



BRIGHT VISION

E-ISSN: 2798-8872 P-ISSN: 2797-1716

Email: brightvisionjournal@uinsu.ac.id

<http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision>

THE EFFECT OF IMPLEMENTING SOCIODRAMA TECHNIQUE GROUP GUIDANCE SERVICES TO IMPROVE THE MORAL OF STUDENTS OF SMP NEGERI 9 MEDAN

Nurhalimah*¹, Jamila²

^{1,2}Universitas Muhammadiyah Sumatera Utara

Email: nurhalimahmunthe74@gmail.com

Corresponding Author's * Nurhalimah

Abstract

This research uses a quantitative approach with a quasi-experimental type by looking at changes in research data between before and after treatment. The population in this study was 97 class VIII students, then the sampling technique used purposive random sampling so that the sample was 8 students. The instrument used is a questionnaire instrument with a Likert scale model. The results of the instrument validity test produced 27 valid items and the reliability was 0.875. Research data was analyzed using Pearson Product Moment Correlation.

The research findings show that with the correlation obtained from the SPSS model summary 26.00 output display, the results of the hypothesis test using the Product Moment Correlation test show an output of $r = 0.431$ with an Asymp.Sig value. = 0.000 (2-tailed) is smaller than < 0.005 , then H_a is accepted. Here there is a positive correlation coefficient, which means that 8 students experienced an increase in their moral intelligence scores from the Pre Test score to the Post Test score. The difference in increase in Mean Rank or average increase is 6.5, the correlation coefficient is 0.431 with an influence level of 43.1% and the rest is influenced by other variables. Thus, it can be concluded that the implementation of the sociodrama technical group guidance service can have an influence on improving the morale of students at SMP Negeri 9 Medan in 2022/2023.

Keywords: Group Guidance; Student Self-Efficacy

INTRODUCTION

Education is a form of government effort in fighting to improve the quality of human resources in the sense of achieving national development, as the desire of the

Indonesian people. In other words, education is a very valuable investment that will produce superior human resources in all aspects, including scientific, technological and ethical capacity. Education must be able to include all aspects and articulations of life, both material and spiritual, as well as material and spiritual aspects. New education will be able to form educated humans who are knowledgeable and moral. Therefore, moral values education is very important to be given to students in order to form a complete human being.

Whether we admit it or not, there is currently a real and worrying moral crisis in society involving our most valuable possessions, namely children. This crisis includes, among other things, the increasing prevalence of deviations from various norms of life, both religious and social, which are manifested in the form of antisocial behavior such as brawls, theft, murder, drug abuse, abuse, and other moral acts that have become social problems which to this day cannot yet be resolved completely. An individual's growth and personality will feel complete and more stable if human morals are well organized. A person's attitudes and characteristics show the moral qualities they possess. In fact, the behavior shown by certain individuals in their daily lives shows the extent and how good moral values that individual has.

In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system, it is explicitly stated in Article 3 that the aim of national education is, among other things, to develop the potential of students to become human beings with noble character or high morals. Good morals need to be formed through quality education with learning content that is able to boost an individual's moral condition.

Theoretically, student character is formed in the school environment through the learning process. However, the results of observations made by researchers from direct field observations at SMP Negeri 9 Medan show that of the 18 character values there are still many character values that have not been developed by students at SMP Negeri 9 Medan. This can be seen that there are still irregularities committed by students in the school environment. Some of the irregularities committed by students in the school environment are, cheating on each other during tests or given assignments, noise made by one of the students during learning which makes the class conditions not conducive, skipping school, low awareness of students listening to the teacher's explanations. explain in class, and students' lack of confidence when expressing their opinions during discussion sessions in class. The above is usually caused by a lack of attention in the

supervision of parents and teachers at school which causes there to still be students who commit deviant acts which often occur in the school environment.

The level of moral intelligence is influenced by many element type factors. One of these factors is social factors including proper parenting, parental supervision, parenting regarding religious values that must be applied and socializing with parents and peers. Of course, this is also the case with adolescents' adaptation to the environment in the room of negative influences, if they do not have a large intellectual moral foundation. Moral wisdom here has the ability to control oneself, always choosing the right action and not being influenced by the surrounding community (Pamungkas, 2015). Especially in this highly developed era with increasingly easy and sophisticated media and information.

