



Application of Sociodrama Technique Method in Increasing Learning Interest in the Material of Commendable Morals of Students at MIN 3 Hulu Sungai Selatan

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ABSTRACT

This study aims to analyze the application of sociodrama techniques in increasing students' interest in learning about commendable morals at MIN 3 Hulu Sungai Selatan. Sociodrama is a learning method that involves students in role-playing to understand and internalize moral values directly. This method allows students to experience real situations in everyday life, so that they can more easily understand and apply the concepts taught. This study uses a qualitative approach with data collection techniques through observation, interviews, and documentation. The subjects of the study were students who participated in commendable morals learning with the sociodrama method. The results showed that the application of sociodrama techniques significantly increased students' interest in learning. This can be seen from the increasing active participation of students during the learning process, better understanding of the material, and positive attitudes that emerged in teaching and learning activities. In addition, direct interaction and involvement in role-playing make students more enthusiastic and motivated in understanding moral values. Thus, the sociodrama technique has proven effective in creating a fun and meaningful learning atmosphere. In conclusion, this method can be used as an alternative innovative and interactive learning strategy in teaching moral values to students.

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Introduction

Islamic religious education plays an important role in shaping the character and morals of students. One of the main aspects taught in Islamic religious education is good morals, which include moral and ethical values that must be possessed by every individual. Through learning good morals, it is hoped that students will be able to apply these values in their daily lives. However, in practice, many students do not show a high

interest in learning this material, so that understanding and applying good morals in daily life is still a challenge.

One of the factors that causes low student interest in learning good morals material is the learning method that is less varied and does not involve students actively. Conventional learning, such as lectures and memorization, often makes students feel bored and less interested in understanding the material more deeply. As a result, learning becomes less effective and does not provide meaningful experiences for students.

To overcome this problem, a more interactive learning method is needed that involves students directly. One method that can be applied is the sociodrama method. This method involves students in role-playing or social drama simulations related to real situations, so that they can understand and internalize moral values through direct experience. By playing roles, students can more easily understand the concept of good morals in real life and feel more involved in the learning process.

Several studies have shown that the application of the sociodrama method can improve student activity and learning outcomes in the subject of aqidah and akhlak. Research conducted by Isma Andrayani (2020) in repository.ar-raniry.ac.id revealed that the sociodrama method can increase students' active participation and help them understand the concept of commendable morals better. In addition, this method can also build cooperation between students and improve their social skills.

This study aims to apply the sociodrama method in learning commendable morals at MIN 3 Hulu Sungai Selatan and analyze its effectiveness in increasing students' interest in learning. In addition, this study will also identify factors that support the success of the application of the sociodrama method in learning commendable morals. Thus, the results of this study are expected to be a reference for educators in implementing more effective methods in teaching commendable morals.

It is expected that by implementing the sociodrama method, students can better understand and internalize commendable moral values through direct experience in role-playing. In addition, this method is also expected to increase students' active participation in learning, create a more interactive classroom atmosphere, and help them apply moral values in everyday life. The higher the student's involvement in learning, the more likely they are to understand and apply moral values in their lives.

To achieve these goals, this study will use the classroom action research (CAR) method with a qualitative and quantitative approach. The CAR method was chosen because it is able to provide direct solutions to learning problems in the classroom through actions carried out in stages. The qualitative approach is used to analyze student responses to the sociodrama method, while the quantitative approach is used to measure the increase in student learning interest through research instruments such as observation, interviews, and questionnaires.

With the approach used, this study is expected to provide a more comprehensive picture of the effectiveness of the sociodrama method in increasing student learning interest. The results of this study will not only be useful for educators at MIN 3 Hulu Sungai Selatan, but can also be a reference for other schools in developing more interesting and effective learning strategies, especially in Islamic religious education.

Methods

This study uses the Classroom Action Research (CAR) method with a qualitative and quantitative approach. The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from students of MIN 3 Hulu Sungai Selatan who were the subjects of the study. Data were collected through observation, interviews, and questionnaires related to students' learning interests before and after the application of the sociodrama method.

