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Self-Concept Enhancement through Group Guidance with Sociodrama Techniques for Class X MIPA 1 Students of SMA Sauqi Nusantara

Heni Kartikasari¹, Hardi Prasetiawan²

^{1,2} Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Yogyakarta
heni2107163111@webmail.uad.ac.id, hardi.prasetiawan@GC.uad.ac.id

Abstract

This study aimed to improve the self-concept of students in Class X MIPA 1 (Natural Science 1 tenth class) of SMA Sauqi Nusantara (Sauqi Nusantara Senior High School) by applying sociodrama techniques in group counseling. This research was a classroom action research (CAR) conducted in two cycles, where each cycle consisted of action planning, action implementation, observation, and reflection. The research subjects were students in Class X MIPA 1, SMA Sauqi Nusantara, totaling 29 people. Sources of data originated from teachers, students, and the learning process. The data collection was performed by observation, interviews, documentation, and questionnaires. The data validity test employed triangulation techniques, while data analysis used a comparative descriptive analysis technique. The results revealed that counseling service activities could be categorized as running very well both on teacher activities and student activities in the classroom so that the counseling service process runs appropriately. The achievement of pre-cycle counseling service activities was 74.42%, rising to 75.73% in the first cycle (Cycle I), and in the second cycle (Cycle II), it improved to 84.09%. The application of the sociodrama techniques in group counseling could enhance the self-concept of students in Class X MIPA 1 of SMA Sauqi Nusantara from pre-cycle to Cycle I and from Cycle I to Cycle II. The achievement of the self-concept of students at pre-cycle was 66%, increasing to 73% in Cycle I, and in Cycle II, it improved to 77%. Based on the research and discussion results, it can be concluded that the sociodrama techniques in group counseling service could enhance the self-concept of students in class X MIPA 1 of SMA Sauqi Nusantara.

Keywords

self-concept; group guidance; sociodrama technique



I. Introduction

Adolescence is a transition stage or phase from child to adult. It is a period of searching for life values and a perfect period to develop potential and determine the self-concept of teenagers. Besides, it is also a vulnerable period since teenagers are looking for their existence and identity at this phase. Accordingly, it needs proper supervision and direction, so teenagers do not fall into the wrong things. In addition, teenagers need to have a positive self-concept to channel their potential and enthusiasm. Positive self-concept has a vital role in creating conditions for students to develop their potential so that they can accomplish achievement. To develop the self-concept of teenagers, it needs external roles, especially in schools, family, and circle of friends. One in the school environment that has a strategic role in the formation of students' self-concept is the GC (Counseling and Guidance) teachers. The role of GC teachers is crucial in that they have the authority and

service to shape and direct students' self-concepts in a positive direction (Astuti et al., 2015).

Subaryana (2015) explained that students with a positive self-concept could dare to be responsible for what they do, be independent, believe that success or failure depends on what they have tried, and have aspirations. However, students with a negative self-concept will fear failure, not dare to take risks, and have low motivation to learn and work. Self-concept also affects students in academic problems, including enthusiasm for learning and activeness in the learning process, which creates differences in students' perspectives. Likewise, Ghufron & Risnawati (2014) said that self-concept is a person's picture of oneself which is a combination of physical, psychological, social, emotional beliefs, aspirations, and achievements they have achieved. Students with low self-concepts feel less confident that they are not smart and have low achievement. However, it doesn't mean that they are not smart though. It could be that the student is smart but because of their negative self-concept so that the achievement they get is low which causes the student to be included in the underachievement category.

The fact is that there are still many students with low self-concept. It can be seen in the students' behavior that they tend to not believe in themselves, are not ready for competition, look down on themselves, and always blame themselves. These findings were obtained from the results of observations and interviews. A case found in reality is that there are still students who cheat during exams, whereas if they study, they don't have to cheat and can finish their exams. Besides, there are also the results of previous studies showing that there are still students with low self-concept. The research from Nugroho (2017) found that as many as 188 students (26.8%) in one of the national junior high schools in Indonesia had low self-concept. Further, Rosidah (2017), who conducted research at SMP Al-Fajar Pringsewu (Al-Fajar Pringsewu Junior High School), showed that there were still problems with the self-concept of underachiever students. The problem was demonstrated in terms of their pessimistic attitude, such as students feeling unable to think and get high achievements, cannot complete school assignments properly, like to criticize themselves, and always have bad friendships.

