



Study Effectivity of Drama Therapy Toward Students' Consciousness Bullying

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Abstract. Consciousness bullying is the process of a person becoming aware of an aggressive act of violence, whether physical, verbal, or psychological. Drama therapy is the process of someone playing a role to provide information or learning for the lives of students or an effort to convey messages or problems to be used as learning. Sociodrama techniques are role-playing methods applied to solve social problems. This research aims to determine the effectiveness of drama therapy on bullying awareness. The method used in the research was experimental research with a sample of 72 students selected through purposive sampling. Data collection uses a bullying awareness scale. Data were analyzed using a Wilcoxon signed rank test. Results of analysis with tests Wilcoxon signed rank test shows the calculated z value of 4,377 is smaller than the z table of 208.5 with a significance Asymp sig. (2-tailed) which is 0.001 smaller than 0.005. Findings show that drama therapy is effective in increasing students' bullying awareness

Keywords: Short Films, Tolerance

1 Introduction

Education Is an effort that plays an important role in helping students achieve independence in carrying out their duties and responsibilities. As regulated in the Education System Law No. 20 of 2003 education aims to create a learning atmosphere that allows students to develop religious spiritual potential, self-control, personality, intelligence, noble morals, and skills needed by society, nation, and state. According to Andiyani Education is not just a teaching process, but also a process of developing the knowledge, skills, attitudes, and behavior of learners themselves [1]. Attitudes and behavior are actions that come from within people whereas attitudes and behavior can be influenced by study. One factor that influences attitudes and behavior is school. Education and schools have a close relationship. School is an institution designed for the learning process. But in some cases, schools become where negative actions occur. Actions like participants pushing a friend to the ground, or a child taking a toy from his hand his friend, he didn't realize this was a form of practice bullying [2]. Bullying is an action carried out to hurt, humiliate, or cause harm physically, verbally, and psychologically to a person or student [3]. Bullying is an aggressive act that includes the intention to repeatedly annoy or injure someone in a weaker position [4]. Bullying is defined as an aggressive and deliberate act carried out by a group or individual repeatedly and over a certain period against a victim so that the victim cannot easily defend himself [5]. Behavior bullying which is often

found is divided into several forms, such as teasing, physical touching, or cursing. Riauskian et al put forward behavior bullying divided into several types, among others bullying direct physical, bullying direct verbal, bullying direct nonverbal, and bullying non-verbal indirect. Bullying direct physical is a type of bullying that can be seen because of the physical touch between the perpetrators bullying and victims, for example hitting, pushing, grabbing, kicking, spitting damaging, and destroying things. Bullying is a type of bullying that uses words, statements, or names, for example insulting, slandering, degrading, ridiculing, intimidating, cursing, and spreading gossip. Bullying direct non-verbal is a type of bullying which displays expressions and body language directly, for example looking sarcastically, sticking out your tongue, showing condescending facial expressions, and even mocking. Bullying non-verbal indirect is a type of bullying carried out emotionally, for example, the act of quieting someone, manipulating a friendship so that it breaks, deliberately isolating or ignoring, or sending an anonymous letter [6]. Bullying hurts both victims and perpetrators. Victimbullying often causes feelings of low self-esteem, fear, and lack of self-confidence, even to the point of pushing the victim to commit extreme acts such as suicide [1]. Awareness of bullying However, students and schools are still less aware of it, so there are still many cases of bullying that happen. Awareness of Bullying is very important, it is said that awareness of bullying helps someone or students to realize or feel the good or bad impacts of bullying. Thompson finds a person's awareness in using all feelings, thoughts, and sensations and then expressing them through action [7]. Drama therapy techniques can help students play roles to solve problems bullying so that students can solve problems and make decisions [8]. In drama therapy use sociodrama techniques. Sociodrama techniques are purposeful in solving problems related to social relations, juvenile delinquency, social interactions, and family background problems carried out as a group [9]. Sociodrama technique drama therapy has several stages, such as the preparation stage including introduction, developing the problem, choosing a game, preparing observers, setting the stage, and preparing a sociodrama script, the implementation stage includes staging or implementing a sociodrama, and the follow-up stage includes discussion and evaluation, then various experiences. and conclude. The role of the player is to play a character that depicts situations that occur in real life. The benefit of role players is that role players can experience in a real way and the role played can convey the message. The role of the observer is where an observer of a drama can absorb and receive the message conveyed from the drama being acted out so that it can be useful for himself and others. Benefits for observers where observers can be motivated and become learning for the future.