In response to this, researchers want to apply one of the services in counseling guidance and test the results of the services provided. This counseling guidance service is a support service or process for individuals to achieve optimal development (Yusuf, 2005). According to Prayitno and Amti (2013), there are seven types of counseling services, including orientation services, information services, placement and distribution services, study guidance services, individual counseling services, group guidance and counseling services, and supporting activities. In an effort to increase moral intelligence in teenagers, the application of group guidance services is considered very appropriate. Group guidance is a guidance service provided in a group atmosphere by utilizing group dynamics. The choice of this group guidance service is in accordance with what Hurlock (2013) said that adolescence is a period that is spent a lot with peers outside the home as a group.

According to Prayitno (2014: 61), "Group guidance is defined as an effort to guide groups of students so that the group becomes large, strong and independent." Meanwhile, Sukardi (2000: 48), explains that "group guidance services are services that enable a number of students to jointly obtain materials from certain resource persons (especially guidance teachers or counselors) which are useful for supporting the daily lives of both individuals as students, family members and the community and to consider in decision making." The group guidance services that will be carried out are expected to lead to mature moral considerations. Through group guidance services they can practice new behaviors, learn to adapt to others, give and take and learn to solve problems based on input from other members.

Based on this background description, it is necessary to conduct research on the moral values of junior high school children as a basis for guidance to improve the moral values of adolescent students, so that students can improve their moral reasoning with the help of guidance and counseling teachers at school. Guidance and counseling services are provided that support the improvement of students' moral values and intelligence.

METHOD

This research was carried out at SMP Negeri 9 Medan which is located at Jl. TB Simatupang No. 118 Medan, Sunggal, Kec. Medan Sunggal, Medan City Prov. North Sumatra in class VIII 2022/2023 Academic Year. This research will be carried out in the 2022/2023 Academic Year, starting from April to June 2023. This research uses quantitative research methods. In this research, researchers will apply group guidance services to students to improve the moral condition of students by using sociodrama techniques due to factors or obstacles that influence them.

RESULTS AND DISCUSSION

Pre-test Data Result

The purpose of measuring pre-test and post-test data is to find out whether or not group guidance with sociodrama techniques has an effect on improving the morale of class VIII students. The pre-test data obtained is as follows.

Table 1 Pre-test scores on students' moral intelligence scores

No	Pre-test score		
	Respondent	Score	Category
1	AD	69	Medium
2	DS	70	Medium
3	DF	70	Medium
4	GT	74	Medium
5	HJ	67	Medium
6	JK	70	Medium
7	HM	77	Medium
8	QR	77	Medium
	Average	72,4	Medium

Based on the table above from 8 respondents, the results of the pre-test with a moral intelligence score of 8 people are categorized as moderate. From the results of the pre-test data that has been obtained, the average score for students' moral intelligence is 72.4, which is in the medium category.

Posttest Data Results

After providing group guidance services using sociodrama techniques, the researchers then measured the moral intelligence of students in the group. The posttest results can be seen in the following table:

Table 2 Post-test scores on students' moral intelligence scores.

No	Pre-test score		
	Respondent	Score	Category
1	AD	87	High
2	DS	72	Medium
3	DF	74	Medium
4	GT	78	Medium
5	HJ	77	Medium
6	JK	87	High
7	HM	80	Medium
8	QR	81	Medium
	Average	79	Medium

Based on the table above, 5 of the 8 respondents who were given group guidance services using audio-visual media were categorized as very high, 3 people were said to be high and 1 person was categorized as medium. And from the results of these measurements, the average posttest result is categorized with a score of 109 which is categorized as very high.

Instrument Test

The research process began by analyzing the main instruments of this research through the process of testing students' moral intelligence questionnaires. The result is:

1. Validity of the Student Moral Intelligence Instrument
1. The questionnaire related to the student moral intelligence variable consisted of 30 questionnaire items consisting of 4 indicators which were used to reveal data from respondents in the field. This research uses a questionnaire instrument to collect

quantitative research data as a tool to reveal the picture of research respondents regarding students' moral intelligence. Above, it can be seen that the results of the validity analysis resulted from the 30 items being tested producing 27 valid items so that they can be used in collecting research data on students' moral intelligence.

