



The Influence of Citizenship Education Learning Using the Sociodrama Method on Students' Social Concern

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ABSTRACT

Purpose of the study: This research aims to determine the effect of Civic Education (Citizenship Education) learning using the sociodrama method on the social awareness of class V students at Selang State Elementary School, Wonosari District, Gunungkidul Regency.

Methodology: This research is a quasi-experimental research. The research design is Nonequivalent Control Group Design. The subjects of this research were class V students at Selang State Elementary School, totaling 57 students and consisting of two classes. Data collection techniques used in research include scales, interviews, observation and documentation. Test the validity of the instrument using the help of Expert Judgment. Test data analysis requirements using normality and homogeneity tests. Hypothesis testing uses the t test with a significance level of 5% .

Main Findings: The main finding of this research is that Civics learning using the sociodrama method has a significant positive impact on the social awareness of fifth grade students at Selang State Elementary School in the 2012/2013 academic year. This is shown by the t test in the post test of the experimental-control group which shows a significant difference between the post test of the experimental and control groups after being given treatment

Novelty/Originality of this study: The novelty of this research is the use of a new learning method, namely the sociodrama learning method. Civics learning using the sociodrama method has a significant positive impact on the social awareness of class V students at Selang State Elementary School. This was shown by the t test on the post test of the experimental-control group which showed a significant difference between the post test of the experimental and control groups after being given the treatment.

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1. INTRODUCTION

Humans are social creatures, so they need other people to carry out their lives [1]. This makes humans have an interdependent nature [2]. The nature of interdependence between humans requires humans to interact with each other, respect each other, cooperate and be tepo seliro, but nowadays the form of humans as social creatures seems to have disappeared because they have been eroded by developments over time.

The phenomenon of fading awareness that humans are social creatures can be seen in the surrounding environment [3],[4]. An example is the increasing loss of social concern between humans. This is caused by a shift

in empathy for the problems faced by other people into egoism and high individuality [5],[6]. The loss of students' social care attitude in the school environment can be seen from the low tepo seliro attitude shown by several students. This was shown from initial observations carried out at Selang State Elementary School which showed that many students did not greet the teachers when they passed each other.

Elementary schools as providers of education which are expected to be able to overcome the nation's moral and social degradation are of course equipped with a curriculum that contains various subjects, one of these subjects is Citizenship Education [7],[8]. In the development of the Civics paradigm, the main task of Civics in the new paradigm is to develop democratic education which consists of developing civic intelligence, fostering civic responsibility and encouraging civic participation [9], [10]. Citizen intelligence is developed to form good citizens not only in the rational dimension, but also in the spiritual, emotional and social dimensions so that the new civics paradigm is multidimensional [11].

The Civics learning model in the new paradigm has the advantage of a learning approach that focuses on active student learning and an inquiry approach explained that, the Civics learning model with a new paradigm has the following characteristics: teaching and training students to think critically, getting students to know, choosing and solving problems, training students to think according to scientific methods in other social skills that are in line with the inquiry approach. Learning that focuses on active student learning activities can be achieved by using a variety of methods in delivering learning material [12]-[14]. Learning methods are practical methods used by teachers to convey learning material effectively and efficiently to students [15], [16]. In connection with this, it emphasizes that, teaching methods are ways of implementing the teaching process, or how technically learning material is given to students at school [17], [18].

Teachers are required to always choose learning methods that are considered most appropriate when used in learning at school [19]-[21]. The efficiency and effectiveness of a learning method that will be used in the learning process is a consideration of whether the method will be used by a teacher [22]-[24]. The choice of learning method is adjusted to the nature of learning, characteristics of students, type of subject, environmental situation and conditions, as well as the goals to be achieved, so that the skills and knowledge provided by the teacher truly belong to the students.

