THE EFFECTIVENESS OF SOCIODRAMA TECHNIQUES IN IMPROVING SELF CONCEPT AND SELF EFFICACY ON STUDENTS SMA NEGERI 2 BANTUL

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ABSTRACT: *The purpose of this research was to know the effectiveness of sociodrama technique in improving self concept and self efficacy of student in SMA Negeri 2 Bantul.This research type is experiment. The design used in this research was pre-test and post-test design. The subjects in this study were 27 students of class XI IPA 2. The instrument in this research was self concept scale called TSCS consisting of 84 item statements and self efficacy scale consisting of 26 item statement. Technique of data analysis in this research used t tests formula for significance level 0.05.The results showed that sociodrama technique was effective to improve self concept and self efficacy of students. Self concept and self efficacy of students increased in the "high" category. There was a difference in the end result of control class and experiment class after obtaining group guidance of sosiodrama technique with p (p-value) or sig> 0.05, then H0 was accepted.*

KEYWORDS: sociodrama, self concept, self efficacy, guidance and counseling, experiment.

INTRODUCTION

The group guidance service is an effort to guide students in a group in order for the group to become large, powerful and independent. In the implementation of group guidance learners are brought by group leaders to create dynamic interaction within the group. The existence of group guidance services to provide opportunities for learners to be able to explore his ability in socializing. In essence humans have several phases in the development period. One of the developments experienced is the transition to childhood to adolescence, which is often called the transition period. Regarding adolescence the period is characterized by physical changes, the occurrence of emotional imbalances and

instability in many cases, as well as searching for identity. When learners enter the phase in the transition period characterized by physical changes as well as emotional imbalances and instability in seeking self-identity counselor / teacher should be able to facilitate learners.

Adolescents pass significant cognitive changes. Learners who start teenagers will start looking for identity, so that the increase in abstract and idealistic ideas in adolescence learners become the basis for seeking identity. Learners face the challenge to finding who they are. King, Laura A (2010: 192) mentions that adolescents are faced with many new roles and adult status both in terms of work and romance. When teenagers do not search for their identity adequately at the adolescent stage, then they will be confused about who they are.

Finally, it is important to emphasize that self-concept includes not only cognition and emotion but also motives. Rosenberg & Kaplan (1982: 9) reveals that this motif refers to certain impulses to act in self-concept. In fact, many human efforts are an attempt to achieve a satisfying self-concept. Everyone has a strong preference for the various constituents / components of their self-concept. They prefer high self-esteem rather than low; clear and crystallized images become unclear and ambiguous; A stable self-concept of change; Consistent self-concept and inconsistency; High sense of inadequate feeling; Low self-awareness to high self efficacy and so on. Researchers have finally chosen to use sociodrama techniques based on reason because the problems that arise relate to personal issues which in the process of self concept and self efficacy relate to the social sphere, how learners can realize what the picture of himself based on his point of view and the point of view of others about him. Based on the above problems, the authors conducted research on the Effectiveness of Sociodrama Techniques in improving the Self concept and Self efficacy in the students of SMA Negeri 2 Bantul.

Related Works
Prawira (2016: 79) observed that children while experiencing growth and development seem to have a personality that we do not expect together, it can be seen in everyday life not a few school-age children who like racing when riding a bicycle motorcycles on the street, hanging out at malls, supermarkets, in entertainment venues, school lazy, and others of which it reflects a bad personality. The development of adolescent learners who briefly influence their mindset, so problems arise when the development is accompanied by negative self concept and low self efficacy. When the negative self concept develops in the learners will make the learners less understanding of the state of self, experiencing confusion in finding the concept of himself and can not accept the state of self. It raises

problems of inferiority, self-esteem, despair, and self-regret. This is a symptom of maladjustment that is the inability to make social adjustment, thus disrupting the development of a healthy personality.

Sociodrama is seen as one of the proper techniques for improving self-concept and self-efficacy because it provides opportunities for students to portray certain roles of situations of personal-social problems and teach ways of behaving in relationships between fellow human beings so that students can experience firsthand experience obtained through his role.
Van Ments (1983: 156) in his book "The Use of Role-Play A Handbook for Teachers and Trainers" states "Sociodrama is a technique used to explore the problems posed by social groupings ..." can be interpreted that sociodrama is a technique which is used to explore the problems experienced in the social context so that in the procedure will illustrate the critical aspects of the problems experienced by the students.

Rogers (2008: 22) mention that the benefits of playing sociodrama are the experience of being someone else helps the individual to develop insight into the perspective of others so as to make the individual more caring and sympathetic towards others. Rogers (2008: 24) add role play serves as an important mechanism in mental development, mind, communication skills, and language skills

METHODS

This research uses experimental method that is researching that gives treatment of a group of students that made the subject of research. The research design used in this study was a quash experiment (quash experiment). According Sugiyono (2014: 168) in quasi experimental studies there is a control group, but can not completely control the variables from outside that affects the implementation of experimental research. The design chosen in this research is time series design, where in this study only use one group that aims to know the effect of treatment to the group of research subjects. The subjects of this study were students of class XI MIPA SMA Negeri 2 Bantul class X IPA-2 which amounted to 27 people. Sampling technique using purposive sampling. Purposive sampling technique is intentional sampling in accordance with the required sample requirements.

