



THE EFFECTIVENESS OF SOCIODRAMA TECHNIQUES AS AN EFFORT TO OVERCOME BULLYING BEHAVIOR

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Abstract: In Indonesia, every year there is an increase in bullying cases, East Java is one of the provinces with bullying cases which continue to increase every year, this is reported from data recorded by KPAI (Indonesian child protection commission). This study aims to examine the effectiveness of the Sociodrama technique in overcoming bullying behavior in class XII students at SMA Negeri 4 Tebing Tinggi. As a problem that often causes victims, bullying should get serious action. Bullying greatly affects the mental state of the individual who is the victim and even the individual or group of people who are the perpetrators as well. This study used a quantitative research method with two groupings of the experimental class and the control class. The resulting data were analyzed using the paired sample t-test. The resulting data shows that the pretest average score is lower than the posttest average score, so it can be seen that there is an increase in the effectiveness of the sociodrama technique in dealing with bullying behavior. The results of the research conducted obtained a significance of 0.012, which is smaller than 0.05, so H_0 was rejected and H_a was accepted. From the acquisition of scores on the bullying behavior scale that were compared before and after the treatment was given, it showed a significant effect, so based on these results it was known that there was an influence of the Sociodrama technique in overcoming bullying behavior of class VII-5 students of SMA Negeri 4 Tebing Tinggi.

Keywords: Bullying, Group Guidance, Sociodrama Techniques

Abstrak: Di Indonesia, setiap tahunnya terjadi peningkatan kasus *bullying*, Jawa Timur merupakan salah satu provinsi dengan

kasus *bullying* yang terus meningkat setiap tahunnya, hal ini dilansir dari data yang tercatat oleh KPAI (komisi perlindungan anak Indonesia). Penelitian ini bertujuan menguji keefektifan teknik Sosiodrama dalam mengatasi perilaku *bullying* siswa kelas XII di SMA Negeri 4 Tebing Tinggi. Sebagai suatu masalah yang kerap menimbulkan korban, *bullying* sudah seharusnya mendapatkan tindakan serius. *Bullying* sangat berpengaruh pada keadaan mental individu yang menjadi korbannya dan bahkan pada individu atau kelompok orang yang menjadi pelakunya pula. Penelitian ini menggunakan metode penelitian kuantitatif dengan dua pengelompokan kelas eksperimen dan kelas kontrol. Data yang dihasilkan dianalisis menggunakan uji t dua sampel berpasangan (*paired sample t Test*). Data yang dihasilkan memperlihatkan bahwa nilai rata pretest lebih kecil dari nilai rata posttest, sehingga dapat diketahui ada peningkatan keefektifan teknik sosiodrama dalam mengatasi perilaku *bullying*. Hasil penelitian yang dilakukan memperoleh signifikansi sebesar 0.012, yang mana lebih kecil dari 0.05, sehingga H_0 ditolak dan H_a diterima. Dari perolehan skor skala perilaku *bullying* yang sudah dibandingkan antara sebelum dan setelah diberikannya perlakuan memperlihatkan pengaruh yang cukup signifikan, sehingga berlandaskan hasil tersebut diketahui bahwa terdapat pengaruh teknik Sosiodrama dalam mengatasi perilaku *bullying* siswa kelas VII-5 SMA Negeri 4 Tebing Tinggi.

Kata Kunci: Bullying, Bimbingan Kelompok, Teknik Sosiodrama

A. Introduction

As an educational institution, comfort and safety are mandatory things that must be provided by schools to students as stipulated in Article 54 of the Child Welfare Law No. 23 of 2002, which explains that "Children must be protected from harm inside or outside school. Teachers, school administrators, or their friends at school or at other educational institutions concerned.

Bullying is the desire to give suffering. This desire is externalized to create suffering to others and to hurt them. These actions are carried out by individuals or groups of people who feel they have more power, minimal sense of responsibility, repetition and happiness. Bullying is aggressive behavior that can have a very serious impact in a short or continuous time¹.