2. Reliability of the Student Moral Intelligence Questionnaire

The reliability of the student moral intelligence questionnaire is calculated using the alpha () formula as follows: So the reliability obtained from the student moral intelligence questionnaire has a result of = 0.875 after being compared with the correlation index, which is included in high reliability.

Table 3 Student Moral Intelligence Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,873	0,875	30

Based on the results of examinations and scoring carried out on students' moral intelligence questionnaires. Based on these results, only 40 students were included as samples in this research. And 10 people as service participants.

Descriptive Analysis

To test the significance of the relationship, namely whether the relationship found applies to the entire population of 40 people, then the results of the r calculated Product Moment Correlation correlation were tested using spss 20.00 analysis. From the research above, based on the significance table, it can be seen that there is a positive relationship between the treatment of group guidance services and group discussion techniques on increasing students' moral intelligence, namely with sufficient interpretation at the level of the relationship.

Data Normality Analysis

The normality analysis of the data tested in this research is "there is a significant effect of implementing group guidance services on increasing students' moral intelligence before and after so it can be seen that the pretest Z score for the data normality analysis test is 0.235 and 0.247 with the Asymp probability figure. Sig. (2-tailed) students' moral intelligence is 0.125 and 0.085, or probability with a normal distribution. From these

results, H_0 is rejected and H_1 is accepted. Thus, the hypothesis in this research is accepted, namely "There is a significant influence of sociodrama technical group guidance services on increasing students' moral intelligence after being given treatment.

Hypothesis Test Results

The first hypothesis proposed in this research is "there is a significant influence of sociodrama technical group guidance services on increasing the moral intelligence of class VII students at SMP Negeri 9 Medan. This hypothesis testing was carried out using the Product Moment Correlation data analysis technique using the SPSS version 20.0 program.

Table 4 Analysis of Product Moment Correlation data

Correlation			
Pretest			Posttest
Pretest	Pearson Correlation	1	.431
	Sig. (2-tailed)		.214
	N	10	10
Posttest	Pearson Correlation	.431	1
	Sig. (2-tailed)	.214	
	N	10	10

It can be seen that the probability number Asymp. Sig. (2-tailed) students' moral intelligence is 0.005 or probability below alpha 0.000 ($0.000 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the hypothesis tested in this research can be accepted, namely "There is a significant positive contribution of group guidance services to students' moral intelligence before and after being given treatment.

Based on the results of the Pearson Product Moment Correlation calculation, the r coefficient value obtained is 0.431 with a p value (Asymp. Sig 2 tailed) of 0.000 which is less than the research critical limit of 0.05 so that the hypothesis decision is to accept H_1 or which means there is influence significant difference between pretest data and posttest data.

Discussion of Research Results

The aim of this research is to find out whether there is a significant effect of implementing group guidance services using sociodrama techniques on increasing moral

intelligence in students at SMP Negeri 9 Medan. From the results of data analysis and hypothesis testing, researchers can discuss the research results, namely:

1. The data obtained in this research shows that there is a significant positive influence of the implementation of group guidance services using sociodrama techniques on increasing moral intelligence in students at SMP Negeri 9 Medan for the 2022/2023 academic year. Data obtained from the results of correlation analysis with Pearson produced an r coefficient of 0.431.
2. The results of this research show that the implementation of group guidance services using sociodrama techniques has increased the moral intelligence of students at SMP Negeri 9 Medan for the 2022/2023 academic year. This is obtained from the Z values obtained at 0.235 and 0.247 with a p value (Asymp. Sig 2 tailed) of 0.000 which is less than the research critical limit of 0.05 so that the hypothesis decision is to accept H_1 , which has a significant effect.
3. In hypothesis testing, use the second SPSS output, namely the "Test Statistics" output. In the Product Moment Correlation test we can use it as a guide or guide. The basis for decision making in the Product Moment Correlation Test, with an r coefficient of 0.989 with a value of Asymp.Sig. (2-tailed) is smaller than < 0.005 , then H_a is accepted. Conversely, if the value of Asymp.Sig. (2-tailed) is greater than > 0.05 , then h_a is rejected.
4. From data analysis it has been proven that students' moral intelligence has increased significantly. This is indicated by the correlation obtained from the output of the Product Moment Correlation hypothesis test of 0.431 with the Asymp.Sig value. = 0.000 (2-tailed) is smaller than < 0.005 , then H_a is accepted.
5. The results of calculating the mean between pretest data and posttest data produce a significant difference which has a difference which can be interpreted as an increase in the data in a positive direction or better, namely 72.4 to 79.

