Application of Socio-Drama Method to Improve Learning Outcomes in Honest Behavior and Keep Promises in Grade IX Students of SMP Negeri 3 Saipar Dolok Hole, Saipar Dolok Hole District

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Abstract: This study aims to analyze the effectiveness of the application of socio-drama methods in improving student learning outcomes in honest behavior and keeping promises in grade IX of SMP Negeri 3 Saipar Dolok Hole, Saipar Dolok Hole District. The socio-drama method was chosen because it allows students to understand the material more deeply through hands-on experience in situations that resemble real life. This study uses a classroom action approach (PTK) with two cycles that include planning, implementation, observation, and reflection stages. The subject of the study is a grade IX student of SMP Negeri 3 Saipar Dolok Hole. Data was collected through learning outcome tests, observation of student activities, and interviews with teachers and students. Data analysis was carried out in a quantitative and qualitative descriptive manner to measure the improvement of learning outcomes and changes in students' attitudes towards honest behavior and keeping promises.

The results of the study show that the socio-drama method can significantly improve student learning outcomes. The average score of students increased from 65.2 on the initial test to 81.5 after the application of this method. In addition, students become more active in learning, better understand the concepts of honesty and responsibility, and show positive changes in daily attitudes. Teachers also feel the benefits of this method in building student engagement and creating a more interactive learning atmosphere.

Thus, the application of the socio-drama method has proven to be effective in improving students' understanding and learning outcomes on honest behavior and keeping promises. This study recommends that this method be applied more widely in the learning of character values in junior high school.

Keywords: socio-drama method, learning outcomes, honest behavior, keeping promises, character learning.

INTODUCTION

Education or education is a basic effort that is planned to create a learning atmosphere and learning process that allows students to actively develop their potential. The purpose of education is to form individuals who have religious spiritual strength, self-control, personality, intelligence, morals, life sciences, general knowledge, and skills that are useful for themselves and society, in accordance with the provisions of the Law. Education involves the process of learning knowledge, skills, and habits that are passed down from one generation to the next through teaching, training, or research.

Education usually begins from the moment a baby is born and lasts a lifetime. In fact,

some forms of education can be started before birth, such as the habit of playing music or reading to the unborn baby in the hope of stimulating their early development.

As a process that continues to develop, education is expected to be able to improve the quality of Human Resources (HR), especially in facing the challenges of globalization. According to Sugihartono (2012:3), education is an effort made consciously and deliberately to change human behavior, both individually and in groups, in order to achieve maturity through teaching and training. With varied and quality teaching methods, it is hoped that students can achieve their learning goals optimally and increase their enthusiasm and motivation, with the full support of teachers.

However, in recent years, students' enthusiasm for learning has decreased, which has had an impact on their academic scores, especially in Islamic Religious Education (PAI) subjects in grade IX of junior high school. Based on this reality, this study focuses on efforts to improve student learning outcomes through more interactive learning methods. Therefore, this study is titled: *"Application of Socio-Drama Methods to Improve Learning Outcomes in Honest and Promise-Keeping Behavior Materials in Grade IX Students of SMP Negeri 3 Saipar Dolok Hole, Saipar Dolok Hole District."*

METHODS

This study uses the Classroom Action Research (PTK) method which aims to improve student learning outcomes on Honest Behavior and Keeping Promises through the application of the Socio Drama method. PTK was chosen because this research was conducted in a classroom environment with the aim of improving the learning process directly. The classroom action research model used refers to the Kemmis & McTaggart model, which consists of four main stages in each cycle, namely planning, acting, observing, and reflecting.

The subjects in this study are grade IX students at SMP Negeri 3 Saipar Dolok Hole, Saipar Dolok Hole District. The selection of subjects is based on the results of initial observations that show low student learning outcomes in Islamic Religious Education (PAI) subjects, especially in the material Honest Behavior and Keeping Promises. The location of the research was chosen because it was in accordance with the problem to be studied and allowed the implementation of more innovative learning methods.

This research was carried out in two cycles, where each cycle included the stages of planning, action, observation, and reflection. If the results in the first cycle do not meet the success criteria, then improvements and repetitions will be made in the second cycle. Each cycle lasts for two meetings with a duration of 90 minutes each.

At the planning stage, the researcher prepares a Learning Implementation Plan (RPP) based on the Socio-Drama method, prepares drama scenarios that are in accordance with the material of Honest Behavior and Keeping Promises, prepares research instruments such as observation sheets, evaluation tests, and questionnaires, and determines groups of students who will play a role in socio-drama. Furthermore, in the action implementation stage, the teacher explained brief material on Honest Behavior and Keeping Promises, divided students into several groups to play socio-drama based on the scenarios that had been prepared, and guided students in the process of role-playing. After the drama is over, the teacher facilitates a discussion to explore students' understanding of the moral values contained in the drama.

