

Group Counseling with Sociodrama for Improving Student's Prosocial Behavior

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Abstract

The present study was aimed at finding out the effectiveness of group guidance with sociodrama for improving student's prosocial behavior. This study employed experimental method with one group pretest Posttest design, involving ten students as the members of the group. The analysis result using Wilcoxon test showed that group guidance with sociodrama technique was effective to improve student's prosocial behavior. The result of the study showed that group guidance in SMP Negeri Kabupaten Pemalang had been planned within guidance and counseling program. However, its implementation was sub-optimal. The present study also found that group guidance with sociodrama is effective for improving student's prosocial behavior. The discussion of the result of the study is aimed at identifying the implication of group guidance with sociodrama in improving student's prosocial behavior.

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INTRODUCTION

Students refer to adolescents who undergo developmental process towards maturity and autonomy both personally or in social. In that developmental process, a student needs to possess prosocial behavior in his environment.

Prosocial behavior refers to an action of helping who benefits others without benefiting the actors, and even involving a risk for the helpers (Baron & Byrne, 2005). Sears (2004) state that prosocial behavior is voluntary act of taking responsibility to make others happy, influencing others in social life, particularly in the interactive situation and improving tolerance. Teaching prosocial behavior may involve an individual directly, including his emotion, to feel inconvenience. In the learning process, it is important to make students involved with others. It is expected that they can build social relation and understand the concept where they have to do good things. The concepts that are accepted will strengthen the system of value held by the child. When a child obtains a good lesson on the social norm, he will be a prosocial individual. Otherwise, a child who does not obtain a good lesson on social norm will be antisocial.

The phenomenon in a public Junior High School (SMP) in Pematang regency exhibit the lack of prosocial behavior on some students. Following the result of problem checklist (DCM), 57% students are unwilling to help others, 47% of them find it difficult to share with others, 45% of them find it difficult in to perform teamwork with friends, 60% of them were lack of social responsibility. Majority of other studies conducted other cities state that student's prosocial behavior is categorized as low.

Group guidance with sociodrama technique to develop in the study is a pattern of providing help in a group condition that is designed to improve student's prosocial behavior through sociodrama activity. In this case, the counselor acts as the group leader who is free to create an experience so that students possess prosocial behavior towards others. Accordingly, in order to help students improving their

prosocial behavior, the researchers conduct an experimental study.

Myrick (2011) states that the general purpose of group guidance is to deliver information, to help students to explore consequences of action, or to learn a number of procedures to determine and achieve personal goal. Wibowo (2005) states that the purpose of group guidance is to provide information and data to ease an individual to make decision or to behave. According to Ahmadi and Supriyono (2004),

Sociodrama is one of the techniques of guidance that provides students opportunities to dramatize attitude, behavior, or appreciation as they do in daily social life in society. Accordingly, sociodrama is used in solving social problems that hinder learning process through social drama.

Aulia, Nusantoro, and Sugiyo (2017) found that information service with sociodrama affects students' self-adjustment. Aini, Sugiharto, and Sutoyo (2014) found that group guidance with sociodrama is effective to improve students' self-adjustment.

Group guidance with sociodrama in SMP is designed to provide more effective and efficient system, which means that it is designed to exhibit an expected output. Group guidance developed in the present study is a pattern of assistance provided for students in group conditions, designed to develop their prosocial behavior in sociodrama activities. The present study aims to find out the effectiveness of group guidance with sociodrama in improving student's prosocial behavior.

METHODS

The present study employed one group pretest-Posttest design. The samples were selected using purposive sampling technique. Based on the result of prosocial behavior scale, ten students of SMP Negeri 3 Pematang were selected as the samples of the stud. Two student's prosocial behavior was categorized as very low, and eight students' prosocial behavior was categorized as low. Group counseling was held in

eight sessions; each material was delivered for two sessions.

The materials delivered in sociodrama were: helping others (session 1 and 2), sharing (session 3 and 4), teamwork (session 5 and 6) and social responsibility (session 7 and 8). The data were collected using prosocial behavior scale developed by the researchers. The scale had passed validity test by the experts. The scale consisted of seventy items. After the validity test, fifty-nine items were found to be valid, while the

other eleven items were not. The Alpha coefficient was 0.964. Non-parametric statistic, i.e. Wilcoxon test was employed to analyze the data.

RESULTS AND DISCUSSION

The effectiveness test was done by comparing the score before and after the treatment, i.e. group guidance with sociodrama, was given. Table 1 shows the result of the test.

Table 1. Wilcoxon test result

Indicator	Pre Test		Post Test		Z	P
	M	SD	M	SD		
1	26.75	9.00	32.13	7.53	-2.53	< 0.05
2	26.50	7.46	33.25	6.08	-2.53	< 0.05
3	22.25	5.62	29.00	5.55	-2.52	< 0.05
4	17.88	6.26	23.88	4.32	-2.52	< 0.05
Σ	23.34	7.08	29.56	5.87	-2.52	<0.05

Remarks:
 1 = Helping others
 2 = Sharing
 3 = Teamwork
 4 = Social responsibility

It was found that the average level of student's prosocial behavior was higher on Posttest, accordingly, it can be said that there is an improvement of student's prosocial behavior after the group guidance with sociodrama was given. The Wilcoxon test result shows that group guidance with sociodrama was effective for improving students' prosocial behavior in SMP Negeri 3 Pemalang ($Z = -2.258, p < 0.05$).

Sociodrama provides students opportunity to dramatize attitudes, behavior, or appreciation as it occurs in daily social relationship. This motivates students to exhibit prosocial behavior in their daily life. This finding is consistent with the findings of the study conducted by Eckloff (2006), it was found that sociodrama can be used to improvise during communication with others, making them more understandable.

During sociodrama, the scenario teaches student work with their friends, accordingly they indirectly learn how to exhibit positive behavior in order to improve their prosocial behavior. This finding supports McLennan (2008) who found that sociodrama can be applied to improve positive behavior.

In sociodrama, students are involved in a situation that requires them to help each other. In this case, they may adjust themselves in any situation where their help are needed. This is in line with the study conducted by Aulia, Nusantoro, and Sugiyo (2017) who found that group guidance with sociodrama is effective to improve student's self-adjustment.

Based on the scenario played by the students, they will gain better understanding of how to exhibit prosocial behavior. Accordingly, their prosocial behavior is increased. This is in line with the study conducted by Asih and Pratiwi (2010) who found that there is a relationship between empathy and emotional maturity toward prosocial behavior. In sociodrama, they were happy for being able to play their role, encouraging them to exhibit prosocial behavior in their life.

The implications of the findings of the study were: 1) It is expected that the counselors can apply group guidance with sociodrama, in this case, the counselors need to bring a theme that may improve prosocial behavior and its consequences. Accordingly, the students understand the meaning of prosocial behavior.

2) It is also expected that the counselors perform a collaboration with an observer who may support good implementation of group guidance with sociodrama.

CONCLUSION

The present study concludes that group guidance with sociodrama technique is effective to improve student's prosocial behavior. In conducting group guidance with sociodrama, it is recommended for the counselors to design a scenario that fits the theme of sociodrama so that the students can be more critical on prosocial phenomena. The future study is recommended to examine the effectiveness of sociodrama in other prosocial behavior contexts by involving various level of education or developmental stage.

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