

Application of Sociodrama Techniques in Group Guidance to Improve Students' Ability to Manage Conflict in Junior High Schools

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Abstract

This study focuses on the ability to manage conflict between students before and after being given sociodrama treatment in the experimental group, the level of conflict management ability between students in the control group based on the results of the pretest and post-test, differences in the ability to manage conflict between the groups that were treated with sociodrama (experimental) and control group (which was not treated). This research is quantitative research with Nonrandomized Control Group Pretest-Postest Design. The population data obtained is 1024 starting from class VII to class IX at SMP Negeri 2 Bulukumba using a sample of 42 students. Those who act as independent variables are teachers (X), while those who act as dependent variables are students (Y). The results showed that the description of students' ability to manage conflict had increased after being treated in the form of sociodrama, hypothesis testing showed a significant difference in the ability of students to manage conflict between before and after being given treatment in the form of sociodrama. Students' ability to manage conflict is higher than before being given sociodrama treatment.

Keywords: *Sociodrama technique, students' ability to manage conflict, Guide group*

Introduction

Apart from being individual beings, humans are also social beings who always try to fulfil their needs, including social needs such as communicating, doing joint activities, social order, and social control. To meet these needs, in general, humans tend to form a group with various efforts. These efforts are always guided by the cultural knowledge owned and used to prepare the provisions it faces and is accompanied by certain expectations of the object. Students will do something or behave towards the object. According to Harting, there is almost no effort from an individual that does not touch or does not require the intervention of others. Therefore, humans always need to live in groups (Hartina, 2009).

In a group, which is an association of two or more people who interact with each other in sufficient time so that there is a real psychological relationship between group members, such as a sense of belonging to a group, a sense of interdependence, group solidarity, having group norms, and feeling the need there is a group structure. In reality, creating a real psychological relationship is not an easy job because individuals who are physically joined in the group have different personality characteristics, individual needs that are not necessarily the same, different expectations, and different knowledge and culture. These differences often lead to social

conflicts between individuals or groups. The potential for social conflict arises because of the desire to meet human needs. Humans as individuals can create conflicts, because by nature, the reality of life, especially in this century, is full of demands for the fulfilment of needs. These demands contain such powerful energy to trigger people to do something to fulfil their life needs.

Conflict is a process that occurs when a person's behaviour is hampered by the behaviour of others or by different events outside his control area. Conflict, in addition to occur between two or more people in an organization, can also occur informal organizations and informal organizations. This is explained by Mulyasa that conflicts can occur because of differences of opinion, misunderstandings, and there are parties who are harmed and sensitive feelings (Mulyasa, 2018). There are various types of conflicts that can occur in this life, such as intrapersonal, interpersonal, intragroup, intergroup, intraorganizational, and inter-organizational conflicts.

Based on the current phenomenon, students, as one of the large communities, face a complex life full of dynamics and often experience conflicts, both personal conflicts and conflicts between groups. Conflicts that occur between students can not be separated from the effort to meet their needs. If the effort to fulfil the necessities of life is carried out naturally, the business in question will become a beautiful competitive atmosphere. However, when the effort is accompanied by the concept of unhealthy competition, negative tips will be used as targets for achieving goals. This is the biggest source of energy for escalating conflict.

Based on a direct preliminary study of the students of SMPN 2 Bulukumba so far, it has been shown that there are two conflicts that occur in the school, namely social conflicts between individuals and conflicts between groups of students. Conflicts between students occur in the form of insulting each other, vilifying each other, fighting between individuals and fighting between groups in the school environment.

The conflict occurs almost every week in the school environment, which grabs the attention of subject teachers, homeroom teachers and principals. And if the conflict is not handled properly, the student is threatened with leaving SMPN 2 Bulukumba.

