
INCREASING LEARNING INTEREST AND SOCIAL SKILLS OF CLASS III STUDENTS THROUGH SOCIODRAMA LEARNING METHODS

Mufidatun Nisa^{1*}, Triana Tasha Mahardhiella², Alya Khoirun Nisa³, Ana Naimatul Jannah³

^{1,2,3,4} Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo Madura, East Java, Indonesia

correspondence e-mail: 190611100108@student.trunojoyo.ac.id¹,
190611100098@student.trunojoyo.ac.id², 190611100062@student.trunojoyo.ac.id³,
Ana.naimatuljannah@trunojoyo.ac.id⁴

ABSTRACT

This study aims to determine the use of the sociodrama method in increasing class III students' interest in learning and social skills in Civics subjects at UPTD SDN Demangan 1. This research is a classroom action research with the design proposed by Kemmis and Mc Taggart which is a developmental model of Kurt's model. Lewin. The data obtained in this study were by means of observation data collection techniques, interviews, and distributing questionnaires to students. Data analysis techniques used are qualitative and quantitative. In this study, the results were obtained that prior to the sociodrama learning method, students' interest in learning and social skills were still low. So that researchers seek learning that is more fun and involves students directly. After the sociodrama learning method was used, students' interest in learning and social skills possessed by students could increase. So that the results obtained in the first cycle were 56% and in the second cycle the results were obtained 87%, which means that the implementation of this action has increased 31%. Thus, this result has reached the target of success. After this research, it is hoped that teachers can continue to apply the sociodrama method but also continue to develop more fun learning methods.

ARTICLE INFO

Article History:
Received 23
November 2022
Revised 2 December
2022
Accepted 3
December 2022
Available online 7
December 2022

Keywords:

Learning Interest;
Social Skills;
Sociodrama.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

A. Introduction

Education is an activity of every individual or human that influences all aspects of human personality such as physical, mental, emotional and social development. Education must be carried out as well as possible, in order to obtain the expected results in accordance with educational goals. The aim of education is to improve the quality of human resources through the learning process in schools. Teaching and learning activities are a core of activities in education.

Everything that has been programmed or arranged will be carried out in teaching and learning activities. Including all teaching components that will be programmed in it, the core component in question is humane, namely teachers and students who carry out activities with their respective duties and responsibilities in togetherness. This is based on normative interaction to jointly achieve learning objectives. According to Feri Tirtoni (2016) Within the scope of National Education, Citizenship Education is used as a forum for realizing the goals of National Education.

Civics learning is basically a conceptual learning, however, the expected results will shape students' personalities. Therefore, learning interest needs to be increased in achieving learning objectives, especially in Civics subjects. The teacher is one of the components in education and the teacher is also an intermediary to achieve learning goals. Teachers in the teaching and learning process, must know and understand how to convey the subject matter properly. Teachers need to choose and use the right method so that students enjoy and are interested in the lessons conveyed in order to realize or create an effective learning situation.

Learning can be said to be effective if learning is able to provide new experiences for students in shaping student competencies, as well as delivering them to the goals to be achieved optimally. This can be achieved by involving and educating them in the planning, implementation and assessment of learning. All students must be fully involved in order to be interested in learning, this is so that the learning atmosphere is really conducive and directed towards the goals and the formation of student competence (Rusman, 2010: 325). Therefore, the teacher's task is to optimize all the potential of students so that they can learn optimally, so that students get maximum motivation to learn as well. In fact, students' motivation to learn Citizenship Education (PPKn) was found to be low. This was found in the low motivation to learn in the PPKn subject matter for class

III UPTD SDN Demangan 1 students, which is a problem that must be overcome by the teacher. The low learning motivation or student interest in learning is related to the teaching and learning process which is less attractive, the use of learning media, and the use of learning strategies and methods applied by the teacher.

