Application of the Sosiodrama Learning Model to Improve Javanese Language Learning Achievement in Class VIII G Students of Junior High School 2 Sewon Academic Year 2022/2023

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Abstract

This study aims to find out whether the Sosiodrama learning model can improve Javanese learning achievement in class VIII G students of SMP Negeri 2 Sewon for the 2022/2023 academic year. This research is a classroom action research consisting of two cycles. Each cycle follows the stages of the Kemmis and Taggart models which include four components, namely planning, action, observation, and reflection. The data collected in this study is the result of activities related to the implementation of learning with the sociodrama model. Data collection techniques using test and non-test techniques with quantitative and qualitative descriptive approaches. The results showed that the use of the Sosiodrama model in Javanese language learning activities could improve student achievement and learning activities in the learning process.

Keywords: Sosiodrama, Javanese Language, Middle School Students

INTRODUCTION

Mulok Javanese is one of the subjects that has important value in introducing and enriching students' local culture and identity. However, students often experience difficulties in understanding and applying Javanese properly and correctly. This is proven by the low acquisition of PTS scores in semester 1 of class VIII G students of SMP Negeri 2 Sewon. These obstacles can affect their ability to communicate effectively using the Javanese language. Apart from that, these obstacles can result in a low absorption of the noble values contained in the Javanese language.

It is strongly suspected that this situation is caused by the lack of variety of learning methods used by the teacher. Monotonous methods cause students to become bored and less interested in following lessons. This will obviously result in a decline in their academic achievement. These conditions require teachers to innovate to present effective and enjoyable learning so that students can understand and improve their learning achievements. One of the learning models that can be used to improve learning achievement is the sociodrama model.

This method is a combination of the drama method and the social method which has great potential to increase students' motivation and language skills. In the sociodrama method, students can play an active role in playing social roles related to Javanese uploads so that they can understand and apply cultural values in communication. This study aims to determine the application of the sociodrama learning model in increasing interest in learning Javanese in class VIII G students of SMP Negeri 2 Sewon for the 2022/2023 academic year and also to find out whether the sociodrama learning model can improve learning achievement in Javanese in class VIII G students of SMP Negeri 2 Sewon for the 2022/2023 academic year.

The results of this study are expected to provide information to educators regarding the application of the sociodrama learning model. The results of this study can also be used as reference material and material for consideration for further research.

Theoritical Review
Sociodrama

There are several views on the sociodrama learning method. The sociodrama method is also known as role playing. Semantically, sociodrama comes from the words socio and drama. Sosio means social referring to social activities and drama means showing, demonstrating or demonstrating. The sociodrama learning method thus means how to present learning material by demonstrating and demonstrating or dramatizing the way of behavior in social relations (Tukiran Taniredja, 2012: 39). This opinion is similar to that of Nana Sudjana (2005: 84-85) which states that sociodrama and role playing methods can be said to have the same meaning, and are often used interchangeably. According to Sagala (2009: 213) sociodrama is a teaching method that dramatizes a social situation that contains a problem so that students can solve a problem that arises from a social situation. This is in line with the opinion of Abu Ahmad & Widodo Supriyono (2004: 123) which states that the sociodrama technique is a way that gives students the opportunity to dramatize one's attitude, behavior or appreciation as is done in everyday social relations in society. .

Hamalik (2009: 199), says that sociodrama is a type of simulation technique that is generally used for social education and human relations, and this technique is related to case studies, but these cases involve human individuals and their behavior or interactions between these individuals through dramatization process. From these various opinions it can be concluded that sociodrama is a teaching-learning method that provides opportunities for students to carry out certain role-playing activities as found in social (social) life. The benefits of sociodrama for students, in education, include; realize their involvement in life's problems, get opportunities in character formation, are trained to communicate properly and correctly, and are trained to think quickly, well and correctly. As for some of the advantages of this sociodrama method, among others, it can make a strong and long-lasting impression on students' memories. In addition, it is a pleasant experience that is difficult to forget. Sociodrama is also very interesting for students, allowing the class to be dynamic and full of enthusiasm.

The Nature of Learning

There are many opinions related to the notion of learning. Slamet (2003: 13) states that learning is a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. To get something a person must make an effort so that what is desired can be achieved. The effort can be in the form of independent or group work in an interaction. According to Sardiman (2004: 20) learning is a change in behavior or appearance with a series of activities such as reading, observing, listening, imitating and so on. These changes are not only related to the addition of knowledge but also in the form of skills, skills, attitudes, self-esteem, interests, character and self-adjustment. Meanwhile Hamalik (2002: 37) states that learning is a process of changing behavior in oneself thanks to experience and training. Experience and training occur through interactions between individuals and their environment, both the natural environment and the social environment. This is in line with the statement While Gagne (in Sardiman A.M. (2001: 13) that learning is a process to obtain motivation in knowledge, skills, habits and behavior, while the result of learning is mastery of knowledge or skills obtained from instruction. Based on the opinion above it can be concluded that learning is a process of change consciously, is continuous both in terms of behavior and knowledge that has a directional goal as a result of interaction with the environment.

