiro Wilk*, the results of the score distribution before treatment were obtained with a value of = 0.268 and after treatment was obtained = 0.739. Based on the table above, each variable obtained a p value > 0.05 , so the data distribution is normally distributed.

b. Homogeneity Test

Homogeneity test is conducted to determine the distribution of data from two variants originating from a homogeneous population, to find out by comparing the two variants tested. Data is declared homogeneous if the Sig value > 0.05 then the data distribution is homogeneous carried out at a significance level of 5% with degrees of freedom for the

numerator $n - 1$ to facilitate the calculation, researchers use SPSS assistance to use *Levene's homogeneity test*. The following is a summary of the results of the homogeneity test listed in the following table:

Table 5. Homogeneity Test

		Test of Homogeneity of Variance			
		Levene			
		Statistics	df1	df2	Sig.
Student Self Control Results	Based on Mean	.257	1	10	.623
	Based on Median	.336	1	10	.575
	Based on Median and with adjusted df	.336	1	9.999	.575
	Based on trimmed mean	.240	1	10	.635

the Levene test show that for both variables have a Sig. *Levene* value of 0.635 > significance value of 0.05. Because the significance value is more than 0.05, it can be concluded that the homogeneity of the variance is the same or it can be said that the variables are homogeneous.

c. T-test

The *paired sample t-test* is used to evaluate the effectiveness of the treatment by observing the difference in the average before and after the treatment is given. Data is considered significant if the Sig value <0.05, indicating a significant difference between before and after treatment. The results of the calculation of the hypothesis testing data are presented in the following table:

Table 6. Mean Pre-test and Post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.83	6	5,845	2.386
	Posttest	83.67	6	7,528	3.073

The table shows the difference in the average between *the pre-test* and *post-test*. The average *pre-test* before the *treatment* was 57.83, while the average *post-test* after the *treatment* was 83.67. The difference between the questionnaire scores on students' *self-control* before and after *the treatment* was 25.84.

Table 7. Paired T Test Results

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
		n	n	Mean	Lower	Upper				
Pair 1	Pretest - Posttest	- 25,83 3	12,797	5,224	-39,263	-12,404	-4.945	5	.004	

The results of the *paired t-test analysis* showed a t value = 4.945 with a p value = 0.004 which is a value smaller than 0.05. This shows that there is a significant difference in the level of student *self-control* before and after being given *treatment* using the sociodrama technique.

CONCLUSION

Based on the significant analysis results in this study, it can be concluded that the low level of *self-control*, after being given group guidance service treatment using sociodrama techniques is effective in improving the *self-control* of students at SMA Negeri 1 Karangnongko Klaten.

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