Sociodrama Method: Increasing the Relationship of Students Social Interaction in Dance Learning in Inclusive Classes

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Abstract—**This article is the result of a research based on some problems inside the inclusive class in Bandung, West Java, Indonesia. There are consist of some disabilities and normal students whom have different characteristics. It causes lack of relationship on social interaction between students in the class. Because of that, the researcher applicate sociodrama method in dance learning to determine the increase social interaction students. This quantitative research used an Experiment method within one group pretest-posttest design. The participants in this researched took around 28 students of disabilities and normal students. The result of this research indicate that sociodrama method can improve the social interaction of students of inclusive class in dance learning. The posttest data were higher compared to the pretest data, after the treatment was carried out. The conclusion is the application of Sociodrama Method in Dance Learning could increase the social interaction students.**

Keywords—sociodrama method; social interaction; dance learning; inclusive class

I. INTRODUCTION

The institution can be followed by all circles both normal as well as in need of education for inclusive special where all students involved in the school get its rights i.e., the same quality education. *In the inclusive environment all students are part of learning community and receive a quality education with their peers* [1]. The demands of inclusive education with the slogan of the UNESCO "Education for All" is supported by the Declaration agreed by several countries, including Indonesia [2]. "Inclusive education is all children and young people – with and without disabilities or difficulties–learning together in ordinary pre-school provision, schools, colleges and universities with appropriate networks of support. Thus, the inclusive education can be followed by all people with and without limitations and can take place at every level of education, from kindergarten to College "according to exposure to Sharon Rustemier reported on the Center for the study on Inclusive Education (CSIE) [3]. The difference in students in inclusive schools include differences of character and ability differences that will lead to low relationship social interaction. Regular students in inclusive schools are expected to be able to understand, appreciate, and accept students with special needs with all their differences and limitations. Regular

social acceptance of students towards students with special needs is the first step for the realization of a harmonious relationship in an inclusive school environment [4]. Inclusion has a high priority in education policy all over the world and teachers must be able to handle in practice increasing student diversity and the demands for creating an inclusive learning environment. In spite of the enhanced political focus, there is a lack of research focusing on how those teachers working with inclusion can be supported with more tangible and meaningful ways of understanding and developing inclusive classrooms [5]. Character differences regarding the difference of behavior and properties while the difference of ability that is a difference in kinestesis or skill the students particularly in learning the art of dance. Children in need special is a child who has an abnormality in the form of physical, psychological, social, different emotions with other normal children, one of the children in need special category is a category C or often called mental retardation children. The characters are owned by the son of mental retardation that is has the capability of intelligence under the average as well as the inadequacies in social interactions, social character emotions children have social problems of mental retardation and behavior a bit naughty, tend to attract themselves, indifferent. "Mental retardation are individuals who have significant intelligence is below average and accompanied by an inability in the adaptation behavior that emerge in the course of its development" [6]. In General, the characteristics of the child's mental retardation characterized by the ability of intelligence under the average of the normal child that caused limited cognitive abilities that affect the learning process in schools as well as inhibiting the achievement academically, the acquisition and use of language is less true in terms of structure and meaning, lack of concentration and problematic behavior in the associated social, as well as a lack of emotional control. Learning modification needs to be done in an inclusive class where mentally disabled students become part of existing students. Modification of the learning process conducted by the teacher is by repeating the material, giving a short and simple task, using simple sentences in conveying the material, and using peer tutoring strategies. The teacher always repeats the material previously taught to mentally retarded children. The teacher repeats by inviting the mentally retarded student to practice working on the questions that have been done before,

copying what has been taught, and discussing the previously matched questions [7]. Based on early observations conducted on March 13, 2018 researchers interviewed and observed students in the inclusive classroom, retrieved data rate low social interaction with friends of the environment the surroundings are characterized by a companion did not enter into the child's mental retardation on the process of discussion in teaching and learning activities. Thus the learning through art and culture learning model applied to improve socio-drama social interaction on mentally restarted student. A method of sociodrama or role playing is two learning methods that have the same sense, it is in practice often chosen replace. Sociodrama is derived from two words namely socio and drama. The social or socio is human relationships in certain groups, said the play is a reality of life, character, and human behavior through the roles and dialog are staged. Then, sociodrama can be defined as human conduct in conjunction socialization or other human relationships. This Sociodrama was used as a method of learning about the behavior of a character in the story is played with dramatize problems or social relationships, this is in accordance with the exposure [8]. States that "the method of sociodrama is a method of teaching is done by way of an action or dramatizing behavior in social relationships". How practice human behavior or social life can be through a story that can be used as a script then played the character of learners and dramatize it through the sociodrama method. Sociodrama can be adapted to any age group, but it is essential that students have daily experiences in activities that facilitate inclusion and build a sense of trust and safety in the group [9].

