



The implementation of the socio-drama learning method at MTsN 2 Malang

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ABSTRACT

An appropriate teaching method can facilitate the achievement of learning objectives. This study examined students' sense of responsibility and learning outcomes by implementing the Socio-drama method in Pancasila and Citizenship Education. Socio-drama is a learning approach that involves students interacting with their peers in class, where they role-play and dramatize characters according to the roles assigned. This research employed classroom action research based on Kurt Lewin's action research procedures. The study was conducted in two cycles, with the first cycle showing that students' sense of responsibility and learning outcomes still below the mastery standard, prompting the continuation of the second cycle. In the second cycle, results improved, so a percentage of scores obtained the findings indicate that the Socio-drama method is highly effective in improving students' sense of responsibility and learning outcomes. Therefore, the socio-drama method can be recommended as a practical approach to teaching citizenship education.

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ABSTRAK

Metode pembelajaran yang tepat dapat memfasilitasi tercapainya tujuan suatu pembelajaran. Penelitian ini dilakukan untuk mengetahui sikap tanggung jawab dan hasil belajar peserta didik melalui pengimplementasian metode Sosio drama dalam mata pelajaran Pendidikan Pancasila dan Kewarganegaraan. Sosio drama merupakan pendekatan pembelajaran yang melibatkan peserta didik untuk berinteraksi dengan teman sebayanya di kelas, di mana mereka memerankan dan mendramatisasikan karakter sesuai dengan tokoh yang dimainkan. Penelitian ini merupakan penelitian tindakan kelas mengacu pada prosedur penelitian tindakan kelas Kurt Lewin. Proses penelitian dilakukan sebanyak dua siklus di mana siklus I sikap tanggung jawab dan hasil belajar mendapat hasil berada pada standar ketuntasan, sehingga dilanjutkan ke siklus II. Pada siklus II hasilnya mengalami kenaikan sehingga dari persentase nilai yang didapat maka hasil penelitian menunjukkan bahwa metode sosio drama sangat efektif meningkatkan sikap tanggung jawab peserta didik dan hasil belajar. Metode sosial drama dapat menjadi rekomendasi metode yang sangat efektif dalam pembelajaran pendidikan kewarganegaraan.

Kata Kunci: metode pembelajaran; pendidikan kewarganegaraan; sikap tanggung jawab; sosio-drama

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INTRODUCTION

The increasingly prominent global modernization significantly influences various aspects of community life in Indonesia. Social, cultural, and political aspects are also influenced by global developments, potentially leading to challenges of pluralism and conflict. The values of Pancasila, the roots of multicultural education, play a crucial role in fostering peace and tolerance to prevent conflict. Pancasila education, as multicultural education, is expected to maintain the nation's identity to ensure its resilience in facing global changes by managing differences and diversity and strengthening unity amidst Indonesia's diverse cultures, ethnicities, and regions (Alzanaa & Harmawati, 2021).

Pancasila and Citizenship Education aims to cultivate a knowledgeable, well-charactered, and globally competitive generation by fostering a balance between physical and spiritual development. This learning optimizes the potential of students to contribute to world progress and understand global citizenship issues. Thus, Pancasila and Citizenship Education are crucial in forming a young generation with character and high social awareness. With the increasing prevalence of learning innovations, methods, models, strategies, and all teaching materials must be appropriate, conducive to achieving a learning goal (Sunaryati *et al.*, 2025).

The results of the researcher's observations in learning Pancasila and Citizenship education at MTsN 2 Malang revealed several issues in applying the cooperative learning method. Students lack responsibility for learning, as evidenced by the low percentage of students who complete assignments on time, independently, or through active participation in group discussions. This observation contrasts with research indicating that cooperative learning positively impacts academic achievement and social behavior (Khan *et al.*, 2024). The main problems found include a lack of connection between teachers and students, minimal participation in group discussions, a lack of responsibility among students, poor use of learning time, and less detailed explanations of the material provided by teachers. This results in suboptimal learning outcomes. In implementing cooperative learning, students should be able to interact actively through the applied group discussion method (Cahyani *et al.*, 2024).

