

## The Influence of Sociodrama Techniques on Increasing Understanding of Polite Behavior

Nurwahida Alimuddin<sup>1</sup>, Sitti Nadirah<sup>2</sup>, Aniaty<sup>3</sup>, Siti Rahmi<sup>4</sup>, Adam<sup>5</sup>

Guidance and Islamic Counseling Study Programme, Faculty of Islamic Da'wah and Communication, Universitas Islam Negeri Datokarama Palu, Indonesia<sup>1</sup>

Islamic Religious Education Study Programme, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Alauddin Makassar, Indonesia<sup>2</sup>

Islamic Madrasah Teacher Education Study Programme, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Datokarama Palu, Indonesia<sup>3</sup>

Guidance and Counselling Study Programme, Faculty of Education, Universitas Borneo Tarakan, Indonesia<sup>4</sup>

Islamic Broadcasting Communication Study Programme, Faculty of Islamic Da'wah and Communication, Universitas Islam Negeri Datokarama Palu, Indonesia<sup>5</sup>

E-mail: [alimuddinnurwahida@gmail.com](mailto:alimuddinnurwahida@gmail.com)<sup>1</sup>, [nadirahsitti14@gmail.com](mailto:nadirahsitti14@gmail.com)<sup>2</sup>, [aniati@uindatokarama.ac.id](mailto:aniati@uindatokarama.ac.id)<sup>3</sup>, [sitirahmi@borneo.ac.id](mailto:sitirahmi@borneo.ac.id)<sup>4</sup>, [adamsaleh95@yahoo.com](mailto:adamsaleh95@yahoo.com)<sup>5</sup>

Correspondent Author: Nurwahida Alimuddin [alimuddinnurwahida@gmail.com](mailto:alimuddinnurwahida@gmail.com)

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### Abstract

The decline in communication ethics and student behavior in the school environment often causes complaints from teachers. This study aims to analyze the effect of group guidance and counseling services with sociodrama techniques on the understanding of polite behavior of grade VII students at MTS Palu Barat. The method used is an experiment with a one-group pretest-posttest design and a quantitative approach. The research sample consisted of 10 students who were selected purposively from a population of 62 students. The instrument used was a Likert scale to measure aspects of politeness in interacting with teachers, parents, older people, peers, friends of the opposite sex, and younger people. Data were analyzed using the Wilcoxon test with a significance result of 0.005 ( $<0.05$ ), indicating that  $H_a$  was accepted and  $H_o$  was rejected. These findings suggest that group guidance services incorporating sociodrama techniques have a significant impact on enhancing students' understanding of polite behavior. Additionally, sociodrama techniques can be effectively integrated into school counseling programs to promote students' social and emotional development.

**Keywords:** increasing understanding, polite behavior, sociodrama, techniques

### Abstrak

Menurunnya etika berkomunikasi dan perilaku siswa di lingkungan sekolah sering kali menimbulkan keluhan dari para guru. Penelitian ini bertujuan untuk menganalisis pengaruh layanan bimbingan dan konseling kelompok dengan teknik sosiodrama terhadap pemahaman perilaku sopan santun siswa kelas VII di MTs Palu Barat. Metode yang digunakan adalah eksperimen dengan desain one-group pretest-posttest design dan pendekatan kuantitatif. Sampel penelitian terdiri dari 10 siswa yang dipilih secara purposive dari populasi sebanyak 62 siswa. Instrumen yang digunakan adalah skala Likert untuk mengukur aspek kesantunan dalam berinteraksi dengan guru, orang tua, orang yang lebih tua, teman sebaya, teman lawan jenis, dan orang yang lebih muda. Data dianalisis dengan menggunakan uji Wilcoxon dengan hasil signifikansi sebesar 0,005 ( $<0,05$ ), yang menunjukkan bahwa  $H_a$  diterima dan  $H_o$  ditolak. Temuan ini menunjukkan bahwa layanan bimbingan kelompok dengan menggunakan teknik sosiodrama memiliki dampak yang signifikan dalam meningkatkan pemahaman siswa tentang perilaku sopan santun. Selain itu, teknik sosiodrama dapat diintegrasikan secara efektif ke dalam program konseling sekolah untuk meningkatkan perkembangan sosial dan emosional siswa.

**Keywords:** peningkatan pemahaman, perilaku sopan santun, sosiodrama, teknik

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## INTRODUCTION

In adolescence aged 13 years and above, the values of polite behavior have increased because of the intellectual experience of the environment and society. Some of these values will persist throughout their lives, and vice versa, with conflicts arising in the environment and society. Based on that, education plays a big role in developing students' character, including good manners. Character education is not only about instilling values for students, but also a concerted effort to create an educational environment in which everyone can live his or her freedom as a prerequisite for a mature moral life (Dahuri, 2023; M. Soni Amrullah & Ahmad Wahyudi, 2022; Suciati et al., 2023). Research results (Nugroho, 2019) indicate that the use of the sociodrama method in teaching the folk narrative text "*Ande-Ande Lumut*" in high school is effective in increasing students' attention, understanding of socio-psychological issues, and their ability to empathize with and understand the perspectives of others. This method also helps students internalize the local cultural values contained in the folklore. The purpose of character education is to develop various abilities and potentials in students, enabling them to make good and bad decisions, maintain good values, and apply them in daily life, whether in the home environment, school environment, or community environment (Nabillah & Nisa, 2024).