Civics as one of the subjects taught in schools has many variations of learning methods that can be used in delivering the material. One of the methods used is sociodrama. Social drama and role playing methods can be said to have almost the same meaning, and in their use they are often interchanged [25]. Explains that sociodrama basically dramatizes behavior related to social problems [26], [27]. Various social problems that occur in society are not easy to explain using just words, so these events need to be dramatized [28]. This method is used to provide understanding and appreciation of social problems and develop students' abilities to solve them. Students can dramatize behavior, or expressions of someone's facial movements in social relations between humans using this method [29].

Previous research conducted by Usma [30] focused more on the application of sociodrama methods to improve nationalism attitudes among elementary school students in the context of civic education. The main focus of the study was to strengthen the understanding and appreciation of nationalist values through dramatic interactions carried out by students. However, the study has not explicitly explored how the same method can affect other dimensions of civic education, especially students' social awareness. In this study, more emphasis is placed on the development of students' social awareness, which includes understanding of social issues and strengthening empathy for others. The gap between the two studies lies in the broader focus on the social dimension, which includes aspects of solidarity, social responsibility, and the development of empathetic attitudes, while previous studies were more limited to the aspect of nationalism. Therefore, the current study offers a more comprehensive perspective in understanding how sociodrama can be used not only to instill a sense of love for the homeland, but also to build awareness and concern for social issues among students.

This research has significant novelty and urgency in the context of today's education. In the era of globalization and rapid technological advances, the social challenges faced by the younger generation are increasingly complex, ranging from social inequality, climate change, to humanitarian issues that require an active response from society. Civic education, which should equip students with an understanding of social rights and obligations, is often limited to instilling normative values without paying attention to the practical dimensions of social engagement. The use of the sociodrama method as an innovative learning tool opens up opportunities to invite students not only to understand the concept of citizenship, but also to feel and internalize their roles in society through simulations and direct social experiences. This research is relevant because it can provide empirical evidence regarding the effectiveness of sociodrama in increasing students' social awareness, as well as enriching a more holistic and contextual educational approach, which supports the formation of social characters that are responsive and empathetic to existing social issues.

Based on the background above, the objectives of this research are to determine the effect of Civic Education (Citizenship Education) learning using the sociodrama method on the social awareness of class V students at Selang State Elementary School, Wonosari District, Gunungkidul Regency.

2. RESEARCH METHOD

2.1. Research Design

This research is included in the type of experimental research. Experimental research is intended to determine whether there are consequences from something imposed on the subject under investigation [31]. In conducting experiments researchers manipulate treatments or experimental conditions, then observe the effects caused by the treatment or manipulation [32]. The experimental design used in this research is quasi-experimental.

Quasi-experiment is research that approaches a real experiment where it is impossible to manipulate all relevant variables [33], [34]. Quasi experiments are used because in reality it is difficult to get a control group to use for research [35]. Another reason researchers use quasi-experiments is because this research is included in social research. The subjects of measurement in social research are humans, who cannot be fully controlled by the influence of other independent variables. Quasi-experimental research uses a Nonequivalent Control Group Design. This design is almost the same as the Pre test – Post test Control Group, only in this design the experimental group and control group are not chosen randomly [36], [37]. The design of this research consisted of two groups, namely a control group and an experimental group [38]. The two groups were then given a pre-test to determine the initial conditions, whether the two groups were the same, whether there were differences between the control group and the experimental group.

2.2. Research Subject

The subjects in this research were 61 class V students at Selang State Elementary School, divided into 31 students from class VA and 30 students from class V B. The subjects in this research were a population because all class V students at SD Negeri Selang were used as research subjects. Researchers determine everyone to be research subjects on the grounds that the number of subjects or population is not too large, less than 100 or more, known as the population approach. Less than 100 subjects are better used as research subjects as population research. Meanwhile, the object of this research is the influence of using the sociodrama method in Civics learning on the social awareness of class V students at Selang State Elementary School, Wonosari, Gunungkidul. In the object of this research, the independent variable is the sociodrama method, while the dependent variable is students' social concerns.

