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

Zuraida Lubis¹, Tika Wahyuni²
{zur.loebis@gmail.com}

Guidance and Counseling, Universitas Negeri Medan

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 used is 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 live alone. Humans need other humans to survive in their environment, that's why humans are called social creatures. 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 to get along with the surrounding environment. In society, there are many things we need to know. Because humans live side by side and interact with each other, they must have rules that separate 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 family environment, school environment, and community environment.

Basically, the school years are adolescence where this period is very important in human life because it is a period 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 must begin 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 this time 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 social there is ethics as a controller. In group life, ethics also act as a guide for good-bad behavior in the social between human beings. Ethics (ethics) concerns the way of action that must be carried out by a certain person 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 want to achieve by fulfilling ethics. Judging from all aspects of human life, human actions can be categorized into two, namely, first actions born with the will and 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 being carried 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 a healthy 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 something good 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 their social 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 own values and norms.

Abdullah (2006, p. 646) argues that a person must create polite and courteous relationships, respect the rights of fellow human beings, and should not feel better than others. Ethics in social is something that must be understood by all students when they are in the community as a guide in moral reflection. If the student does not know and understand the situation that occurs around him, then the student may commit a violation of the rules when dealing with other students in the school environment. 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 have characters in accordance with the values and norms that apply in society, namely being able to be polite and have ethics in their daily lives but along with the development of the times, it is found in schools that the social ethics of students is still relatively low, for example, showing an attitude who is not polite to friends, his words offend others, call friends with rude names, ridicule friends, lack of tolerance, and so on. There are several factors that cause students to have a low understanding of social ethics including internal factors that come from themselves and external factors that come from the surrounding environment.

At this time students are required to be responsible for controlling their behavior, especially when socializing because in this situation the social plays an important role in the formation of morals in students. In order to develop good social ethics, the way that students 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's feelings. 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 Private Junior 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 of mastering sociodrama techniques. Sociodrama technique is a role-playing learning method to solve problems related to social phenomena, problems involving human relationships (Purnamasari, 2012, p. 74). This content mastery service needs to add insight and understanding, direct judgment, attitudes, and behavior, master certain ways or habits to meet their needs and overcome problems.

The provision of content mastery services can be carried out in classical form, groups using lecture and discussion methods as well as by demonstration or giving examples (Kusumaningrum et al., 2014, p. 2). According to Wingkel (in Kusumaningrum et al., 2014, p. 3) sociodrama technique is a dramatization of the problems that can arise in social with 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 a drama, the role holder will demonstrate his role so that he understands how the behavior is being demonstrated. According to Djumhur and Muh Surya, sociodrama is used as a technique to solve social problems through play activities (Kusumaningrum et 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 can feel 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 techniques. 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 norms that 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 ethics is something that reflects the morals of everyone that must be known and understood by everyone in the social and 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 everyone and 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 services to individuals (alone or groups) to master certain abilities or competencies through 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 to good 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 training material developed by a supervisor or counselor and followed by a number of students.

The technique used in this research is sociodrama technique. According to Romlah and Tatiek (2001, p. 104) sociodrama is a role play aimed at solving problems that arise in human relationships. Through active student involvement in the role-playing processes, students 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 two or more students about a topic or situation. With the service of mastering the content of sociodrama techniques, it is hoped that there will be changes in the level of social ethics in students.

2 Research Methods

This type of research is a quasi-experimental (quasi-experimental), namely research that provides treatment or action to a group of people or 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 design patterns are as follows:

O₁ X O₂

O₁ : Pre-test is given before treatment
X: Treatment (Sociodrama Technique Content Mastery Service)
O₂ : 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 total number 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-test questionnaire 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 or statements. The questionnaire made has 4 alternative answers in the form of a Likert scale, 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:

<table>
<thead>
<tr>
<th>Alternative Answer</th>
<th>Item Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive (+)</td>
</tr>
<tr>
<td>Always</td>
<td>4</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
</tr>
</tbody>
</table>

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 of students' social ethics before and after being given content mastery services with sociodrama techniques and to find out whether there are differences in students' social ethics before and after being given content mastery services using 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 value of the difference (X - Y). The method is as follows: a) Number each absolute value of the difference (X - Y1). The smallest absolute price is given a serial number rank 1, the next absolute price difference is given a serial number 2, and finally the largest serial number is given 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 sign obtained from the difference (X - Y1); c) Count the number of serial numbers that are positive and also the number of serial numbers that are negative; d) For the serial number obtained at point c, take the smallest absolute value, call this number equal to J. This number of J is used to test the hypothesis.

The test the hypothesis above with a significance level of $\alpha = 0.05$. 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, then H0 is rejected and vice versa, if J from the calculation is greater than J the Wilcoxon test table list then H0 is accepted. The location of this research was carried out at the Karya Bunda Private Junior High School which is located on Jl. Main...
Vetpur No. 77, Medan Estate, Kec. Percut Sei Tuan, Kab. Deli Serdang Prov. North Sumatra. The study was conducted for 2 months in the odd semester of T.A. 2021/2022 starting 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 a positive and significant effect of content mastery services with sociodrama techniques on social ethics in class VIII Junior High School Swasta Karya Bunda For the year 2020/2021. 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 services with 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 VIII students 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 the results 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

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent</th>
<th>Score Pretest</th>
<th>Score Post-test</th>
<th>Different (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>KC</td>
<td>90</td>
<td>146</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>L</td>
<td>92</td>
<td>150</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>ZP</td>
<td>93</td>
<td>160</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td>AP</td>
<td>95</td>
<td>157</td>
<td>62</td>
</tr>
<tr>
<td>5</td>
<td>AZ</td>
<td>96</td>
<td>182</td>
<td>86</td>
</tr>
<tr>
<td>6</td>
<td>FF</td>
<td>97</td>
<td>166</td>
<td>69</td>
</tr>
<tr>
<td>7</td>
<td>UD</td>
<td>97</td>
<td>165</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>AM</td>
<td>98</td>
<td>160</td>
<td>62</td>
</tr>
<tr>
<td>9</td>
<td>AB</td>
<td>98</td>
<td>162</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>GW</td>
<td>102</td>
<td>159</td>
<td>57</td>
</tr>
<tr>
<td>11</td>
<td>R</td>
<td>104</td>
<td>176</td>
<td>72</td>
</tr>
<tr>
<td>12</td>
<td>HV</td>
<td>107</td>
<td>180</td>
<td>73</td>
</tr>
<tr>
<td>13</td>
<td>DN</td>
<td>110</td>
<td>173</td>
<td>63</td>
</tr>
<tr>
<td>14</td>
<td>DW</td>
<td>112</td>
<td>163</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>1391</td>
<td>2299</td>
<td>908</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>99</td>
<td>164</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Lowest Value</td>
<td>90</td>
<td>146</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>
Based on the overall analysis of 14 respondents there was an increase in students' 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 of content 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 services with sociodrama techniques, the average score obtained by students be higher.

4 Conclusion

The results of the analysis of the data obtained in this study are the value of $J_{count} = 36$ with $\alpha = 0.05$ and $N = 14$ then the value of $J_{table} = 21$ is obtained. 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 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.

References