Based on the results of the research conducted, to increase students' interest in learning and also the social skills possessed by students, especially in Civics subjects, it is necessary to develop learning methods used by teachers. In addition, it is also necessary to have interesting learning so that students are motivated to learn. The way to overcome the problems that occur in Civics subjects is by applying the sociodrama method. This method is an interactive learning method where students give more roles in the learning process, the teacher prioritizes the process rather than the results. The teacher designs a learning process that involves students both in cognitive, affective and psychomotor aspects, so that learning outcomes are achieved as expected. The sociodrama method is a teaching method by showing students about social relations problems. The problem of social relations is dramatized by students but still under the leadership of the teacher. Through this method the teacher wants to teach ways of behaving in relationships between human beings. The best way to understand the value of sociodrama is by experiencing sociodrama yourself, following the narrative of the occurrence of sociodrama and following the steps of the teacher when leading a sociodrama. By using the sociodrama method, students are expected to be able to train themselves to understand and remember the contents of the material to be dramatized. As a player must understand, live the contents of the story as a whole. As well as students are expected to bring out the talents contained in him. So that students will be trained to take the initiative and be creative.

B. Method

The type of research used by the authors in compiling this article is Classroom Action Research or commonly abbreviated as PTK. According to Suprayitno (2020: 61), Classroom Action Research (PTK) can be interpreted as a research that examines a learning activity that is given action, deliberately raised in a class that has the goal of solving problems or improving the quality of learning in that class. Meanwhile, according to Subakti, et al. (2022:3), Classroom Action Research can be defined as research conducted by teachers or educators in their classes through self-reflection with the aim of improving their performance as a

teacher so that student learning outcomes increase. There are several types of classroom action research, two of which are individual action research and group action research (collaborative action research). In this study, researchers chose SDN Demangan 1 Bangkalan as the research location.

The research was carried out in the odd semester of the 2022/2023 academic year. The implementation of this research took place in March. The subject of this research is grade 3 students, totaling 32 students. This research is a collaborative research which is characterized by the cooperation between the class teacher and the researcher. The teacher acts as a person who does the learning and the researcher acts as an observer who makes observations during the lesson and records the results of the research. In addition, teachers and researchers also work together and evaluate the research results obtained which are then revised for the next cycle meeting. In this article, the research design used in this panel is the research design model put forward by Kemmis and MC Taggart, namely the development model of the Kurt Lewin model. In a cycle consists of four components, namely 1) planning, 2) action or action, 3) observation, and 4) reflection. After carrying out one cycle which is implemented especially after reflection, then it is accompanied by a re-planning which is carried out in the form of a separate cycle (cycle II).

C. Result and Discussion

1. Description of Research Results

This research was conducted at the UPTD SDN Demangan I, Bangkalan Regency for 2 cycles, with the duration of each cycle being 1 meeting, 3 x 35 minutes. Following are the results of the data obtained during the study:

a. Initial Conditions (Pre Cycle)

The initial conditions before using the sociodrama method for class III UPTD SDN Demangan 1 students were that many students looked bored and did not pay attention to the teacher during PPKN lessons. This is evident from the teacher's statements through interviews and proven through the results of observations made in the preliminary study process. Based on the observations (observations) of the teacher's activities, the researcher wants to carry out improvements to learning, namely through the application of the sociodrama method to PPKN subjects. This aims to be able to increase interest in learning and social skills of students.

b. Implementation of Cycle I

In cycle I, researchers will take action by applying the sociodrama method to PPKN subjects. Before taking action, researchers first carry out several planning steps to prepare for action. Some of what was done included determining the timeline and research allocation, subject matter, teaching tools, research instruments, indicators of achievement of interest in learning as well as social skills and research documentation tools.

