

The Use of Sociodrama Play Methods in Improving Responsible Attitude in Early Children

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ABSTRACT

An attitude of responsibility towards children is really needed as basic capital when children grow up. Therefore, it is important to stimulate from an early age to instill an attitude of responsibility in children. This research aims to instill an attitude of responsibility through the Sociodrama Play method in children aged 4-5 years. This community service research in the form of service learning was carried out at Al-Hadi Islamic School Kindergarten with a total of 3 children as participants. The instruments used were role playing with the theme "let's tidy up the toys", an observation sheet on children's achievements, and an evaluation sheet on the implementation of the intervention. Data were analyzed using descriptive statistics. The results of the research show that children are able to understand their social roles and show responsibility in everyday life through role play during sociodrama. Involvement in this role play teaches them to take responsibility for their actions. The research results show that the sociodrama method is effective in helping young children internalize the values of responsibility. Sociodrama allows children to learn in a fun and interactive way, making it easier for them to understand the consequences of their actions. In addition, this method encourages children to play an active role in solving problems responsibly and contributes to the development of social skills, such as empathy, cooperation and communication, which supports the formation of responsible character.

Keywords: *sociodrama method, moral development, attitude of responsibility.*

1) INTRODUCTION

Moral development is one aspect that needs to be stimulated in early childhood. Sartika (2016) states that moral development relates to behavior, feelings, and right and wrong behavior. Haris (Sit, 2010) explains that morality is behavior related to right and wrong, good and bad, and duties and obligations. Early childhood is the most appropriate time to develop children's moral development because morals formed early on, or from an early age, will carry over into adulthood. Early childhood education plays a crucial role in instilling religious and moral values in children in Indonesia. This process is carried out by instilling positive character traits that will shape children into a generation that is religious, civilized, moral, and dignified. Spiritual intelligence, which encompasses these aspects, should be the primary goal in developing religious and moral values (Asti Inawati, 2017).

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Marsini (2015) states that the sociodrama method can create a fun learning environment, where children are encouraged to learn through play, making the material easier to understand and more memorable. Lickona (2009) added that group learning activities often conducted through sociodramas can develop children's sense of responsibility, as they must play roles according to the scenario and contribute to solving problems together. Nenden Ineu (2020) explains that the sociodrama method is used in learning to foster responsibility in early childhood. One example is through a group toy tidying activity. In this activity, children are involved in a sociodrama that requires them to carry out responsibilities, such as arranging toys, tidying up the play area, and returning toys to their proper places.

Sociodrama play can play a significant role in fostering a sense of responsibility in early childhood. Various studies have applied it as a strategy to develop social skills and a sense of responsibility in children through role-playing in games depicting everyday life. For example, Dewi (2016) demonstrated that the CTL (Contextual Teaching and Learning)-based sociodrama method helps children increase independence by acting out everyday activities, such as preparing meals or cleaning up dishes, which fosters a sense of responsibility. Research by Agustina & Ibrahim (2019) also revealed that children involved in sociodrama tend to have a better understanding of roles and responsibilities in social life, as this method involves active and imaginative social interactions.

Furthermore, sociodrama provides children with the opportunity to learn from play experiences by observing responsible behavior in the scenarios they play. Furthermore, research conducted by Syamsuddin (2014) found that sociodrama helps children improve their speaking and thinking skills, which are also related to the development of a sense of responsibility, as they must consider the roles and decisions they make in each game. The sociodrama play method is a learning method that involves children in role-playing to depict social situations, aiming to improve social skills and a sense of responsibility. In this method, children are given the opportunity to act out real-life scenarios, such as roles within the family or school, requiring them to understand the consequences of their actions and interact with their peers.

Some important elements in sociodrama include the roles played by children, social interactions that occur during the game, and real-life simulations that help children understand the value of responsibility (Al-Tabany, 2011; Dewi, 2016). The main benefits of this method are the development of social skills, increased understanding of responsibility, and increased independence of children

(Suryani, 2016). The implementation of sociodrama can be done by selecting a relevant theme, assigning appropriate roles, holding post-play discussions, and giving children the opportunity to reflect on their experiences, which helps strengthen the attitude of responsibility in their daily lives (Levy et al., 1992).

