The Effect of Content Mastery Services Using Sociodrama Techniques on Social Ethics of Class VIII Students at Karya Bunda Private Junior High School for The Academic Year 2021/2022

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Abstract. This study aims to determine the effect of content mastery services with sociodrama techniques on social ethics in class VIII. This research is a quasi-experimental or quasi-experimental research with one group pre-test post-test design. The approach usedis a quantitative approach. The subjects of this study were 14 students of class VIII who had a low score on social ethics. The data collection technique in this study used a social ethics questionnaire. The results of this study indicate that the level of students' social ethics has increased after being given content mastery services with sociodrama techniques. This is shown from the Wilcoxon test results that Jcount > Jtable where 36 > 21, meaning that the hypothesis is accepted. It can be concluded that content mastery services with sociodrama techniques have a positive and significant influence on the social ethics of class VIII students at SMP Swasta Karya Bunda.

Keywords: Content Mastery, Sociodrama, Social Ethics

1   Introduction

Humans are creatures that cannot livealone. Humans need other humans to survive in their environment, that's whyhuman are called socialcreatures. Gerungan (in Kurniawan, 2016, p. 1) states that humans are essentially social creatures who need social with other people to fulfill their needs. This shows that the social in life between individuals influence each other and form social interactions. In survival, humans must understand and understand how toget along with the surrounding environment. In society, there are manythings we need to know. Because humans live side by side and interact with eachother, they must have rules that canseparate the rights and obligations of each person. Ali and Asrori (2004, p. 93) explain that the process of individual socialization occurs in three main environments, namely the familyenvironment, school environment, andcommunity environment.

Basically, the school years areadolescence where this period is very important in human life because it is aperiod of transition from childhood to adulthood. Moral formation in the process of life in the family, at school and in society has begun in adolescence. The cognitive abilities of adolescents are increasing their awareness of morals. Soeparwoto (2004, p. 103) states that the achievement of the level of development both physically and psychologically makes many adolescents experience changes in their attitudes and behavior. Individuals who have entered

adolescence are expected to replace these concepts. moral principles that apply in childhood with generally accepted moral principles that serve as guidelines for behavior in life. In adolescence, individuals mustbegin to be responsible for controlling their own behavior which was previously the responsibility of parents and teachers as a child so that their behavior does not violate the morals that apply in life with other people and the surrounding environment.

During this period of adolescence, there is usually a quite striking change in attitude and is placed as one of the characteristics of adolescents, namely opposing the basic values of life of parents and other adults. The social situation greatly determines the moral development of students, seen from who and with whom they hang out, what kind of environment, and what happens in the social. They do not have to be limited in socializing so that they get to know the environment more broadly, because at thistime adolescents have developmental tasks that they must complete so that they feel happy with what they have achieved during that period.

Good social is realized if in the socialthere is ethics as a controller. In group life, ethics also act as a guide for good-badbehavior in the social between human beings. Ethics (ethics) concerns the way ofaction that must be carried out by a certainperson or group which means moral,namely providing norms about actions. Keraf (in Sagala, 2013, p. 7) states that ethics gives us guidance or orientation in living our lives in this world. This means that human actions always have certain goals that they wantto achieve by fulfilling ethics. Judging from all aspects of human life, human actions can be categorized into two, namely, first actions born with the willand intentional by the perpetrator, second actions born without the will and unintentional.

Human behavior or actions appear in daily interactions, while the purpose of social is nothing but maintaining the interests of each involved in interacting. The social is carried out so that they are happy, calm, peaceful, protected without harming their interests, and guaranteed that their actions are beingcarried out according to prevailing customs and do not conflict with human rights in general as the basis for the growth and development of ethics in society. During adolescence, significant social changes are seen, social ethics are indispensable for the realization of ahealthy and orderly life. According to Gunarsa, adolescence is also a period of extensive learning, covering the fields of intelligence, social, and others related to his personality (in Nurul Anisah, 2016, p. 2).

Strike and Soltis (2016, p. 69) argue that social ethics is a relationship of individual behavior in which there are norms and values used in everyday life and is a benchmark for individual behavior that is used by society to determine whether it is good or bad. human action in everyday life. Rifai et al stated that ethics in social can be interpreted as customs about behavior that are mutually agreed upon as somethinggood in friendship (Sunarti and Restati,2020, p. 63).

