



## The Application of The Sociodrama Method to Increase The Cooperative Ability of Children Age 5-6 Years

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### Abstract

This study aims to explain the differences and improvement of the cooperation ability of children aged 5-6 years based on the application of the sociodrama method. The hypothesis in this study is that there are differences and improvements in the cooperation ability of children aged 5-6 years based on the application of the sociodrama method. This research uses quantitative research by using the One Group pretest-posttest design experimental method. The subjects in this research were children aged 5-6 years who became students in ABA 27 Kindergarten in Semarang, Gajahmungkur, Semarang City, group B, amounting to 30 children. The data collection technique used the cooperative ability scale, while the data analysis used the Paired Sample t-Test and Percentage Techniques. The results showed that there were differences and improvements in the cooperative ability of children aged 5-6 years based on the application of the sociodrama method. There are differences in the cooperative ability of children aged 5-6 years. The cooperative ability of children aged 5-6 years is higher after being given treatment. The increase in the cooperative ability with children aged 5-6 years based on the application of the sociodrama method was 38.03%.

### How to Cite

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## INTRODUCTION

According to Wiyani (2014), children are interpreted as humans who are still small, that is, only six years old; normatively, children can be interpreted as someone born until at the age of 6 years. Early childhood is children aged 0-6 years who pass through infancy, toddler, and preschool, in these periods show different developments. So, early childhood is children aged 0-6 years, during which the child goes through infancy, toddler, and preschool. Early childhood is a child who is in the age range of 0-6 years. Early age is a very important age for children's development so it is called the golden age. Early childhood is in the most rapid development, both physically and mentally. Early childhood learns in their own way.

Children are the source of happiness for parents to continue family descent. Children are born into the world as gifts that require the attention of their parents to live properly. The form of government support to achieve the goal of national education is realized by the existence of education services from an early age. As stated in the National Education System Law No.20 of 2003 that PAUD (Early-Childhood Education) is a coaching effort aimed at children from birth until at the age of six carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education (Fadillah, et al, 2003).

According to Fadillah and Lilik (2016: 71), social development is a development that involves interactions with other people. Through social interaction, a child can meet needs such as attention, affection, and love. Early childhood is accustomed to social interactions with peers so the child easily adjusts to the new environment. Therefore early childhood cannot be separated from the social environment. Including children aged 5-6 years.

According to (Letwin, 2008), children who have good social skills can be seen how close they are to strangers and rarely have conflicts with their friends. Kindergarten is a non-formal early childhood education institution. This is an education that begins with children entering basic education. Children aged 5-6 years are the average age to enter kindergarten. At this stage, a child needs information, skills, and stimulation. This is in line with Piaget's theory which states that children aged 2-7 years are in the preoperational stage. This stage has the development of main features using symbol language and intui-

tive concepts. This includes illustrations, models, drawings, and other activities. Because giving children the concept of academic knowledge and skills in kindergarten would be more appropriate, one of which was the introduction of the concept of reading (Tasuah, et al 2015).

Cooperative ability is one of the abilities in social behavior or interacting with others. The more opportunities the child has to do things together, the faster the chance the child learns to do it by working together. The cooperative ability is important to be trained from an early age because, in the cooperative process, children can develop social-emotional abilities such as sharing, responsibility, mutual assistance and interacting in completing tasks together with the group. To foster the cooperative attitude in children, it is necessary to specify in detail the indicators of a cooperative. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia No 137 the Year 2014, the scope of emotional social development of children aged 5-6 years is divided into several levels of developmental achievement. One of the types of levels of achieving these developments is to be cooperative with peers, share with others, and show a tolerant attitude in the journal (Mukminin, et al, 2015).

The development of Service Model of Integrated School Health Program Business in PAUD Institutions in Semarang City (study at kindergarten institutions in Semarang city) Healthy School Environments School environment development aims to create a healthy environment in schools/madrasas that allows every school/madrasas members to achieve the highest degree of health to support the achievement of a maximum learning process for each student. The school/madrasa environment is divided into two namely physical and non-physical environments. The physical environment includes the construction of spaces and buildings, clean water and sanitation facilities, yard, lighting, ventilation, noise, class density, blackboard distance, tables/chairs, the factor of disease, school canteen/stall. While the non-physical environment covers the behavior of the school/madrasa members, they are the behavior of not smoking, the behavior of disposing of garbage in its place, the behavior of washing hands using soap and clean running water, the behavior of choosing healthy food snacks (UKS Guidance Guidelines, 2012).