2) METHODS

This activity is a community service activity. The service method used is Service learning with research subjects of 4 students with the initials HD, AN, MN, and NJ who were selected based on random sampling/purposive sampling techniques at Al-Hadi Islamic School located in Mega Rezky Residence Housing, Blo C14-C15, Somba Opu District, Gowa Regency. The service method used in this service research is playing sisiodrama through the following steps: (1) Preparation; (2) opening; (3) Forming groups and then inviting children to join the group; (4) Providing a simple explanation of the sisiodrama game with the theme "let's tidy up the toys"; (5) playing block games; (6) A short discussion about the importance of a responsible attitude; (7) Evaluation and strengthening of a responsible attitude; and (8) Closing Activities. The community service program was conducted over three days, starting on November 20, 22, and 26, 2024. The instruments used were (1) an achievement observation sheet containing indicators such as: (1) Understanding the importance of responsibility; (2) Feeling calm when responsible for actions; (3) Dare to take risks; (4) Demonstrate leadership attitudes; and, (5) Reminding friends to be responsible.

Data from the community service results were analyzed using descriptive data analysis. The outline of the research instrument includes:

Table 1. *Indicators/Instruments*

No	Indicator	Assessed Aspect	Statement
1	Responsibility Attitude	Independence	Completing tasks without being reminded, tidying up toys independently.
		Honesty	Admitting mistakes, returning borrowed items.
		Caring	Helping friends who are experiencing difficulties.

	Participation	Being active in sociodrama activities and giving ideas.
2	Learning Process	
	Understanding	Explaining and giving examples of responsible behavior.
	Application	Practicing responsible behavior in daily situations.
3	Learning Outcome	
	Attitude Change	Showing improvement in responsible behavior.
	Social Skills	Working cooperatively in groups and reminding each other.

3. RESULTS AND DISCUSSION

The results of the community service research in the form of service learning showed significant results. This was demonstrated after conducting sociodrama learning with children at Al-Hadi Islamic School, indicating that the majority met the criteria for Developing According to Expectations (BSH) and Developing Very Well (BSB) in terms of cooperative behavior. The following summarizes the observation data from the four children selected as research subjects regarding the achievement of the community service activities.

Table 2. *Student Observation Results Before Implementing the Sociodrama Play Method*

Child's Name	ITEM										Total	Average
	A	B	C	D	E	F	G	H	I	J		
AM	3	3	2	3	3	3	2	3	3	3	28	2,8
NAH	1	2	1	2	1	3	1	1	2	1	15	1,5
AAP	3	3	3	3	3	3	3	3	3	2	29	2,9
HM	3	3	3	2	2	1	2	3	2	3	24	2,4
Average											24	2,4

Description:

Score 4: Very Well Developing (BSB)

Score 3: Developing as expected (BSH)

Score 2: Starting to develop (MB)

Score 1: Not yet developed (BM)

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Based on Table 2 above, it can be seen that the initial assessment of students before implementing the sociodrama play learning method showed an average score of 2.1, indicating that students were starting to develop (MB). This means that most students were starting to interact in class. However, based on this data, one student, identified as NAH, had the lowest score of 1.5, categorized as not yet developing (BM). This student was known to be less interactive in class. Meanwhile, the student with the highest score, according to the AAP, had a score of 3.9, indicating that the student was starting to develop (MB). The other two students also had similar scores, falling into the Starting to Develop (MB) category.

Table 3: *Student Observation Results After Implementing the Sociodrama Play Method*

Child's Name	ITEM										Total	Average
	A	B	C	D	E	F	G	H	I	J		
AM	3	4	2	4	3	4	3	3	3	4	33	3,3
NAH	2	2	3	2	3	3	4	3	3	3	28	2,8
AAP	4	4	4	4	4	4	4	4	4	4	40	4
HM	4	4	4	3	3	4	4	4	2	4	36	3,6
Average											34,25	3,425

Description:

Score 4: Very Well Developing (BSB)

Score 3: Developing as expected (BSH)

Score 2: Starting to develop (MB)

Score 1: Not yet developed (BM)

Table 3 shows that the average development score for the four students who participated in the study was 3.4, falling into the "Developing as Expected" (BSH) category. This result is a significant improvement from Table 2, which showed that the average score before the sociodrama play method was only 2.4, falling into the "Beginning to Develop" (MB) category. This indicates that learning using the sociodrama play method is very influential and effective for students at Al-Hadi Islamic School, Gowa Regency.

Observations from the four respondents showed nearly identical student development results, although the average scores were not exactly the same. The highest score in this assessment was 4.0, falling into the "Very Well Developed" (BSB) category, obtained by a student with the initials AAP,

indicating that the student was very interactive in class and demonstrated a strong sense of responsibility. Meanwhile, the lowest score was 2.8, falling into the "Beginning to Develop" (MB) category, obtained by a student with the initials NAH, indicating that the student was beginning to understand responsibility and was participating well in the lesson. Meanwhile, the other two students fell into the Developing as Expected (BSH) category, demonstrating good responsible behavior, classroom interaction, independence, and the ability to remind their peers to always be responsible and accept risks.