The problem of low responsibility highlighted in the preceding problem description encourages researchers to find solutions for enhancing learning. Consequently, employing more effective learning methods is required. The teaching methods should be selected based on students' needs to achieve learning objectives. The use of effective teaching methods can enhance learning effectiveness, boost student motivation, increase student engagement in the learning process, and facilitate a more thorough understanding of the material (Hadiapurwa *et al.*, 2021; Kalangi *et al.*, 2024; Prasetyaningrum, 2022). One learning method well-suited to Civics, especially for studying social dynamics, is socio-drama.

Socio-drama allows students to act out a person's attitudes, behaviors, or experiences, as they occur in everyday social interactions. Socio-drama is a learning method that encourages students to have the courage to face problems and provide solutions to problems faced, both personally and in the surrounding environment. The socio-drama method can increase students' learning motivation. In addition, students respond positively to this method, which also encourages an increase in their enthusiasm for learning (Pakaya *et al.*, 2020). This approach is expected to build students' social skills and foster a sense of responsibility in learning Pendidikan Pancasila dan Kewarganegaraan (PKn).

Implementing socio-drama in learning can increase student participation in various subjects (Suryani, 2023). In addition, socio-drama can develop moral and social aspects early (Daulay, 2023; Rahayu *et al.*, 2024). Other studies have also proven that using this method can develop an attitude of independence (Narni, 2022). The results of this study are the basis for researchers to apply the Social Drama method to the material on Indonesian diversity by looking at its effect on increasing attitudes of responsibility and learning outcomes. This study aimed to measure the effectiveness of using the socio-drama method in

learning Pancasila and Citizenship Education to improve attitudes of responsibility and learning outcomes in students at MTsN 2 Malang. The novelty in this study is that this socio-drama method is carried out in groups, where one class is divided into two groups. It is hoped that this research can contribute to PK learning in schools.

LITERATURE REVIEW

Socio-Drama Learning Method

Sociodrama is a drama simulation-based learning method involving students' understanding of social situations, conflicts, or specific societal roles (Aisyah *et al.*, 2024; Sembiring & Hasibuan, 2023; Supriyati, 2022). This method encourages understanding of values (Anindya, 2021; Nuraeni & Roostin, 2024), creativity, communication (Hidayah *et al.*, 2021; Iskandar & Fatima, 2021), empathy (Anggraini & Hutasuhut, 2022), and reflection through the roles played. The main goal is to help students understand social dynamics, improve decision-making skills, foster empathy and cooperation, and train critical and creative thinking.

The sociodrama method can change students' perspectives on the learning process, which previously felt boring, to be more varied and easier for students to understand. Several steps need to be considered so that the sociodrama method can run smoothly, such as determining the topic and objectives with students, providing an overview of the situation to be dramatized, forming role groups, and preparing supporting tools. Educators must provide explanations and answer students' questions before preparing to play the drama. During the implementation, educators supervise and provide suggestions, then continue with group discussions to find solutions to problems in the drama. Finally, educators and students conclude together (Putri & Rosy, 2020).

Responsible Attitude

Responsibility is a personal value or character that is formed since childhood and continues to develop into adulthood, potentially having positive or negative impacts in the future (Zega *et al.*, 2024). Responsibility is carrying out obligations accepted with a willingness to bear the consequences of decisions made, or can be said to be serious, taking risks, and keeping promises. In education, responsibility includes obeying rules, respecting others, and completing assigned tasks (Zulaiha *et al.*, 2025).

An attitude of responsibility encourages individuals to maximize their potential (Zega *et al.*, 2024). A student is considered responsible when they show commitment and independence, are reliable, and complete tasks that are their responsibility. Indicators of responsibility in learning include 1) showing a disciplined attitude; 2) playing an active role in the learning process; 3) completing tasks on time; 4) having the initiative to actively contribute to completing group tasks (Wibowo, 2023).