Based on the results of observations and interviews, researchers conducted field at SMA Negeri 1 Seyegan still found students taking action against bullying in the form of making fun of their friends, mentioning the name of the friend's parents, and cursing friends with dirty or rude words. It can be concluded that a lot of sparticipant Students are not yet fully aware of the impact of bullying behavior that occurred at SMA Negeri 1 Seyegan so verbal bullying behavior was widespread

2 Research Approach

This research uses quantitative experimental methods, the research design uses experimental equations with method none-equivalent control group design. The population in this study was 968 students at SMA Negeri 1 Seyegan and the research sample was 72 students. The sampling technique is purposive sampling. The data collection method

used was a questionnaire instrument, namely the bullying awareness scale. The instrument used is a closed-type questionnaire which requires responses with a choice of statements ranging from very suitable, suitable, not suitable, and very not suitable.

The research instrument has been tested for validity and reliability. Validity testing uses construct validity with expert opinion and was tested on 36 respondents. The reliability of the instrument is measured by alpha Cronbach. Students' bullying awareness shows a reliability coefficient of 0.966. Data analysis was carried out using a Wilcoxon signed rank test. Results of analysis with tests Wilcoxon signed rank test to determine the effectiveness of drama therapy on bullying awareness in students

3 Result and Discussion

Research results and discussion of the results of research on awareness of bullying students at SMA Negeri 1 Seyegan. The total number of students at SMA Negeri 1 Seyegan itself is 968 students based on data for the 2022/2023 academic year. In this research, we used purposive *sampling* where respondents are taken with certain considerations or randomly. Respondents were taken in the form of students in class X H and class X E at SMA Negeri 1 Seyegan consisting of a control group and an experimental group.

Awareness data *bullying was* obtained from filling in the research instrument which consists of 50 statement items with a Likert scale which has gone through validity and reliability tests. Description of the data that will be presented on the awareness variable bullying includes minimum value, maximum value, mean, range, frequency, and standard deviation value. Results from calculating awareness, data bullying control group and experimental group students. Based on the data that has been provided it can be seen that awareness bullying Class X H (Experimental) students have a maximum empirical score of 138.00 score minimum empirical 60.00 mean of 103.63 and a standard deviation of 16.08 while class X E (Control) has a maximum empirical value of 139.00 score minimum empirical 50.00 mean 98.94 and standard deviation of 22.07. The data that has been managed with descriptive statistics is then grouped based on the intervals and scores obtained.

Results Providing Questionnaire Pre-test Awareness *Bullying* Experimental Class. Based on the results pretest awareness *bullying* 36 class X H students at SMA Negeri 1 Seyegan obtained a presentation awareness profile bullying which is further categorized into four criteria as shown in the following table:

Table 1. Categorization Of Awareness Bullying Class X H (Experiments)

Category	Interval	Frequency	Present %
Very high	$\geq 119,72$	5	14%
Height	103,63 - 119,72	13	36%
Low	87,55 - 103,63	14	39%
Very low	$\leq 87,83$	4	11%
Amount		36	100%

Based on the explanation above, class X H students are aware that bullying has four criteria, namely the percentage of very high 14%, high 36%, low 39%, and very low 11%. Therefore, based on the questionnaire given, conclusions can be drawn that awareness of bullying in class X H is still low. This can be seen from the following graph

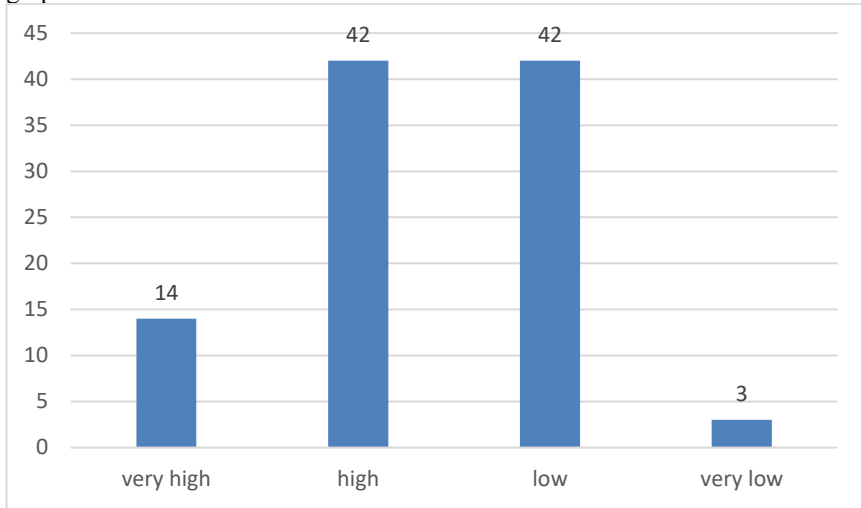


Fig. 1. Awareness Diagram bullying Class X H (Experiment)