The results of this study align with research conducted by (Ekaningtyas, 2018) that innovative and engaging learning methods can be used to improve elementary school students' skills, increasing their enthusiasm and motivation to participate in the learning process and improving their speaking skills. One effort to improve these speaking skills is the sociodrama method. The sociodrama method is a method teachers provide for children to implement through drama, with the content of the drama focusing on life in society (Ariaka, et al., 2021). In its application, the sociodrama method involves several students playing the roles of characters, with the actors guided by the title and outline of the scenario. Therefore, sociodrama is a learning method applied to facilitate learning. (Susiati, 2020)

According to (Moneri, 2020), using the sociodrama method can train children to socialize and relate socially with others and their environment. It can also reduce tendencies toward isolation and reluctance to play with friends. It can also help children become more open-minded and enjoy socializing. It can also help children experience various forms of feelings, including greeting others, sharing, and helping each other. In other words, this method requires an active role, interacting, and socializing with others.

The following is the documentation of the researcher and the students:



Figure 1. *Photo of Sociodrama Playing Activity*

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Figure 2. *Photo of Toy Tidying Activity*

Based on the table and documentation above, it can be concluded that after conducting research on the Use of Sociodrama Play Methods to Enhance Responsibility in Early Childhood at Al-Hadi Islamic School in Gowa Regency, it can be concluded that students developed very effectively as expected. The results of this study can be explained as follows. First, through sociodrama, children can develop a sense of responsibility, reflected in their independence in completing tasks. Through this sociodrama method, the character value of independence can be directly taught and implemented, so that children become accustomed to and learn to independently carry out and complete tasks without requiring assistance from others. (Marisa, 2023)

Role-playing in sociodrama helps children internalize the values of responsibility, which are reflected in their daily actions, such as tidying up their own toys, admitting mistakes, and helping friends in difficulty. This aligns with J.L. Moreno (in Rafaiyah, 2024), who stated that through the sociodrama process, participants can experience and evaluate various social dynamics, develop empathy, and find effective ways to resolve conflicts and improve social interactions. Sociodrama allows individuals to learn and practice social skills in a safe and structured environment, which can then be applied in real-life situations. Sociodrama can help children develop prosocial skills by depicting social situations, learning responsibility, solving social problems, and developing a critical attitude toward appropriate behavior in various situations. Sociodrama also improves children's empathy, communication, and self-confidence, making the learning process more interactive and enjoyable.

Second, the sociodrama method is not only effective in developing a sense of responsibility but also increases children's active participation in the learning process. Children become more active in

contributing ideas and participating in sociodrama activities such as stacking blocks and tidying up toys. Similarly, (Nurasia, 2024) stated that using the sociodrama method can attract children's attention and interest in learning because it allows children to understand the problems around them and can also solve them.

Through sociodrama, children not only practice responsibility but also demonstrate a deeper understanding of the concept of responsibility, such as the courage to take risks for their actions. This aligns with Ali's opinion, which states that the sociodrama method is a teaching method that involves imitating behavioral processes. Role-playing is a learning strategy aimed at solving problems related to interpersonal relationships, particularly those concerning school life, family life, and behavior in the community around students.

Third, the sociodrama method contributes to an overall increase in children's sense of responsibility. Children begin to demonstrate changes in their attitudes toward being more responsible in their daily lives. Sociodrama also facilitates the development of children's social skills, such as cooperation and reminding each other. This demonstrates that sociodrama impacts not only individuals but also group dynamics. They also demonstrate significant improvements in social skills. This aligns with research conducted by (Moneri, 2020, in Nurbiana) that sociodrama activities can train children in developing their expressive and social skills, allowing them to internalize the feelings they portray with teacher guidance. Teachers can also motivate children to acquire information from their environment based on their experiences in portraying the characters they portray. Based on this, the use of sociodrama play at Al-Hadi Islamic School in Gowa Regency is highly effective in child development, particularly in fostering a sense of responsibility in early childhood. Children involved in sociodrama tend to be more independent, honest, caring, and interactive in their learning.

4. CONCLUSIONS

The research results show that children are able to understand their social roles and demonstrate responsibility in everyday life through role-playing during sociodrama. Participating in this role-playing teaches them to take responsibility for their actions. The sociodrama method is effective in helping young children internalize the values of responsibility. Sociodrama allows children to learn in a fun and interactive way, making it easier for them to understand the consequences of their actions.

Furthermore, this method encourages children to play an active role in solving problems responsibly and contributes to the development of social skills, such as empathy, cooperation, honesty, and communication, which support the formation of responsible character.

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