Various approaches have been promoted in reducing cases of bullying in schools, one of which is the National Child Welfare Committee which has urged schools to provide student protection and pay more attention. There are many bullying incidents among teenage students, as in the viral video recently spread through social media, which shows a student from SMP Negeri

¹ K. Rigby, 'Consequences of Bullying in Schools', Canadian Journal of Psychiatry., 2007.

27 Medan. Quoted from *Tribun-Medan.com* (20 September edition)²: Bullying incident at Medan 27 Public Middle School, ATS was bullied by a friend who had the initial A. The poor student was treated very badly, he was beaten and humiliated by his classmates on the street. Ironically, his other friends just watched, luckily a pedicab driver saved him. As a result of this incident, the victim was afraid to go to school because he thought that school was no longer a safe place to study.

As for another individual case, a 13-year-old student from Madrasah Tsanawiyah (MTs) in Kotamogabu, North Sulawesi, died after being bullied by his classmates. Quoted from *Kompas.com* (version 14 June 2022)³: The abuse occurred when the victim went to the prayer room to pray when he entered, the victim was caught by his friends and thrown to the ground with his hands clenched, the prayer rug covered his face and kicked to the body. The victim died on June 12, 2022.

As this incident shows, the impact of bullying on victims can be very negative. Moreover, the possibility of this behavior being imitated is high because most students, especially teenagers. Teenagers tend to bully after being bullied by individuals who are considered to have more power, such as parents, older siblings, upper-level students, or colleagues who dominate socially.⁴ Based on the incidents and cases of bullying that are increasingly widespread, it is necessary to make efforts to eradicate bullying.

According to the Child Protection Authority (KPAI), Indonesia is a country that has many cases of bullying in schools, the majority of which are reported to the Child Protection Authority. KPAI noted that there were 369 reports related to this issue, 25 of which occurred in the education sector or 1,480. However, the recorded cases are substantially less than the cases of bullying and child abuse that go unreported.

Various efforts can be made to overcome this type of bullying. As Rahmawati did in her research in 2015, it concluded that one of the ways to deal with bullying is supervision, including by increasing student supervision, counseling perpetrators of bullying, and providing more care for perpetrators of bullying.

In addition, Wahyu Januarko conducted research on handling victims of bullying in 2013. As a result, school action with students who were victims of bullying was entrusted to the guidance and counseling group to carry out guidance and counseling assistance methods.

Based on the various efforts that have been described, it is necessary to take steps to reduce this type of bullying. Schools and guidance and counseling teachers should form cooperation in order to overcome bullying because through the process of counseling and guidance students will be able to find solutions to the problems they face. Academic counselors are professional and lay academic counselors whose job is to help students, care for them as social beings and as individuals with rights and duties, and enable students to make the best progress in the development process, and solve their own problems.

The problem of bullying behavior is a social domain problem because it is directly related to social life in adolescents. This is because bullying has a damaging impact on relationships

² *Tribun-Medan.com*, 'Schools of SMP Negeri 27 Medan are bullied, grabbed and beaten until they lie on their backs, their friends are silent.' -Country-27-Medan-bullied-grabbed-and-beaten-until-his-friends-sits-kept-kept. Retrieved September 22, 2022., 2022.

³ *Kompas.com*, 'Facts of MTs Students in Kotamobagu Killed After Being Bullied by Their Friends. Mts-Di-Kotamobagu-Died-After-Bully-His Friend. Retrieved June 14, 2022, 2022.

⁴ Levianta, 'Conformity And Bullying In Students', 6.1 (2008).

between adolescents. Therefore, with various considerations, group guidance with the sociodrama technique is considered the right tool to deal with cases of bullying.

The sociodrama technique is a teaching and counseling technique used in dealing with social problems. Social drama is a group counseling technique called role playing or social drama. This technique helps students feel how to be bullies and victims of bullying so students can think and feel when they are harmed⁵.

Social drama is a group counseling technique aimed at dealing with various problems in the social field, and among these social problems, bullying is one of them. This study has differences from previous studies, namely in the research context, research methods are different from other studies, and researchers conduct research at different times and in different places and explain how to avoid bullying and how sociodrama techniques are carried out⁶.