Thus, the self-concept greatly impacts students in achieving optimal development, even though it is a non-academic ability that students must possess in the learning process and achieving their goals. Not only essential for students that learn at school, but self-concept is also an essential provision for students in society. So there is a need for a service or treatment where it can help students to find or develop a positive self-concept (Ranny et al., 2017). From there, the role of guidance and counseling teachers (GC teachers) is required to help students develop or improve their positive self-concept.

GC teachers can provide services to students using various techniques, models, media, and approaches. One of them is with group guidance services. Group guidance services are the right choice because they are one of the guidance and counseling services that can help students to solve problems, especially regarding problems of learning and careers, and problems with peers, teachers, parents, and everything that can hinder the maturity or development of students (Ramlah, 2001). Group guidance service is one way of assisting students through group activities. Group activities and dynamics must be realized to discuss various useful things for students and overcome various obstacles and problems experienced by students (Tohirin, 2007).

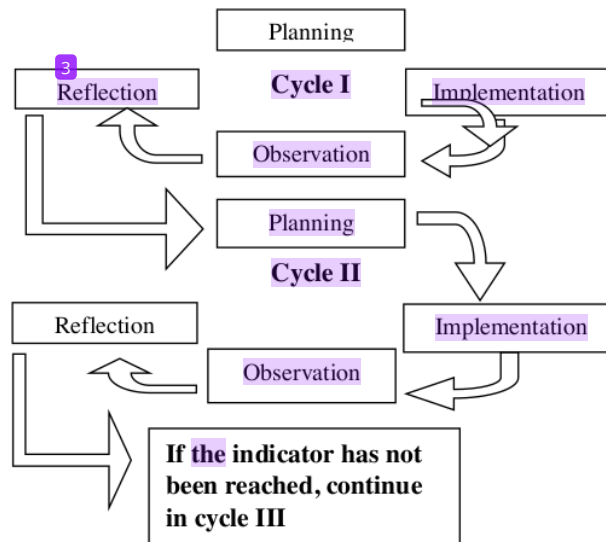
In addition to using group guidance services, it can also be combined with various techniques, one of which is sociodrama techniques. Sociodrama techniques are considered effective to be combined with group guidance services to enhance students' self-concept because they can enhance students' interpersonal skills. The techniques can dramatize

problems associated with other people and the level of conflict experienced in social interaction. The sociodrama techniques help students to explore their learning potential through the role of certain characters concerning social problems (Hamid, 2018).

Previous research is needed as a starting point for further research. Some studies are the basis for the researchers, one of which is research from Muslifar (2015) about effective group guidance services. Other research is from Irawan (2013) about improving self-concept using group guidance techniques. Another study from Nugroho (2017) exhibited that sociodrama techniques through group counseling could be applied to enhance students' self-concept. According to the background, the researchers conducted classroom action research (CAR) entitled student self-concept enhancement with group counseling services and sociodrama techniques for students in Class X MIPA 1 of SMA Sauqi Nusantara.

II. Research Method

¹⁶ This study used the Kemmis & Mc Taggart model of classroom action research (CSR). The details of the Kemmis model use a self-reflection spiral system with several stages, including planning, action, observation, and reflection. It then proceeds with re-planning if the target has not been achieved (Iskandar, 2015). The stages of the Kemmis & Mc Taggart model process can be described as follows:



¹² The ⁴ subjects in this study were 29 students in class X MIPA 1 of SMA Sauqi Nusantara, Yogyakarta. The object of research is guidance and counseling ¹⁴ services and self-concept. The study was carried out from April to June 2022. Data collection techniques used interviews, observations, and questionnaires. Interviews were conducted with the homeroom teacher and students. Observations were done during guidance and counseling service activities with the guidelines of observation sheets of teacher and student activities. A questionnaire was in the form of 24 items of statements claiming to be self-concept indicators. The data validity test employed a triangulation technique. This technique was performed by collecting similar data from several different sources. Thus

the collected sources would be verified when they were compared with similar data but from different sources (Creswell, 2015).