Javanese language

Javanese is one of the mandatory local contents for students in the Yogyakarta Special Region Provincial Education Office. This is appropriate. Regulation of the Governor of the Special Region of Yogyakarta number 64 of 2013. Local content of the 2013 curriculum is study material or subjects in educational units that contain content and learning processes about local potential and uniqueness (Permendikbud) Number 79 of 2014). Local content in the form of curricular activities to develop competencies that are tailored to regional characteristics and potential, including regional advantages whose material cannot be grouped into existing subjects. Local content is study material or subjects in educational units that contain content and learning processes, regarding local potential and uniqueness, which aims to form students' understanding of excellence and wisdom in the area where they live.

It was further explained that the substance of these local content subjects could also be determined by schools, by adjusting the characteristics of each region. Local governments are also given broad authority in determining these mulok subjects. The local content of Javanese in schools/madrasas aims to enable students to: communicate effectively and efficiently in accordance with good and correct ethics and grammar; appreciate and use the Javanese language as a means of communication, a symbol of pride and regional identity; use Javanese to increase intellectual ability, emotional maturity and social; utilize and enjoy Javanese literary and cultural works to refine manners and increase knowledge; and appreciate Javanese language and literature as the cultural and intellectual treasures of Indonesian people.

Framework of thinking

Good learning is learning that is able to involve students actively in the learning process. The learning is not teacher-centered, but student-centered. Teachers are not the only source of learning. It is students who try to find their understanding through a process designed by the teacher. However, during this pandemic this situation did not appear in teaching and learning activities. What appears is precisely the lack of student participation in each lesson. There are several ways you can try to overcome this situation. One way is to apply the sociodrama learning method. The application of this method researchers believe can increase the activity of students which in turn can increase their learning achievement.

Action Hypothesis

Based on the framework above, the researcher makes an action hypothesis as follows:
1. The application of the sociodrama learning model can increase the activity of class VIII G students of SMP Negeri 2 Sewon for the 2022/2023 academic year in learning fiction and nonfiction textbooks
2. The application of the sociodrama learning model can improve the learning achievement of class VIII G students of SMP Negeri 2 Sewon for the 2022/2023 academic year

RESEARCH METHODS
Research Settings

The subjects of this classroom action research were students in class VIII G of SMP Negeri 2 Sewon for the 2022/2023 academic year, with a total of 32 children, 14 boys and 28 girls. The research was carried out from 2 August 2022 to 6 September 2022 by following the design of classroom action research which was carried out in cycles according to Kemmis and Taggart.

Research Result Data

Data from this study were collected by compiling instruments consisting of:

1. Observation sheet. Observation is defined as experience and systematic recording of the symptoms that appear on the research object. This observation sheet is used to determine attitudes, in this case the active learning of students and the implementation of learning by applying the sociodrama learning model. Observation data collection techniques are carried out using a value scale format to observe attitudes, in this case the active learning of students and the implementation of learning by applying the sociodrama learning model.

2. Test. The test is carried out to measure students' learning achievement in Javanese and is carried out at the end of each cycle. The test instruments in this study were prepared by starting with compiling a grid, making a list of questions/questions and making keys and guidelines for assessing achievement tests for students' Javanese learning outcomes. The form of the student's Javanese learning achievement test is multiple choice.

3. Interview guide. Interview is a form of communication between two people, involving someone who wants to get information from someone else by asking questions, based on a specific purpose. Interviews were conducted by researchers with several students whose contents included activities, responses, and responses to the application of the sociodrama learning model. Interviews were conducted at the end of each cycle.

4. Documentation. The documentation used in the form of photos aims to complement data sources and describe the atmosphere of the class when learning activities take place.

Data Analysis Technique

Data analysis techniques were carried out from the beginning the data was obtained. The data in question is data obtained from observations, tests, interviews, and documentation.

1. Observation Data. Observation of learning carried out by observers when observing learning is carried out to determine the implementation of learning towards the application of the sociodrama learning model. The results of subsequent observations were analyzed using the following formula:

$$\frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$$

The learning implementation score with the sociodrama model is then categorized as follows:

Table 1.

Learning Implementation Score	Predicate
80% - 100%	Very good
75% - 79,99%	Good
55% - 74,99%	Enough
405 – 54,99%	Not enough
0% - 39,99%	Very less

2. Test. Student achievement tests for Javanese language learning are carried out at the end of each cycle. The results of the students' Javanese learning achievement tests were then compared with the Minimum Completeness Criteria (KKM in this case 70.