METHODS

The research method used is Classroom Action Research (CAR) based on Kurt Lewin's group action research model. The researcher analyzed the data using descriptive analysis and reflected on the problems to inform improvements. The stages of classroom action research include planning, implementing actions, observation, and reflection. This research was conducted at Madrasah Tsanawiyah Negeri 2 Malang, Kedungkandang District, Cemorokandang Village, Malang City. The subjects of this study were 30 female students in class VII J in the 2023-2024 academic year.

In cycle I, three meetings were held with a 3 x 40-minute learning time allocation. The findings will then be evaluated to determine the next steps. Achieving the minimum learning completeness (KKM) standard indicates success in this classroom action research. The Madrasah has determined the KKM for the PKn subject. Specifically, the class KKM for the PKn subject is set at 80% of students achieving the individual KKM. The KKM is the basis for measuring the success of the research to be carried out. The classroom action research procedure is explained in **Figure 1**.

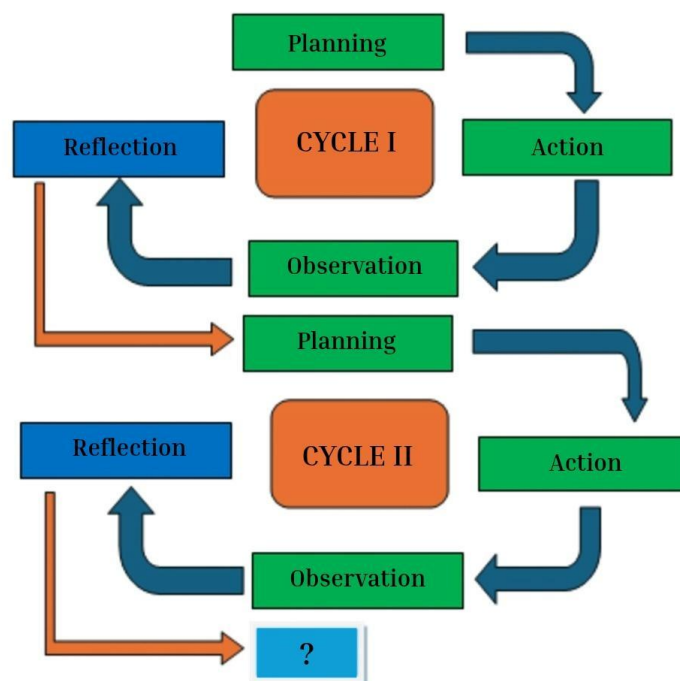


Figure 1. Kurt Lewin's Classroom Action Research Procedure
Source: Research documentation (2024)

Planning stage: The researcher designs the actions to be implemented in this cycle based on the identified problems. The prepared plans include:

1. Identifying the problems arising during the learning process;
2. Designing the implementation of learning with teachers using the socio-drama method;
3. Selecting the learning materials to be used, namely the History of the Birth of Pancasila;
4. Preparing the steps for implementing learning; and
5. Preparing teaching materials and assessment instruments, such as group discussion observation sheets and discussion skills assessment sheets.

Implementation stage: The researcher implements the prepared plan. Activities carried out include:

1. The teacher begins the lesson by providing apperception to prepare students to understand the material;
2. The teacher explains the learning objectives;
3. Students are divided into two groups.
4. The teacher provides an example of a drama script as a guide;
5. Students study the material from the textbook;

6. In groups, students identify the roles needed in the drama script;
7. Students determine the setting of the place and time to be displayed;
8. Students compose dialogues in the drama script according to their respective roles;
9. The dialogues that have been composed are combined into one drama script text.
10. Students prepare the properties that will be used and act out the drama script that has been composed; and
11. The teacher observes the activities of students during the process.