According to Aini et al. (2016), the values of politeness are one of the strong supporting factors in the implementation of character education. Manners encompass interacting with parents, teachers, older individuals, younger ones, peers, and members of the opposite sex (Hakim, 2022; Tretiak et al., 2021). The results of observations conducted at one of the State Tsanawiyah Madrasahs indicate that there are issues with the ethical aspects of student communication. The phenomena identified include students' behavior that is less polite in interacting with teachers, such as the use of abusive language, mocking the teacher, and the use of the first-person pronoun "I" in formal situations that should use "I". In addition, the habit of saying inappropriate words was also found, including saying animal names that were not in accordance with the norms of linguistic politeness. In addition, similar problems also occur in interactions between students, where most students show a lack of respect for their peers and differences in class levels (senior-junior), such as interrupting conversations, mocking each other, and committing body shaming. Other forms of disrespect can be observed in students' behavior towards teachers, such as entering and exiting class without permission from the subject teacher and engaging in uncontrolled physical actions, like pushing while marching, which can cause the teacher to be pushed. The results of the observation also showed that 70% of teachers reported that students often use disrespectful language in daily interactions. This situation has caused complaints from several teachers who feel disturbed by the decline in communication ethics and student behavior in the school environment (Sun & Shek, 2012).

Moral development, according to Kadivar et al. (2016) and Sobry (2022), involves students learning what is right and wrong, as well as what is good and bad. Then, as they get older, they must also learn to know the reasons why something is considered right while others are not. Thus, students need to be involved in group activities and develop expectations for good and correct behavior to behave politely towards anyone. The solution to this phenomenon is by providing group guidance services using sociodrama techniques, whose principles have the values needed by students to provide a social life in the future. Group guidance, which leverages the dynamics that occur within the group,



can enhance students' communication skills, social skills, self-control, and promote responsibility in each assigned task.

Understanding is the process, as well as the deeds and ways of understanding (Ariandani et al., 2019). Meanwhile, according to Indrawati (2019), Understanding is the ability to see the relationship between various factors or elements in a problematic situation. Comprehension can be interpreted as the act of mastering something with the mind. Through sociodrama, students can acquire the habit of accepting and sharing responsibilities with others (Ifendi, 2021; Ilhamuddin & Alisyahbana, 2020). Students can use good spoken language, so that it is easily understood by others, as well as enrich the knowledge, attitudes, and skills necessary to deal with problematic moral situations (Hamdayama, 2022). According to Ilhamuddin and Alisyahbana (2020), Sociodrama is a *role-playing* technique designed to address social problems that arise in human relationships. This technique can be used to train life skills, one of which is the skill of managing emotions, by guiding students to practice social interactions that promote moral intelligence through sociodrama implementation.

Group guidance is an activity carried out by a group of people by utilizing group dynamics (Hartanti, 2022). This means that all participants involved in group activities interact with each other, express opinions freely and openly, respond, give suggestions, and so on. This interaction, which takes place freely and openly, begins at the formation stage and continues through to the end stage. This aligns with Dwiawati's (2021) opinion that group guidance is the process of providing help to individuals in group situations. This means that when aiding individuals, a group approach is used, allowing everyone to interact with one another. This solution is reinforced by the research results (Blatchford et al., 2006), which indicate that group guidance services can be used to promote polite behavior among junior high school students in grade VIII.

Muzaki & Casmini (2020) found that the sociodrama method can affect the behavior of manners of MAN 3 Bantul students. Similar results have been found in sociodrama with group guidance services, which can improve the manners of students in grade X at Kibin High School (Utami & Prasetiawan, 2022). Previous research has not investigated the effects of sociodrama on MTs students in Indonesia, particularly in the Palu area. Therefore, the purpose of this study is to determine the influence of group guidance services with sociodrama techniques on improving the understanding of manners and behavior of grade VII students of MTS Negeri Palu Barat. So, the formulation of the problem in this study is how group guidance services with sociodrama techniques affect the improvement of the understanding of manners of grade VII students of MTS Negeri Palu Barat. The benefits of the results of this research can add references in the field of guidance and counseling, especially in the values of manners contained in the sociodrama method as a reference in the next research, and with the existence of sociodrama techniques in group guidance in the formation of students' manners values, it is expected to be one of the media for the implementation of guidance and counseling services in schools in order to develop and instill the values contained in sociodrama techniques to improve the understanding of the aspects of manners in students.

## METHOD

The research method employed is quantitative, utilizing a one-group pretest-posttest experimental design (Sugiyono, 2022), which was implemented at MTS Negeri Palu Barat. The sampling technique used in this study is Nonprobability Sampling, namely Purposive Sampling, which is a sample determination technique with certain



considerations, (Sugiyono, 2022) In this study, the sample was students with low politeness behavior in the sense that the sample represents the information needed in the study, not representing individuals. The research population consisted of 62 students, and 10 students were selected as the sample. This study is limited to a small sample, so its findings should be interpreted with caution and generalizations made with care. The research instrument uses a Likert scale to measure aspects of understanding polite behavior. Based on the results of the validity and reliability tests of the research instrument, it was found that the Cronbach's Alpha value was 0.910, using 53 items. This indicates that  $r\text{-count} = 0.910 > 0.05$ , which suggests that the scale of understanding polite behavior is reliable (very high). The procedure in this study involved sociodrama, conducted in four 60-minute sessions, with a scenario of student-teacher interaction and role-playing between friends. Meanwhile, to test the normality of the data, the Shapiro-Wilk statistical test was used (Shapiro & Wilk, 1965). The criteria for testing normality were as follows: data with a significant normal distribution ( $p > 0.05$ ) and data with a significant non-normal distribution ( $p < 0.05$ ). The homogeneity test is used in the parametric test to test the differences between the two groups. The homogeneity test will be carried out to determine whether variables X, namely sociodrama technique, and Y, students' polite behavior, are homogeneous or not. To test the homogeneity of the data using the help of IBM SPSS Statistics 27. Data analysis test using non-parametric methods with the Wilcoxon Test (Field, 2024).