A. Types Of Methods Sociodrama

It has its sociodrama method presented by Sanjaya, that's [10]:

- Full Game, can be used for large projects that are not limited by time and resources. The full game is a good tool to deal with the complex and associated with that problem.

- Staging a situation or new creations, this technique may be employed with the full game, but designed only to play most of the problem or situation.

- Playlet are a type of game plays third. Playlet include small-scale activities to address the issue of small or a small part of a big problem. This type usually used singly or to pack the staging problems using other methods, or a series of playlet can be used together to describe the progression of the problem gradually.

Blackout is the fourth type of game plays. This type is usually only including two or three people with a brief dialogue developed background to taste in staging a fast end.

In this study researchers using sociodrama method with the type of play let, because on a small-scale and pementasannya the problem that made the paper only in outline only. On the process of its implementation required steps that must be performed in accordance with the procedure in order to make the implementation of the sociodrama method to run smoothly and must be properly done systematically, but the steps are presented by in his book, Sriyono as follows [8]:

TABLE I. STAGES OF THE METHOD SOCIODRAMA

No	Stages of the Method Sociodrama	
1.	Assessment steps	Set the social problems that will be dramatized
		Determine the story of social problems has been established
		Specify characters or players who featured in the story or script that will be dramatized
2.	Game sociodrama	The process of exploration, exercise, and deepening the character or characters
3.	Follow-up	Presentation
		Evaluation or assessment

This includes the sociodrama method on a clump of social model since the method of learning is more emphasis on individual relationships with other individuals. The relationship of the individual with that individual would engender cooperation as well as the emphasis on the ability to connect socially with environment because of the fact that man cannot live on their own and need each other. As on the characteristics of a social model based on the thicket on two principal assumptions, i.e., solve social problems on the ground and through agreements with the use of social processes, social democratic process should have developed to make society as a build-in and continuous. Learning theory underlying the method sociodrama is social learning theory, learning theory is an extension of the traditional behavior. The theory was developed by Albert Bandura [11]. This theory receives most of the principles of learning theory behavior, but put more emphasis on the effects of cue on the behavior and mental processes internally. So in social learning theory we will use external reinforcement explanation and cognitive explanation of the internals to understand how we learn from others. Social learning theory emphasizes that the environment-an environment that is faced with someone is not random, that environment is often selected and modified by that person through his behavior. Social learning theory's emphasis on observational learning as a process of learning, which is a form of analytical study is someone learn by observing the behavior of systematic rewards and punishments given to other people.

Social interaction is a reciprocal relationship between two or more persons who assume the role of mutual influence between the individual and the individual, between individuals and groups, and among groups with the group. Social interaction is a process everyone establish contact and communicate with each other and affect the mind or with actions. As well as Bonner Gunawan, tells us that "called the social is a relationship between two or more people, so that the behavior of one individual to affect, modify, or correct the behavior of another individual, and vice versa" [12].

Of the exposure above it can be concluded that social interaction is the reciprocal relationships between individuals with other individuals who establish contacts and communicate as well as determine the systems and social relations. Communication and social relationships are not just happening, Soerjono, stating that social interaction is not possible without

the existence of two terms, namely, social contacts and communication [13]. In the exercise of social interaction, so each individual dintutut will be two important things, according to Theodore expressed in the book Slamet Santoso two things that important includes [14]: 1) The nature of the human organism/nature of organization man, that question is as individual attitudes and perceptions are organizing the vagaries of the Act on the social situation in order to participate actively in social interactions. 2) The nature of human society/nature of human society, that question is the human society that has the values, rules, and social norms, which should be recognized and performed by every individual in the society. learning is a change in behavior that occurs in human ability over the results of the exercises continuously. On the learning process there are theories advanced by experts include there is learning theory Gagne. Slameto says that everything that is learned by humans can be divided into 5 categories called "the domains of learning" that is [14]:

- Motoris Skills (motor skills), in this case the necessary coordination of the various body movements such as throwing the ball, tennis, etc.