Observation stage: Two main aspects are observed: student learning and teaching activities. The researcher monitors the student learning process during the learning process, while collaborators, namely fellow teachers who work together, evaluate the researcher's teaching activities.

The reflection stage is carried out through discussions between researchers and collaborators to discuss the results of observations. This discussion aims to evaluate the performance of researchers during classroom learning. Researchers and collaborators analyze the results of observations, including concluding the development of student abilities after the action is taken, evaluating the level of student activity, and identifying deficiencies in the learning process. The results of this reflection are used to plan activities in cycle II. The process follows the same steps as in cycle I: planning, implementing actions, observation, and reflection.

RESULTS AND DISCUSSION

Description of Teacher and Student Activities

The activities of teachers and students in these cycles include the results of learning activities in Cycles I and II. The socio-drama method was applied during the Pendidikan Pancasila dan Kewarganegaraan subject on Indonesian diversity.

Cycle I

At the first meeting, the socio-drama learning model aims to make the learning process more creative and active. The approach employed in this learning process utilizes the socio-drama learning technique, implemented in groups. The methods used include drama and group discussions. The learning process utilizes drama texts, cameras, drama properties, and Google Drive with links for collecting student assignments. The learning steps in this learning plan begin with the first activity (Introduction), which includes: the teacher greets the students and asks about their well-being, gives several questions to encourage student activity, and shares the theme of the citizenship project that has been conceptualized.

One important part of this planning activity is determining observers and collaborators who are important partners in implementing the research. With this partnership, it is expected that the research activities will run well due to the involvement of the classroom teachers. This assessment method uses an attitude assessment rubric. The attitude of responsibility is assessed using an observation sheet to determine individual activities during group teaching and learning. Regarding cognitive assessment, pretests and posttests cover the content being tested and determine the comprehensiveness of the students' understanding of the content. Data on the attitude of responsibility were collected during the observation of learning in Cycle I. In this case, the scores made by each observer are added up and then divided by 2. The percentage of learning implementation is obtained by dividing the score obtained by the observer

by the total maximum score and then multiplying it by 100%. The calculation of the percentage can be seen in the following table:

Table 1. Results of Student Responsibility in Cycle I

Range of Values	Categories	Number of Students	Percentage (%)	Information
3-4	Frequently demonstrated responsibility values	17	56,67	Completed
1-2	Not yet demonstrated responsibility values	13	43,33	Not yet completed

Source: Research 2024

Table 1 shows that 17 students achieved completeness in the attitude of responsibility, while 13 students did not. Thus, the overall completion percentage for the attitude of responsibility among students as a class is 56.67%. Based on the dialogue with observers, collaborators, and researchers, it was found that several student scores in the Cycle I learning process had met the requirements. However, some students' scores were still insufficient. This impacted the observer's assessment, indicating the need for improvements. The value of student learning outcomes can be seen in the table below.

Table 2. Learning Outcomes of Students in Cycle I

Range of Values	Categories	Number of Students	Percentage (%)
80-100	Completed	13	43,33
< 80	Not Completed	17	56,67

Source: Research 2024

Table 2 shows that 17 students achieved completeness in learning outcomes, while 13 did not. In the implementation of Cycle I, classroom learning was carried out entirely by researchers assisted by two teachers as observers and one teacher as a collaborator. From the observations, researchers obtained data on the value of the attitude of responsibility. Reflection activities were carried out at the end of Cycle I, namely on Friday, May 10, 2024, at the madrasah library. Reflection activities involved researchers, collaborators, and observers. Reflection was based on observing the advantages and disadvantages of implementing learning in Cycle I. Reflection was based on the experiences of researchers, collaborators, and observers during the learning process, student experiences, and an examination of the data obtained during the learning process.