## **RESULT AND DISCUSSION**

Descriptive statistical analysis is a very important first step in research, especially in an educational context that emphasizes understanding student behavior. In this study, the main purpose of descriptive statistical analysis is to measure and describe the level of understanding of polite behavior of grade VII students at MTS Negeri Palu Barat before and after being given treatment in the form of sociodrama methods. Descriptive statistics allow researchers to present data in a concise, clear, and informative form, whether in the form of numbers, tables, graphs, or narratives, so that the results obtained can be easily understood and interpreted. Manners and behavior, as one of the important indicators in student character education, are closely related to affective aspects that are often difficult to measure quantitatively. Therefore, the descriptive approach is a strategic choice for photographing changes or shifts in student behavior, both before and after treatment. Using this technique, researchers can find out how much of the distribution of grades is collected, average student behavior, and the distribution of data based on certain categories such as gender, social background, or class differences. As a first step in the analysis process, descriptive statistics are also the basis for the next stage of analysis, such as inferential tests, which aim to test the significance of changes or differences that occur. In addition, this initial description serves to provide a comprehensive overview of the initial condition of the research subject, as well as confirm the validity of the intervention design used.

To facilitate the understanding of the variables studied, namely students' polite behavior, the researcher conducted a process of describing the data that had been obtained from the results of observations and other assessment instruments. This variable was then studied under two main conditions: before treatment (pretest) and after treatment (posttest), using the sociodrama method. The sociodrama approach was chosen because it can stimulate students' emotional and social understanding through direct experience in the form of roles, interactions, and reflections on certain social situations. Therefore, it



is important for researchers to first describe the extent of understanding and application of the values of manners that students have in the early stages. The data collected were analyzed descriptively through indicators such as the frequency of polite behavior, students' tendency to interact positively, and involvement in value-based learning activities. The results of this analysis not only reveal the initial and final conditions but also provide insight into the dynamics of changes in student behavior resulting from the intervention. Through this descriptive statistical analysis, researchers can categorize students into specific classifications, such as excellent, good, adequate, or lacking, in terms of manneric behavior, which serves as the basis for evaluating the effectiveness of learning methods. In addition, by comparing the results before and after treatment, the researcher obtained a concrete picture of how much influence the sociodrama method has in increasing students' awareness and positive attitudes, which can be presented as follows:

### Understanding Manners

The results of the pretest and posttest categorization based on aspects of understanding manners include manners in getting along with teachers, parents, older people, peers, friends of the opposite sex, and younger people. The understanding of students' manners and behavior is then categorized into five levels, namely very good, good, adequate, low, and very low. This categorization is illustrated in the following tables.

**Table 1.**  
Categorization of Manners Associated with Teachers

Pretest				Post test			
Category	Interval	Frequency	%	Category	Interval	Frequency	%
Very Good	$33 < X$	4	40%	Very Good	$33 < X$	9	90%
Good	$28 < X \leq 33$	3	30%	Good	$28 < X \leq 33$	1	10%
Enough	$23 < X \leq 28$	3	30%	Enough	$23 < X \leq 28$	0	0%
Low	$18 < X \leq 23$	0	0%	Low	$18 < X \leq 23$	0	0%
Very Low	$X \leq 18$	0	0%	Very Low	$X \leq 18$	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>	<b>Total</b>		<b>10</b>	<b>100%</b>

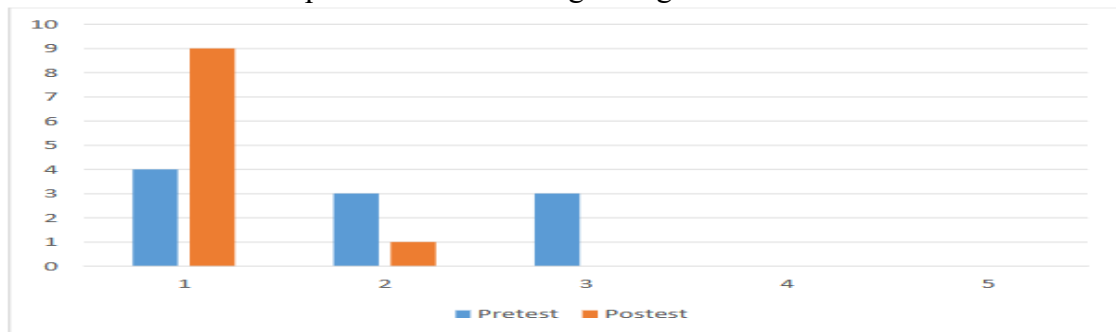
*Source: research data processing results*

Based on Table 3.1 (pretest), the understanding of manners in getting along with teachers shows variation, where as many as 6 students are in the "adequate" and "good" categories, and 4 students are in the "very good" category. No subjects were found in the "very low" or "low" categories. Meanwhile, the results of the posttest showed a significant improvement, where only 1 student was in the "good" category, and 9 students had reached the "excellent" category, with no subjects in the "very low", "low", or "adequate" category. This indicates a very significant increase in the understanding of manners towards teachers after sociodramatic treatment. Furthermore, this data is presented in the form of a graph:





**Graphic 1.**  
Graphic Manners Getting Along With Teachers



Source: research data processing results

**Table 2.**  
Categorization of Manners: Getting Along with Parents

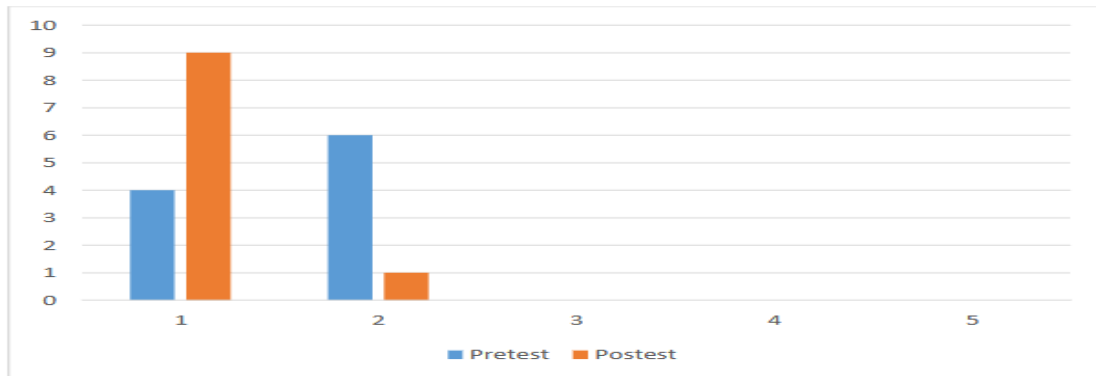
Pretest				Post test			
Category	Interval	Frequency	%	Category	Interval	Frequency	%
Very Good	$46 < X$	4	40%	Very Good	$46 < X$	9	90%
Good	$39 < X \leq 46$	6	60%	Good	$39 < X \leq 46$	1	10%
Enough	$32 < X \leq 39$	0	0%	Enough	$32 < X \leq 39$	0	0%
Low	$25 < X \leq 32$	0	0%	Low	$25 < X \leq 32$	0	0%
Very Low	$X \leq 25$	0	0%	Very Low	$X \leq 25$	0	0%
Total		10	100%	Total		10	100%

Source: research data processing results

Based on table 2, the *pretest* score indicates that the understanding of manners behavior with parents varies from being in the good category, as many as 6 people, and the excellent category, as many as 4 people. No subjects were found in the categories of sufficient, low, and very low. In the posttest results, it was found that the understanding of manners with the parents of the subjects fell into the good category for 1 person and the very good category for 9 people. No subjects were found in the very low, low, or sufficient categories. This indicates that, based on the results of *the pretest* and *posttest* on manners with parents, there has been a significant increase. Based on this analysis, the following is in the form of a graph:



**Graphic 2.**  
Graphic Manners: Getting Along With Parents



Source: research data processing results

**Table 3.**  
Categorization Pretest Manners Getting Along with Younger People

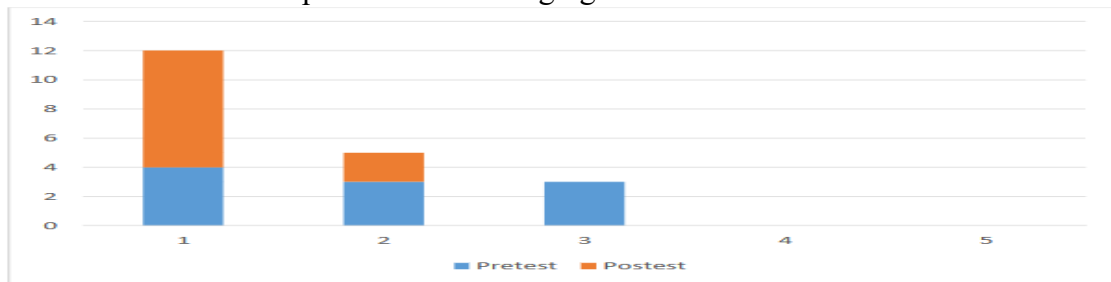
Pretest				Post test			
Category	Interval	Frequency	%	Category	Interval	Frequency	%
Very Good	$31 < X$	4	40%	Very Good	$31 < X$	8	80%
Good	$26 < X \leq 31$	3	30%	Good	$26 < X \leq 31$	2	20%
Enough	$21 < X \leq 26$	3	30%	Enough	$21 < X \leq 26$	0	0%
Low	$16 < X \leq 21$	0	0%	Low	$16 < X \leq 21$	0	0%
Very Low	$X \leq 16$	0	0%	Very Low	$X \leq 16$	0	0%
Total		10	100%	Total		10	100%

Source: research data processing results

Based on Table 3, the *pretest* shows that the understanding of manners and behavior in getting along with older people varies from one to the other in the category of fair and good, as many as 6 people, and the very good category, as many as 4 people. No subjects were found in the low and very low categories. And there is a *posttest* table above. It is known that the understanding of manners and behavior in getting along with older subjects falls into the good category for 2 people and the very good category for 8 people. No subjects were found in the very low, low, or sufficient categories. This means that from the results of the *pretest* and *posttest* of the manners of getting along with the elderly, there is a very significant increase. Based on the analysis, the following is in the form of a graph:



**Graphic 3.**  
Graphic Manners Hanging Out with Older Ones



Source: research data processing results

**Table 4.**  
Categorization Pretest Manners Getting Along with Younger People

Pretest				Post test			
Category	Interval	Frequency	%	Category	Interval	Frequency	%
Very Good	$11 < X$	2	20%	Very Good	$11 < X$	7	70%
Good	$9 < X \leq 11$	1	10%	Good	$9 < X \leq 11$	3	30%
Enough	$7 < X \leq 9$	5	50%	Enough	$7 < X \leq 9$	0	0%
Low	$5 < X \leq 7$	2	20%	Low	$5 < X \leq 7$	0	0%
Very Low	$X \leq 5$	0	0%	Very Low	$X \leq 5$	0	0%
Total		10	100%	Total		10	100%

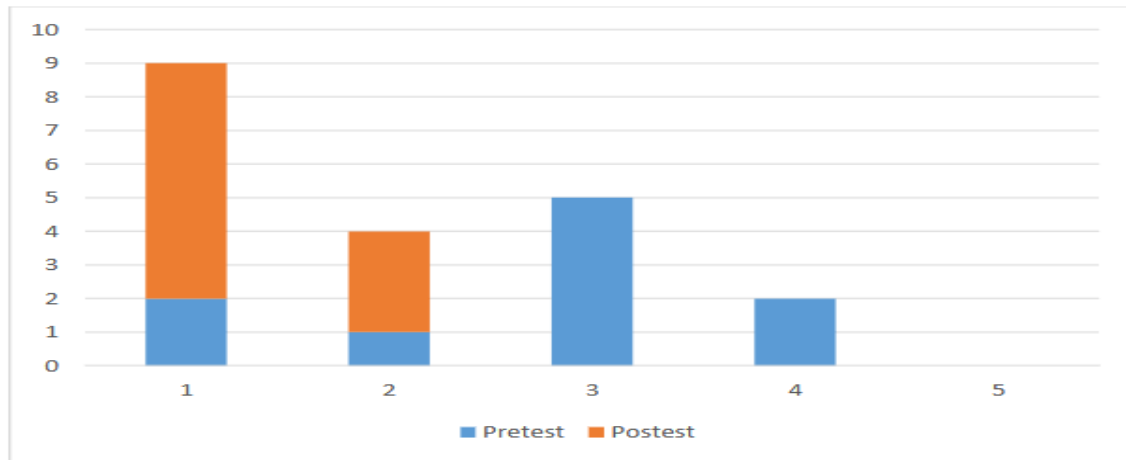
Source: research data processing results

Based on Table 4 of the pretest, it is known that the understanding of manners behavior in getting along with younger people varies among subjects. Some are in the low category, with 2 people, some are in the category of 'enough', with 5 people, and some are in the good category, with 1 person, and very good, with 2 people. No subjects were found in the very low category. And in the posttest table above, it is evident that the understanding of manners behavior varies among younger subjects, with some falling into the good category (3 people) and others into the very good category (7 people). No subjects were found in the very low, low, or sufficient categories. This means that from the results of the pretest and posttest of the manners of getting along with younger people, there is a very significant increase. Based on this analysis, the following is in the form of a graph:





**Graphic 4.**  
Categorization of Manners: Getting Along With Younger People



Source: research data processing results

**Table 5.**  
Categorization of Manners: Getting Along with Peers

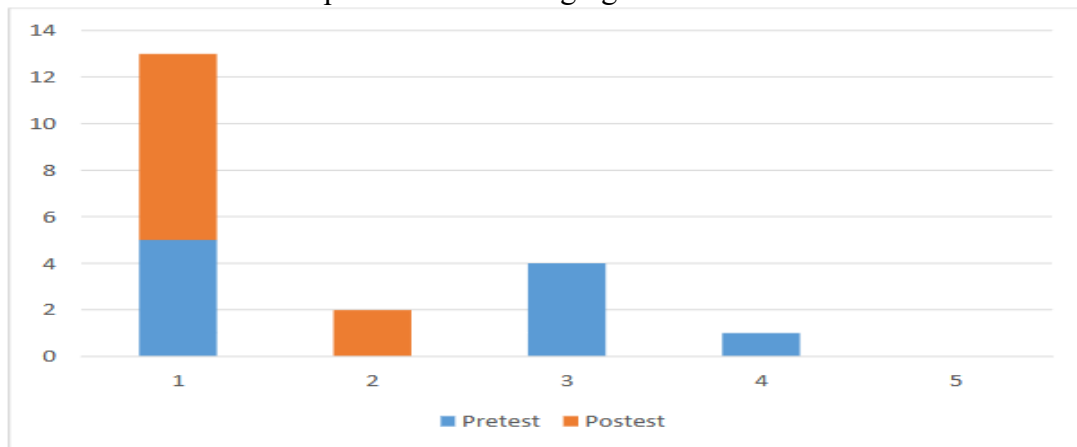
Pretest				Post test			
Category	Interval	Frekuensi	%	Category	Interval	Frequency	%
Very Good	$44 < X$	5	50%	Very Good	$44 < X$	8	80%
Good	$37 < X \leq 44$	0	0%	Good	$37 < X \leq 44$	2	20%
Enough	$30 < X \leq 37$	4	40%	Enough	$30 < X \leq 37$	0	0%
Low	$23 < X \leq 30$	1	10%	Low	$23 < X \leq 30$	0	0%
Very Low	$X \leq 23$	0	0	Very Low	$X \leq 23$	0	0%
Total		10	100%	Total		10	100%

Source: research data processing results

Based on Table 5 of the pretest scores, it is evident that the understanding of manners and behavior in getting along with peers varies from one person (low category) to 4 people (sufficient category) and 5 people (very good category). No subjects were found in the 'good' and 'very low' categories. Based on the posttest table above, it is evident that the understanding of the subject's behavior in getting along with peers has increased; some individuals are in the good category, with 2 people, and are in the very good category, with as many as 8 people. No subjects were found in the very low, low, or sufficient categories. This means that, based on the results of the pretest and posttest on the methods of getting along with peers, there is a very significant increase. Based on this analysis, the following is presented in graphical form.