Teachers who teach the subject of commendable morals are also sources of information in this study to provide perspectives on the effectiveness of the methods used. Secondary data were obtained from various references such as journals, books, and previous studies related to the sociodrama method in learning commendable morals. These references are used to support the analysis and compare the results of the study with previous studies. Some of the sources used are studies published after 2020 to ensure relevance to current learning conditions.

The data obtained were analyzed using qualitative and quantitative descriptive approaches. Qualitative analysis was conducted by interpreting data from observations and interviews to understand changes in student behavior and their responses to the sociodrama method. This process includes data reduction, data presentation, and drawing conclusions.

Meanwhile, quantitative analysis was conducted by calculating the results of questionnaires and tests given to students before and after the application of the sociodrama method. Quantitative results were analyzed using percentage techniques to see the increase in student learning interest. This data was then compared with the results of previous studies to see the effectiveness of the sociodrama method more objectively. By using a combination of qualitative and quantitative analysis, this study is expected to provide a deeper picture of the effectiveness of the sociodrama method in increasing student learning interest in the material of commendable morals.

Result

The results of this study indicate a significant change in students' learning interest after the implementation of the sociodrama method in learning commendable morals at MIN 3 Hulu Sungai Selatan. Before the implementation of this method, most students showed a lack of interest in the material being taught. This can be seen from the low participation of students in class discussions, minimal responses to teacher questions, and lack of enthusiasm in understanding the concept of commendable morals.

Based on the results of initial observations, it was found that only around 45% of students actively participated in learning and responded when asked questions by the teacher. In addition, the results of the questionnaire given before the implementation of the sociodrama method showed that 55% of students felt bored when studying commendable morals, and only 40% of students stated that they understood the material well.

After the sociodrama method was implemented, there was a significant increase in student involvement in the learning process. Students seemed more enthusiastic and active in participating in learning. They were more enthusiastic in playing roles in the sociodrama scenarios given, and it was easier to understand commendable moral

values through direct experience. The results of the questionnaire after implementing the method showed that more than 80% of students felt more interested in learning using sociodrama compared to conventional methods.

In addition, teachers also reported an increase in student interaction and involvement during the learning process. If previously only a few students participated in the discussion, after the implementation of sociodrama more than 75% of students were active in giving opinions and interacting with peers. In other words, this method not only improves students' understanding of the material, but also trains their communication and social skills. The following is a comparison table of the questionnaire results before and after the implementation of the sociodrama method:

Table 1. Comparison table of the questionnaire results

No	Learning Interest Indicator	Before Soscodrama Implementation (%)	After Sociodrama implementation (%)
1	Students are active in class discussions	45%	80%
2	Students are interested in the material	40%	85%
3	Students understand the material well	40%	82%
4	Students participate in group assignments	50%	88%
5	Students enjoy the learning process	42%	87%

To ensure the validity of the data, verification was carried out through several techniques, namely source triangulation, method triangulation, and time triangulation. Source triangulation was carried out by comparing the results of student questionnaires, direct observations in class, and interviews with teachers. If there were differences in the data obtained, reconfirmation was carried out through group discussions or follow-up interviews with several students as samples.

Method triangulation was carried out by collecting data using various instruments, such as observations, questionnaires, and documentation of student learning outcomes. If all methods show the same pattern—namely an increase in learning interest after the application of sociodrama—then the results can be said to be valid. Time triangulation was applied by taking measurements in several stages, namely before, during, and after the application of the sociodrama method. In this way, changes in student learning interest can be observed more objectively and not only depend on one particular moment.

Based on the results of data analysis and verification, it can be concluded that the sociodrama method has a positive impact on increasing students' interest in learning. Students become more active, more interested in the material on commendable morals, and more easily understand the concepts taught. Thus, this method can be an effective alternative in learning commendable morals in elementary schools.