According to Sarnoff (in Sarwono Sarlito, 2013) says that each individual can only serve (demean) one motive at a time. If this conflict is not resolved, then the conflict can drag on, and the individual concerned becomes a victim of his own interrelated motives. The tendency for conflicts between students to occur is due to the inability of students to manage conflict. In this case, students are less able to conduct deliberation in managing conflict, no one is willing to budge, less able to accommodate the opinions of others, have no feelings of self-sacrifice and are unwilling to accept the power of others. Therefore, an effort is needed to improve the ability of students to manage conflict in order to reduce conflicts that often occur between individuals and between groups of students. If the conflicts experienced by students are not resolved properly, it will have a negative impact on the behaviour of students in schools, such as selfishness, individuality, unfair competition and often impose their will. The conflict that occurred at SMPN 2 Bulukumba is a non-deep conflict, meaning that the conflict does not involve personality disorders and is a problem related to the problem of social relations between students and between groups of students. Both interpersonal conflicts and conflicts between groups are very suitable for socio-dramatic. If the conflicts experienced by students are not resolved properly, it will have a negative impact on the behaviour of students in schools, such

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Sociodrama games can increase social adjustment both individually and with groups; sociodrama can have an impact on reducing the maladaptive behaviour of students. This maladaptive behaviour often causes conflict; both personal conflict and conflict between groups can improve students' skills in managing emotions. The link between sociodrama and conflict is that sociodrama is a process of showing students about social relationship problems so that students are able to solve social problems that arise. occur in their environment. While conflict is one part of the problem of social relations that need to get a solution together. In connection with that matter, efforts are needed from various parties, one of which is the task of the supervising teacher to improve the ability of students to manage conflict, so that conflicts that occur do not lead to greater conflicts. In the group guidance approach, sociodrama technique is one technique that can be used to improve students' ability to manage conflict.

Sociodrama is a dramatization of problems that arise in association with other people, including conflicts that are often experienced in social interactions. In this case, students perform scenes about social interactions that contain conflicts that must be managed by demonstrating the style in managing conflict so that students can imitate and apply the conflict management style in real life. By doing a sociodrama with a conflict management style, students are able to appreciate and understand the meaning contained in the social situation in the game.

The social situation reveals various aspects of social skills that are the goals of applying sociodrama, so that it is hoped that this sociodrama technique can be used as a means to improve students' ability to manage conflict. Because through sociodrama, students can learn to find alternative solutions to social problems that develop in social situations. With disosiodramakan, students can imagine the problem so that they are encouraged to find alternative solutions. Such efforts make it possible to increase the ability of students to manage conflict so that the tendency of conflicts between individuals and groups of students can be resolved properly.

Sociodrama games are used as a technique to solve social problems through dramatization activities. In this sociodrama, individuals will play a certain role from a situation or social problem

that occurs in their environment. Sociodrama games, based on the formula that individuals will react to each other and also interact with each other in the form of social play. This form of play combines all elements of drama play plus pretend play that expresses feelings and interacts verbally between two or more students. In this form of play, students need other students to be able to imitate actions, reactions and produce a world like a world they see. Through this interactive game, students can practise language skills,

The application of sociodrama techniques is expected to influence individuals to find it easier to express their feelings, be more willing to accept contributions from friends and be more willing to open their hearts when watching their colleagues express their feelings, and feel happy because they experience a more satisfying atmosphere of togetherness and unity for them. Thus, it is hoped that there will be an increase in the ability to manage conflict between students. Sociodrama is a role play aimed at solving social problems that arise in relationships between humans, including conflicts between peer groups that aim to train or change certain attitudes by using the sociodrama method of students so that they can dramatize behaviour, or the expression of one's facial movements in social relations between humans or students, can play a role in the dramatization of social problems. Through this activity, members communicate their opinions, respond and express ideas so that students can experience change and achieve an increased ability to manage conflict.