**Graphic 5.**  
Graphic Manners Hanging Out with Peers



Source: research data processing results

**Table 6.**  
Categorization of Manners: Getting Along with the Opposite Sex

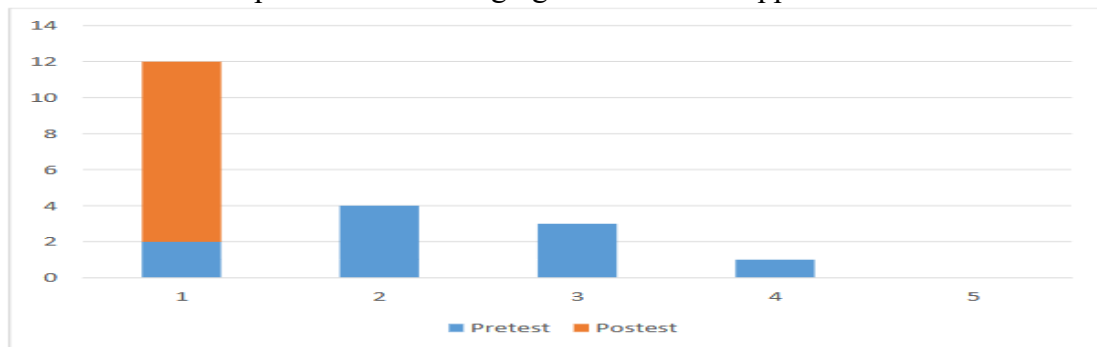
Pretest				Post test			
Category	Interval	Frequency	%	Category	Interval	Frequency	%
Very Good	$18 < X$	2	20%	Very Good	$18 < X$	10	100%
Good	$15 < X \leq 18$	4	40%	Good	$15 < X \leq 18$	0	0%
Enough	$12 < X \leq 15$	3	30%	Enough	$12 < X \leq 15$	0	0%
Low	$9 < X \leq 12$	1	10%	Low	$9 < X \leq 12$	0	0%
Very Low	$X \leq 9$	0	0	Very Low	$X \leq 9$	0	0%
Total		10	100%	Total		10	100%

Source: research data processing results

Based on table 6 of the pretest scores, it is known that the understanding of manners in getting along with the opposite sex of subjects varies; some are in the low category of 1 person, in the category of enough 3 people, in the good category of 4 people, and very good 2 people. No subjects were found in the very low category. And based on the posttest table above, it is evident that the subject's understanding of manners and behavior in getting along with friends of the opposite sex does not vary, as all 10 subjects fall into the very good category. No subjects were found that were in the category of very low, low, sufficient, or good. This means that from the results of the pretest and posttest of the manners of the opposite sex, there is a very significant increase. Based on this analysis, the following is in the form of a graph:



**Graphic 6.**  
Graphic Manners Hanging Out with The Opposite Sex



Source: research data processing results

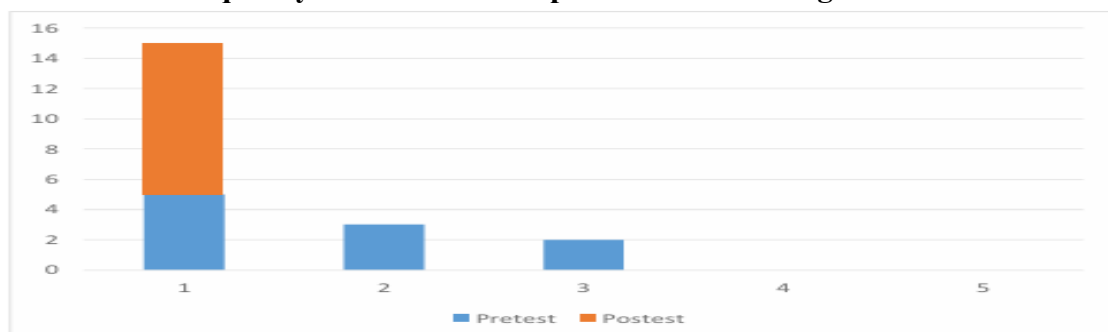
**Table 7.**  
Frequency Distribution of Understanding Students' Manners

Pretest				Post test			
Category	Interval	Frequency	%	Category	Interval	Frequency	%
Very Good	$172 < X$	5	50%	Very Good	$172 < X$	10	100%
Good	$146 < X \leq 172$	3	30%	Good	$146 < X \leq 172$	0	0%
Enough	$119 < X \leq 146$	2	20%	Enough	$119 < X \leq 146$	0	0%
Low	$93 < X \leq 119$	1	10%	Low	$93 < X \leq 119$	0	0%
Very Low	$X \leq 92$	0	01%	Very Low	$X \leq 92$	0	0%
Total		10	100%	Total		10	100%