2.3. Data Collection Techniques

Data collection techniques are the methods used by researchers to obtain and collect data. The data collection technique used in this study is a scale. The terms questionnaire and scale are often used interchangeably in research, but in fact both have different functions and purposes in research. One difference between a scale and a questionnaire is that the data revealed by the questionnaire is factual data or what is considered a fact known by the subject, while the data revealed by the scale is a description of aspects of an individual's personality. Examples of data from a questionnaire include data on educational history and number of family members. Data on motivation and attitudes towards something are examples of data revealed by a scale. The scale in this study was used to obtain data on the level of social awareness of students before being given treatment (pre-test) and after being given treatment (post-test). The instrument used in this study was a scale of social concern. This scale aims to measure the level of social concern possessed by students. The steps for compiling an instrument are: Identifying the variables contained in the research title formulation or those stated in the research problem formulation, Breaking down the variables into sub-variables or parts, Finding indicators for each sub-variable or part, Compiling descriptors for each indicator, Formulating each descriptor into instrument items, Completing the instrument with (guidelines or instructions) and a foreword.

2.4. Data Analysis Techniques

Data analysis in research is used to examine and process all data obtained from various sources. The data obtained in this research is in the form of qualitative and quantitative data. Qualitative data was obtained from instruments in the form of interviews, observation and documentation. Based on the results of interviews, observations and documentation, qualitative data was processed as a complement to quantitative data. Quantitative data was obtained from an instrument in the form of a social awareness scale (pre test and post test). The scale instrument was given to students in the experimental group and control group. Before analysis, pre-requisite analysis tests were first carried out which included homogeneity tests and normality tests between subjects in the experimental group and the control group. This analysis prerequisite test aims to determine whether the analysis used uses parametric or non-parametric.

The normality test was carried out after obtaining *pre-test* and *post-test data* in the experimental and control groups. The normality test carried out aims to find out whether the data distribution is normal or not. The formula that can be used to test normality is:

$$X^2 = \frac{(fo - fh)^2}{fh} \dots (1)$$

Information :

X^2 : Chi squared
 fo : Observed frequency
 fh : expected frequency

The homogeneity test aims to determine whether the data was taken from a population that has the same variations and does not show significant differences. The homogeneity test was carried out using *the Levene test* with the help of the SPSS 26 for Windows program after obtaining data from the pre-test and post-test . Levene's test formula is to use the formula below:

$$F = \frac{\text{Largest variance}}{\text{Smallest variance}} \quad \dots (2)$$

The calculated F price is then compared with the F table. If the calculated F value is smaller or equal to table F (\leq), it means that the variance is homogeneous. Homogeneity test calculations were carried out with the help of the SPSS 26 for Windows program.

The hypothesis of each study needs to be tested. The purpose of this test is to prove the truth of the hypothesis that has been previously formulated. Hypothesis testing is carried out using the t-test with a significance level of 5%, with the formula:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \quad \dots (3)$$

Information:

Ma : mean of group A
 Mb : mean of group B
 X_a : deviation of individual values from
 X_b : deviation of individual values from
 n_a : number of subjects in group A
 n_b : number of subjects in group B

The criteria for acceptance and rejection of the hypothesis are as follows:

- for the t test, if a significance result < 0.05 is obtained, then the hypothesis formulated (H_a) is accepted and H_0 is rejected, and
- If a significance value > 0.05 is obtained, then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

The t test in this research was carried out on *the pre-test* of the experimental-control group and *the post-test* of the experimental-control group. The purpose of carrying out the t test on *the pre-test* in the experimental-control group was to determine the initial condition of the students, while the purpose of carrying out the t-test on *the post-test* in the experimental-control group was to determine the final condition of the students after being given *treatment* . The *pre-test* results are good if there are no significant differences between the experimental and control groups, so that the *post-test results* for the experimental-control group are pure results of *the treatment* given.