In connection with this, it is stated that the sociodrama technique in group guidance can provide opportunities for students to dramatize a person's attitude, behaviour or appreciation as is done in everyday social relationships in their environment. With sociodrama, students can put themselves in the shoes of others and deepen their understanding of others so that this method gradually diverts children's egocentric feelings by practising developing empathy and sympathy. Therefore, Sociodrama can be used in solving social problems, such as problems of social conflict that occur between students and between groups of students.

Through sociodrama, individuals learn about behaviours that may have positive consequences and individuals learn to control their behaviour so that all behaviours that appear have a positive impact, both for themselves and for others. Therefore, Conflict management with sociodrama refers to a learning process that involves cognitive strategies and self-control skills that enable individuals to improve their competencies. Based on this description, self-control skills Conflict management with sociodrama shows the learning process and strategy an understanding can be taken that conflict management with sociodrama is a process that occurs on the individual to determine solutions to the problems he faces to produce a positive impact through the learning process and the selection of possible alternatives. The reason the researcher took the sociodrama technique in this study was that:

- a. The sociodrama method allows students to dramatize forms of behaviour in social relationships so that it is very suitable for dramatizing styles in an effort to manage conflict, which is the focus of this study.
- b. Through sociodrama games, it is intended that students gain certain skills so that students are expected to gain valuable experience after they plunge into their social life later. In this case, it is possible for students to gain skills in managing conflicts that occur between students.

Sociodrama as a group guidance technique is well known, but in its implementation in the field, this technique is still rarely carried out by supervising teachers. Based on this, research

was conducted on the application of sociodrama as a group guidance technique to improve students' ability to manage conflict at SMPN 2 Bulukumba.

Group counselling

Guidance and counselling activities in schools are an integral part of the overall educational program in schools. One of the guidance and counselling services is in the form of group guidance. Based on the opinions of several guidance experts, Hartina explained that the guidance carried out in groups for a number of individuals at once so that several people or individuals at once can receive guidance meant group guidance is carried out if the problems faced by several students are relatively similar or have mutual relationships and they have the willingness to be served as a group.

Guidance is a series of activities in an effort to help the counselee/client face-to-face, with the aim that the counselee/client can take responsibility for themselves on various issues or special problems. Same to argued that guidance is a process of providing assistance given to individuals so that students can achieve/have a decent and happy life in society.

Based on the definitions put forward by some of these experts, it can be explained that guidance is a process of providing assistance that is carried out continuously and professionally by experts (counsellors) to certain individuals so that they can understand themselves and their environment and can direct themselves in an effort to adjust as optimally as possible to the environment school, family and community. Group guidance is the process of providing assistance to individuals in a group situation that aims to prevent problems from occurring in students and develop the potential of students; group guidance is a group activity that focuses on providing information and or experience through a planned and organized group activity.

Sociodrama

Sociodrama is a role-playing game aimed at solving social problems that arise in human relationships that can be carried out when most members of the group face almost the same social problems or if they want to train or change certain attitudes. Sociodrama is a way of acting out problem-solving in groups that focus on problems concerning human relationships. Thus, sociodrama provides an opportunity for students to learn alternative solutions to problems faced by the group. Muthoharoh stated that sociodrama is a method of group guidance by means of dramatizing an event or events in human life that contain conflict, upheaval, class,

Sociodrama is a form of group problem solving that is centred on a problem. Sociodrama provides an opportunity for students to determine alternative solutions to problems that arise and become the attention of the group. According to Erawan, the sociodrama method is a learning method that is carried out by dramatizing an action or behaviour in social relations. The sociodrama method is used by grouping several students to play a role by using a script in the presentation of the material to make students more active. On the other hand, the use of sociodrama can encourage students to play a role in front of the class,

Based on some of the above understanding, it can be explained that sociodrama is a method in group guidance to practice skills or change attitudes and social behaviour by dramatizing an event/event in human life that contains conflict, upheaval, clash or clash between two or more people. More. This form of the game combines all the elements of a drama game so that students express feelings and interact verbally between two or more children in this game, and

participants will see and feel directly, both physically and psychologically, from the effects of conflicts that students often experience and do so far—related to human relations.