Source: research data processing results

Based on Table 7 of the pretest above, it is known that the understanding of the subject's manners varies. There are 5 people in the very good category, and the remaining 5 people are in the sufficient and good category. No subjects were found in the very low and low categories. In the Post-test table above, it is evident that there is a significant increase, as all 10 subjects are included in the very good category. No subject is in the category of very low, low, sufficient, or good. Based on this analysis, the following is in the form of a graph:

**Graphic 7.**  
Frequency Distribution Graph of Understanding Manners



Source: research data processing results



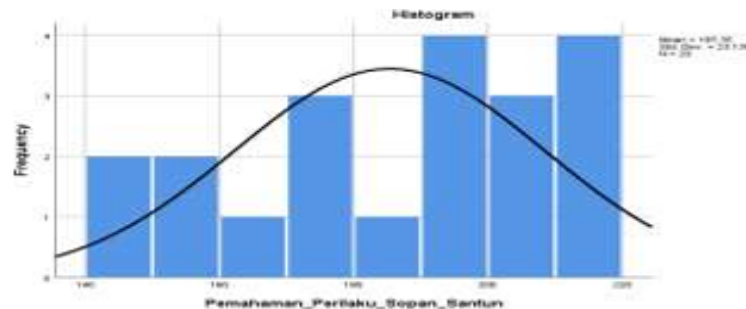
## Prerequisite assumption test

### Normality Test

The shape of the graph exhibits moderate negative skewness, as it depicts a curve that slopes to the right. Based on this analysis, the following is in the form of a graph:

**Graphic 8.**

Data Transformation



### Data Transformation Test

**Table 9.**

Normality Data Transformation Results

Manners Behavior		Kolmogorov-Sminov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Trans_Post test	Pre test	.184	10	.200*	.897	10	.205
	Post test	.285	10	.021	.753	10	.004

Source: research data processing results

Based on the results of the data transformation, it is known that the value of the sig pretest is  $0.205 > 0.05$ , which means that the data is distributed normally, but the value of the sig posttest is  $0.004 < 0.050$ , which means that the data is not distributed normally. Therefore, the appropriate hypothesis test employs a non-parametric test, specifically *the Wilcoxon test*.

### Homogeneity Test

The basis for decision-making is that if the value of the sig  $> 0.05$ , then the variance of the distributed data is homogeneous, whereas if the value of the sig  $< 0.05$ , then the variance of the distributed data is not homogeneous. The results of the homogeneity test can be seen in Table 10:

**Table 10.**

Homogeneity Test Results

Understanding of manners behavior	Levene Statistic	df1	df2	Sig.
Based on Mean	5.797	1	18	0.027
Based on Median	5.200	1	18	0.035
Based on median and with adjusted df	5.200	1	15.706	0.027
Based on trimmed mean	5.839	1	18	

Source: research data processing results

Based on the above output, it is known that the value of sig. Based on mean for the variable of understanding of manneric behavior is  $0.027 < 0.05$ , it can be concluded



that the variance of the data is not homogeneous, so a marginal homogeneity test analysis was carried out to see if the data can change to Homogeneous, but based on these results, the data remains inhomogeneous so that the hypothesis test uses non-parametric.

**Table 11.**  
Marginal Homogeneity Test

	<i>Pre test &amp; Post test</i>
<i>Distinct Values</i>	16
<i>Off-Diagonal Cases</i>	10
<i>Observed MH Statistic</i>	1705.000
<i>Mean MH Statistic</i>	1853.500
<i>Std. Deviation of MH Statistic</i>	54.596
<i>Std. MH Statistic</i>	-2.720
<i>Asymp. Sign. (2-tailed)</i>	0.007

Source: research data processing results

Based on the above output, it is known that the sig value.  $0.007 < 0.05$  then it can be concluded that the data is not homogeneous.

### Uji Hypothesis

This research data analysis technique employs a method to manage research data, enabling conclusions to be drawn. To analyze hypothesis tests in pre-experimental design research using a one-group pretest-posttest design. Therefore, the appropriate test for the hypothesis test using non-parametric methods is the Wilcoxon test, which can be performed with the help of SPSS 27 for Windows, with a significance level of 0.05 (Sugiyono, 2022). The results obtained are as follows:

**Table 12.**  
Wilcoxon Test Results

<b>Ranks</b>				
<i>Postes - Pretes</i>	<i>Negative Ranks</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
	<i>Positive Ranks</i>	0 <sup>a</sup>	.00	.00
	<i>Ties</i>	10 <sup>b</sup>	5.50	55.00
<i>Total</i>		0 <sup>c</sup>		

Source: research data processing results

Based on the table, it is known that: 1) Negative ranks or the difference (negative) between understanding the behavior of manners for pretest and post test is 0, both in the value of N, Mean Rank, or Sum Rank. This value of 0 indicates no decrease (reduction) from Pre-Test score to Post-Test Score; 2) Positive Ranks or (positive) difference between understanding manners behavior for pre-test and post-test. There were 10 positive data (N), which means that 10 students experienced an increase in understanding of manneric behavior from pretest and posttest scores. The average increase was 5.50. While the number of positive rankings or Sum of Ranks is 55.00, and 3) Tiea is the same pretest and post-test scores, here the tie value is 0, so it can be said that there is no equal value between pretest and post-test.