Based on the results of the observations, students' attitude of responsibility was not optimally visible. The attitude of responsibility was shown by collecting assignments on time, carrying out activities according to their roles, doing assignments based on their work, and actively participating in group tasks. Regarding the attitude of responsibility, only a few students showed improved results. The observation of Cycle I showed that 17 students scored at or above the KKM, while 13 students scored below the KKM. Meanwhile, 26 out of 30 Class VII J students should score at or above the KKM to meet the criteria for class-wide completeness. After obtaining the students' attitude scores, the researcher, collaborator, and observer conducted a joint discussion to determine how to continue the research activities. The study results showed an increase in the students' attitude scores with the implementation of the socio-drama method. However, the obtained improvement was still less than expected. Further steps must be taken to refine the socio-drama method to align the results with the expected outcomes.

On May 11, 2024, a joint discussion was held, and the results showed that the steps in learning had been carried out well and according to the syntax. However, improvements need to be made so that there is an

increase in results and the class can meet the criteria for class completion classically. One of the indicators of a responsible attitude that is still lacking is carrying out activities according to their roles. This improvement can be done by looking for a drama that is more detailed in its properties, where group members make the properties together. Meanwhile, assessment information should be more detailed and provided to students in the learning process. Both solutions are expected to improve students' attitudes, with them caring more about each other and working together responsibly to complete the socio-drama well. The solutions found will be implemented in the second cycle, hoping to improve conditions in the first cycle.

Cycle II

In cycle II, the same stages were carried out as in cycle I, with slight differences according to the results of the dialogue with collaborators and observers in the previous reflection. The actions taken in cycle II were not much different from the previous cycle, with attention to the reflection of cycle I included as an improvement. Learning activities and the number of meetings were the same as the previous cycle, namely two meetings.

The activity began with a greeting and an invitation to pray. Students simultaneously answered the teacher's greeting. The class leader led the prayer. Then, the teacher asked the students how they were and took attendance. The activity continued with the teacher providing an initial diagnostic assessment. This activity was carried out to determine students' initial knowledge about society's diversity. Students were given four questions. After completing the next activity, the teacher conveyed the learning objectives.

After conveying the learning objectives as a form of reflection from cycle I, the teacher also conveys the assessment carried out. The assessment includes attitudes and knowledge. Attitudes include attitudes of responsibility. In assessing attitudes of responsibility, the teacher will assess four indicators: Collecting assignments on time, Carrying out activities according to their roles, Working on assignments based on their work, and Paying attention to friends' appearance.

Table 3. Results of the Responsible Attitude Cycle II

Range of Values	Categories	Number of Students	Percentage (%)	Information
3-4	Often carry out the values of responsibility	27	90	Completed
1-2	Not yet implementing the value of responsibility	3	10	Not yet completed

Source: Research 2024

The value of the attitude of responsibility based on **Table 3** in Cycle II shows that 27 out of 30 students achieved the KKM standard. This indicates that the percentage of students who met the KKM reached 90%. There was an increase in the value of the attitude of responsibility in Cycle II, by 33.33%. This percentage increase represents an additional 10 students achieving the KKM. This also shows that the number of students achieving the KKM has met the class's classical completion criteria. Therefore, this research has been completed.

Table 4. Learning Outcomes of Students in Cycle II

Range of Values	Categories	Number of Students	Percentage (%)
80-100	Completed	27	90
< 80	Not Completed	3	10

Source: Research 2024

Cycle II was implemented with encouraging results. Based on **Table 4**, it is shown that the learning outcome scores with 27 children's learning outcomes categorized as complete and three children categorized as not complete, the number of students who got scores above the KKM increased. This number shows an excellent increase in learning outcome scores. The number of students who have received scores according to the KKM has shown the achievement of the class completion criteria. At the same time, the number of students who got scores below the KKM decreased.

The results of the dialogue conducted with collaborators, researchers, and observers in the cycle II learning process showed that the learning outcomes obtained had met the criteria for scores that were categorized as classically complete. The increase in learning outcomes in cycle II was also significant, so only action is needed to maintain what has been obtained in cycle II. In addition, learning problems in class VII J in the Pancasila Education subject at MTsN 2 Malang have been resolved.