The problem of social ethics is a problem that generally often occurs in students, wherever students are, ethics must play a role in controlling good-bad behavior in relationships. Students in theirsocial need behavioral guidelines so that peer-to-peer interactions can run well in accordance with community norms and religious norms they adhere to, so that they avoid deviant socials, avoid various problems and avoid conflicts. Social ethics has a very strategic role in improving the quality of self in group life in the midst of a community, school and family environment that has its ownvalues and norms.

Abdullah (2006, p. 646) argues that a person must create polite and courteous relationships, respect the rights of fellow human beings, andshould not feel better than others. Ethicsin social is something that must be understood by all students when they arein the school environment or in thecommunity as a guide in moral reflection. If the student does not knowand understand the situation that occursaround him, then the student may commita violation of the rules when dealing with other students in the schoolenvironment. Therefore,

it is necessary to instill an understanding of social ethics in students so that they are able to apply it in everyday life.

Students in high school should havecharacters in accordance with the values and norms that apply in society, namelybeing able to be polite and have ethics intheir daily lives but along with thedevelopment of the times, it is found inschools that the social ethics of students isstill relatively low, for example, showingan attitude who is not polite to friends, hiswords offend others, call friends with rudenames, ridicule friends, lack of tolerance,and so on. There are several factors thatcause students to have a low understanding of social ethics including internal factors that come from themselvesand external factors that come from the surrounding environment.

At this time students are required to be responsible forcontrolling their behavior, especially when socializing because in this situation the social plays an important role in the formation of morals in students. In orderto develop good social ethics, the way thatstudents can do it is by being polite, respecting each other, so in this case students must be able to communicate well without offending other people'sfeelings. Students who can be categorized as having a low understanding of social ethics are students who tend to have impolite behavior, their words can offend others, lack respect for others, and have difficulty controlling emotions.

Based on the results of observations made by researchers with BK teachers in March 2021 at Karya Bunda PrivateJunior High School, it appears that some Class VIII students have a low level of social ethics. This is indicated by the behavior of students who are impolite when the teacher is explaining, interrupting a friend's conversation while talking, not respecting a friend's opinion, calling friends with bad words and being less polite when talking to other people. Such student behavior tends to show low social ethics.

Based on some of the symptoms mentioned above, there are many ways that can be done to overcome the problems of social ethics experienced by students, one of which is the service ofmastering sociodrama technique content. Sociodrama technique is a role-playing learning method to solve problems related to social phenomena, problems involving human relationships (Purnamasari, 2012, p. 74). This contentmastery service needs to add insight and understanding, direct judgment, attitudesand behavior, master certain ways or habits to meet their needs and overcome problems.

The provision of contentmastery services can be carried out in classical form, groups using lecture anddiscussion methods as well as bydemonstration or giving examples (Kusumaningrum et al., 2014, p.2). According to Wingkel (in Kusumaningrum et al., 2014, p. 3) sociodrama technique is a dramatizationof the problems that can arise in socialwith other people, the level of conflicts experienced in social interaction. The dramatization of the players in projecting the attitudes, feelings and behavior of people is played by playing a role in adrama, the role holder will demonstratehis role so that he understands how the behavior is beingdemonstrated. According to Djumhur and Muh Surya, sociodrama is used as a technique to solve social problems through play activities (Kusumaningrumet al., 2001, p. 3).

So in this sociodrama, the person will play a special role in the situation of a social problem so that he canfeel the role he plays directly, it can be assumed that the problem of social ethics can be overcome through the service of mastering the content of sociodrama techniques In relation to efforts to overcome student social ethics, there is one research conducted by Rismananda Yulizar (2018) which examines improving ethical behavior through sociodrama technique group guidance services, the results of the study show that sociodrama techniques are effectively used in overcoming ethical problems in students.

The level of ethical behavior in these students shows a change after the service has been carried out. Therefore, through content mastery services with sociodrama techniques, it is

expected to improve students' social ethics problems for the better way. According to Pitaloka (2017, p. 10) social ethics is a set of polite normsthat become a guide for one's behavior with others. Social ethics will provide orientation to a person to live life through a series of daily actions.