The sociodrama method is a teaching method that presents students with problems presenting students' social learning that students dramatize directly with the teacher⁷. It can also be said that the sociodrama technique is more suitable for achieving a goal that targets students⁸. Also, social drama has a purpose, one of which is for students to appreciate and live as they are known by others. So dramatization will be played in class from now on to improve students' behavior so that they can appreciate and feel empathy for others⁹.

B. Method

The method used is quantitative with a one-group pretest-post-test research design which is given to XII students who have a fairly high score in bullying behavior. In quantitative research, research results will be obtained from data that is processed in a systematic, measurable and rational manner¹⁰.

In this study, the population was class XII students at SMA Negeri 4 Tebing Tinggi. The total sample size is 16 students divided into 8 students as the experimental group and 8 as the control group. Data in the research will be collected through observation, questionnaires, and documentation in the form of photographs.

The researcher chose class XII 5 students at SMA Negeri 4 Tebing Tinggi as the sample because some of the students met the criteria determined by the researcher. The subject criteria used by the researcher are students who have a temperament that is difficult to control, reckless, low in empathy and have a mischievous nature so they are likely to be bullies, the criteria described are in accordance with a general questionnaire, so researchers can choose the appropriate topic. Researchers choose a questionnaire to determine the sample. The questionnaire itself is a data collection technique using several questions that will be shared and answered by respondents¹¹.

⁵ Wingkel, Guidance and Counseling in Educational Institutions. (Jakarta: Gramedia, 2014).

⁶ Wina Sanjaya, Education Process Standard Oriented Learning Strategy 2nd Printing. (Jakarta: Kencana Media Group, 2012).

⁷ Wingkel.

⁸ F.Indriasari, "The Influence of Providing Earthquake Disaster Preparedness Simulation Methods on Children's Preparedness in Yogyakarta", Journal of ICT, 2.1 (2016).

⁹ and Ichsan Amelia, Lina, Fitriah Hayati, Sri Milfayetti, "Analysis of the Use of Kindergarten Watching Disaster Preparedness Learning Model for Structured Positive Thinking Ability on Early Childhood", Budapest International Research and Critics Institute-Journa, 2.3 (2019) .

¹⁰ Sugiyono, Quantitative, Qualitative Research Methods and R&D (Cet.26). (Alfabeta, 2017).

¹¹ Eko Putro Widoyoko, Research Instrument Preparation Techniques. (Yogyakarta: Learning Library, 2016).

Researchers used a Likert scale model questionnaire. The Likert scale itself is a tool to see the attitudes, opinions, and views of individuals or groups about social phenomena, including bullying. The Likert scale can be seen in Table 1, as follows:

Table 1. Likert Scale Value

Scale	Information	(+)	(-)
SS	Strongly Agree	4	1
SS	Agree	3	2
KS	Disagree	2	3
TS	Don't Agree	1	4

Based on the categorization of the questionnaire score, the researcher divided it into 4 levels, namely: Very High, High, Medium, and Low. Categorization is determined by determining the interval with the formula:

$$I = \frac{NT - NR}{K}$$

Keterangan:

NT : Highest Score (20x4=80)

NR : Lowest Score ((15x1=15), (20x1=20))

K : Number of Categories (4)

I : Intervals (80-20=60:4=15)

Then I: 15. Based on this information, the criteria for bullying behavior are as follows:

Table 2. Bullying Behaviour Category

No	Category	Interval
1	Very High	20-35
2	High	36-51
3	Medium	52-67
4	Low	68-83

*It is known that the average questionnaire instrument is negative, the lower the value, the lower the value the higher the category according to the interval above.

C. Results and Discussion

Result

Then the student test scores both pretest and posttest for both classes, namely experiment and control, were tested using the Normality test, Homogeneity test, and t-test when the two classes were homogeneously and normally distributed.