Figure 2. Students Listen to the Teacher's Explanation
Source: Research (2024)

Figure 2 shows the initial activity process in the study, starting with greetings, prayers led by the class leader, and attendance carried out by the teacher, then continued with a diagnostic assessment to measure students' initial knowledge of community diversity. After that, the teacher conveys learning objectives that include understanding the motto *Bhinneka Tunggal Ika*, factors causing diversity, discussion of 6 religions in Indonesia, explanations of races in Indonesia, and determining attitudes of respecting diversity through socio-drama. This objective aims to deepen students' understanding of diversity in Indonesia by using various interactive methods.



Figure 3. Students Seek Information Related to Material
Source: Research (2024)

Figure 3 shows the core activity where students are divided into two groups based on odd and even attendance numbers. Each group is responsible for reading the drama text carefully and determining their respective roles, such as characters in the drama, narrators, and prop arrangers. Students who play the characters choose the part of the text to be studied, while those who become narrators prepare the text to be read. Students preparing the props gather to discuss the equipment needed for the drama performance. The teacher observes the activity and provides guidance and input, while the observer supervises the ongoing process.



Figure 4. Students Show Projects
Source: Research (2024)

Figure 4 shows the final learning activity ending with a review session that aims to review the discussion during the activity. The teacher allows students to reflect on their roles in the group and provide feedback on the collaborative process that has been carried out. In this review, the teacher also emphasizes the importance of each student actively contributing to the group to achieve maximum results. In addition, the teacher provides input and appreciation to students for the efforts and creativity shown, so that they can correct deficiencies and improve group collaboration in the future.

Before closing the activity, the teacher reminded the students again that the drama performance that had been prepared would be performed at the meeting next week. The teacher asked each group to ensure

that all members understood their roles well and to do additional exercises if necessary. This emphasis was given to ensure that the drama performance ran smoothly and provided the students with a fun and meaningful learning experience. Thus, students are expected to be able to prepare themselves better while learning to be responsible for the tasks that have been entrusted to them.

Discussion

Based on the results of research on learning Pancasila and Citizenship education on the material of Indonesian diversity, satisfactory results were found where the sociodrama method succeeded in improving students' responsible attitudes and learning outcomes. The attitude of responsibility possessed by students increased by 33.33% from cycle I to cycle II after different treatments were carried out in cycle II. Researchers looked for dramas that used properties so that the attitude of responsibility would be more prominent if groups made the properties. Meanwhile, student learning outcomes were seen from the test scores after the learning activities ended each cycle.

The learning process of the socio-drama method begins with students observing pictures of diversity in Indonesia and discussing them with the teacher. The class is divided into two groups, based on religious and racial diversity. The teacher provides a script that each group analyzes to divide roles such as actors, narrators, and property teams. Each individual understands their duties, including studying the narrative, dialogue, and preparing supporting properties. Next, the groups take turns performing the drama after checking the equipment and costumes, while the other group becomes the audience. This process helps students understand diversity through cooperation and creativity.

Learning using the socio-drama method is carried out in groups, where each group presents a different socio-drama. When group 1 presents their drama, group 2 acts as an audience while also appreciating the performance of group 1. Conversely, when group 2 gets a turn to present their drama, group 1 becomes the audience. This group division aims to ensure that all students are actively involved in the learning process, so each student has an active role, without relying entirely on their group. In addition, students are reminded that the properties used do not have to be rented. Properties can be prepared by making them yourself or borrowing them from friends, relatives, or neighbors.

The socio-drama group learning method effectively improves the quality of learning in Pendidikan Pancasila dan Kewarganegaraan subjects. This statement is supported by socio-drama research, where student learning outcomes increased. This approach encourages better understanding than conventional methods and significantly increases student creativity and activity (Dwiana, 2024). Accuracy in choosing learning methods and media is important in increasing student motivation and effectiveness in implementing learning (Fajriah *et al.*, 2021; Rosyiddin *et al.*, 2023). Selecting the socio-drama method to facilitate students' attitudes of responsibility and learning outcomes can help complete assignments in PKN learning. The attitude of responsibility in learning is assessed from students being able to submit assignments on time, carry out activities according to their respective roles, complete assignments independently based on their work, and pay attention to the drama performances presented by their friends.