Based on the results-*test* awareness bullying 36 class X H students at SMA Negeri 1 Seyegan were obtained presentation awareness profile bullying which are further categorized into four criteria as shown in the following table:

Table 2. Categorization Of Awareness Bullying Class X E (Control)

Category	Interval	Frequency	Present %
Very high	$\geq 120,99$	5	14%
Height	98,91-120,99	15	42%
Low	76,83 -98,91	10	28%
Very low	$\leq 76,83$	6	17%
Amount		36	100%

Based on the explanation above, class X E students are aware that bullying has four criteria, there are percentages very high 14%, high 42%, low 28%, and very low 17%. Therefore, based on the questionnaire given, conclusions can be drawn that awareness of bullying in class X is still low. This can be seen from the graph the following

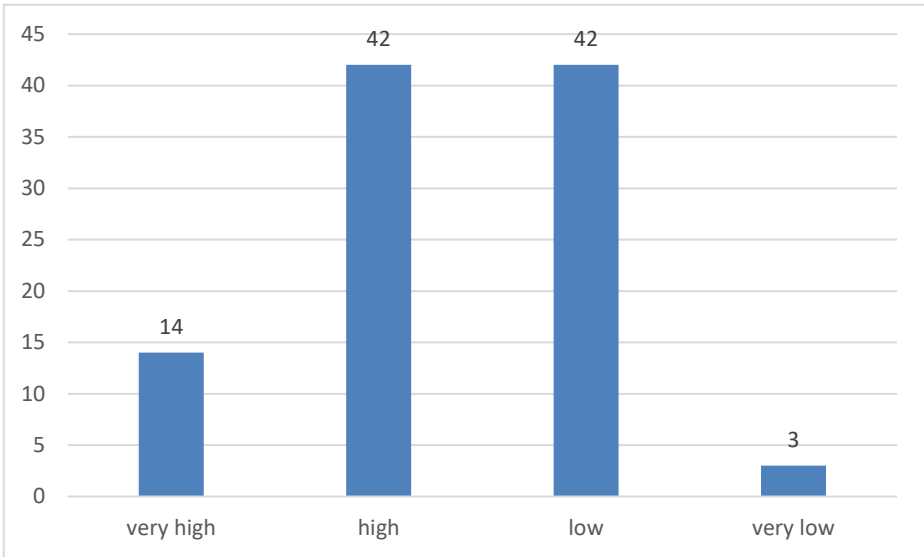


Fig. 2. Awareness Diagram bullying Class X E (Control)

The Effectiveness of Drama Therapy Using Sociodrama Techniques to Increase Awareness *Bullying* on experimental class students at SMA Negeri 1 Seyegan

Implementation of drama therapy using sociodrama techniques in the experimental group of class XH after the administration pre-test which has been analyzed and categorized by level of awareness of *bullying*, while the control class only had joint discussions about *bullying* and did not get treated like an experimental class.

With the help of the guidance and counseling teacher, the researcher carried out drama therapy which was carried out in class sociodrama where the researcher stated The purpose of sociodrama is to awareness of bullying, determine the students who will play the role of sociodrama which are awareness students bullying low and students who become listeners who have awareness bullying high that coordination with guidance and counseling teachers, preparing drama scripts, venues implementation drama in class X H after drama therapy using sociodrama techniques was carried out Post-Test.