Conflict

A social process of individuals or groups trying to fulfil their goals by challenging opposing parties or parties who are different from themselves. Conflict is a conflict between individuals or between groups that can increase tension as a result of interfering with each other in achieving goals. Conflict as part of the process of human social interaction that contradicts each other due to differences in physical, emotional, cultural and behavioural conflicts is a form of natural conflict produced by individuals or groups because between them, and there are differences in attitudes, beliefs, values or needs. Conflict is a relationship between two or more parties (individuals or groups) who have incompatible goals.

Another definition put forward by Walgito is that conflict is a situation where two or more people or two or more groups disagree on things or situations related to antagonistic circumstances. In other words, the conflict will arise when there are incompatible activities. An incompatible activity is when an activity is blocked or blocked by another activity.

Method

The method used in this study is a quantitative approach using a true experimental design. Variable Type The experimental design used was Nonrandomized Control Group Pretest-Posttest Design. This research was conducted at SMPN 2 Bulukumba. The population in this study consisted of students from class VII to class IX at SMPN 2 Bulukumba with a total of 1024 students with a sample of 42 people who were divided into two groups, namely the experimental group and the control group with 21 people each. Data collection techniques through questionnaires, observation, documentation. There are two types of instruments used in this study, namely the primary instrument in the form of a questionnaire (data collection instrument) and the secondary instrument in the form of treatment material (sociodrama material). Data analysis techniques in this study used descriptive analysis and nonparametric statistical analysis. Descriptive analysis was used to answer the first problem, while nonparametric statistical analysis was used to answer the second problem.

Results

Overview of Students' Ability in Managing Conflict

To find out the description of students' ability to manage conflict before being given treatment in the form of sociodrama to students of SMPN 2 Bulukumba, especially in the experimental group and the control group as the beginning of the study, a questionnaire in the form of a pretest was given, the results were divided into five categories, namely: very high, high, medium-low, , and very low for more details can be seen in the following distribution table and percentages:

Table 1. Distribution of Frequency and Percentage of Students' Ability in Managing Conflict Before Being Given Sociodrama Treatment

interval	Category	Conflict Resolution Ability			
		Experiment		Control	
		F	%	F	%
168 – 200	Very high	0	0%	0	0%
135– 167	High	0	0%	0	0%
102 – 134	Medium	6	28.5%	7	33.4%
69 – 101	Low	15	71.5%	14	66.6%
40 – 68	Very low	0	0%	0	0%
Total (F)		21		21	
Amount %			100		100

Source: Pretest Results

In Table 1, it appears that based on the student's answer score on the ability to manage conflict before being given treatment in the form of sociodrama contained in (Appendix 11) the average score for the control group was 100, 28 or 100, which means that it is at an interval of 69-101 with a frequency of 14. students (66.,6%) have a low category. Meanwhile, the average value of the experimental group students was 100, which means that they were at an interval of 69-101 with a frequency of 15 students (71.5%) in the low category. Thus, the students of the control group and the experimental group were in the same relative category. It can be explained that in the 'very high' category, there were no students who got it, neither the control group nor the experimental group. In the 'high' category, neither group got it. In the medium category, there are six experimental groups, while in the control group, there are 7. In the low category, there are 15 in the experimental group while the control group has 14 also in the very low category, no one got it, neither the experimental group nor the control group. From the table, it is clear that the initial conditions of the two groups are in a relatively similar position, namely the average in the low category. Even if there is a difference between the two groups, it does not affect it significantly because the difference is very thin but remains in the same category. This means that the ability of students to manage conflict before being treated in the form of sociodrama is low at SMPN 2 Bulukumba. There were 15 in the experimental group, while in the control group, there were 14 also in the very low category; no one got it, neither the experimental group nor the control group. From the table, it is clear that the initial conditions of the two groups are in a relatively similar position, namely the average in the low category. Even if there is a difference between the two groups, it does not affect it significantly because the difference is very thin but remains in the same category. This means that the ability of students to manage conflict before being treated in the form of sociodrama is low at SMPN 2 Bulukumba. There were 15 in the experimental group, while in the control group, there were 14 also in the very low category. No one got it, neither the experimental group nor the control group. From the table, it is clear that the initial conditions of the two groups are in a relatively similar position, namely the average in the low category. Even if there is a difference between the two groups, it does not affect it significantly because the difference is very thin but remains in the same category. This means that the ability of students to manage conflict before being treated in the form of sociodrama is low at SMPN 2 Bulukumba. From the table, it is clear that the initial conditions of the two groups are in a relatively similar position, namely the average in the low category. Even if there is a difference between the two groups, it does not affect it significantly