This shows that related to the importance of cooperative, children can do activities together. Children aged 5-6 years at ABA 27 Kindergarten in Semarang are expected to be able to carry out their duties properly and to behave cleanly as in

carrying out clean lifestyle activities such as diligent hand washing, mutual cooperation in the cleanliness of the school environment so that in this collaboration, it is very important and can improve hygiene behavior and health behavior in the school environment.

In this study, the researcher focused more on children's cooperative ability and that ability included in children's emotional-social intelligence. The ability to cooperate is very important for children because this ability will affect children in society and cooperation is one of the natures of humans as social beings. The ability of children in society requires three socialization processes that appear to be separate, but are related to each other. As stated by Hurlock (AlMaqassary, 2014), namely 1) Learning to behave in ways that are acceptable to the community, 2) Learning to play a social role in the community, 3) Developing social attitudes or behavior towards other individuals and social activities in the community.

Based on the observations made by the researcher at ABA 27 Kindergarten in Semarang, children aged 5-6 years still have not shown the cooperative ability because children are accustomed to individual work patterns and children are not accustomed to group activities. Children have not seen mutual assistance with their friends during group work in class cleaning activities. One of the children avoids when the activity takes place. The role-playing area is used for macro role-playing activities without giving a narrative story or a picture of the story to be played, so the child plays the role according to the child's imagination.

The development aspect experienced at ABA 27 Kindergarten in Semarang Group B based on observations experienced in the field is, in reality, children are still unable to work together between friends with one another in performing role-playing tasks. This is based on what researcher see where in the field, there is a boy angry with his friend during the role-play activity, children are confused in doing good cooperation, then, in the end, the child is indifferent in doing role-playing activities, and one of the children says language who is not good to his friends because he is angry and has mocked one of his friends and in the end, he shunned him and then finally his friends played individually and did not care about the group.

Regarding the problems experienced by the children above, the researcher expects new learning to improve the ability to work together in children such as children can invite their friends to play together, can ask their friends toys with

affection and care for friends with one another, can share toys, can help friends in anything, can be actively involved in playgroups, can appreciate and be able to develop empathy in children and the ability to work together in a team or group. This is in accordance with the theory of cooperation aspects according to (Yusuf, 2007).

The sociodrama method is expected to be a solution for teachers in developing the cooperative ability of children aged 5-6 years during class activities. The use of sociodrama methods in children aged 5-6 years is expected to provide new experiences in role-playing that lead to the child's ability to know the feelings of others. Not only that, after knowing the relationship of the sociodrama method in increasing the cooperative ability of children aged 5-6 years, but the teacher is also expected to vary the sociodrama method to develop other aspects such as cognitive, speaking ability, and showing cooperative behavior. In line with this, the researcher also has hopes that children can show orderly behavior, help, mutual cooperation, and love each other both with friends and teachers.

According to Tasu'ah (2013), it is suggested that play activities are based on children's hobby, which is to play freely and spontaneously, play fakes, play by building or composing, competing, and exercising. Children are taught to work together with their peers in serving food together with classmates. Children also learn to eat by themselves without the help of others and take care of their food properly. Role-playing is a way of mastering learning material by developing the imagination and appreciation of students. In the middle of the role play, before the event takes place, the teacher explains the activities to be carried out. The teacher offers the role that must be played by children. The teacher also provides information about what items should be used in role-playing activities. Then the teacher gives children the freedom to play their roles. The teacher records all the children's behavior. At the end of the activity, the teacher must ask the children what role they play in the journal (Tasu'ah, N, et al. 2016).

Astuti (2013) outlines some of the efforts that must be made by early childhood teachers to optimize the development of gross motor skills of early childhood, including providing a comfortable and safe environment, providing confidence in children, teaching concentration, teaching motor skills, helping the training process, and providing guidance and motivation. Warming according to Boal (McLennan, 2008) is a form of communication between groups of players and

observers and provides space to express ideas and decision making. At the time of the sociodrama activity, the first step that can be done is warming. The children in group B in ABA 27 Kindergarten in Semarang are expected to be able to work together well. Before the sociodrama practice begins, the children form a line to do gymnastics together first so that the muscles, sensory, memory, imagination, and emotional exercise are well controlled.

Based on the connection of some of the ideas expected above, the researcher is interested in taking the title "The Application of the Sociodrama Method to Improve Cooperative Ability of Children Aged 5-6 Years Old at ABA 27 Kindergarten in Semarang". The purpose of this study was to determine the application of the sociodrama method to improve the cooperative ability of children aged 5-6 years. The advantage of this research is that the reader can know that improving the cooperative ability can use the game through the application of the sociodrama method.