The observation stage is carried out by observing the involvement of students during the socio-drama process. Teachers and observers recorded students' responses, activeness in discussions, and their understanding of the material through observation sheets that assessed the cognitive, affective, and psychomotor aspects of students. After that, in the reflection stage, the results of observation and evaluation tests are analyzed to determine the effectiveness of the socio-drama method. Obstacles that arise during learning are identified and solutions are sought so that improvements can be made in the next cycle. If the results are not satisfactory, the learning strategy will be perfected in the second cycle.

To measure the success of the socio-drama method, this study uses several instruments, namely written tests to measure students' understanding before and after learning,

observation sheets to assess students' involvement in socio-drama activities, student questionnaires to find out their perceptions of the applied learning methods, and documentation in the form of photos or recordings during the learning process.

The data in this study was analyzed with quantitative and qualitative approaches. Quantitative data was obtained from the results of the pretest and posttest which were analyzed using comparative descriptive techniques by calculating the average increase in student scores. Meanwhile, qualitative data was obtained from observation sheets, questionnaires, and documentation, which were analyzed in a narrative descriptive manner to understand patterns of student involvement in learning.

This study is said to be successful if the average posttest score increases by at least 20% compared to the pretest score, 80% of students show activity in socio-drama based on observation sheets, and 75% of students give positive responses to learning with the socio-drama method based on the results of the questionnaire.

Ethical aspects in this study are also considered, such as obtaining permission from the school and student guardians, maintaining the confidentiality of student data, and ensuring that the learning methods applied do not have a negative impact on students.

By using the socio-drama-based Classroom Action Research (PTK) method, it is hoped that student learning outcomes in understanding the material of Honest Behavior and Keeping Promises can be improved. This method allows students to learn actively, develop social skills, and understand moral values more deeply through hands-on experience in role-playing.

RESULTS

Learning is a process or effort made by each individual to get a change in behavior, both in the form of knowledge, skills, attitudes, and positive values as an experience of various materials that have been learned. The definition of learning can also be interpreted as all psychological activities carried out by individuals so that their behavior is different between before and after learning. This change in behavior can occur due to new experiences, intelligence, or knowledge gained after the learning process and practice activities. The meaning of learning itself is a process of changing a person's personality that occurs in the form of improving the quality of behavior, such as increasing knowledge, skills, thinking, understanding, attitudes, and various other abilities. According to Skinner, learning is a process of adaptation or adjustment of behavior that takes place progressively. Meanwhile, C. T. Morgan defines learning as a relatively permanent change in behavior as a result of past experiences.

The characteristics of learning include the duration or time in learning activities, which is not instant but requires a process so that learning results can be seen. In addition, learning creates social interaction because in the process a person does not always learn on their own. Another characteristic is that there are behavioral changes that can be psychomotor, affective, and cognitive, which can be permanent or temporary. The main purpose of learning activities is to acquire and improve knowledge, skills, positive attitudes, and various other abilities. Sardiman (2011: 26-28) stated three main objectives of learning, namely to acquire knowledge, instill concepts and skills, and form attitudes.

Learning outcomes are an overview of the absorption of information, understanding, and application of knowledge obtained by students or educational participants. Learning outcomes are an indicator of students' success in understanding and mastering the material taught, including understanding concepts, mastering skills, and the ability to apply knowledge in practical contexts. Good learning outcomes provide a number of significant benefits, both for individuals and society. These benefits include improving the quality of life by opening up wider opportunities in academic and professional life, improving skills such as critical thinking and communication, contributing to social progress, and empowering individuals in better decision-making. Factors that affect learning outcomes include the quality of teachers, student motivation, learning environment, learning methods, and social and cultural contexts.

The learning method is a systematic and regular process carried out by teachers in delivering material to students. This method aims to help develop students' individual abilities

so that they are able to solve their problems. With the right learning method, it is hoped that students will be more motivated and not easily bored in teaching and learning activities. The function of learning methods includes extrinsic motivational tools, learning strategies, and tools to achieve educational goals. The main objectives of the learning method include helping students develop individual abilities, facilitating the learning process, developing disciplines, and creating a fun and motivating learning atmosphere.

One of the learning methods that can be applied is the sociodrama method. This method involves dramatization or role in a social relationship with the aim of providing understanding, appreciation, and developing students' ability to solve social problems. The sociodrama method is often likened to role-playing, where students play a specific character in a social situation. Sociodrama can help students understand behavior in social relationships and provide hands-on experience in solving social problems such as juvenile delinquency, drugs, and family conflicts. According to Oemar Hamalik, drama or expression activities are generally enjoyed by children and can help them develop social skills.