Data analysis tested the effectiveness of the sociodrama technique in overcoming bullying behavior in XII students at SMA Negeri 4 Tebing Tinggi using the SPSS (statistical packages for social science) software version 25.0. SPSS for Windows non-parametric statistics was used to analyze the data obtained in this study. Analysis of the results of the pre-test and post-test to overcome bullying behavior in class XII 5 students at SMAN 4 Tebing Tinggi.

Test Requirements Analysis

In testing the hypothesis proposed in this study, the paired sample t-test was used to test the variables studied, namely the independent variable in the form of the effectiveness of the sociodrama technique and the dependent variable in the form of bullying behavior. The research data were checked by using the Paired Sample t Test analysis requirements, namely the normality test before analysis.

Normality test

As one of the prerequisite tests for the Paired Sample t Test, a normality test is used to determine whether the data is normally distributed or not. The results of the pretest and posttest data normality tests are as follows:

Table 3. Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pretest Eksperimen	.217	8	.200*	.902	8	.303
	Posttest Eksperimen	.211	8	.200*	.854	8	.103
	Pretest Kontrol	.209	8	.200*	.926	8	.476
	Posttest Kontrol	.220	8	.200*	.906	8	.329

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

The table of Kolmogorov-Smirnov normality test results shows that the pretest significance value is 200, which means that the pretest results are normally distributed and the posttest results are 200, so the pretest and posttest significance values are higher than 0.05 ($200 > 0.05$, $200 > 0.05$). This results in normally distributed data.

Homogeneity Test

A homogeneity test is a form of testing conducted to find out whether or not some population variances are the same. The following are the results of the pretest and posttest data normality tests:

Table 4 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.518	1	14	.238
	Based on Median	.771	1	14	.395
	Based on Median and with adjusted df	.771	1	9.784	.401
	Based on trimmed mean	1.274	1	14	.278

From the table it can be seen that the Significance value (Sig) based on the average is $0.238 > 0.05$, so the conclusion is that the variance of the Post-test group in the control experimental class is the same (homogeneous).

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PretestEksperimen	61.75	8	4.301	1.521
	PosttestEksperimen	66.00	8	4.598	1.626
Pair 2	PretestKontrol	62.38	8	1.768	.625
	PosttestKontrol	64.00	8	2.507	.886

The results of the t-test showed that the average pre-test score was 61.75 and the post-test average was 66.00, which is the average after applying the Sosiodrama technique in dealing with bullying behavior. This shows an increase after applying the sociodrama technique.

Research Hypothesis Testing

This study proposes the following hypothesis:

H₀: there is no significant difference between students' behavior and understanding of the nature of bullying before and after using sociodrama techniques to deal with bullying behavior.

H_a: there is a significant difference between the results of behavior and students' understanding of the nature of bullying before and after using sociodrama techniques in dealing with bullying behavior.

Table 6. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PretestEksperimen & PosttestEksperimen	8	.679	.064
Pair 2	PretestKontrol & PosttestKontrol	8	.935	.001

The results of the paired sample correlation test showed a significance of 0.064, i.e. a sig value > 0.00 , which means that there is a significant relationship between pretest and posttest.

Therefore there is continuity between the pretest and posttest results of the experimental class and the control class.

Table. 7 Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PretestEksperimen – PosttestEksperimen	-4.250	3.576	1.264	-7.239	-1.261	-3.362	7	.012
Pair 2	PretestKontrol – PosttestKontrol	-1.625	1.061	.375	-2.512	-.738	-4.333	7	.003

The results of the t-test in the form of the Paired sample test yield a significance value of 0.012, which means > 0.05 , then H_0 is rejected. This means that it can be said that there is a significant difference between student behavior before and after the application of the sociodrama technique in dealing with bullying behavior.

Discussion

Based on the results of the implementation of the prerequisite test in class XII 5, showed significant results regarding students' behavior and understanding of bullying attitudes after and before carrying out group guidance with the Sociodrama technique conducted by the counseling teacher towards students who met the criteria in the requirements determined by the researcher. This is in line with the results of previous research by¹², entitled "The effect of role-playing techniques on group guidance to reduce bullying behavior of problem students at SMK Negeri 1 Barru". This research is a quantitative research with 13 respondents, the method is pre-test post-test one group design.