According to Novita (2015, p. 20) social ethics is a relationship of individual behavior in which there are norms and values used in everyday life and is a benchmark for individual behavior that is used by society to determine the good or bad of an action.humans in everyday life. Social ethicsis something that reflects the morals of everyone that must be known and understood by everyone in the socialand educational environment so that they apply it and understand it in their lives (Sinen, 2014, p. 3).

According to Karyani, social ethics are good manners that are respected by everyoneand what may be understood in the family environment is not well accepted elsewhere, so each individual must understand social ethics (in Dewi,2018, p. 1).According to Prayitno (2015, p. 29) explains that content mastery services are assistance servicesto individuals (alone or groups) to master certain abilities or competenciesthrough learning activities.

Meanwhile,according to Sukardi (2008, p. 62 content mastery services or learning services, namely, guidance and counseling services that allow students to develop themselves with regard togood study attitudes and habits, suitable learning materials, and various other aspects of knowledge. The content that is the content of this service is a unit of material that is the subject of discussion or trainingmaterial developed by a supervisor or counselor and followed by a number of students.

The technique used in this research is sociodramatechnique. According to Romlah and Tatiek (2001, p. 104) sociodrama is a role play aimed at solving problems that arise in humanrelationships. Through active studentinvolvement in the role-playing processstudents can develop new understandings and practice new skills. According to Yamin (in Sari, 2016, p. 30) states that the sociodrama technique or role playing is a method that involves interaction between twoor more students about a topic or situation. . With the service of mastering the content of sociodrama techniques, it is hoped that there will bechanges in the level of social ethics in students.

2   Research Methods

This type of research is a quasi-experimental (quasi-experimental),namely research that providestreatment or action to a group of peopleor research subjects with a quantitative approach. To determine the effect of content mastery services with sociodrama techniques on students' social ethics by using *pre-test* and *post-test* methods .

The *pre-test* and *post-test* designpatterns are as follows:

$$\boxed{O_1 \ X \ O_2}$$
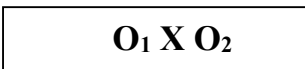
O 1 *: Pre-test* is given before treatment
X:Treatment (Sociodrama TechniqueContent Mastery Service)
O 2 : *Post-test* administered after treatment

Research subjects are everything that has the nature or characteristics and circumstances under study. The target of this research is class VIII students at Karya Bunda Private Junior High School who have low social ethics. From the totalnumber of students, the research subjects

who met the requirements were determined, namely 14 people who had a low level of social ethics. In determining the students who became the research subjects, it was determined by purposive sampling technique with the characteristics of the results of the pre-testquestionnaire analysis that obtained a low score. In this study there are two variables, namely the independent variable and the dependent variable: a) Independent variable: Content Mastery Service With Sociodrama Techniques; b) Dependent variable: Social Ethics.

The tool used to collect data in this study is to use a questionnaire. Questionnaire is a list that contains a number of questions given to the subject in order to reveal the conditions they want to know. Thenumber of items is 49 questions orstatements. The questionnaire made has 4 alternative answers in the form of a Likertscale, namely Always (SL), Often (SR), Sometimes (KD), Never (TP). The Likert scale has positive items (supports the statement) and negative items (does not support the statement). For positive items are given a value range of 4-1, while for negative items are given a value range of 1-4. For more details can be seen in the table below this:

Table 1. Giving Questionnaire Score Based onLikert Scale

Alternative Answer	Item Score	
	Positive (+)	Negative (-)
Always	4	1
Often	3	2
Sometimes	2	3
Never	1	4

Source: Sugiyono (2012, p. 153)

Data analysis technique is an activity after data from all respondents or other data sources are collected (Sugiyono, 2012, p. 207). The objectives to be achieved in this study are to find out the description ofstudents' social ethics before and after being given content mastery services with sociodrama techniques and to findout whether there are differences in students' social ethics before and after being given content mastery servicesusing sociodrama techniques. Then the data analysis technique used is the Wilcoxon test. This test has more test power than the sign test.

