Sociodrama as One of Learning Methods to Improve Students 'Social Skills Ability in the Multicultural Environment in Disruption Era

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Abstract: Cultural differences and beliefs in multicultural societies should make a country "rich in culture". However, differences that cannot be managed properly will lead to social conflict. The conflict has already arisen in our country, even reaching an alarming stage. This condition is exacerbated precisely by rapid technological progress. News that ignites anger because of differences of opinion, ethnicity, or belief in one place can provoke an attitude of intolerance in another. The younger generation which is expected to be a bridge to unite multicultural, instead becomes an agent that aggravates this social conflict. Therefore, one alternative learning method is needed that can improve students' social skills as a multicultural country color. One of them is sociodrama. This method requires students to play roles in solving social conflicts. The research method used in this paper is a literature study. Data collection is done by reviewing books, documents, journals and other relevant sources. Based on the literature obtained, it can be concluded that sociodrama is an alternative method of effective learning that can improve students' social skills in solving social conflicts.

1   INTRODUCTION

Indonesia is a multicultural country. Nobody will deny that Indonesia consists of a variety of people, ethnic groups, ethnic groups or social groups, beliefs, religions, and cultures that differ from one region to another that dominate the cultural treasures of Indonesia. Data shown from BPS in 2010, Indonesia has 1331 tribal categories. In a follow-up study of tribal diversity, in which diversity was measured with Ethic Fractionalize Index (EFI) of 0.81 and Ethic Polarized Index (EPOI) of 0.5. These figures illustrate that Indonesia is a country that has a very high cultural heterogeneity.

Basically, the multiculturalism that was formed in Indonesia was the result of various and wide socio-cultural and geographical conditions. According to geographical conditions, Indonesia has many islands where each island is inhabited by a group of people who form a society. From this society a culture is formed about the community itself. Of course this has an impact on the existence of very many and diverse cultures.

Indonesian cultural diversity should be Indonesia's own cultural wealth. The admiration of the overseas community for the uniqueness of every Indonesian culture has also become an attraction for Indonesian tourism. Not only that, miss grand International representatives in the past two years have always won the championship as The Best National Costume (Indra, 2017). Please note that The Best National Costume is designed based on local cultures. This certainly has a positive impact on the Indonesian economy.

The positive impact of cultural diversity was also explained very clearly by Parekh (2012) in his book entitled Rethinking Multiculturalism. According to him there are four advantages of a country that has cultural diversity. First, cultural diversity increases choice and broadens freedom in choosing alternative cultures. Second, cultural diversity creates a rich world. Third, diversity encourages a healthy competition. Fourth, diversity helps adapt to all changes more quickly.

The wealth of Indonesia's cultural diversity does not always present a positive impact on Indonesian life. A high level of heterogeneity can also be a major threat to the unity of the country because of the gap between people born and raised with

different cultures. People from different regions with different backgrounds, social structures, and different characters, have different views with ways of thinking in dealing with their own lives and problems. This difference will potentially create misunderstandings in communication so that it often leads to disputes.

The conditions above will be more severe if Indonesian people do not have social skills in cross-cultural socialization. Do not rule out the possibility that it will lead to conflicts and divisions that are only emotionally based among individual communities, let alone the condition of the Indonesian population is very easily influenced by information without going deeper. This is evident from the many problems of inter-ethnic, inter-religious, inter-regional, and other disputes within this decade.

Inter-tribal disputes and the appearance of intolerance are also influenced by technological advances. Information about disputes due to cultural or belief differences can easily be spread through technological assistance. This dissemination of information has caused conflicts in one place to be transmitted to other places because of a sense of cultural solidarity or belief. For example, the Lampung and Bali tribal wars that occurred in Lampung, the sense of solidarity of Balinese people who saw their brothers in Lampung as victims gave them a strong motivation to come to Lampung to provide assistance. In addition, these conditions also make Lampung people in Bali to be careful because it does not rule out the possibility of becoming a resentment of anger from Balinese citizens. The same thing was expressed by Harahap (2017, p. 14).

"... chaos and violence in certain areas can be reciprocated in other areas or residents of other regions come to areas that are turbulent and take actions of resistance or retaliation. For example, the desire of some Indonesians to participate in fighting in Palestine, Afghanistan and Syria without adequate procedures, provisions, abilities and knowledge. At the same time, the desire of a number of Muslims demanded retaliation from Buddhists in Indonesia for the persecution of Islam by Buddhists in the Rohingya in the decade of this century. In other forms, because there are adherents of certain religions, it is difficult to get permission in the establishment of places of worship in an area. Then the adherents of the religion retaliate by making the religious house of worship in their area "make a difference"

Based on this, it is necessary to think of an alternative of education methods that can improve students' social skills in a multicultural environment, especially in an era full of these disruptions. One alternative is through the application of the sociodrama method. This method will help students emotionally understand the position of other students who are different cultures from themselves so that it will make it easier for students to live in cross-cultural communities.