Indicators of responsible attitudes in learning include discipline, activity in the learning process, punctuality in completing tasks, and initiative to actively contribute to completing group tasks (Wibowo, 2023). This is also supported by research, which states that responsibility is measured through the ability to complete tasks, manage time well, be serious about work, and undergo learning sincerely (Topulu & Sianipar, 2023). The sense of responsibility in students is influenced by internal and external factors, especially the school environment and the role of educators. Awareness and encouragement to complete tasks at school are important aspects that contribute to developing students' sense of responsibility (Awaliya & Utami, 2024).

Learning outcomes using the socio-drama method increase, as evidenced by research conducted on different subjects at different levels (Mutmainna & Hasbi, 2023). However, the socio-drama method has a significant obstacle that must be anticipated if it is to be applied in learning, namely, the lack of student activity in the early stages of learning. This can be caused by shame or a lack of self-confidence in playing certain characters. This aligns with research showing that shame and lack of self-confidence are internal factors within students (Fauziah & Irmayanti, 2022). Students who have low self-confidence are usually reluctant to show their talents. This is influenced by feelings of shame, anxiety, nervousness, and fear of expressing opinions (Puri *et al.*, 2021).

In addition, this method requires a long time because it involves processes such as group discussions, role-sharing, dialogue arrangement, and property preparation. Another challenging factor is the need for adequate space, because activities in the sociodrama method often require a large area for demonstration. To overcome these obstacles, careful planning is the primary key. Teachers need to ensure that each student gets a role that suits their abilities so that they are more confident and motivated to participate. In addition, time allocation needs to be well-designed, including providing clear time limits at each activity stage. Utilization of available facilities, such as classrooms or halls, must also be done optimally. If space is limited, rearranging tables and chairs can be a solution to create a large enough area for students.

CONCLUSION

Research on the sociodrama learning method has provided positive and significant results in improving the quality of learning, especially regarding student responsibility and learning outcomes. The attitudes of responsibility assessed in learning include discipline, activeness in the learning process, punctuality in completing tasks, and initiative to actively contribute to completing group tasks. This method allows students to be more actively involved in the learning process, thus directly impacting their understanding and attitudes towards the material being studied. This study found that the sociodrama method encourages students to understand the material better and improves their attitudes toward responsibility. This improvement can be seen by comparing results from cycles I and II. In cycle I, some students still showed a passive attitude, were less involved in the group, or tended to depend on other members. However, after evaluation and improvements, such as a more even division of roles and better time management, cycle II showed more satisfactory results. The percentage of students who showed an attitude of responsibility increased, as did their learning outcomes. Although it provides good results, this method is not free from challenges. The results of this study indicate that the sociodrama method has great potential to be applied more widely in various subjects. In addition, further research can be focused on integrating this method with other learning media, such as video, audio, or digital teaching aids. Additional learning media can help make it easier for students to understand the material and provide variation in learning, thereby increasing the effectiveness of the sociodrama method. Overall, the sociodrama learning method can improve student learning outcomes and form a character of responsibility and cooperation. With continuous improvement and development, this method can be a practical and innovative learning strategy, positively impacting the quality of education at various school levels. The results of this study can be used as a basis for further research using the same method or modified with the use of innovative and collaborative media and learning methods.

AUTHOR'S NOTE

The author would like to thank all parties supporting this research. The author states that this research is purely from the results of research conducted by himself. The results, research location, data, and interpretation of research data contained in this article have never been published and were truly obtained

by the author directly from the research results. The author guarantees that no agency or organization can control the results of this research.

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