After doing some planning, the researcher took action by applying the sociodrama method in learning the fourth grade UPTD SDN Demangan 1 Bangkalan on the subject matter of tolerance. In cycle I the implementation of learning is carried out on Tuesday 13 September 2022 at 07.00 WIB to 09.00. Learning took place with the number of students 32 people. In the preliminary activities, the teacher leads students to pray, take attendance, provide apperception and information related to learning objectives. In the core activity, the teacher divides students into several groups and then explains material about culture and tolerance first. After the presentation of the material, the teacher reads a story that will be used as material for socio drama. After students understand the stages and stories conveyed by the teacher, students together with their respective groups prepare to perform the drama according to the story that has been read. The teacher chooses a group that will act out the prepared story. While the other groups become observers, to provide feedback, on its implementation. After playing the drama, proceed with distributing questionnaires containing several questions to find out interest in learning and social skills after learning PPKN using the sociodrama method. The following are the observations obtained:

Tabel 1. Percentage of Student Learning Activity Cycle I

No	Observation Aspect	Percentage	Criteria
1	Students pay attention to the teacher's explanation	44%	Not good
2	Students are enthusiastic in learning	33%	Not good
3	Students work with their groups	44%	Not good
4	Students in acting out a play	56%	Enough
5	Students are active in learning	44%	Not good

Berdasarkan tabel dan grafik di atas, dapat dilihat bahwa selama pembelajaran berlangsung dengan menggunakan metode sosiodrama siswa yang memperhatikan penjelasan guru masih sedikit yakni 44% yang dapat dikategorikan kurang baik. Pada indikator kedua, tingkat keantusiasan siswa

while participating in PPKN learning is 33% and is classified as not good. This is because there are still many students who look bored when learning. In addition, 44% of students who can work together with their groups are considered not good. However, when students play in drama there is an increase of 56% which can be categorized as quite good, and students who are active during learning is 44% so that it can be categorized as not good. Thus, it can be concluded that in the first cycle student learning activity is still low. In addition, the results of the lessons that were distributed by students in the implementation of cycle I actions were obtained to determine students' interest in learning and social skills. The following are the results of the distribution of the cycle I questionnaire:

Table 2. Learning Interest and Social Skills of Cycle I Students

Cycle I			
No.	Aspect	Percentage	Criteria
1	Feeling happy	58%	Enough
2	Interest	56%	Cukup
3	Student Engagement	52%	Cukup
4	Respect for others	58%	Cukup
5	Help others	56%	Cukup

Based on the tables and graphs, it can be seen that students' interest in learning, namely the indicator of student interest in learning, reaches 58%, which means it is quite good, but needs to be improved. In addition, on students' social skills, namely on the indicator of respect for others, it has also reached 58% which can be categorized as quite good. However, this also needs to be repaired and improved again.

The data obtained showed that the first cycle obtained the result that students' learning interest and social skills possessed by students were quite good even though they did not meet the expected success criteria. In addition, in cycle I, the results of observations of student learning activities were also obtained which did not meet the expected success criteria. Therefore, researchers will continue with the actions of cycle II by making some improvements to them:

- 1) The teacher pays more attention, motivates, and invites students to continue to be involved in learning so that students can apply the lessons learned in everyday life.
- 2) Optimizing the learning process by using the sociodrama method.

3) Pay more attention to students' understanding of the material presented during learning.

c. Implementation of Cycle II

Before repeating the action in cycle II, the researcher again carried out several planning steps such as the things that were done in this planning were determining the timeline and research allocation, subject matter, teaching materials, research instruments, indicators of achievement of interest in learning as well as social skills and tools. - research documentation tool. This plan was made based on the situation, conditions and characteristics of students, as well as a review of the results of the actions in cycle I.