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Next, to find out the description of students' ability to manage conflict after being given treatment in the form of sociodrama at SMPN 2 Bulukumba, especially in the experimental group, previously students were given treatment in the form of sociodrama for eight meetings for 2 x 45 minutes each meeting. To obtain data on the results of the treatment, students were given a post-test whose results were divided into five categories, namely: very high, high, medium, low, and very low. More details can be seen in the following distribution and percentage table:

Table 2: Distribution of Frequency and Percentage of Students' Ability in Managing Conflict After Being Given Sociodrama Treatment

interval	Category	Conflict Resolution Ability			
		Experiment		Control	
		F	%	F	%
168 – 200	Very high	2	9.5%	0	0%
135 – 167	High	10	47.6%	0	0%
102 – 134	Medium	8	38.1%	8	38.1%
69 – 101	Low	1	4.7%	13	61.9%
40 – 68	Very low	0	0%	0	0%
Total (F)		21		21	
Amount%		100			100

Source: Posttest results

In Table 2, it appears that based on the scores of students' answers about the ability to manage conflict after being given the treatment contained in (Appendix 11) an average score of 136.29 or 136 is obtained, which means that it is at an interval of 135-167 with a frequency of 10 students (47.6%) has a high category. At the same time, the average value of students for the control group is 100.48, which means that it is at a distance of 69-101 intervals with a frequency of 13 students (61.9%) having a low category.

Table 3: General Research Trends Based on Guidelines for Interpreting Students' Ability to Manage Conflict

Data Type	Group	X	SD	Classification
Pretest	E	100	4,472	Low
	K	100.29	5.524	Low
Post-test	E	136.29	13.947	High
	K	101.29	4,703	Low

Source: Pretest and post-test results.

Thus, it can be understood that the students' ability to manage conflict in both groups was in the low category on the pretest. While in the post-test the experimental group is in the high category and the control group is in the low category. So, the level of students' ability to manage conflicts before and after being given treatment in the form of sociodrama showed an increase. The increase was due to the application of group guidance in the form of sociodrama to the experimental group, while the control group also experienced an increase even without treatment. However, the increase remains in a low category. This increase was influenced by other factors not examined in this study.

From the descriptive analysis, it is explained that the application of effective sociodrama can improve students' ability to manage conflict. This is reinforced by direct observations using observation sheets carried out during the implementation of the treatment, namely, the participation and seriousness of students in participating in the sociodrama process is classified as high and very high. This is based on the results of the analysis of individual observation data and group observations in per cent showing high student participation.

Overview of Students' Ability in Managing Conflict based on Pretest and Posttest results at SMPN 2 Bulukumba.

To find out the description of students' ability to manage conflict in the control group, a questionnaire was given in the form of pretest and post-test, the results of which were divided into five categories, namely: very high, high, medium, low, and very low. For more details, it can be seen in table 1 (pages 86-87) the distribution and percentage in the table shows that the average score for the control group is 100.28 or 100, which means it is at a low interval then to find out the description of students' ability to manage conflict after the post-test based on the results. The distribution and percentage in table 2 (page 91) of the control group also increased even without being given treatment. However, the increase is still in the low category. The increase is influenced by other factors not examined in this study.