2 THEORICAL FRAMEWORK

2.1 Social Skill

Social skills are often identified with the term social interaction. whereas these two terminologies are certainly different. social interaction covers all ways of communicating both communication that is done positively or negatively (Tasrif, 2008), while social skills are the ability to communicate positively. it shows that the scope of social interaction is greater than social skills. Similar things are also presented by Gardner (2007: 106) that social skills refer to special abilities related to interpersonal intelligence, such as the ability to organize groups, the ability to negotiate solutions, abilities establish relationships, and social analytical skills. Based on the explanation of the definition of social skills above, the operational definition of social skills in this study is the ability to interact with other people in positive ways that can be accepted or valued socially and bring benefits to themselves and others.
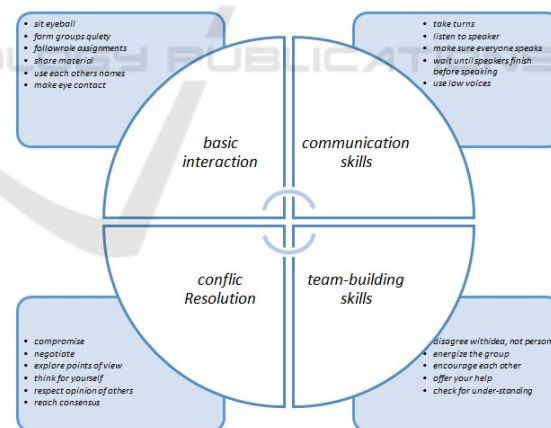

Figure 1: social skill network (Maryani, 2011, p.19)

The chart above is a chart that describes social skills. The chart illustrates social skills divided into four parts. First, basic skills interact. These skills can be seen from someone who is trying to get to know others, eye contact, sharing information or material. Second, communication skills. Communication skills are manifested in the form of listening and speaking in turns softening the sound (not snapping); convincing people to be able to express opinions; listen until the person completes the conversation.

Third, team / group building skills, these skills are manifested in the act of accommodating people's opinions, cooperating, helping each other, paying attention to each other. Fourth, skills to solve problems, self-control, empathy, thinking about others, obeying agreements, finding a way out by discussing, respecting different opinions.

Bellack and Hersen (in Gilbert et al. 1991: 67) describe 5 dimensions of social skills. This dimension is considered as a unit that can provide an overview of an individual's ability to express his feelings both verbally and non-verbally so that others can respond when social interactions occur. The 5 dimensions are:
1. Influence Dimension, which is a dimension that describes an individual's ability to influence or apply persuasion tactics effectively so that others are affected by them.
2. Communication Dimension, which is a dimension to measure an individual's ability to communicate by listening openly and sending messages that can convince others.
3. Conflict Management Dimension, which is a dimension that describes an individual's ability to manage conflict by negotiating and identifying potential conflicts to be resolved openly with the principle of 'all wins'.
4. Leadership Dimension, which is a dimension that shows an individual's ability to lead by inspiring, motivating and guiding individuals toward the right goal.
5. Dimension of Change Catalyst, which is a dimension that describes an individual's ability to act as a catalyst for change by initiating and managing change to make others aware of the need for change and removal of obstacles.

2.2 Sociodrama

Sociodrama is also often referred to as role playing. Sagala (2009, p. 213) defines sociodrama as a method of teaching in which students get the task of the teacher to dramatize a social citation that contains a problem so that students can solve problems that arise from social situations.

Ahmad and Supriyono (2004: 123) state that sociodrama is a way that provides opportunities for students to dramatize someone's attitudes, behavior or appreciation as practiced in everyday social relationships in society. The definition proposed by Ahmad and Supriyono is slightly different from the emphasis from Sagala. Sagala strongly emphasizes two things, namely the existence of social conflict and ends with solutions that can be thought of by students, while Ahmad and Supriyono do not emphasize these two things. For Ahmad and Supriyono, sociodrama is only limited to the realization of the realities of everyday life, both in joy and sorrow.

The purpose of using sociodrama according to Abu Ahmad & Widodo Supriyono (2004, p.123) is: (1) Describing how someone or several people face social situations; (2) How to describe how to solve a social problem; (3) Grow and develop a critical attitude towards behavior that must or should not be taken in certain social situations; (4) Providing experience or appreciation of certain situations; (5) Providing opportunities to review social situations from various perspectives.

Sudjana (2005: 85) describes the steps of implementing sociodrama, including: (1) Determining social problems that attract students' attention to be discussed; (2) Tell the class about the contents of the problems in the context of the story; (3) Establish students who can or who are willing to play their role in front of the class. Determine social problems that attract students' attention to be discussed first. (4) Explain to the audience about their role when sociodrama is taking place, (5) Give the perpetrators the opportunity to negotiate a few minutes before they play a role, (6) End sociodrama when the situation of the talks reaches tension. (7) end sociodramas with class discussion to jointly solve the problems of the sociodrama, (8) Assess the results of the sociodrama as further consideration.

Not much different, Romlah (cited in Hayuni & Fluerentine) stated that the steps for implementing sociodrama are: (1) preparation, (2) making sociodrama scenarios, (3) determining the group of players, (4) determining the audience group, (5) sociodrama implementation, (6) evaluation and discussion, (7) game replay if needed.