Data analysis used a comparative descriptive analysis technique. This technique purposed to compare the conditions that occurred during the research. The conditions compared were the initial conditions with the conditions after the cycle, both in the first cycle (Cycle I) and in the following cycles. Thus, information about changes occurring as a result of the CAR application by researchers will be obtained (Sugiyono, 2016). The implementation of CAR consisted of two cycles. The minimum target for completeness in this study was the average self-concept values of 75% and 80% for teacher and student activities, respectively. The success indicators of this guidance and counseling (GC) action research can be seen in the following Tabel 1.

Table 1. Research Performance Indicator

Measured Aspect	Targeted Percentage	How to measure
Guidance and Counseling Service Activities	The average values of teacher and student observation sheets reach 80%	It is measured through the results of the observation sheet of guidance and counseling service activities from teachers and students activities.
Student Self Concept	Number of Completed Students Reaches \leq 75%	It is measured from the results of the questionnaire carried out by students after the guidance and counseling service activities are completed.

III. Results and Discussion

3.1 Initial Conditions of Students' Self-Concept

To determine the initial conditions of students, problem identification was first performed through observation, interviews, document collection, and questionnaires. Initial observations were made on April 2022 in class X MIPA 1 three times. In addition, interviews were conducted with the homeroom teacher of class X MIPA 1. Document analysis was also conducted from RPLBK (Guidance and Counseling Service Implementation Plan) and other supporting documents. Questionnaires were also used to measure the level of students' self-concept as a high, medium, or low level. In this pre-cycle condition, counseling service activities and students' self-concept are low. Counseling services are said to be low and not maximized because GC subjects are not included in class hours in this school, so GC only provides services outside of class hours. In addition, counseling service activities said to be low or not maximal is supported by the results of teacher and student observation sheets, as in Table 2.

Table 2. Activities of Guidance and Counseling services at Pre-cycle

No	Indicator	Score (%) pre-cycle
1	Group Guidance Service Activities	68.8%
2	Student Activities	65%
	Average	66.9%

Source: Personal Data of 2022

Students' self-concept also demonstrates a low score. The questionnaire data show an average value of 66%, with the details of each indicator as in Table 3.

Table 3. Average Percentage of Students' Self-Concept for Each Indicator at Pre-cycle

No	Indicator	Percentage Achievement (%) at Pre-Cycle
1	Physical Beliefs	63%
2	Social Beliefs	70.7%
3	Psychological Beliefs	64.1%
	Average	66%

Source: Personal Data of 2022

After obtaining the results from the observation sheets and questionnaires, the researchers conducted observations, interviews, and document analysis. From the three activities, several diagnosis problems were obtained in counseling guidance services for students in class X MIPA 1. The diagnosis of the problem is as follows:

1. From the point of view of students
 - a. Lack of enthusiasm or initiative of students for counseling services with GC teachers.
 - b. Lack of confidence in students themselves with their own abilities, most students are not confident when they give opinions in front of the class or in discussion forums. This can be seen from the results of observations and interviews with the homeroom teacher.
 - c. Pessimistic thinking, this condition can be seen from the results of interviews with the homeroom teacher and interviews with students classically in class. Students only possess simple ideals and goals in their life, and they tend not to have high ideals.
2. From the point of view of the GC teachers
 - a. Teachers are still passive in serving counseling services to students. GC teachers are more likely to wait for students to come than ask directly to find out complaints and problems experienced by students.
 - b. GC teachers do not have innovations in providing counseling services. They are more likely to use conventional techniques.
 - c. Counseling Guidance Services have not used models, media, techniques, and approaches to develop students' self-concepts.

3.2 Group Guidance Service Process with Sociodrama Techniques

After identifying problems in the pre-cycle, which showed the low self-concept of class X MIPA 1 students and the lack of maximum counseling services, the researchers conducted research activities on counseling guidance actions. From the results in the pre-cycle, the researchers and the homeroom teacher coordinated to choose the suitable model, technique, and approach to overcome the problems in the class. The group guidance of the sociodrama techniques was agreed to be applied to overcome the problems experienced in class X MIPA 1, namely the low self-concept of students and unoptimal guidance and counseling service.

GC action research was carried out in two cycles, where the first cycle (Cycle I) was complete on Monday, 18 April 2022, and the second cycle (Cycle II) was finished on Monday, 24 April 2022. Since there are no face-to-face hours for guidance and counseling

at SMA Sauqi Nusantara, counseling activities were performed after learning ends at 14.00-15.00 WIB (West Indonesian Time). Group guidance service activities with Sociodrama techniques can be described in the following syntax (Figure 1).