Hypothesis test

The hypothesis proposed in this study is "There are differences in students' abilities in managing conflict before and after treatment in the form of sociodrama. In this case, the student's ability to manage conflict was higher after being given the sociodrama treatment compared to their ability before the sociodrama treatment was given. Hypothesis testing is done by using nonparametric statistics, namely statistical tests, to test two related samples that are used to compare the distribution of two related variables. The results of the analysis that have been carried out can be seen in Table 4.

Table 4. Descriptive statistics

	Statistics	
	Experimental Group Posttest	Control Group Posttest
N Valid	21	21
Missing	0	0
mean	136.29	101.29
Std. Deviation	13,947	4.703
Minimum	99	94
Maximum	169	110

From Table 4 above, the following information is obtained:
 For the ability to manage conflict in the experimental group:
 Number of samples = 21
 Average value = 136.29
 Standard deviation value = 13947
 Minimum value = 99
 Maximum value = 169

For the variable of students' ability to manage control group conflict:
 Number of samples = 21
 Average value = 101.29
 Standard deviation value = 4703
 Minimum value = 94
 Maximum value = 110

Table 5. Ranks

		N	Mean Rank	Sum of Ranks
Experimental Posttest -	Negative Ranks	0 ^a	.00	.00
Experimental Pretest	Positive Ranks	20 ^b	10.50	210.00
	Ties	1 ^c		
	Total	21		

- a. Experimental Posttest < Experimental Pretest
 b. Experimental Posttest > Experimental Pretest
 c. Experimental Posttest = Experimental Pretest

Table 6

Test Statistics

Experimental Posttest - Experimental Pretest	
Z	-3.923a
asympt. Sig. (2-tailed)	.000

- a. Based on negative ranks

Test Statistics

Experimental Posttest - Experimental Pretest	
Z	-3.923a
asympt. Sig. (2-tailed)	.000

- a. Based on negative ranks
 b. Wilcoxon Signed Ranks Test

From table 6 obtained information Exact sig (2-tailed) = 0.000

Because of the exact value of sig, $<$ real level ($\alpha = 0.05$), it can be stated that H_0 is rejected and consequently the working hypothesis (H_1) is accepted, namely "there is a difference in students' ability to manage conflict between before, and after being given treatment in the form of sociodrama at SMPN 2 Bulukumba is declared accepted. So it can be concluded that there is a difference in the ability of students to manage conflict between before and after being given treatment in the form of sociodrama at SMPN 2 Bulukumba. In this case, the ability of students to resolve conflict after being given a sociodrama treatment is higher than before being given a sociodrama treatment. This means that the more treatment is given in the form of sociodrama, it will be followed by an increase in students' ability to manage conflict.

Discussion

Based on the findings in this study, further discussion of the research results, which is a descriptive explanation of each variable and the results of hypothesis testing. This becomes the basis for discussing the results of this study. Then it is related to the problems that have been described in the introduction and a review of the relevant literature.

1. Description of Students' Ability in Managing Conflict

The results of the descriptive statistical analysis found that the students' ability to manage conflict before being given treatment was in the form of low-category sociodrama. The inability of these students can be caused by situational factors and personal factors, in this case, intellectual and personality characteristics, experiences, emotions, habits, beliefs and wrong attitudes.

After giving treatment to the students, it was found that there were differences in the level of students' abilities in conflict management. The thing described above explains that real experience is one of the factors that can affect the intellectual development of students. Intellectual development is the result of the interaction between learning, maturity, and experience. In this case, conflict management is strongly influenced by intellectual characteristics, in line with what was stated by Piaget (in Paul Suparno) about intellectual development that intellectual development is the result of the interaction between learning, maturity, and experience. In this case, conflict management is strongly influenced by intellectual characteristics. Sociodrama is basically implementing emotional or social-emotional intelligence, which is part of intellectual development. After playing a sociodrama, it can become a habit that eventually becomes permanent as intellectual development. That is after students play a sociodrama on how to manage conflict with a unifying style, a helping style, a compromise style, students are able to implement the conflict managing style in real life.