Actions in cycle II were carried out on Saturday 17 September 2022 at 07.00 WIB to 09.00. Broadly speaking, the actions in cycle II were not much different from the actions in cycle I. However, in cycle II, the teacher was more intense and responsive in paying attention to the student learning process. Teachers more often provide motivation and stimulus to students during learning. Not only that, the teacher also provides apperception that is more contextual and provides repeated directions so that students do not have difficulties during the action. The following is the result of the action data in cycle II:

Tabel 3. Percentage of Student Learning Activity Cycle II

No	Observation Aspect	Percentage	Criteria
1	Students pay attention to the teacher's explanation	89%	Good
2	Students are enthusiastic in learning	78%	Good
3	Students work with their groups	89%	Good
4	Students in acting out a play	89%	Good
5	Students are active in learning	78%	Good

Based on the table and graph above, it can be seen that in PPKN learning using the sociodrama method in cycle II students who pay attention to the teacher's explanation are still few, namely 89% which can be categorized as good. While students who were enthusiastic when participating in PPKN learning were 78% and categorized as good. In addition, 89% of students who can work together with their groups are considered to have increased, namely the good category. When students play a role in drama there is an increase of 89% which can be categorized as good, and students who are active during learning is 78% so that it can be categorized as good. Thus, it can be concluded that in cycle II student learning activities have increased according to the

expected criteria. In addition, the results of student questionnaires were obtained which were distributed in the implementation of cycle II actions to determine students' interest in learning and social skills. The following are the results of the cycle II questionnaire:

Tabel 4. Learning Interest and Social Skills of Cycle II Students

Cycle II			
No.	Aspect	Presentase	Criteria
1	Feeling happy	84 %	Very Strong
2	Interest	89 %	Very Strong
3	Student Engagement	93 %	Very Strong
4	Respect for others	89 %	Very Strong
5	Help others	81 %	Very Strong

Based on the results of observations made in cycle II, it was found that learning with the sociodrama method was better than during the implementation of cycle I. This was evidenced by students who were more enthusiastic in learning, more enthusiastic, played a more active role in learning and were getting used to it. acting out a play. Thus, students have a better learning interest and are quicker to understand the material being studied or conveyed by the teacher.

Discussion

1. Observation Analysis of Student Learning Activities Cycles I and II

Based on the results of the research, it was obtained the results of the percentage of student learning activities using the sociodrama method in Civic Education lessons, the results of cycle I and cycle II were as follows:

Tabel 5. Comparison of Student Learning Activities Cycles I and II

No	Observation Aspect	Percentage of Cycle I	Criteria	Percentage of Cycle II	Criteria	Information
1	Students pay attention to the teacher's explanation	44%	D	89%	B	Increase
2	Students are enthusiastic in learning	33%	D	78%	B	Increase
3	Students work with their groups	44%	D	89%	B	Increase
4	Students in acting out a play	56%	C	89%	B	Increase
5	Students are active in learning	44%	D	78%	B	Increase

Based on the table data above, it shows that there has been an increase in all indicators of student learning activities. This is because researchers made several improvements based on the results of a review of cycle I. The following describes student activities when learning with the sociodrama method in cycles I and II in each indicator, namely:

a. Students Pay Attention to Teacher's Explanation

In the first cycle of students' attention when learning took place, the results obtained were 44%, namely when the teacher explained the material, there were still many who had not paid attention. So that the teacher seeks to explain the material with attention focused on all students, especially students who do not pay attention to the teacher when delivering the material. Thus, in cycle II, 89% results were obtained in student activities paying attention to the teacher's explanation. This indicates an increase and change from cycle I to cycle II, namely 45%. With this increase it can be interpreted that the target has been achieved due to an increase from what was initially categorized as bad to good

b. Enthusiastic Students in Learning

In cycle I students still looked bored when Civics learning was taking place because students were used to listening to stories, so the results obtained were 33% of students who did not have enthusiasm for learning and this was also because students had never known the sociodrama method. In cycle II there was an increase with the number of students who played a lot of roles in learning and looked enthusiastic, so that in cycle II the results were 78%. This indicates that there has been an increase from cycle I to cycle II, namely from the bad category to the good one.