The data obtained shows a very significant decrease, which proves that the application of the sociodrama technique in group guidance is effective for overcoming bullying behavior in students. Research entitled Group Guidance with Role Playing Techniques to Reduce Bullying Behavior in SMP "X" Students in Bandung City explains that group guidance that applies role playing techniques is carried out through 6 stages, namely carrying out a pre-test, giving bullying, then carrying out role playing. first then carrying out the second role playing, followed by

¹² Rahman. A, 'The Effect of Role Playing Techniques on Group Guidance on Reducing Bullying Behavior of Problem Students at State Vocational High School 1 Barru.', Guidance and Counseling, 6.2 (2019).

providing role playing material, until finally carrying out the post-test. In this study, the control class only received group guidance services¹³.

A similar study was conducted by Latifah entitled "The Influence of Group Guidance with Role Playing Techniques to Increase Understanding of Bullying Behavior". Respondents in this study were students of class X IS 1 SMA Muhammadiyah 1 Magelang, Central Java. The technique used in this research is control group design, which compares the results of the pre-test and post-test. From this study, the results showed that the role playing technique in group guidance had an effect on increasing students' understanding of bullying¹⁴.

Then in the research entitled The Effectiveness of Group Sociodrama Techniques in Reducing Bullying Behavior in Class VIII Students of SMP Negeri 8 Kediri Academic Year 2016/2017, it is explained about the stages, number of meetings and things that should be carried out by researchers at each meeting session on the implementation of role playing techniques in group guidance. Then it was explained that the bullying behavior of students, which was originally included in the middle level, changed to the lowest level after being given sociodrama techniques through group guidance¹⁵.

Based on various previous research studies that have been presented which show that the sociodrama technique has an influence on students' behavior and understanding of bullying behavior, it can be stated that there is relevance between the results of this study and previous research.

Bullying behavior

Behaviorbullying is a bad behavior that can damage the psychological and mental condition of the victim being bullied. Bullying usually occurs because there are parties who feel strong and powerful (the perpetrators) and there are those who are weak and easily bullied (the victim) from the perpetrators who have bullying characteristics so that the victims often feel pressured and insecure which makes their psychological and physical condition not good -fine .

There are several forms of bullying, including physical bullying such as hitting, kicking, slapping and other physical actions. Then there are relational bullying actions such as exclusion, neglect, humiliation etc.

bullying it can happen anywhere, so researchers focus on bullying behavior that occurs in schools where the victims and perpetrators are none other than the residents of the school, namely students. If this behavior and events continue to occur, it will continue in the lives of the

¹³ T Adit, GN, Hendriana, H., & Rosita, 'Group Guidance with Role Playing Techniques to Reduce Bullying Behavior in Middle School "X" Students in Bandung City', FOKUS (Guidance & Counseling Studies in Education), 2.6 (2019) , 213.

¹⁴ UN Latifah, 'The Effect of Group Guidance Using Role Playing Techniques on Increasing Understanding of Bullying Behavior.', 2018.

¹⁵ TDU Yuni, 'Effectiveness of Group Guidance Services Using Sociodrama Techniques to Reduce Bullying Behavior of Class VIII Students of SMP Negeri 8 Kediri Academic Year 2016/2017', 2017, 1–9.

perpetrators and victims in the future, which will damage the behavior of the nation's children if it is not immediately prevented or dealt with.

Allah has explained in QS Al-Hujurat [49]: 11.

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرُ قَوْمٌ مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا يَسْخَرُوا بِالْأَلْقَابِ بِئْسَ الْأَسْمُ الْفَقُشُوبَ عَدَ الْإِيمَنَ وَمَن لَّمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ

"O you who believe, do not let a group of men get together with another group, maybe those who are laughed at are better than them. And don't be a group of women who are members of other groups, it could be that the one who is humiliated is better. And don't be self-deprecating and don't call yourself names that contain ridicule. The worst call is a bad (call) after faith and whoever does not give vent, then those are the wrongdoers."