In addition to increasing interest in learning, this method also contributes to building students' character. They not only understand the theory of commendable morals, but also learn to apply them in real situations through role-playing. Thus,

learning becomes more meaningful and has a long-term impact on the development of students' attitudes and morals.

The results of this study also provide implications for educators, especially in Islamic religious education subjects. Teachers can consider using the sociodrama method in teaching moral and ethical concepts, so that learning becomes more interactive and not only based on lectures or memorization. With the increase in interest in learning, it is hoped that the values of commendable morals can be more easily internalized by students in everyday life.

Discussion

In this study, data validation was carried out to ensure that the results obtained truly reflect the changes that occurred after the application of the sociodrama method in learning commendable morals at MIN 3 Hulu Sungai Selatan. The validation process was carried out through several techniques, namely source triangulation, method triangulation, and time triangulation, to ensure the accuracy and validity of the research findings.

Source triangulation was carried out by comparing the results of questionnaires filled out by students, direct observations during learning, and interviews with teachers. If there was a discrepancy in the data, clarification was carried out by holding group discussions or further interviews with several students as samples.

Method triangulation was carried out using various data collection techniques, such as participatory observation, questionnaires, interviews, and documentation of student learning outcomes. The results of each method were then compared to see the consistency of changes in students' learning interests before and after the application of the sociodrama method. If all methods show the same trend—namely an increase in students' learning interests after the application of the sociodrama method—then the data is considered valid.

Time triangulation is applied by measuring the level of students' learning interest at several stages, namely before the application of the sociodrama method, during the learning process, and after the method is applied in several meetings. In this way, changes in learning interest can be observed more objectively and not only depend on one particular time.

Based on the validation results, it was found that all data collected showed consistency in the trend of increasing students' learning interest. The results of the questionnaire conducted before and after the application of the sociodrama method showed a significant increase in several main aspects, such as student activeness in discussions, understanding of the material, and involvement in group assignments.

Based on the results of this validation, it can be concluded that the sociodrama method has a positive impact on increasing students' learning interest in learning commendable morals. Data collected from various sources and methods show the same pattern, namely increased active student participation, better understanding of the material, and a more interactive classroom atmosphere after this method is applied.

In addition, the results of interviews with teachers also strengthen the findings of this study. Teachers stated that the sociodrama method makes students more motivated to learn and better understand moral values through direct experience. Teachers also saw an increase in cooperation between students in groups, which shows

that this method not only has an impact on cognitive aspects, but also on students' social and affective aspects. Overall, the results of this validation strengthen the conclusion that the sociodrama method is an effective strategy in increasing students' interest in learning commendable morals. This finding is in line with previous studies showing that experiential learning methods, such as sociodrama, can increase student engagement and provide a deeper understanding of moral and social values.

Conclusion

Based on the results of the research that has been conducted, it was found that the application of the sociodrama method significantly increased students' interest in learning commendable morals at MIN 3 Hulu Sungai Selatan. Data obtained from observations, interviews, and questionnaires showed a real increase in students' active participation, understanding of the material, and their involvement in learning activities. Before this method was applied, students tended to be less interested in commendable morals material and showed low participation. However, after using the sociodrama method, more than 80% of students felt more enthusiastic and active in learning. In addition, the results of data validation through triangulation of sources, methods, and time showed consistency in increasing students' interest in learning. Teachers also confirmed that this method made the classroom atmosphere more interactive and enjoyable, so that learning became more effective. Thus, the findings of this study strengthen the argument that the sociodrama method can be an innovative solution in increasing students' interest in learning, especially in Islamic religious education subjects which are often considered less interesting by students. The academic impact of implementing the sociodrama method is very positive, especially in increasing student involvement in learning and their understanding of the material on good morals. By inviting students to engage in role-playing simulations, this method helps them understand moral values not only in theory, but also through direct experience. This allows them to more easily internalize the concepts taught and apply them in everyday life.

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