- Verbal Information, one can explain something by talking, writing, drawing, in which case it is understandable that to say something is need to intelligentsia.

- Intellectual abilities, humans hold interactions with the outside world by using symbols. Study skills scientific method called "intellectual ability" for example distinguishes the letters m and n.

- Cognitive Strategies, this is a great organization skill internally (internal organized skill) that needs to learn to remember and think. This ability is different from intellectual ability, because it is addressed to the outside world, and cannot be learned just by doing one-time and require repairs constantly.

- Attitude, this ability cannot be studied with Deuteronomy-Deuteronomy, it is not subject to or affected by the verbal relationship as well as other domains. This attitude is important in the learning process, without this ability learning will not be successful with good.

The domains of learning are the realm of human capabilities can be developed through a process of learning with continuous exercise. The fifth category "the domains of learning" can be formulated into 3 domains namely cognitive realm, the realm of affective, and psychomotor domains. "Inclusive education is all the children and young people – with and without disabilities or difficulties – learning together in ordinary pre-university school provision, schools, colleges and universities with appropriate networks of support" Garnida, reported in the Center for the study on Inclusive Education (CSIE) [3]. Thus, the inclusive education can be followed by all people with and without limitations and can take place at every level of education, from kindergarten to College. Inclusive education has four characteristics of meaning, i.e. [3]:

- Inclusive Education is a process that goes on in its efforts to find ways to respond to the diversity of the individual child.

- Inclusive Education brings the meaning that the child had the opportunity to attend (in schools), participate, learn and get results that are meaningful in his life.

- Inclusive are reserved for the education of children who are classified as marginal, exclusive, and in need of special education services in learning.

There are many advantages that accrue from this inclusion school, school inclusion is considered able to provide numerous benefits both the public as well as for exceptional children themselves. The community will begin to want to accept the existence of an extraordinary child. In addition, the school's inclusion also allows children in need of special study together with normal children and treated like normal children. "Children in need special is another term to replace the word" Extraordinary Child "which is indicative of specific disorders. Children in need of special characteristics that differ between one and the other".

II. METHOD

Research using quantitative approach with experimental research methods, the quantitative approach is often called the traditional approach, the positivistic, scientific and discovery methods. Quantitative research has a fundamental character [15]. Researchers use three indicators contained in social interactions with the associative process to use as a measuring instrument in this study, the assessment of the aspects of the indicators is the adaptation of the theory of Gillin and Gillin in Soekanto who asserted that "there is a process of social interaction that leads to the realization of unity and social integration (associative), namely cooperation, accommodation and assimilation" [16].

- Cooperation is a joint venture between individuals with the other individual or between individuals with a group of people to achieve a common goal.

- Accommodation is a process where individuals or human groups that initially opposed, mutually held adaptability to cope with dispute. Form of accommodation is tolerant landscaping participation (tolerance), compromise, conciliation, segregation, etc.

- Assimilation is the effort of reducing the differences there are among several people or groups as well as businesses equate mental attitudes, actions, and for the sake of achievement of a common goal.

The design of research used IE techniques One Group Pretest – Posttest Design, because this research was conducted a pretest i.e. test before it gives preferential treatment in the form of the use of the sociodrama method in learning the art of dance in order to the students know the State as a subject of research. After being given the treatment then the posttest or final test is conducted to find out the circumstances of the relationship of social interactions students after he gave a treatment. the process of learning the art of dance which takes place in an inclusive school which children in need special and

normal students who have different characteristics. The characteristics that can be made as consideration for the learning process without discrimination, the learning that can develop the potential of all learners, and learning that can involve all learners without exception.

Through the selection of learning methods that match the characteristics of the child allows the learners will involve itself which then can develop potential existing in self-learners without feeling deficient. One of the learning methods are suitable and may involve all learners without exception. sociodrama method, because the learning method capable of arousing the learning process more interesting dance and will increase interest learners. In the inclusive classroom children in need or special child mental retardation don't get special treatment but rather equality with other students so that the mental retardation student does not feel isolated or distinguished by the surrounding environment due to mental retardation student requires an acknowledgment of the environment especially in the learning process.

