



Drama Assistance Using the Sociodrama Model at SMP N 2 Medan

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Abstract. The problems faced by partners so far are: (1) lack of appropriate methods to use in teaching, (2) lack of ability of Indonesian language teachers in drama, (3) teachers at SMP N 2 Medan do not hone their drama skills because there is no guidance that is more proficient in theory and practice. The objectives of this community service activity are: (1) to provide drama assistance using the sociodrama model as one of the innovative drama models, (2) to provide assistance in drama practice of students at SMP N 2 Medan, (3) to provide ongoing guidance and assistance. The benefits obtained by partners from this activity are: (1) to improve the drama skills using the sociodrama model of SMP N 2 Medan teachers so that it can be used as a method in teaching; (2) to attract the attention of students and motivate students to be enthusiastic about learning. The approach method used to overcome partner problems is the method of education, training and mentoring intensively and continuously. The real output results of community service activities are (1) One scientific article published through an online ISSN journal from a national seminar; (2) Publication in print/ online mass media/ university repositories; (3) Learning Videos.

Keywords: Mentoring, drama, sociodram.

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1. Introduction

At first the internet was used exclusively by scientists and was not open to the public since 1969. Formal Indonesian language learning includes linguistic knowledge and language skills. Linguistic knowledge includes learning about the origin of language, grammar, standards and so on. In language learning there are four aspects of language skills. The four aspects of language skills are: listening, speaking, writing, and reading [1].

Speaking ability is certainly something that must be considered considering that it is a provision for the future. The interactions carried out by children today can be seen to have a worrying passivity. The cause could be a lack of self-confidence embedded in the child. Another thing that can happen is that the child is less skilled at expressing the ideas in his mind into a conversation. Tarigan (2008, in [2]) provides the view that children carry out speaking activities first before they write. Although in general, speaking as an oral activity is generally always changing and not always constant. Sometimes it is even more confusing and unsystematic than writing. A person's preparation when speaking, we often get confused and sentences are constructed that are irrelevant.

The only type of children's literature that is less popular is drama. Drama as a tool to directly express oneself and as a means of self-introduction, because through drama, someone can explore the character, follow his very personal struggles, become one with him and if necessary emulate him. An object, thought, or experience becomes concrete and understandable through dramatization.

According [2] the need for drama learning is to reveal matters about humanity. Teaching drama, however, is intended so that students gain knowledge and experience of literature [4] the sociodrama learning method is a method of playing drama or a way of dramatizing behavior in social relationships, and it is hoped that students can appreciate and appreciate the feelings of others, (Imran, 2019). According to

Dimiyati and Mordjiono. [3] said that sociodrama is a learning method that emphasizes games to solve social problems that arise in human relationships. So the sociodrama method is a learning method with dramatize human behavior, which involves interaction between two or more people about a theme. Based on the results of daily tests, it was found that most of the sociology scores were below the KKM and from the results of observations of teachers as researchers, learning interactions were still low, especially in this class, as evidenced by the small number of students who listened to the teacher's explanation, and there were even students who were still playing around or chatting with their deskmates while the teacher was explaining. The teacher also felt that in teaching and delivering the material, the lecture method was still used and occasionally collaborated with questions and answers which made students feel bored and tired in the learning process.

Socio drama is one of the learning methods applied to help learning. In the socio drama method, students are expected to be actively involved and participate and are motivated to learn and the abilities they have during learning.

2. Method

Teachers at SMP N 2 Medan are less able to practice drama, starting from mastering the understanding of sociodrama models, the ability to utilize technology, lack of media to use and teachers are unable to involve students in teaching and learning. This service begins with the delivery of material regarding what a sociodrama model is, then continues with drama practice using the sociodrama model for all teachers participating in the service until the expected output is obtained, namely a report in the form of a video recording of drama practice using the sociodrama model for teachers at SMP N 2 Medan.

The details of the stages of this community service activity are as a drama mentoring activity using the sociodrama model for teachers of SMP N 2 Medan are as follows:

A. Workshop Stage

At this stage, a workshop was held for 4 meetings in the first month of the activity devotion. Where the details of the training activities are:

- a) The first meeting is the delivery material regarding the importance of having drama skills using the sociodrama model. On the first day of activities, teachers were asked to understand theories
- b) The second meeting continued with explain drama models. Through mastering drama models, teachers are able to vary models to create drama practices.
- c) The third meeting continued with introducing various techniques in drama. Various techniques in drama can help teachers to be able to design active innovative drama media so that teachers can improve the learning process for the better.
- d) The fourth meeting continued with how to prepare anything that can be used in creating drama media. It is hoped that teachers will be able to create drama media in accordance with the expected competency standards.