CONCLUSION

Based on the results of research conducted by the author regarding the significant positive influence of the implementation of group guidance services using sociodrama techniques on increasing students' moral intelligence in students at SMP Negeri 9 Medan for the 2022/2023 academic year. So the author will put forward several conclusions as follows, namely:

1. The results of this research show that the moral life conditions of students who are in the low category in terms of their behavior and actions are those who feel unable to present their life conditions with a style of life that meets their personal character with high moral intelligence. This is considered as a person who always displays good deeds on top of good behavior.
2. There is a significant positive influence of the implementation of group guidance services using sociodrama techniques on increasing students' moral intelligence in students at SMP Negeri 9 Medan for the 2022/2023 academic year. Data obtained from the results of correlation analysis with Pearson produced an r coefficient of 0.431.
3. The results of this research show that the implementation of group guidance services has a significant correlation in increasing students' moral intelligence in students at SMP Negeri 9 Medan for the 2022/2023 academic year.

This is obtained from the Z values obtained at 0.235 and 0.247 with a p value (Asymp. Sig 2 tailed) of 0.000 which is less than the research critical limit of 0.05 so that the hypothesis decision is to accept H1, which has a significant effect. He added that there was a significant difference in increase in pretest data and posttest data after the research was carried out, namely 72.4 to 79.

REFERENCES

- Adisusilo, Sutarjo. 2014. Pembelajaran Nilai Karakter. Jakarta: Rajawali Pers Ahmadi, Abu. 2009. Psikologi Pendidikan. Jakarta: Rineka Cipta.
- Aldily, Ridho. 2021. The Power Of Social and Emotional Intelligence. Yogyakarta: Anak Hebat Indonesia.
- Arikunto, Suharsimi. 2006. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Azizah, N., & Yakub, E. Pengaruh Layanan Bimbingan Kelompok terhadap Peningkatan Sikap Moral Siswa Kelas VIII SMP Tri Bhakti Pekanbaru Tp 2015/2016. Jurnal Online Mahasiswa (JOM) Bidang Keguruan dan Ilmu Pendidikan, 4(2), 1-12.
- Asri Budiningsih, (2004). Pembelajaran Mo-ral Berpijak pada Karakteristik Siswa dan Budayanya, Jakarta: Reneka Cipta.
- Cheppy, H. C. (1988). Pendidikan Moral Dalam Beberapa Pendekatan. Jakarta: Depdikbud.
- Hurlock, E. B. (2013). Developmental psychology a life-span approach.

- Islami, C. C. (2017). Layanan Bimbingan Kelompok untuk Mengembangkan Moral dan Disiplin Anak dengan Metode Permainan. *Jurnal Pelita Paud*, 1(2), 61-73.
- Lubis, A., Elita, Y., & Afriyati, V. (2018). Bimbingan Kelompok Dengan Teknik Sosiodrama Meningkatkan Regulasi Emosi Pada Siswa SMA di Kota Bengkulu. *Consilia: Jurnal Ilmiah Bimbingan dan Konseling*, 1(1), 43-51.
- Muslich, Masnur. 2011. Pendidikan Karakter. Jakarta: Bumi Aksara. Sjarkawi, (2014). Pembentukan Kepribadian Anak, Jakarta: Bumi Askara.
- Sjarkawi. 2006. Pembentukan Kepribadian Anak (Peran Moral, Intelektual, Emosional Dan Social Sebagai Wujud Integritas Membangun Jati Diri). Jakarta: Bumi Aksara.
- Sugiyono. 2014. Metode Penelitian Pendidikan. Cetakan ke-19. Bandung: Alfabeta.
- Syarif, Kemali. 2014. Perkembangan Peserta Didik. Medan: Unimed Press. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Bandung: Cipto Umbara.
- W. Poespoprodjo, S.H., SS., B.Ph., L.Ph. (1999). Filsafat Moral. Bandung : Pustaka Grafika.