3. RESULTS AND DISCUSSION

Based on the research that has been carried out, pre-test and post-test scores were obtained which were used as initial and final data for students. The pre test and post test scores were taken from the experimental and control groups. The research data was processed using the SPSS 17 for Windows program . Data analysis in this research includes prerequisite analysis tests and hypothesis testing. In the analysis prerequisite tests, normality tests and homogeneity tests were carried out. Analysis prerequisite tests are used to determine whether the data is normally distributed and homogeneous. This is done to determine whether to use parametric or non-parametric analysis.

The normality test was conducted using the SPSS 17 for Windows program, with Kolmogorov-Smirnov. The results of the normality test can be seen in the table below:

Table 1. Results of the Normality Test for the Control and Experimental Groups

Variable	Kolmogorov- Smirnov	P (sig)	Description
Pretest Control	0.554	0.919	Normal
Posttest Control	0.492	0.969	Normal
Pretest Experiment	0.537	0.936	Normal
Pretest Experiment	0.537	0.936	Normal

Based on the normality test, the p value (sig) for the experimental group pre-test , experimental group post-test , control group pre-test , control group post-test were respectively 0.936, 0.936, 0.919, and 0.969 > 0.05. It can be concluded that these four groups of data were taken from a normally distributed population. Meanwhile, the pre-test homogeneity test for the control and experimental groups is 0.920 > 0.05, so it can be concluded that the data studied is homogeneous data. The P value (sig) in the post test for the control and experimental groups was 0.643, which means > 0.05, so it can be concluded that the data is also homogeneous. Based on the analysis prerequisite tests, it can be concluded that the data is normally distributed and homogeneous. Thus, data analysis uses parametric analysis, and hypothesis testing uses the t test.

Homogeneity test is conducted to determine whether the data is homogeneous or non-homogeneous. Homogeneity test is conducted with the help of SPSS 17 for windows program with Levene test. The results of homogeneity test can be seen in the following table:

Table 2. Results of the Homogeneity Test of the Control and Experimental Groups

Variabel	Levene	P (sig)	Keterangan
Pretes	0.010	0.920	Homogen
Posttest	0.218	0.643	Homogen

Based on the data above, it can be seen that the p value (sig) for the pre-test of the control and experimental groups is 0.920. This means that H0 is accepted because the p value (sig) > 0.05, so it can be concluded that the data studied is homogeneous data. The p value (sig) in the post-test of the control and experimental groups is 0.643, which means > 0.05, so it can be concluded that the data is homogeneous.

The purpose of conducting a t-test on the pre-test of the experimental and control groups is to determine the initial conditions of the students. If the mean of the pre-test between the experimental and control groups is compared, it will be like the table below:

Table 3. Initial Descriptive Results of Students' Social Concern

Group	Mean	Std. Deviation
Experimental	127.07	13.219
Control	127.52	13,066

Based on the table above, the pre-test results of the experimental group using the sociodrama method in civics learning have an average value of 127.07 and a standard deviation of 13.219. The pre-test results of the control group using the conventional method in civics learning have an average of 127.52 and a standard deviation of 13.066. When compared only based on the average pre-test obtained, the average value of the control group is greater than the experimental group with a difference of 0.45, so that the initial conditions of students between the experimental and control groups are not the same. However, to find out whether there is actually a significant difference in the initial conditions of students, it is necessary to carry out hypothesis testing using the t-test. The following is a table of t-tests that have been carried out using the SPSS 17 for Windows program.

Table 4. Results of the Pre-Test T-Test for the Experimental-Control Group

Difference Score	t count	P (sig)	Df	Conclusion
Experiment-Control	0.130	0.897	55	Not significant

Based on the data above, it is known that the p value (sig) for the pre-test of the experimental-control group is 0.897 > 0.05, so H0 is accepted, so it can be said that there is no significant difference between the pre-test values of the experimental and control groups. Based on the data presented above, a conclusion can be drawn that the experimental and control groups have the same level of social concern.