Table 3. Categorization Of Awareness Bullying Class X H (Experiment)

Category	Interval	Frequency	Present %
Very high	$\geq 119,72$	6	17%
Height	103,63 - 119,72	30	83%
Low	87,55 - 103,63	0	0%
Very low	$\leq 87,83$	0	0%
Amount		36	100%

Based on the results of giving a questionnaire posttest there is increased awareness of bullying in the experimental class where there are 6 (17%) students who understand awareness of bullying very high, and 30 (80%) students have an understanding of awareness of bullying tall. This can be seen in the diagram under This:

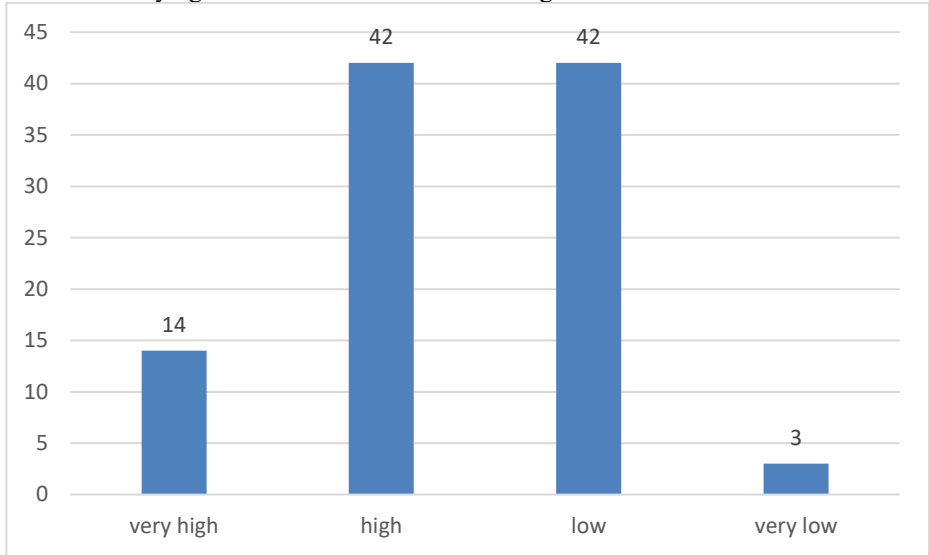


Fig. 3. Post-Test Awareness Diagrambullying Class X H (Experiment)

Based on the results of the distribution research instrument about raising awareness of bullying in the control class at SMA Negeri 1 Seyegan it was obtained percentage results after administering research questionnaires as follows:

Table 4. Categorization Of Awareness Bullying Class X E (Control)

Category	Interval	Frequency	Present %
Very high	$\geq 120,99$	5	14%
Height	98,91-120,99	15	42%
Low	76,83 -98,91	15	42%
Very low	$\leq 76,83$	1	3%
Amount		36	100%

Based on the results after administering the questionnaire post-test research where there was no specific increase in awareness of bullying in class control because the control class did not receive drama therapy treatment so 5 (14%) student's understanding consciousness of bullying was very high, 15 (42%) students have an understanding of awareness bullying high, 15 (42%) students have an understanding of awareness

bullying low, and 1 (3%) student had a very low understanding. This can be seen from the diagram below:

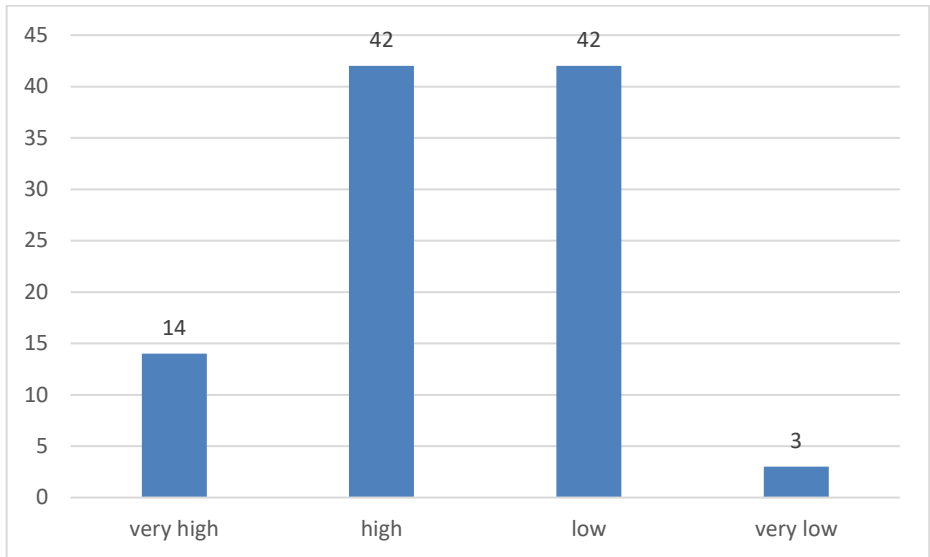


Fig. 4. Post-test Awareness Diagram Bullying Class X E (Control)