B. Guidance Stage

This stage was carried out in 6 meetings during four months until the expected output of the activity is achieved in the form of a drama video recording using the sociodrama model of SMP N 2 Medan teachers. In this mentoring process, teachers will be grouped and accompanied by a team drama practice instructor. The details of the activities at the guidance stage are:

- a) First mentoring meeting, activities The first guidance is to follow up workshop activities. Participants are asked to form groups and each participant is asked to create components contained in drama, namely interactive power points that will be used in teaching. Then evaluated by the instructor and taught again.
- b) The second guidance meeting, in this second guidance activity the teacher will billed for work to be completed in the first meeting, namely the interactive power point that has been completed. Next, the teacher is asked to create components contained in drama, namely the sociodrama model that will be used in teaching. Then it is evaluated by the instructor and taught again.
- c) The third mentoring meeting, participants will be charged for previous work, namely complete the components contained in the drama practice. Then evaluated by the instructor and taught again.
- d) Fourth mentoring meeting, participants will be charged for previous work, namely complete the components contained in the drama. Then evaluated by the instructor and taught again

fourth meeting continued with how to prepare anything that can be used in creating drama media. It is hoped that teachers will be able to create drama media in accordance with the expected competency standards.

- e) Fifth mentoring meeting, all participants practiced will be able to know the important things contained in model performing drama using the sociodrama one by one, then were evaluated try the instructor learn.
- f) The sixth mentoring meeting, participants performed drama practice using each sociodrama model and viewed by the instructor team and recorded via video.

C. Stages of making activity results reports

The report preparation stage is the final stage from a series of community service activities that will be carried out. The community service team will compile a report on the results of activities that have been carried out later and create an archive of the output of the report activity and other attachments such as photos of activities, activity certificates for both participants and instructor, and prepare accountability reports finances used during activities ongoing.

3. Findings

The results of the implementation of community service activities are in accordance with the planned steps as follows:

a. Preparation

The activities carried out are:

- 1) Observation and interviews for situation analysis regarding drama mentoring using the sociodrama model at SMP Negeri 2 Medan.
- 2) Building a shared commitment with partners.
- 3) Determine the activity schedule.
- 4) Provide all necessary facilities and infrastructure to support the implementation of community service activities properly.

b. Socialization and Explanation

After the initial introduction to the partner group, at this stage, the community service team conducted socialization regarding the basic concepts of literature, drama, and sociodrama models. Then, conducting drama training using the sociodrama model, then providing drama mentoring, and conducting drama practice independently.

c. Evaluation and Reflection

Evaluation and reflection are carried out to determine the extent of the partners' understanding regarding information about students' literary abilities, in this case drama using the sociodrama model. Based on input from the service team after assessment and guidance, participants returned to drama.

From the results of this community service activity, several problems were obtained as follows:

- 1. Lack of appropriate methods to use in teaching
- 2. Lack of ability of Indonesian language teachers in drama.
- 3. Teachers at SMP N 2 Medan are not honing their drama skills because there is no guidance from those who have a better understanding of theory and practice.

Based on these problems, the team devotion provides the following input:

- 1. Provide drama assistance using the sociodrama model as an innovative drama model
- 2. Provide assistance in drama practice students of SMP N 2 Medan
- 3. Provide ongoing guidance and assistance.

4. Conclusion

Drama mentoring using the sociodrama model carried out at SMP Negeri 2 Medan has so far been carried out well and has been well received by students of SMP Negeri 2 Medan. This can be seen from their enthusiasm for initial socialization regarding the importance of having literary skills including an explanation of the basic concepts of literature, drama, and sociodrama models and continued with training and guidance using the sociodrama model carried out by participants, then the drama training was continued by providing suggestions for the exercises that had been displayed, so that, with the drama skills they have, it can initiate the interest of students of SMP Negeri 2 Medan and motivate them to develop their literary skills. Not only in drama, but also in other fields. literature they have.

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