In the *Wilcoxon* test *, it is* not only the sign that is considered but also the valueof the difference (X:Y). The method is as follows: a) Number each absolute value of the difference ($X_1 - Y_1$). The smallestabsolute price is given a serial numberor rank 1, the next absolute price difference is given a serial number 2, and finally the largest serial number isgiven a serial number n. if there is a difference whose absolute value is the same, for the serial number the average is taken; b) For each serial number also give a signobtained from the difference ($X_1 - Y_1$); c) Count the number of serial numbersthat are positive and also the number of serial numbers that are negative; d) For the serial number obtained at pointc, take the smallest absolute value, call this number equal to J. This number of J is used to test thehypothesis.

The test the hypothesis above with a significance level of = 0.05. Compare J above with J obtained from *Wilcoxon* test table list . If J from the calculation is less than or equal to J from the *Wilcoxon* test table list , thenH 0 is rejected and vice versa, if J from the calculation is greater than J the *Wilcoxon* test table list then H 0 is accepted. The location of this research was carried out at the Karya Bunda Private Junior High School which is located onJl. Main

Vetpur No. 77, Medan Estate, Kec. Percut Sei Tuan, Kab. DeliSerdang Prov. North Sumatra. Thestudy was conducted for 2 months inthe odd semester of T.A. 2021/2022starting from August to October 2021.

3   Result and Discussion

Based on the results of this study,that the research hypothesis is accepted, it means that there is apositive and significant effect ofcontent mastery services with sociodrama techniques on social ethics in class VIII Junior High School Swasta Karya Bunda For the year2020/2021. It is shown from the results of data analysis obtained in this study that obtained value of Jcount = 36 with = 0.05 and N = 14 then the value of J table = 21 is obtained. hypothesis is accepted.

Pre-test data on social ethics or before being given content mastery services with sociodrama techniques obtained an average score of 99 while post-test data on social ethics or after being given content mastery serviceswith sociodrama techniques obtained an average score of 164. This means that there is a change in the level of students' social ethics with a score difference of 65 or 39.6%. This shows that there is an influence of content mastery services with sociodramatechniques on social ethics in class VIIIstudents of Karya Bunda Private Junior

School for the 2020/2021 Academic Year or the hypothesis is acceptable. With the influence of content mastery services with sociodrama techniques on students' social ethics, content mastery services are one of the services in guidance and counseling that can have a positive influence on social ethics. Based on theresults of the *Pre-Test* and *Post-Test* of 14 class students, the following data were obtained.

Table 2. Comparison of Pre-Test and Post-Test Results of Student Social Ethics

No.	Respondent	Score Pretest	Score Post-test	Different (D)
1	KC	90	146	56
2	L	92	150	58
3	ZP	93	160	67
4	AP	95	157	62
5	AZ	96	182	86
6	FF	97	166	69
7	UD	97	165	68
8	AM	98	160	62
9	AB	98	162	64
10	GW	102	159	57
11	R	104	176	72
12	HV	107	180	73
13	DN	110	173	63
14	DW	112	163	51
Total		**1391**	**2299**	**908**
Average		**99**	**164**	**65**
Lowest Value		**90**	**146**	**51**

Based on the overall analysis of14 respondents there was an increase instudents' social ethics, from these results it can be seen that in the initial test (pre-test) an average score of 99 was obtained, and after the provision ofcontent mastery services with sociodrama techniques (post-test) the average was obtained. The average of 164 students is 65 or 39.6%, meaning that the average score of students' social ethics is lower before getting content mastery services with sociodrama techniques, and after being given content mastery serviceswith sociodrama techniques, theaverage score obtained by students be higher.

4   Conclusion

The results of the analysis of the data obtained in this study are the valueof Jcount = 36 with = 0.05 and N = 14 then the value of Jtable = 21 isobtained. The *pre-test* data on students' social ethics or before being given content mastery services with sociodrama techniques obtained an average score of 99   while the *post- test* data on students' social ethics or after being given content mastery services with sociodrama techniques obtained an average score of 164. This means that there is a change in level students' social ethics with a score difference of 65 or 39.6%. This shows that there is a positive and significant effect of content mastery services with sociodrama techniques on the social ethics of class VIII students at Karya Bunda Private Junior High School for the Academic Year 2021/2022 or the hypothesis can be accepted.

With the influence of content mastery services with sociodramatechniques on students' social ethics, content mastery services are one of the services in guidance and counseling that can have a positive influence on social ethics.

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