This research data analysis technique employs a method to manage research data, enabling conclusions to be drawn. To analyze hypothesis tests in pre-experimental design research using a one-group pretest-posttest design. Therefore, the appropriate test for the hypothesis test employs a non-parametric approach, specifically the Wilcoxon test, using SPSS 27 for Windows with a significance level of 0.05 (Sugiyono, 2022). The results obtained are as follows:

**Table 13.**  
Test Statistics

	<i>Postes - Pretes</i>
<i>Z</i>	-2.805 <sup>b</sup>
<i>Asymp. Sig. (2-tailed)</i>	0.005

*Source: research data processing results*

The results of statistical analysis show that group guidance services with sociodrama techniques have a significant influence on improving the understanding of students' polite behavior at MTS Negeri Palu Barat. This is evidenced by a significance value (Sig. 2-tailed) of 0.005, which is smaller than the threshold of 0.05, so that the alternative hypothesis ( $H_a$ ) is accepted, and the null ( $H_o$ ) hypothesis is rejected. These findings align with research by Kusumaningrum et al. (2019), which demonstrates that group guidance incorporating sociodrama techniques is effective in enhancing students' prosocial behavior. In the study, analysis using the Wilcoxon test showed a significant improvement in students' prosocial behavior after participating in a group tutoring session with sociodrama techniques. This technique allows students to understand and feel social situations from the perspective of others, thereby increasing their empathy and social awareness. Moreover, Muzaki and Casmini (2020) found that the sociodrama method can affect the behavior of manners of MAN 3 Bantul students. Similar results have been found in sociodrama with group guidance services, which can improve the manners of students in grade X at Kibin High School (Utami & Prasetiawan, 2022). All of them show that there is a positive influence, but it is not explained in depth how the internal processes of students undergo changes, such as changes in perception, motivation, or specific social interactions during sociodrama activities.

The sociodrama technique, introduced by Jacob L. Moreno, is a role-playing learning method that allows individuals to explore and understand social dynamics as well as personal emotions. In the context of education, these techniques have been used to help students address personal and social problems in an interactive and reflective way. Research by Awaliyah et al. (2019) showed that the application of sociodrama techniques in psychoeducational groups was effective in improving students' anger management skills. Through the role-playing in sociodrama, students can express and understand their emotions, as well as learn healthy strategies for emotion management. This supports the theory that sociodrama can be used as a tool to enhance self-understanding and positive social behavior.

Recent research by Ilhamuddin and Alisyahbana (2020) investigated the effectiveness of group guidance services using sociodrama techniques in improving students' behavioral manners. In the study, two intervention cycles were conducted, each consisting of two 40-minute meetings. The results of the observations showed a significant increase in students' polite behavior, from 63% in the first cycle to 76% in the second cycle. This improvement shows that sociodrama techniques are effective in shaping students' polite behavior through direct experience and social reflection. In





addition, research by Christin et al. (2024) also supports these findings, where group guidance with sociodrama techniques significantly improves students' understanding of speaking ethics.

Although sociodrama techniques offer numerous benefits, their application in educational contexts necessitates special consideration. One of the main challenges is the need for sufficient time for the preparation, implementation, and evaluation of sociodrama activities. In addition, the success of this technique is highly dependent on the facilitators or teacher's ability to manage group dynamics and guide students in playing their roles effectively. Research by Awaliyah et al. (2019) emphasizes the importance of training facilitators to ensure the effectiveness of sociodrama interventions. Additionally, it is important to consider the individual characteristics of students, such as their comfort level in role-playing and communication skills, which can affect participation and outcomes of sociodrama activities. Therefore, before applying this technique, it is recommended to conduct simulations and provide training to students so that they are ready and able to participate optimally in sociodrama activities.

The sociodrama technique is not only beneficial in improving manneristic behavior, but also in the development of students' overall social and emotional skills. Through the role played in sociodrama, students can develop empathy, understand the perspectives of others, and learn to better manage their emotions. Research by Zainurrobby & Muyana (2024) shows that the application of sociodrama techniques in classical guidance is effective in improving students' prosocial behavior. Students who engage in sociodrama activities show improvements in social interaction skills, cooperation, and concern for others. Thus, sociodrama techniques can be an effective tool in character education, helping students develop positive social values and interpersonal skills that are essential for their lives in Society. Schools are advised to organize regular sociodrama training for counselors and teachers.

## **CONCLUSION**

Based on the research results that have been presented, it is known that sociodrama techniques have proven effective in improving students' mannerist behavior in formal educational environments, especially through group guidance services, by allowing students to understand social values cognitively and providing direct experience in carrying out simulated social roles. This approach touches on three domains of character education: cognitive, affective, and psychomotor, which help students internalize social norms and ethics more effectively. Sociodrama also encourages students to develop empathy, social awareness, and skills in interacting. These findings support Moreno's theory of role-playing as a social learning tool. However, challenges in its implementation include the importance of thorough preparation in designing scenarios that are relevant to students' social contexts, effective time management, and creating a safe and inclusive atmosphere. Facilitators need to provide initial guidance to ensure students feel ready and confident. Further research is recommended to explore the variables that influence the effectiveness of sociodrama, such as individual student readiness and scenario relevance, as well as conducting longitudinal studies to assess the long-term impact on student behavioral change. Furthermore, additional research is required to investigate the long-term effects of sociodrama using a randomized controlled trial design. Overall, if implemented properly, sociodrama has great potential in helping students understand social etiquette and manners, as well as developing important social skills for their future lives.



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