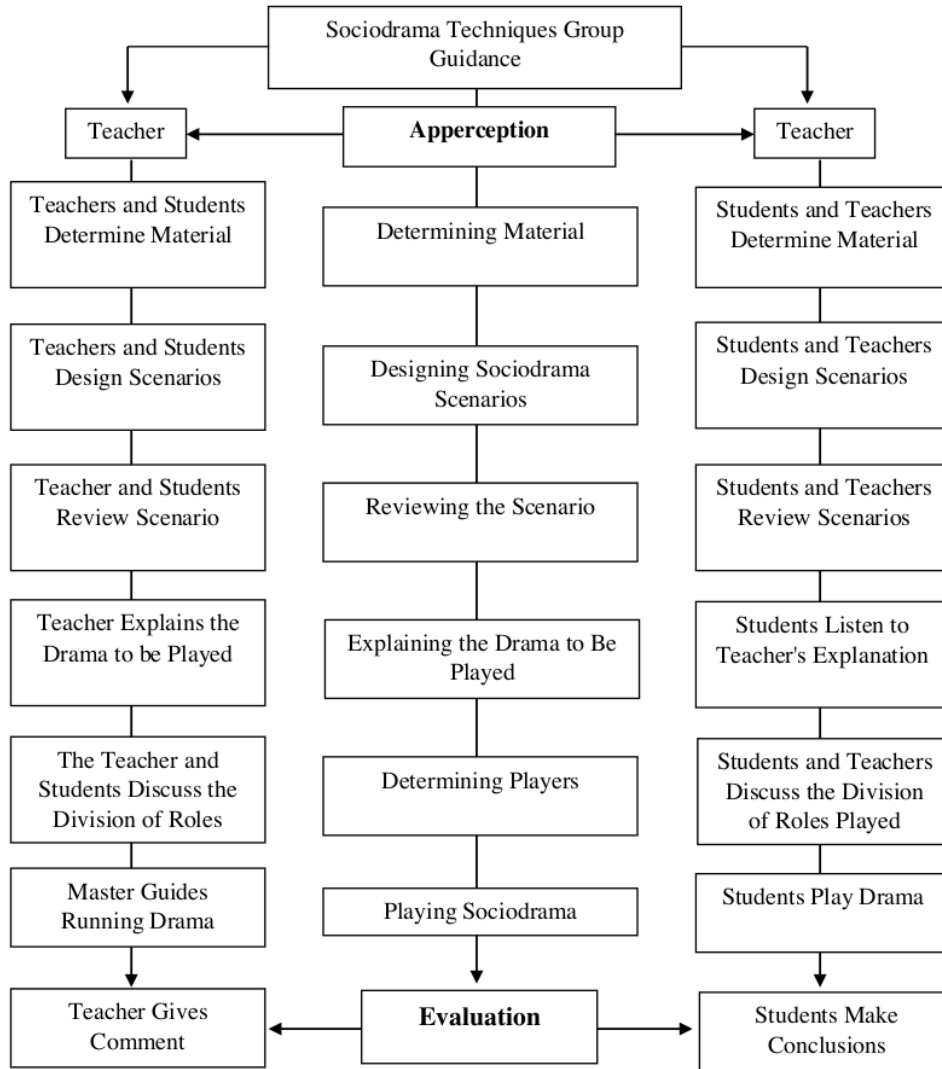


Figure 1. Syntax of Sociodrama Techniques Group Guidance Services

Group guidance activities with sociodrama techniques are proven to make learning more attractive and fun and increase students' self-concept. Group guidance with the sociodrama techniques creates a more meaningful and touching understanding. Besides, students are given an open space to develop themselves to foster self-confidence and a sense of empathy. The use of the sociodrama techniques in group guidance can revive students' imaginations and process feelings and emotions so that they can feel what will happen when they are in a negative self-concept. This is in line with Hamid (2018), stating

that sociodrama techniques could improve students' confidence and communication skills. Besides, it could also enhance students' interpersonal relationships (Retnita, 2018).