2. The level of conflict management ability between students in the control group based on the results of the pretest and post-test

where the sociodrama treatment is a real experience which is one of the factors that can affect the intellectual development of students. Intellectual development is the result of the interaction between learning, maturity, and experience. In this case, that conflict management is influenced by intellectual characteristics. So that it can be explained that the control group on

the results of the pretest and post-test did not show any progress of students in the ability to manage conflicts with students' disabilities due to the absence of real experience which is one of the factors that can affect students' intellectual development. Intellectual development is the result of the interaction between learning, maturity, and experience. In this case, conflict management is strongly influenced by intellectual characteristics. In line with what was stated by Piaget (in Paul Suparno) about intellectual development that intellectual development is the result of the interaction between learning, maturity, and experience. In this case, conflict management is strongly influenced by intellectual characteristics. In connection with this opinion, it can be explained that the control group did not experience an increase in conflict management because there was no real experience that could affect intellectual development.

3. Description of Differences in Students' Ability in Managing Conflict between Groups that were given Sociodrama Treatment (experimental) and Groups that were not treated (control)

Based on the research findings, as evidenced by the average score of students' ability to manage conflict, it shows an increase, as described in Table 2. This is due to the influence of group guidance in the form of sociodrama. Sociodrama games always involve various emotions and focus students' attention in conveying material about social situations like the real situation. This drama game is very useful for directing attention, stirring emotions and explaining a problem, as well as being aware of certain needs. In this study, it can also be explained that of the three styles used in sociodrama, namely: 1. Uniting style, 2. Helping style, 3. The compromising style that most influences students in managing conflict are the helping style. This can be seen through the results of the post-test tabulation in the experimental group (attached), showing that the number of statement items in the questionnaire related to helping style has the highest number of 100. Style Conflict management by helping (obliging) is a style that places a high value on others. According to Hendricks, the helping style plays a role in narrowing differences between groups and encourages them to seek basic commonalities. Great attention to others causes an individual to feel satisfied and feel his desires are fulfilled by others. This style, when used effectively, can preserve and perpetuate relationships with other people. This can be seen through the results of the post-test tabulation in the experimental group (attached), showing that the number of statement items in the questionnaire related to the helping style has the highest number of 100. The conflict management style by helping (obliging) is a style that places a high value on people. Others, according to Hendricks, help style play a role in narrowing differences between groups and encouraging them to seek basic commonalities. Great attention to others causes an individual to feel satisfied and feel his desires are fulfilled by others. This style, when used effectively, can preserve and perpetuate relationships with other people. This can be seen through the results of the post-test tabulation in the experimental group (attached), showing that the number of statement items in the questionnaire related to the helping style has the highest number of 100. The conflict management style by helping (obliging) is a style that places a high value on people. Others, according to Hendricks, help style play a role in narrowing differences between groups and encouraging them to seek basic commonalities. Great attention to others causes an individual to feel satisfied and feel his desires are fulfilled by others. This style, when used effectively, can preserve and perpetuate relationships with other people.