RESULT AND DISCUSSION

1. Measurements of Self Concept and Self Efficacy Before Treatment (Pre-test)
To know self concept and self efficacy score on research subject before given treatment,

the researcher does self-concept level calculation and self efficacy subject using research scale. The pre-test results are as follows:

Table 1. Classification of Self-concept Scores

Score Range	Category	Total (Student)	Percentage (%)
337-420	High	2	7
225-336	Medium	25	93
112-224	Low	0	0
Total		27	100

The results of the pre-test self concept in table 1 show that the subject of the study has a self-concept that is entering into the medium category, the two research subjects have a high self concept, while the other twenty-five research subjects have self concept which is entering into the category medium.

Table 2. Classification of Self-efficacy Scores

Score Range	Category	Total (Student)	Percentage (%)
35-70	High	2	7
71-105	Medium	25	93
106-130	Low	0	0
Total		27	100

The results of the pre-test self concept in table 2 show that the subject of the study has a self-efficacy that is entering into the medium category, the two research subjects have a high self-efficacy, while the other twenty-five research subjects have self efficacy which is entering into the category medium.

2. Measurement Results Self Concept and Self Efficacy After Treatment (Post-test)
To find out the results of self concept and self efficacy measurements on study subjects after being given treatment, the researcher did self self and self efficacy calculation using the same research scale with the research scale used during pre-test. Here's the post-test result of research subjects.

Table 3. Classification of Self-concept Scores

Score Range	Category	Total (Student)	Percentage (%)
337-420	High	22	81
225-336	Medium	5	19
112-224	Low	0	0
Total		27	100

Based on the post-test results from table 3, it appears that from the twenty-seven research

subjects five of whom have a self concept in the medium category and twenty-two have a positive self concept in the high category.

Table 4. Classification of Self-efficacy Scores

Score Range	Category	Total (Student)	Percentage (%)
35-70	High	22	81
71-105	Medium	5	19
106-130	Low	0	0
Total		27	100

Based on the post-test results from table 4, it appears that from the twenty-seven research subjects five of whom have a self efficacy in the medium category and twenty-two have a self efficacy in the high category.

Pre-test Hypothesis Test Result and Post-Test of Experiment Group
Based on the results of the analysis of pre-test and post-test data of both variables, obtained from self concept calculation results t calculated = 11.2247, for the number of respondents as many as 27 people obtained ttable = 2.052. When compared with ttable value, tcount> ttable = (11,247> 2,052). In accordance with the criteria of acceptance and rejection of the hypothesis, the proposed alternative hypothesis (Hi) is received at a significant level of 5%. From the calculation of self efficacy of students tcount = 5.274, for the number of respondents as many as 27 people obtained t_{tabel} = 2.052. When compared with ttable value, t_{count}> t_{table} = (5,274> 2,052). In accordance with the criteria of acceptance and rejection of the hypothesis, the proposed alternative hypothesis (Hi) is received at a significant level of 5%. Therefore, it can be concluded if the sociodrama technique is effective against improving self concept and self efficacy of students in SMA N 2 Bantul. The effectiveness of sociodrama technique in improving self concept and student self efficacy can also be seen by analyzing the result of pre-test and post-test. Post-test data indicate a change experienced by the research subjects.

Theoretically, role plays with sociodrama technique aims to deal with social problems, Sternberg (2000:4) expresses the sociodrama's aim to help individuals express their thoughts and feelings, solve the problems experienced by each individual. Not only to discuss social issues, through sociodrama the individual can feel what is experienced by others, and can take decisions so as to form a positive self concept and self-efficacy better. Sociodramas are chosen because sociodrama is a dramatization of the problems that can arise in association with others, including the conflicts that are often experienced in social interaction.

Fitts (1971: 80) reveals people with positive self-concept report positive and negative experiences, but are able to use both types of experiences to open up to new experiences. Fitts also revealed that an individual possessing a positive self concept can perceive, react, give meaning and judgment and form an abstraction of himself.

Bandura (1997: 2) perceived self efficacy refers to a belief in one's ability to organize and implement actions necessary to manage a situation. Self efficacy affects how people think, feel, motivate themselves, and act. This is reinforced by the statement of Van Lange. et al (2012: 358) revealed that self efficacy is an assessment of personal ability; self esteem is an assessment of self-esteem.

CONCLUSION

Sosiodrama technique is effective against improving self concept and self efficacy of class XI IPA 2 SMA Negeri 2 Bantul. This can be seen from the increase in the average value of self concept and self efficacy from before being given treatment until after given treatment seen from the value of pre-test and post-test value. The results of the average pre-test score of self concept of 309,9259 then increased after treatment, the post-test score increased to 344,1111. In the results of pre-test score of self efficacy score average score of 92.4444; then increased after receiving treatment, the post-test score increased to 108.4815 in the students of grade XI IPA 2 SMA Negeri 2 Bantul.

Based on the observation of the researcher that the students already understands about having positive self concept and high self efficacy, the importance and purpose of the students has positive self concept and high self efficacy. The student is able to accept herself better, be able to accept her physical deficiency, consider herself valuable, realize that every human being has self deficiency so that more sensitive to social, then try to express his opinion voluntarily without being appointed first, able to express disagreement to something things, able to address any disagreements with others with a roomy chest.

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