**METHODS**

The type of research used in this study is quantitative research with an experimental approach. This study uses experiments with one group design pretest-posttest design. The dependent variable in this study is the sociodrama method while the independent variable is the cooperative ability of children aged 5-6 years. The population in this study is that all Class B children in 27 ABA Kindergarten in Semarang that have the characteristics of cooperative abilities totaling 42 children. Sampling was done by purposive sampling technique, namely students of group

B in ABA 27 Kindergarten in Semarang amount to 30 students. The data collection method used is a questionnaire with a scale of the cooperative ability of children aged 5-6 years totaling 40 valid items, while the data analysis technique consisted of descriptive analysis, normality test, hypothesis testing through paired sample t-test, and percentage techniques. All calculations used the SPSS version 16.0 for Windows.

**RESULTS AND DISCUSSION**

Descriptive analysis is a way of describing data that has been collected as it is without intending to make general conclusions or generalizations (Sugiyono, 2012).

This section is an explanation of the results of research related to improving the cooperative ability of children aged 5-6 years through the application of the sociodrama method. Based on the pretest data results can be seen as in Table 1.

In the pretest Table 1, it is obtained information that there are 16 subjects with children's cooperation ability in the medium category, namely subjects who score between 80-119. In the table, it is also seen that there are 14 subjects with children's cooperation ability that is included in the range of low categories, namely between a score of 40-79. And, there are no subjects with children's cooperation ability that in the high category that is between a score of 120-160. The conclusion that can be drawn from the table above is that the highest number of subjects with children's cooperation ability is in the score between 80-119 or included in the medium category from the number of children with a total of 30 children. While the Posttest results data can be seen as in Table 2.

**Table 1.** Pretest Data Collection Results

Criteria for the ability to cooperate with children aged 5-6 years	Score	Number of Research Subjects	Percentage
High	120 - 160	0	0%
Medium	80 - 119	16	53,33 %
Low	40 - 79	14	46,66%
Total		30	100%

**Table 2.** Posttest Data Collection Results

Criteria for the ability to cooperate with children aged 5-6 years	Score	Number of Research Subjects	Percentage
High	120 - 160	24	80%
Medium	80 - 119	6	20%
Low	40 - 79	0	0%
Jumlah		30	100%

From the posttest results Table 2, it is obtained information that there are 24 subjects with children's cooperation ability in the high category, namely subjects who score between 120-160. In the table, it is also seen that there are 6 subjects with children's cooperation ability included in the range of medium category, namely between a score of 80-119. And, there are no subjects with children's cooperation ability in the low category, which is between a score of 40-79. The conclusion that can be drawn from the table above is that the number of subjects with the children's cooperative ability is between 120-160 or included in the high category from the number of children with a total of 30 children. It is proven by the results of the paired sample t-test that are presented in the Table 3.

**Table 3.** Results of Paired Sample t-Test

Children's Cooperative Ability Aged 5-6 Tahun	T	Sig. (2-tailed)
Pretest eksperiment		0,000
posttest eksperiment	-11.436	

Based on the Table 3, it can be seen that the experimental group 30 obtained  $t_{table} = H_2$  is rejected and  $H_1$  is accepted if the probability value (sig 2 tailed)  $< 0.05$ . The above results, it can be obtained that the probability value (sig 2 tailed) is  $0,000 < 0.05$ , then  $H_a$  is accepted and  $H_2$  is rejected. From the table, it is obtained that  $t_{count}$  value = -11,436 with Sig. (2-tailed)  $< 0.05$  which means there is a difference between the pretest and posttest scores. The conclusion obtained is that  $H_1$  is accepted and  $H_2$  is rejected, meaning there is a significant difference in the cooperative ability of children aged 5-6 years through the application of the sociodrama method.

In the Table 4, it can be seen that the percentage of the cooperative ability of children aged 5-6 years is 66.782 in Pretest and 104.816 in Posttest. The amount of the increase in the cooperative ability of children aged 5-6 years seen between Pretest and Posttest can be determined by finding the difference in the percentage value of the cooperative ability of children aged 5-6 years at Pretest and the percentage value of cooperative ability of children aged 5-6 years at Posttest to obtain the following results  $104,816 - 66,782 = 38.03$ .

**Table 4.** Improvement Test

Group	Percentage Value
Pretest	66,782

Posttest 104,816

Based on the calculation above, it shows that there is an increase in the cooperative ability of children aged 5-6 years based on the application of the sociodrama method by 38.03%.

The results that will be discussed in this study explain the study about the application of the sociodrama method to improve the cooperative ability of children aged 5-6 years at ABA 27 Kindergarten in Semarang. In this study, the researcher determines the cooperative ability of children aged 5-6 years as an independent variable. Through the application of the sociodrama method, there is an increase in the cooperative ability of children. The cooperation process trains children to be able to suppress individual personalities and prioritize group interests.