3. Indicators of Success. Indicators of success in this classroom action research are as follows:
   a. The implementation of learning for class VIII G students of SMP Negeri 2 Sewon for the 2022/2023 academic year towards the application of the sociodrama learning model in learning Javanese students has a minimum good rating.
   b. The learning achievement of Javanese language VIII G students at SMP Negeri 2 Sewon for the 2022/2023 academic year is shown by a minimum of 70% of the total students achieving the KKM subject, which is 75.

RESEARCH RESULTS AND DISCUSSION
Application of the Sociodrama Method

In cycle I, the teacher has implemented the Sosiodrama learning model to help students understand Javanese upload material to attract the attention of friends and teachers. The application of this learning model makes students interested in learning. Students are more active in interacting with a group of friends who become their work partners. Students are also very happy to be able to play the roles assigned by their friends even though at first they are still shy and stiff. It was noted by the observer that the suitability level of the steps for applying the sociodrama method reached an average rate of 76.50%. That is, the application of the Sociodrama method by the researcher is classified as good, in accordance with the steps that should be taken. In cycle II that number increased quite significantly, to 80% (very good). This situation can be explained by the following table:

Table 2. Application of the Sociodrama Method

| No	Cycle	Average	Predicate
1	Cycle I	76,50	Good
2	Cycle II	80,50	Very good
3	Average I –II	78,50	Very good

Learning Achievement

Data in cycle I showed that there were 21 students who had finished studying. This number is equivalent to 68% of the number of students in class VIII G. The number of students who have completed their studies increased to 25 children in cycle II or the equivalent of 81% of the total number of students. There were some students who experienced a pretty good increase in grades in this second cycle. The increase can be seen in the following table:

Table 3.

No	Test Results	Cycle I	Cycle II	Average
1	The highest score	85	85	85
2	Lowest Value	50	57,50	53,75
3	Average value	71	72	71,50
4	Completeness	68 %	81 %	74,50 %

For more details, the following is a picture of student learning achievements that occur from cycle I to cycle II:
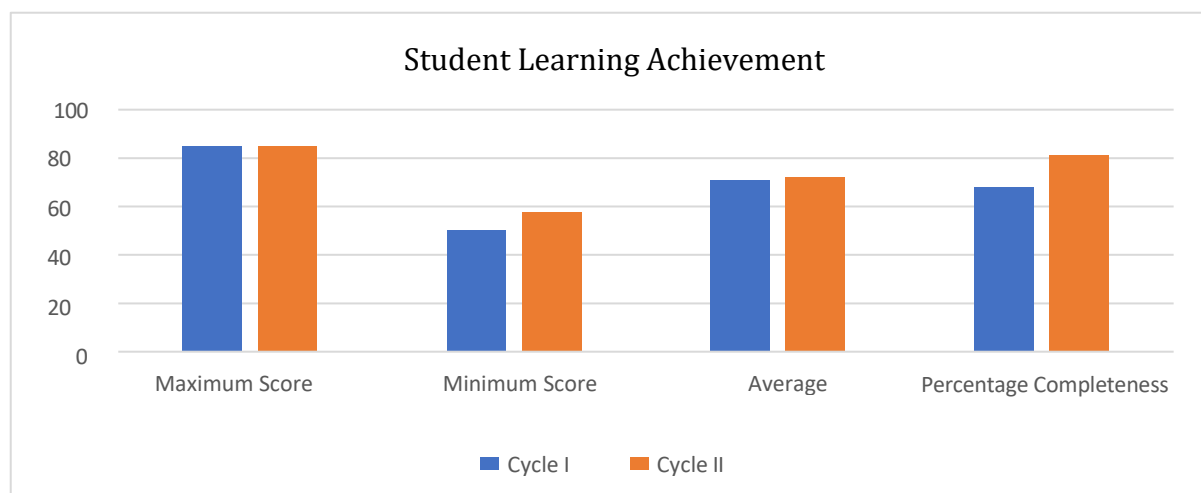
Graph 1. Student Learning Achievement

From the table above it can be seen that the lowest score obtained by students has increased from 50 to 57.50. The increase was also seen in the percentage of learning completeness. The increase on this side is quite high, namely 13%. In cycle I, only 68% of students completed their studies, while in cycle II, there were 25 students or 81% of students who scored equal to or higher than 75.

CONCLUSION

The application of the sociodrama method can increase student activity and achievement in Javanese language subjects as indicated by the increased percentage of students who complete their studies. This increase in learning achievement cannot be separated from the enthusiasm for learning of students while participating in learning with the sociodrama method. Students feel happy learning by playing certain roles in their groups. They apply the Javanese language in everyday life in their community, both at home and at school.

Suggestion: This method is good for increasing student learning activities. The increase in student activity will in turn increase student achievement. Therefore, it is better if this method is applied in other classes, by other educators as an effort to continuously improve the quality of learning in schools.

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