III. RESULTS AND DISCUSSION

Comparison between the results of pre-test data and results of the post-test is illustrated through the following figure 1.
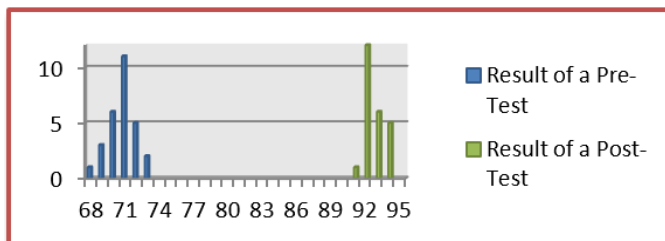

Fig. 1. Comparison of results data pre-and post-test test.

The comparison chart of the results of the pre-test and post-test data can be seen that there is a very significant comparison, the results of this data are seen to be far enough seen from the initial data before the implementation of the sociodrama method obtained the lowest value of 68 and the highest value is 73 with the most value obtained by students is 71 as many as 11 people and the least value of 68 is 1 person, while after the implementation of the sociodrama method the lowest value is 91 and the highest value is 94 with the most value is 92 as many as 16 people and the least value is obtained students are 91 as many as 1 person. Therefore, there is a learning process because there are changes from those who do not know to know, from low to high, from bad to good, from negative to positive. Then the researcher will discuss more clearly about the results of the pre-test with the results of the post-test. Learning is a change from the who do not know be know, from a negative into a positive. Based on this, in this study the researchers do pre-test or the test early in order to find the data before implementing methods sociodrama, found problems that occur in class X, including the low level of interaction that occurs among the students so that cooperation and learning process did not go well and less effective. This is because teachers are less mindful of learning components that should be able to attract students, therefore the teacher should be able to prepare the process of learning by observing all aspects

including on the character of each the child. On the process of learning the use of methods of learning is good and effective where can build the mood and interests direct students to engage actively in the learning process. The method sociodrama is learning methods used in this study are suitable and effective in the learning process, Sriyono in his book, States that "the method of sociodrama is a method of teaching is done by way of an action or mendramatisasikan behavior in social relations" it can evoke the atmosphere of learning more interesting and creative as well as capable of stimulating students ' learning, can foster cooperation and social interaction between students of class X that is an inclusive classroom [8]. Learning i.e. the existence of a change over a person's experience results. This is in line with the presented Rumini posited that "learning is a process of individual work done to obtain a change in the behaviour of relatively settled, either observable or which cannot be observed directly, which occurs as a result of practice or experience in its interaction with the environment " [17]. Thus, it is said to learn if there are any changes to the learning process. Through the sociodrama method of the learners in communicating with each other via text or script of the play that will be played by students based on social issues, this is in line with the Romlah, which States that "the Foundation of the sociodrama Engineering tools to cope with students who have low social interaction capabilities [18], due to the sociodrama technique has advantages i.e. can assist students in understanding the intricacies of life and a the problems of particular social problems or social conflicts ".In this study, normal children help children tungrahita in the process of learning that can influence and improve so that it will erode little by little the problem i.e. poor relationship social interaction students which includes cooperation, accommodation and assimilation. As described by Bonner Gunawan, states that "social interaction is a relationship between two or more people, so that the behaviour of one individual to affect, modify, or correct the behaviour of other individuals, and otherwise " [12]. It said the presence of a social interaction relationship if one individual to affect or change the individual to another. It is one of the aspects in this research informing.

IV. CONCLUSION

The method sociodrama is one of the learning methods which can be used to help streamline learning especially learning the art of dance in an inclusive school with emphasis on the process of social interaction between students that there are in the class. In this study, learning the art of dance by using the sociodrama method of the emphasis on the relationship between mental retardation children's social interaction with other normal students who give priority to communication and togetherness are entwined. This research shows the results seen from significant activities of learning dance after implementing the method sociodrama. Students in the inclusive classroom mental retardation that is antisocial characters have tended to pull away while characters like normal students less responsive or less concerned for the environment, indifferent can be eroded and could be addressed through treatment done the processed so students more active, cooperates and able to communicate, to peacefully solve problems and be able to demonstrate the artwork of the dance. The results of this

research can be proven by comparing the value of pre-test (preliminary test) with the results of the post-test value (final test) which has increased significantly marked with all students meet all predetermined indicators. Thus, it can be concluded that the application of sociodrama method in learning the art of dance was declared successfully improve the relationship social interaction of students with mental retardation among children in normal classes inclusive.

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