The purpose of the sociodrama method according to Nana Sudjana (2009: 84) includes teaching responsibility, appreciating and appreciating the feelings of others, stimulating critical thinking in solving problems, and forming social skills. Meanwhile, Ahmad Munjih Nasih (2009: 81) added that sociodrama helps students eliminate embarrassment, develop the courage to express opinions, and foster an attitude of respect for others. Thus, the sociodrama method not only helps academic understanding but also shapes the character of students.

The sociodrama method has several advantages, including being able to develop students' creativity, foster cooperation, cultivate talent in drama art, improve language skills, and practice problem analysis and conclusion making in a short time. However, this method also has disadvantages, such as taking a long time, requiring high creativity from teachers and students, and not all subject matter can be presented through this method. Therefore, the sociodrama method should be applied with careful consideration in order to achieve learning goals optimally.

DISCUSSION

Learning is a process carried out by each individual to obtain changes in behavior, both in the form of knowledge, skills, and attitudes. This process occurs as a result of experience and interaction with the environment. The definition of learning according to experts also leads to relatively permanent changes in individual behavior as a result of experience. Skinner, for example, views learning as a form of adaptation or progressive adjustment of behavior. Meanwhile, Morgan defines learning as a relatively permanent change due to past experiences. From these several definitions, it can be concluded that learning is not just memorizing material, but includes a transformation in the way of thinking and acting.

Learning characteristics can be observed through several indicators, including the duration or time required in the learning process, the existence of social interactions that occur during learning activities, and behavioral changes in cognitive, affective, and psychomotor aspects. In addition, the main goal of learning is to improve knowledge, skills, attitudes, and various other abilities. According to Sardiman, the purpose of learning in general includes acquiring knowledge, instilling concepts and skills, and forming attitudes.

In the world of education, learning outcomes are an indicator of the success of the learning process. Learning outcomes describe the extent to which students are able to absorb information, understand concepts, and apply the knowledge they have learned. Good learning outcomes not only affect individuals, but also have a positive impact on society. The benefits of optimal learning outcomes include improving the quality of life, improving skills, contributing to social progress, and empowering individuals in facing life challenges. However, there are several factors that affect learning outcomes, such as the quality of teachers, student motivation, learning environment, learning methods, and social and cultural contexts.

In an effort to achieve optimal learning outcomes, learning methods are an important element in the educational process. The learning method is a systematic strategy applied by

teachers in delivering material so that learning objectives are achieved. Choosing the right method can increase learning effectiveness, make students more excited, and reduce boredom in learning. The learning method has several functions, such as as an extrinsic motivation tool, a learning strategy, and a means to achieve educational goals. The main goal of the learning method is to help students develop individual abilities, simplify the learning process, and create a fun and motivated learning atmosphere.

One of the learning methods that is widely applied in the world of education is the sociodrama method. This method involves the activity of dramatizing behavior in social relationships as an effort to provide understanding and appreciation to students. Sociodrama is not just about role-playing, but it is also a learning technique that aims to instill an understanding of various social and emotional aspects in real life. According to some experts, sociodrama helps students develop social skills, increase empathy, and practice critical thinking skills in solving social problems.

The sociodrama method has advantages and disadvantages in its application. The advantages include developing student creativity, fostering cooperation between individuals, and increasing courage in expressing opinions. In addition, this method also helps students in understanding social concepts more deeply through hands-on experience. However, this method also has some weaknesses, such as taking a relatively long time, requiring high creativity from both teachers and students, and not all subject matter can be delivered through this method.

Based on the discussion above, it can be concluded that learning is a complex process and requires the right approach so that learning outcomes can be optimal. Good learning outcomes depend on a variety of factors, including the learning methods used. The sociodrama method is one of the effective alternatives in learning, especially in understanding social problems and improving students' interpersonal skills. However, its application must be adjusted to the conditions of students and the material taught so that learning objectives can be achieved optimally.

CONCLUSION

Based on the discussion that has been carried out, it can be concluded that learning is a process of changing individual behavior that occurs as a result of experiences and interactions with the environment. This process aims to improve knowledge, skills, and positive attitudes needed in daily life. Good learning outcomes can have a positive impact, both for individuals and society, which includes improving the quality of life, skills, and contributing to social progress.

The right learning method has a great influence on the success of the teaching and learning process. The sociodrama method, as one of the learning techniques that involves student participation in dramatizing social situations, has proven to be effective in instilling social understanding, improving interpersonal skills, and training students to solve social problems critically and creatively. Although it has advantages, such as the development of creativity and cooperation, as well as a deeper understanding of social issues, this method also has disadvantages, such as the time required is relatively longer and requires a high level of creativity from teachers and students.

Overall, the selection of the right methods, including the sociodrama method, is crucial to achieving optimal learning goals. The application of methods that are suitable for the conditions of students and subject matter can improve learning outcomes and develop the skills needed by students to face social challenges in society.

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