The purpose of the t-test on the post-test of the experimental and control groups is to determine the final condition of the students, whether there is a significant difference between the experimental and control groups after the treatment is carried out. If the mean (mean) of the post-test between the experimental and control groups is compared, it will be like the table below:

Table 5. Final Descriptive Results of Students' Social Concern

Group	Mean	Std. Deviation
Experimental	138.60	12.698
Control	130.07	14.207

Based on the table above, it can be seen that the post-test results of the experimental group have an average of 138.60 and a standard deviation of 12.689. The post-test results of the control group have an average of 130.07 with a standard deviation of 14.207. When compared to how to see the post-test results obtained, the average value of the experimental group is greater than the control group. The average of the experimental group is 138.60 and the average of the control group is 130.07 with a difference of 8.53, which means that there is a significant difference between the experimental group and the control group. However, to strengthen the conclusion, it is necessary to carry out hypothesis testing using the t-test to determine whether the mean between the experimental and control groups has a difference. The following is a table of t-tests that have been carried out using the SPSS 17 for Windows program:

Table 6. Results of the Post-Test T-Test for the Experimental-Control Group

Difference Score	t count	P (sig)	Df	Conclusion
Experiment-Control	2.394	0.02	55	Significant

Based on the data above, it is known that the p value (sig) for the post test of the experimental-control group is $0.02 < 0.05$, so H_0 is rejected, so it can be said that there is a significant difference between the pre-test values of the experimental and control groups. Based on the data presented above, a conclusion can be drawn that the experimental and control groups have different levels of social concern after being given a treatment.

The results of hypothesis testing that have been carried out are strengthened by the results of interviews by teachers and students, as well as observation results. Based on the results of interviews with VA class teachers, the use of the sociodrama method in Civics learning can increase students' social awareness. The sociodrama method teaches students to help and respect each other [39], [40]. Based on what the VA class teacher said, after using the sociodrama method, students were more able to respect their friends and not be selective in forming groups. The class teacher also said that the sociodrama method is worthy of being developed not only in Civics learning but in other subjects because it has many benefits for students.

Students look enthusiastic about learning during the learning process. Students seemed happy with the sociodrama method applied. Based on interviews conducted with students, the results showed that students were happy with the use of the sociodrama method because they could collaborate with other friends, gain experience, and be more enthusiastic about learning. The results of observations during the research showed that Civics learning using the sociodrama method applied to the experimental group was able to increase students' social awareness. During learning using the sociodrama method, students can practice cooperative behavior between friends, helping, empathy and harmony.

This research can have a significant impact on the way civic education is taught in schools, especially in increasing students' social awareness and empathy towards social issues in society. By integrating the sociodrama method, students not only gain theoretical understanding, but also direct experience that strengthens their social skills and sense of responsibility. The positive impacts that can be generated include increased student participation in social activities and the development of characters that are more sensitive to the social conditions around them. However, this study also has several limitations. One of them is the limited sample, which may only include students from certain environments or contexts, so that the results obtained cannot necessarily be generalized to all levels of education or wider social groups. In addition, the implementation of the sociodrama method requires more resources and time, which can be a challenge in schools with limited facilities or class hours. The evaluation of the long-term impact of implementing this method also requires a longer time to get a more comprehensive picture of changes in students' social behavior.

4. CONCLUSION

Based on the results of the research and data analysis that has been carried out, the following conclusions can be drawn, Civics learning using the sociodrama method has a significant positive impact on the social awareness of class V students at Selang State Elementary School. This was shown by the t test on the post test of the experimental-control group which showed a significant difference between the post test of the experimental and control groups after being given treatment. For further research, it is recommended to explore the application of the sociodrama method in a broader context, including at different levels of education and different socio-economic backgrounds of students, and investigate the long-term impact on changes in their social attitudes and behaviors in everyday life.

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