The activities carried out in this sociodrama game are able to foster student interest. This can be seen from their enthusiasm for the games played in class, both acting as actors and

acting as spectators. Through this game, students play a direct role in how to manage conflict between students so that it is very meaningful for students and will become experience and knowledge for them. This is in line with the results of research conducted by Syaiful, Maemunah, Deviana on the Application of Sociodrama for the Formation of Student Discipline Attitudes. This means that the sociodrama moral message given can be internalized to students and can be taken into consideration in determining normative behaviour that will be carried out in the future. Similarly, the results of research conducted by Ilham entitled Application of Techniques Sociodrama in Guidance Group for Improving Students' Interpersonal Communication Skills shows that sociodrama games can improve Students' Interpersonal Communication Skills. The results obtained from this study that the ability of students in managing conflict after treatment in the form of sociodrama has increased because there is a significant difference in pretest and post-test scores. From the results of data analysis as a whole, it shows that the hypothesis that there is no difference in students' abilities in managing conflict between before and after giving sociodrama is not proven. However, on the contrary, the results of the study prove that the hypothesis is that there is a difference in the ability to manage conflict between before and after giving proven sociodrama (H1).

Based on probability, if probability > 0.05 , then H_0 is accepted. From the research results obtained $p = 0.00$, so $p = 0.00 < 0.05$, this means that H_0 is rejected and H_1 is accepted, which means that there is a difference in students' ability to manage conflict between before and after being given sociodrama treatment, in this case that students' ability to manage conflict after being given sociodrama treatment was higher than before being given sociodrama treatment.

Most students enjoy the sociodrama strategy because it deals with social issues and interpersonal communication opportunities in the classroom. Students accept the characters, feelings, and ideas of others in a particular situation. In this case that by dramatizing ways of managing conflict, such as ways of deliberation, acting out an attitude of being willing to give in, accommodating the opinions of others, acting out self-repressing attitudes, and ways of exchanging information in managing conflict can provide ideas and ideas, and students can feel and can apply them in daily life so that students are able to manage social conflicts that often occur between them.

Sociodrama is a learning process that involves maximum mental processes, and sociodrama builds a dialogical atmosphere and a continuous question and answer process directed at improving and enhancing the ability to think, feel, and act, which in turn can help students to construct thoughts, feelings. And his own actions. By doing a sociodrama, which is how to manage conflict, students are expected to be able to understand the scene being acted out, then feel each scene and then students are expected to be able to apply how to manage the conflict in real life.

There is an advantage to the sociodrama approach given in the classroom, namely when it is implemented, students can act and express feelings and opinions without any worries of getting sanctioned. They can also reduce and discuss issues of conflict that are human and personal without any anxiety. Sociodrama allows children to identify real-world situations with other people's ideas. This identification is a way to change behaviour as the child accepts the character of others. In this way, students can display problems among groups of individuals so that they directly experience the emotions that are communicated to other groups or individuals.

In this research, there are several limitations, including the relatively large number of population elements so that it is difficult to determine the sample as a research subject, that time and energy limitations are also present in this study, namely: firstly, researchers as ASN certainly have limited time to maximize this research. The difficulty of dividing time due to the duties and responsibilities as a teacher in the place of service must still be maintained; The second is that the students who are the subjects in this study are limited by time by the subject teacher in the classroom while sociodrama activities take a long time to implement, Third, at the beginning of the meeting, students have difficulty in adapting apart from sociodrama, which is a new thing for them.

Conclusion

The ability of students in managing conflict at SMPN 2 Bulukumba in the experimental group before being given treatment tended to be in the low and medium categories. The student's ability to manage conflict after being given treatment showed a tendency to increase in the ability to manage conflict as seen from the percentage and the average score between before and after treatment because students after being given sociodrama treatment their ability to manage conflict increased compared to before being given sociodrama treatment.

There are differences in students' ability to resolve conflicts in the control group based on the results of the pretest and post-test, which are in the low category on the pretest, while in the post-test, the control group also increased even without being given treatment, but the increase was still in the low category.

The ability of students in resolving conflicts in the experimental group after being given sociodrama treatment was higher than before being given sociodrama treatment. This means that the application of sociodrama as a group guidance technique has a significant influence in improving students' ability to manage conflict at SMPN 2 Bulukumba. This shows that sociodrama is effectively applied in improving students' ability to manage conflict. While the control group after the post-test also increased even without being given treatment. However, the increase is still in the low category.

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