This test is carried out to know the comparison of two related samples and foresee differences between the paired samples. This test is carried out using *SPSS for Windows 29 Version* by looking at the following results:

- 1) H_a accepted, value probability or sig. (2 tailed) ≤ 0.05
- 2) H_0 is rejected, and the probability value is sig. (2tailed) ≥ 0.05

Based on test results *Wilcoxon Signed Rank Test Known* result of Z value Calculate $\leq Z$ Table (4,377 \leq 208.5) *Asymp.Sig. (2-tailed)* namely, $0.001 \leq 0.005$ which means H_a is accepted which means there is an influence of drama therapy (X) on awareness of bullying (Y) at SMA Negeri 1 Seyegan.

This research was conducted from October to December 2023, where the results pre-test 36 experimental class students and 36 control class students showing a general level of understanding of awareness of bullying class X E and class X H. The research was carried out over four meetings at the first meeting pre-test which shows a picture of consciousness bullying The low one. Awareness Bullying in this study were the participants not yet able to sense, feel, think, and act when there is an attempt to harm another person in the form of physical, direct verbal, direct non-verbal, or indirect non-verbal.

Drama therapy activities using sociodrama techniques are considered effective for increasing awareness of bullying participants are educated whereas in drama therapy students practice being aware of actions bullying can hurt people, both physically, directly verbally, indirectly non-verbal, and directly non-verbal. Drama therapy activities

aim to increase awareness of bullying which was carried out over 4 meetings and ended with a post-test. *The posttest* was done to find out if there is an increase in awareness of bullying from group members so that it can be seen whether drama therapy using sociodrama techniques can be used to increase awareness of bullying. Results post-test shows that there is an increase in scores from the pre-test low.

Based on the average calculation results-test and post-test the experimental class and control class both experienced an increase, in the experimental class ($103.64 \leq 111.86$) and the control class $98.94 \leq 101.36$). However, even though both classes experienced an increase, the average score of the experimental class experienced a higher increase compared to the control class, this can be seen from the results of the experimental class is greater than the results post-test control class ($111.86 \geq 101.36$) can increase awareness *bullying* at SMA Negeri 1 Seyegan and based on test results *Wilcoxon Signed Rank Test* by using *SPSS for Windows 29 Version* about "Effectiveness drama therapy on consciousness bullying at SMA Negeri 1 Seyegan" then the results obtained are Z calculated $\leq Z$ table ($4.377 \leq 208.5$, Asymp sig significance. (2-tailed) namely $0.001 \leq 0.005$ then H_a is accepted. So the conclusion is that awareness of bullying through drama therapy with sociodrama techniques is effective in increasing awareness of bullying students at SMA Negeri 1 Seyegan.

The research method involved a group of students who experienced bullying problems using drama therapy sessions periodically for several months [10]. The results show a significant increase in awareness of the impacts of bullying and improved communication skills and empathy. In this research, the effectiveness of drama therapy with sociodrama techniques on the level of consciousness bullying to students through design quasi-experimental. The results showed that the group that received drama therapy or the experimental group experienced a significant increase in awareness of bullying compared with the control group, demonstrating the great potential of this approach in raising awareness of bullying in the school environment. This research provides a deeper understanding of how drama therapy using sociodrama techniques can be optimized to achieve more effective results in increasing awareness of bullying among students

4 Conclusion

Tolerance is an attitude or action that prohibits discrimination against different people or groups. Tolerance indicates a person's attitude toward mutual respect and acceptance of the beliefs of members of other religions. Developing an attitude of tolerance at school is a manifestation of the aim of education to form students who are complete and have noble character. One way that guidance and counseling teachers can increase tolerance is through classical services, using the short film "Satu Atap". Short film media can make students interested in attending class and encourage them to be involved in the discussion process.

Based on the T test results, the pretest score was 117.50 and the posttest score was 153.03, which indicated an increase of 35,531. This indicates that the short film "Satu Atap" is effective in increasing tolerance based on pretest and posttest scores. The N-Gain test results obtained a score of 0.6094, which is in the medium category, and the

N-Gain percentage test obtained a score of 60.94%, which is in the effective category. Therefore, it can be concluded that the short film "Satu Atap" is effective in increasing tolerance among junior high school students in Sleman Regency.

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