The material used in group counseling services was in the form of social phenomena and tips to increase positive self-concept. The choice of material for this social phenomenon was deemed appropriate in the preparation of sociodrama as research by God (2014). Phenomenon material is more effectively used as material for sociodrama techniques because students can better appreciate and stimulate empathy. In this GC action research, the material for social phenomena was presented in the form of a film, and then students were asked to observe and analyze it together. The analysis results were then employed as the main material in developing a sociodrama that students would play. Although initially there were obstacles in the implementation, after evaluation and reflection, there were improvements in implementation. It is proven by doing classroom action research in 2 (two) cycles that can improve students' self-concept. The achievement of teacher and student activities reached the target, namely 80% for teacher and student activities and 75% for the target achievement of student self-concept.

The discussion focused on improving students' self-concept. At the pre-action stage, the average scores of students' self-concept were 66%, with details for each indicator being 63% physical beliefs, 70.7% social beliefs, and 64.1% psychological beliefs. The value is far from the target of the specified achievement standard, which is 75%. After the researchers coordinated with the homeroom teacher of class X MIPA 1, it was agreed to take class action with sociodrama techniques in group guidance activities. In the first cycle of action (Cycle I), it was found that the average value of students' self-concept was 75%, with the details of each indicator being 72% physical beliefs, 73% social beliefs, and 72% psychological beliefs. Next, the activities of students and teachers showed an average total score of 75.73%, where the score of students' activity was 71.66% while the teachers' activity was 79.80%. In Cycle I, the teacher and student activities score still has not reached the specified target number, which is 80%. Hence, the process of Cycle II needs to proceed.

In the implementation of Cycle I, the score has not reached the target, so Cycle II is continued. In Cycle II, the score has caught the specified target. The average score of students' self-concept was 77%, where for each indicator, the scores were 76% for physical beliefs, 77% for social beliefs, and 76.7% for psychological beliefs. This value has exceeded the specified target value of 75%. Table 4 shows the increment in self-concept value from each cycle.

Table 4. Self-concept scores in each cycle

No	Indicator	Score (%)		
		Pre-cycle	Cycle I	Cycle II
1	Physical Confidence	63%	72%	76%
2	Social Confidence	70.7%	73.6%	77%
3	Psychological Beliefs	64.1%	72.2%	76.6%
	Average	66%	73%	77%

While the activities of teachers and students have an average value of 84.09%, with details of teacher activities of 86.53% and student activities of 81.66%. The value has met the specified target number, which is 80%. Table 5 presents the scores increment of teachers' and students' activities in each cycle.

Table 5. Activities of teachers and students in each cycle

No	Indicator	Score (%)		
		Pre-cycle	Cycle I	Cycle II
1	Teacher activity	78.84%	79.80%	86.53%
2	Student Activities	70%	71.66%	81.66%
	Average	74.42%	75.73%	84.09%

Therefore, this action research has been successful because it has reached the target value of completeness, and there is no need for the following action cycle.

The findings from this action research align with the research by Irawan (2013) that group counseling can be applied effectively to enhance self-concept. In line with Irawan's opinion, Nugroho (2017) also stated that sociodrama techniques through group guidance could enhance self-concept. Self-concept is essential for students to possess because it can affect student achievement. Further, in his research, Subaryana (2015) mentioned that self-concept affects student achievement.

From the research results and the discussion of several previous studies, it can be concluded that (1) group guidance with the sociodrama techniques could enhance students' self-concept, as seen from the data obtained in Cycle I and Cycle II; (2) Using the group guidance, the sociodrama techniques could make students more confident and enthusiastic in classical group guidance service activities. It can be seen from the results of observation sheets of students from Cycle I and Cycle II.

IV. Conclusion

Group guidance services with the sociodrama techniques in class X MIPA 1 of SMA Sauqi Nusantara experienced an increase in the activities of GC teachers and students. The evidence can be seen in the increase in the scores of each cycle, where at the pre-cycle stage, the average score of teachers' and students' activities was 74.42%, while in Cycle I, it increased to 75.73%, and in the Cycle II, it improved to 84.09%.

Group guidance services with the sociodrama techniques could enhance the self-concept of the students in class X MIPA 1 of SMA Sauqi Nusantara. The evidence was measured using a questionnaire consisting of 24 statement items where the results exhibited that the percentage values of students' self-concepts have met the minimum completeness score, namely 66% (pre-cycle), 73% (Cycle I), and 77% (Cycle II), with a standard score of 75 %. This value is the average value of achievement in each cycle.

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