c. Students Collaborate with Groups

In the first cycle of student activity, the results were 44%. This can be seen from the activities of many students who still do not help each other in their groups, and some students are still engrossed in playing alone. Thus, the teacher motivates each group to be able to help each other so that the work in the group will feel light. Therefore, in cycle II the activity of these students has increased to 89%, which means that students have been active in collaboration with their groups.

d. Student in Acting Drama

In the first cycle, students are not used to playing drama, so that the result is 56%. This is because students are still getting to know role playing early, so

students are still reading texts when acting out dramas, and are also still shy. The teacher strives by providing motivation that when playing a drama, you have to live up to the role you get, so that in cycle II students begin to dare to play a drama and the results are 89%, so this learning activity has increased and is categorized as good.

e. Active Students in Learning

Student activity in cycle I with the sociodrama learning method was 44%. In cycle I, many students were silent when asked questions by the teacher, and students were still reluctant to act out a drama. To overcome the problem of this learning activity the teacher provides motivation by providing rewards for students who participate in learning. In cycle II this activity has increased to 78% and it can be interpreted that the target has been achieved due to an increase from what was initially categorized as bad to good.

2. Data Analysis of Learning Interest and Social Skills Questionnaire

Based on the results of the study, it was obtained that a comparison of students' interest in learning and social skills using the sociodrama method in civic education lessons obtained the results of cycle I and cycle II as follows:

Tabel 6. Comparison of Student Learning Interest and Social Skills Cycles I and II

No	Aspect	Cycle I	Criteria	Cycle II	Criteria	Description
1	Feeling happy	58 %	Enough	84 %	Very Strong	Increase
2	Interest	56 %	Enough	89 %	Very Strong	Increase
3	Student Engagement	52 %	Enough	93 %	Very Strong	Increase
4	Respect for others	58 %	Enough	89 %	Very Strong	Increase
5	Help others	56 %	Enough	81 %	Very Strong	Increase
Total		280		436		
Average		56%	Enough	87%	Very Strong	

In the first indicator, namely the feeling of pleasure when wanting to and when participating in learning, the results obtained in cycle I were 58% and experienced an increase in cycle II, namely obtaining results of 84%. This can be seen from the results of the questionnaire for negative questions in cycle I, many students answered agree or even strongly agree, while for positive questions many students answered disagree or even strongly disagree. However, after the use of the sociodrama method was better designed, students experienced improvement and felt happy while following the lesson.

In the second indicator which is still related to interest in learning, namely students' interest in participating in learning, the results in cycle I were 56% and

experienced an increase in cycle II to 89%. This can be seen from the results of the questionnaire that students themselves felt, so that researchers can conclude that after the implementation of cycle II students are more interested in participating in learning, especially in Civics lessons.

In the third indicator related to students' interest in learning and social skills, namely student involvement in learning, it was found that in cycle I students were still reluctant to play an active role in class so that the results of the questionnaire obtained were 52%. After the implementation of the second cycle and giving motivation by the teacher, the involvement of students in learning using the sociodrama method has increased to 93%. This is also evidenced by the frequent students answering questions posed by the teacher and students are also active in their groups.

In the fourth indicator, namely respecting other people, the result in cycle I was 58%. This can be seen from the results of the questionnaire that was filled out and felt by the students themselves. This can also be seen from students who like to work in groups. But in cycle II students began to respect their friends, it can be seen from the students when discussing respecting the opinions of their friends so that the results in cycle II were 89%. Nonetheless, it has achieved its target of success.

In the last or fifth indicator, namely helping others, this indicator relates to students' social skills. In cycle I, the result was 56%. This can also be seen from students who do not participate in solving problems in groups and are more engrossed in playing alone, so that students fill out questionnaires according to what they are doing. However, after the students got motivated through learning with the sociodrama method in cycle II, the results were 81%, which means that students have started to care and want to help others, starting with helping their friends in solving problems in groups. So it can be concluded that in the first cycle the students' learning interest and social skills were 56% and there was an increase in the second cycle, namely 87%, which means that the increase that occurred between cycle I and cycle II was 31%. Thus the sociodrama learning method can be applied to Civics learning at UPTD SDN Demangan I.