The difference in the steps in carrying out the Sudjana and Romlah sociodrama lies in two things. First, Romlah emphasized the division of groups between the audience and the player group, while Sudjana did not see the division of the group as important because it could work according to class conditions. For Sudjana, at the initial stage that needs to be prepared carefully is the selection of problems that will be played by students. Secondly, Romlah also added the evaluation and discussion steps in step 6. This step will evaluate the overall drama performed, whether it is correct or not, while Sudjana does not provide this step. Sudjana actually displays drama only reaching the level of conflict that occurs and determines the solution is not a group of players, but discussed together.

Based on the theorical framework above that we can synthesis the steps of sociodrama implementation are (1) Determine groups; (2) Establish social conflicts that attract students' attention to be discussed; (3) Tell the class about the content of social conflict in the context of the story;

(4) Providing opportunities for students to discuss and compile texts; (5) Showing the drama in front of the class; (6) Reflection.

3 RESEARCH METHOD

The research method used in this study is literature study. Literature study is used by collecting data through reading, studying, and reviewing the literature that is relevant to the resolution of the problem being studied. Data assessment was taken from technical and non-technical literature (Straus and Corbin, 2009: 39). Technical literature comes from scientific documents, such as journals, professional or disciplinary papers in the form of theoretical papers, while non-technical literature comes from newspapers or magazines. Both are used as relevant data sources to achieve the objectives of this study.

4 ANALYSIS AND RESULTS

The following steps are sociodrama that can improve students' social skills in a multicultural environment, especially in this disruption era:

a. Determine groups.
   In the early stages the teacher should divide students into several groups. Groups are arranged heterogeneously. Working together in groups will help students to improve social skills because together learning to be able to accept differences of opinion, accept criticism, and also indirectly train themselves to solve social problems that occur in groups.
b. Establish social conflicts that attract student attention to be discussed.
   At this stage the teacher should look for social problems that are currently controversial issues that are happening at this time, especially regarding the diversity of Indonesian culture. For example: a case of inter-tribal war or a case of rejection of a child in a community because it was born as a particular tribe. This problem can be chosen from several articles, newspapers, or social media that occur so students can see that the incident is indeed happening and urgent to be resolved. The following are examples of worksheets that can be given to students to help them map out social conflicts that are happening in Indonesia.

Tabel 1: Sociodrama worksheet

NO	Issue Identification	Address	Background of problem	Impacts
1	Tribal War between Balinese with Lampungnese	http://www.lintasberita.web.id/perang-suku-di-lampung-sebuah-dendam-lama/		
2	Religious war in the Aceh	https://www.bbc.com/indonesia/berita_indonesia/2015/10/151014_indonesia_acehsingkil_mengungsi		
3	Religious war in the Tolikara	https://news.detik.com/berita/3196185/ratusan-penduduk-di-tolikara-mengungsi-karena-konflik-antar-warga-dipicu-dana-desa		

The table above will help students to map problems more clearly. Analyzing the background of the occurrence of social conflict correctly will help students to think of the right solution. The war of Lampung and Bali tribes in South Lampung for example, this war started from a misunderstanding of 3-4 youth but ended with dozens of victims. This background makes it easy for students to be able to think of solutions so students should learn to ask for and apologize for events that should not happen. Thus, social conflict is expected not to continue and can be resolved immediately.

Selection of problems is an important point in sociodrama because it determines whether children will be interested in studying it further or not. The number of problems is also adjusted to the number of groups that have been formed before. It would be better if each group got a different case.

c. Tell the class about the content of social conflict in the context of the story.
   The second stage is the teacher presents an overview of the social issues that will be

discussed. No need to discuss it in detail. Teachers only need to emphasize social problems because of cultural differences.

d. Providing opportunities for students to discuss and compile texts.

At this stage, the teacher supervises and ensures that students develop drama scripts in which there are conflicts and end with the right solutions. This stage is expected to make the child better understand the position of the victim so that it raises empathy. Empathy is what is needed so students have the attitude to care, want to ask and forgive. Indirectly, this section has fulfilled aspects of solving problems in social skills.

e. Showing drama in front of the class.

Showing the drama in front of the class will provide opportunities for students to portray characters of characters involved in social conflicts. This section helps the child to empathize with feeling the position of the victim. This sense of empathy is built which will at least make students realize how important it is.

f. Reflection

Reflection is an evaluation part that can be used as a means of conclusion to reinforce the background, impact, and solution of social conflicts that occur. The teacher can also ask the opinions of students to assess whether the solution that has been played by the group of players has become the right solution or not. Thus, it is expected that this stage will bring up more alternative solutions to the problem of social conflict.

5 CONCLUSION

Based on the above discussion, the conclusion that can be taken is that sociodrama can be used as an alternative to improve student skills, especially in the multicultural environment and in this disruption era. The sociodrama steps that can be done are as follows: (1) Determine groups; (2) Establish social conflicts that attract students' attention to be discussed; (3) Tell the class about the content of social conflict in the context of the story; (4) Providing opportunities for students to discuss and compile texts; (5) Showing the drama in front of the class; (6) Reflection.

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