According to Hurlock (1976), cooperation is the ability to cooperate with others to obtain a mutual reward. This was made clear that (Lakoy, 2015) explaining that the implementation of cooperation can only be achieved if mutual benefits are obtained for all parties involved in it. If one party is disadvantaged in the process of cooperation, then the cooperation is no longer fulfilled. According to Fauziddin (2016), he explains that the cooperation process trains children to be able to suppress individual personalities and prioritize group interests. Cooperation can be influenced when children do activities where the child will interact with his group friends and there is a positive attitude of dependence that is emphasizing a concept of shared goals that are built together, then each will feel that they will only achieve the shared goals if the goals achieved in collaboration. Forms and patterns are cooperative abilities that can be found in human groups. This form of cooperative ability will develop if people can be mobilized to achieve shared goals and there must be an awareness that the goals must be able to anticipate the individual interests that are affiliated in social groups (Yudha, 2005: 41).

According to Bierman and Erath (Howe, 2015) who explained that teachers can develop social competence and understanding of others in early childhood by playing drama in which there are instructions or examples of good behavior, as well as providing feedback and discussion about human behaviors.

Based on the results of statistical calculations that have been done, the t-test data (Paired Sample t-Test) is from  $t_{table} -11.436$  with Sig. (2-tailed)  $< 0.05$  which means there is a difference between the pretest and posttest scores. The conclusion obtained is that  $H_1$  is accepted and  $H_2$  is

rejected, it means there is a significant difference in the cooperative ability of children aged 5-6 years through the application of the sociodrama method.

This is in line with the Yusuf's opinion (2007) social development can achieve a social relationship if there is a learning process to adjust to group norms. Children in carrying out social activities appear social interactions with others when children are involved in communication with others and can work together. Social development is one aspect that is developed in conducting cooperation. The sociodrama method as a means of increasing the cooperative ability of children aged 5-6 years is based on the development stages of children who are at the play stage. Sociodrama or role-playing according to Hamalik (2009) is defined as a type of stimulation technique that is generally used for social education and human relations. The sociodrama method for children aged 5-6 years is a role-playing activity that involves a social problem solution that has previously been discussed together to form appropriate values and attitudes in society. Cooperation is one of human nature as a social creature. Cooperation cannot be done individually because humans cannot stand alone without the help of others so that this cooperation is very important as a social creature to be able to carry out activities or activities together.

In line with the results of those research and theory, Dita Destari Iin, Riski Indryani, et al. (2017) expressed that there are differences in the cooperative ability of children who are given sociodrama games and children who are not given sociodrama games. Based on the results of statistical tests in their study, the average score of cooperative ability posttest in the experimental class was higher than the average score of cooperative ability pretest.

Based on the results of calculations using the percentage technique, the value of the cooperative ability of children aged 5-6 years in the pretest group that is obtained is 66.782 while the value of the posttest group is 104.816. It is known that the results of these calculations that indicate an increase in the cooperative ability of early childhood based on the application of the sociodrama method is 38, 03%. It means the cooperative ability of children aged 5-6 years based on the application of the sociodrama method in the posttest group increased by 38.03%.

The enhancement of the cooperative ability of children aged 5-6 years in the posttest group who got the application of the sociodrama method was in line with the objectives of the soci-

odrama method. This is supported by Eckloff's opinion (McLennan, 2008) which states that the application of the sociodrama method has three main objectives namely increasing one's understanding of social situations, increasing understanding of the role of a person or several people in certain social situations, and allowing the players to release their emotions by expressing thoughts and feelings about social behavior.

The enhancement of the cooperative ability of children based on the application of the sociodrama method is supported by the Aronson and Patnoe's opinion (Howe, 2015) which states that teachers who create a classroom environment based on planned cooperation can improve the cooperative ability and social behavior in children rather than a class that prioritizes competencies. Forms and patterns are cooperative abilities that can be found in human groups.

## CONCLUSION

Based on the results of the research analysis about the application of the sociodrama method to improve the cooperative ability of children aged 5-6 years at ABA 27 Kindergarten in Semarang, it can be concluded that there are differences and an increase in the cooperative ability of children aged 5-6 years based on the application of the sociodrama method. The cooperative ability of children aged 5-6 years after applying the sociodrama method is higher than before treatment. This proves that there are differences in the cooperative ability of children aged 5-6 years after being given the treatment of the application of the sociodrama method. There is an increase in the cooperative ability of children aged 5-6 years after the application of the sociodrama method. The result of the enhancement of the cooperative ability of children aged 5-6 years based on the application of the sociodrama method is 38.03%.

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