In this verse, Allah subhanahu wa ta'ala forbids a people to ridicule other people, and this Allah subhanahu wa ta'ala explains after giving the rule "إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ" "make sure the believers are brothers" after that Allah subhanahu wa ta'ala mentions the manners that need to be considered, namely things that can damage brotherhood which is forbidden. This is very extraordinary in Islamic law because all matters that can lead to unity are prescribed by law. And a lot of things, for example praying in congregation, shaking hands, giving each other gifts, thinking greetings, even smiling to fellow Muslims. The Prophet sallallaahu 'alaihi wa sallam once had a vacation

«لَا تَحْقِرَنَّ مِنَ الْمَعْرُوفِ شَيْئًا، وَلَوْ أَنَّ تَلْقَىٰ أَخَاكَ بِوَجْهِ طَلْقَىٰ»

"Never underestimate the slightest kindness, even if only smiling at your brother." ([1])

This hadith shows that it is prescribed to smile in front of relatives, this is because a smile can convey friendship, unity, and eliminate various heart ailments among humans.

It is clear that bullying is an act that is prohibited by Allah SWT. As stated in the verses of the Koran above. Thus, the author conveys that this bad behavior must be investigated and followed up frequently to save the nation's future from bad behavior.

The way to avoid bullying is by learning from small things, don't mock other people as you like. Don't let bad habits like hiding cellphones, bags, jackets, or other items just for your own pleasure. You are allowed to joke and express yourself as much as you like, but remember, don't let your fun take away other people's fun.

Sociodrama technique

The sociodrama technique is the technique chosen by the author as a technique to reduce bullying behavior. By using drama games, the perpetrator can feel how to be a victim of being bullied so that the perpetrator can rethink how unpleasant it is to be a victim who is often oppressed both physically and psychologically.

Sociodrama is taken from the word socio which means the condition of people or events experienced by people, their behavior and characteristics, individual relationships, one's relationship with others, and so on, as an interesting activity to stimulate discussion about values

and attitudes. This method is a teaching technique that has a lot to do with demonstrating events that are social, especially with regard to case studies involving human individuals and their behavior or interactions between these individuals, namely in the form of unscripted drama that will be played by a group of people or students based on teacher instructions according to their learning objectives.

The Purpose of the Sociodrama Method

The objectives of the sociodrama method include:

- a. Understanding other people's feelings.
- b. Sharing responsibility and shouldering it.
- c. Respect other people's opinions.
- d. Make decisions in groups.
- e. Help to adjust to the group.
- f. Improve social relationships.
- g. Recognize values and attitudes.
- h. Overcoming or correcting wrong attitudes.

The Strengths and Weaknesses of the Sociodrama Method

The advantages that can be obtained in learning by using the sociodrama method include:

- a. Students are trained to be able to dramatize something and practice courage.
- b. The class will come alive because it attracts the attention of students and because lively discussion ensued.
- c. Students can live up to an event so that it is easy to take something to conclusions based on their own experience.
- d. Students are trained in composing thoughts regularly.
- e. Students can place themselves with others.
- f. Teachers can see the actual reality of student abilities.
- g. Students will understand psychological social life and be able to solve it problems.
- h. Train students to take initiative and be creative.

Meanwhile, among the shortcomings of the sociodrama method are:

- a. Takes up a lot of time or lessons.
- b. Requires careful and thorough preparation.
- c. Sometimes students object to playing a given role due to psychological reasons, such as embarrassment, the roles assigned are not suitable with interest, and so on.
- d. If dramatization fails, students cannot draw a conclusion.
- e. It is difficult to choose children who are really temperamental to solve the problem.
- f. Differences in customs, habits, and patterns of life in an area of society will make it difficult to implement.
- g. Students who do not get a turn will be passive.

- h. It is feared that this method is used for improper purposes, such as dramatizing sadistic nature, revenge, and so on.
- i. If the teacher is not wise enough, the goals achieved will not be satisfactory.