The increase in learning interest and social skills that occur in learning is none other than the motivation and the development of fun and interesting learning methods for students. This is in accordance with what was conveyed by Budianto (2013), namely the higher the level of learning methods applied, the higher the

learning activities carried out by students so that the learning outcomes to be achieved are also high. Thus, the sociodrama method is a method that can be used for learning to be more meaningful and to develop students' social skills. This is related to what was conveyed by Nasih (2009: 81), namely the benefits of the sociodrama method for students, namely: so that students gain social skills, eliminate inappropriate feelings of shame and inferiority, educate and develop the ability to express opinions, get used to being able to accept and respect other people, and this sociodrama will have more influence on changes in personality attitudes.

D. Conclusion

Based on the results of class action research and the discussion that has been presented, it can be concluded that the sociodrama method can increase students' learning interest and students' social skills. This is evidenced by an increase in student learning, namely in the first cycle the results were obtained by 56% and in the second cycle the results were obtained by 87%, which means that the implementation of these actions experienced an increase of 31%. Thus, this result has reached the target of success.

The results of this study have implications especially for the planning and development of Civics learning. The selection of a learning method in learning is one of the most important things in the learning process. One of the lessons that can be used to improve student learning interest is the Sociodrama learning method. It is a consideration for the school principal to suggest to teachers to use the Sociodrama learning method by considering students' social skills. Sociodrama learning method besides being able to increase students' interest in learning and make students more active and creative in doing assignments, it can also improve students' social skills. Teachers are expected to be able to create an interesting learning atmosphere and convey learning material in detail, understand the conditions of each student and be able to evaluate and analyze PPKn material that is applied in learning. Thus students are able to build and find their own knowledge, attitudes and skills needed to obtain better learning outcomes.

References

- Achru, A. (2019). Pengembangan Minat Belajar dalam Pembelajaran. *Jurnal Idaarah*, 205-214.
- Al Fuad, Z., & dkk. (2017). Faktor-Faktor yang Mempengaruhi Minat Belajar Siswa Kelas I SDN 7 Kute Panang. *Jurnal Tunas Bangsa*, 42-53.
- Anda, J. (2016). *Penelitian Tindakan Kelas (Classroom Action Research)*. Yogyakarta: Deepublish.
- Djamaluddin, A., & dkk. (2019). *Belajar dan Pembelajaran*. Sulawesi: Kaafah Learning Center.
- Parji. (2016). Upaya Peningkatan Keterampilan Sosial Siswa Melalui Permainan Tradisional Congklak. *Jurnal Studi Sosial*, 14-23.
- Saleh, S. (2017). *Analisis Data Kualitatif*. Bandung: Pustaka Ramadhan.
- Saprun. (2020). Penerapan Metode Pembelajaran Sociodrama Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran IPS Kelas III di Madrasah Ibtidaiyah Raudlatussybyan NW Belencong Kecamatan Gunungsari. *Jurnal Prodi PGMI*, 31-41.
- Siahaan, N., & dkk. (2019). Keterampilan Sosial Siswa dalam Pendidikan Era Revolusi 4.0. *Prosiding Seminar Nasional Fakultas Ilmu Sosial* (hal. 962-965). Medan: Universitas Negeri Medan.
- Subakti, Hani. Dkk. *Pedoman Penelitian Tindakan Kelas (PTK) Secara Teoretis dan Praktis*. Yayasan Kita Menulis
- Suprayitno, Adi. 2020. *Menyusun PTK Era 4.0*. Yogyakarta: Penerbit Deepublish
- Tirtoni, F. (2016). *Pembelajaran PKn di Sekolah Dasar*. Yogyakarta: CV. Buku Baik Yogyakarta.