Therefore, to minimize the failure of the use of the method sociodrama in learning, teachers should pay attention to things such as the following:

- a. Determine in advance the social problems that attract students' attention to discuss it, and social problems should be experienced by some big students.
- b. Telling students the contents of the problems in the context of the flow of a story.
- c. Determine which students can or are willing to volunteer for play a role in front of the class.
- d. Provide an explanation to students about their role at the time sociodrama in progress
- e. Give the perpetrators the opportunity to negotiate for a few minutes before they play a role, but not too much "directed".
- f. End the sociodrama with a class discussion to get together solve problems that arise in sociodrama, and preferably was summed up by the teacher.
- g. Assessing the results of the sociodrama as material for further consideration, with reference to the final settlement (objective), not based on whether or not the role.

Implementation of the Sociodrama Method

The sociodrama method can usually be implemented by following three steps following:

First, preparation and instructions, including:

- a. The teacher chooses a role-play situation/dilemma.
- b. Prior to implementation, students must take part in warm-up exercises, either as active participants or as active observers.
- c. The teacher gives special instructions to the participants in the sociodrama.
- d. The teacher tells the roles that will be played and provide instructions related to each role to the audience.

Second, dramatic action and discussion, including:

- a. The actors/"actors" continue to play their part throughout the situation role-playing, while the audience participates in the initial assignment to cast.
- b. Role playing must stop at important points or when there is behavior that demands stopping the game the.
- c. All students then participate in the discussion focused on role-playing situations.

Third, evaluation, includes:

- a. Students provide information, both in writing and in writing discussion activities about success and results achieved in sociodrama.
- b. The teacher assesses the effectiveness and success of the sociodrama.
- c. The teacher makes a sociodrama report that has been carried out and has been completed graded in a school journal (if any), or on teacher's notebook.

In the context of learning Islamic religious education, the sociodrama method is considered suitable and can be used in teaching *akhlakul karimah* and the history of Islam. For example, to teach and socialize the theme of devotion to parents (*birr al-wâlidain*) and the contradiction, namely disobedience to him (*'uqûq alwâlidain*).

The steps taken in this regard include:

First, the teacher determines *birr alwâlidain* as the learning theme. Second, the teacher gives examples of cases of child disobedience to their parents (*'uqûq al-wâlidain*), for example by not obeying orders and prohibitions. Third, the teacher asks a group of students to make a scenario about the disobedience of children to their parents to show at meetings next, which still discusses the theme of *birr al-wâlidain*, with determined respective roles. For example for the role of parents or father, child devoted, son of disobedience, and an *ustadz* who will lecture on *birr alwâlidain* and *'uqûq al-wâlidain*.

Fourth, in the next meeting, a group of students displays their roles each according to a role in the scenario after studying it briefly or even spontaneously. Fifth, the teacher asks students or other groups to provide comments and responses to the sociodrama performances that have been shown. Sixth, the teacher provides conclusions about the meaning and purpose of learning from The themes shown including the obligation and urgency of *birr alwâlidain* and the prohibition and negative impact of *'uqûq alwâlidain*.

D. Conclusion

Based on the interpretation of the research results that have been carried out, it can be concluded that the effectiveness of the sociodrama technique in group counseling services provided by class VII students of SMA Negeri 4 Tebing Tinggi has a significant impact on overcoming bullying behavior among students. Consistent with the aims of this study, the results indicated that there was an effective sociodrama technique for dealing with student bullying through group counseling. The 16 respondents in Class VII-5 who scored higher on the bullying behavior measurement scale among other students showed a decrease in these 10 respondents after treatment.

After testing, it was concluded that H_a was accepted and H_o was rejected due to the influence of sociodrama techniques to overcome bullying among students. The results of the implementation of Social Theater Technology Group Guidance showed positive changes, students' pre-test and post-test scores showed a downward trend.

Group counseling services that use sociodrama techniques to deal with student bullying can be used as a benchmark, but the application of these techniques is adapted to field conditions. To reduce bullying behavior in students, there must be coordination between the school, parents and families to monitor and look after students.

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