

## The Effect Of The Application Of Sociodrama Learning Methods In Maple Civics Pancasila Material On The Behavior Of Digital Citizenship Of Grade 9 Students Of Upt Smpn 21 Gresik

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**Abstract:** The purpose of this article is to show the influence of sociodrama learning methods on increasing the behavior of digital citizenship of grade 9 students. This research was conducted at SMPN 21 Panceng, Gresik Regency, East Java Province. The background of this research is the rampant misuse of technology by junior high school students in Indonesia so research was carried out to find solutions using sociodrama learning methods to minimize behavior in utilizing bad technology by making Pancasila a state ideology that must be practiced its values both in real life and virtual life. This research is quantitative research with a quasi-experimental design through a control class and an experimental class. The subjects in this study amounted to 60 students who were divided into 2 classes using saturated sampling techniques. Based on the results of the study, the results of the t-test were obtained in the post-test of digital citizenship behavior of the experimental class and the control class, which was  $1,002 < 2,002$ , then in decision making it can be said that  $H_0$  is accepted and  $H_1$  is rejected. The conclusion of this study is that the sociodrama learning method does not affect the behavior of students' digital citizenship in the Pancasila material maple grade 9 SMPN 21 Panceng Gresik.

**Abstrak:** Tujuan artikel ini untuk menunjukkan adanya pengaruh metode pembelajaran sosiodrama terhadap meningkatnya perilaku kewarganegaraan digital siswa kelas 9. Penelitian ini dilakukan di SMPN 21 Panceng, Kabupaten Gresik, Provinsi Jawa timur. Latar belakang penelitian ini adalah maraknya penyalahgunaan teknologi oleh siswa SMP di Indonesia sehingga dilakukan riset untuk mencari solusi dengan menggunakan metode pembelajaran sosiodrama guna meminimalisir perilaku dalam memanfaatkan teknologi yang buruk dengan menjadikan Pancasila sebagai ideologi negara yang harus diamalkan nilai-nilainya baik dalam kehidupan nyata maupun kehidupan maya. Penelitian ini merupakan penelitian kuantitatif dengan quasi eksperimen desain melalui kelas kontrol dan kelas eksperimen. Subjek pada penelitian ini berjumlah 60 peserta didik yang terbagi menjadi 2 kelas dengan menggunakan teknik sampling jenuh. Berdasarkan hasil penelitian, diperoleh yakni hasil uji t pada post-test perilaku kewarganegaraan digital kelas eksperimen dan kelas kontrol yaitu  $1.002 < 2.002$  maka pada pengambilan keputusan dapat dikatakan  $H_0$  diterima dan  $H_1$  ditolak. Kesimpulan pada penelitian ini adalah metode pembelajaran sosiodrama tidak berpengaruh terhadap perilaku kewarganegaraan digital siswa pada mapel PKn materi Pancasila kelas 9 SMPN 21 Panceng Gresik.



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## INTRODUCTION

Efforts to improve the quality of education in schools are through learning and teaching activities. (Sudjana, 2005) revealed that learning and teaching are two concepts that cannot be separated and can be described in several senses, one of which is that learning is a process of seeing, observing, and understanding something around the individual. The success of learning activities carried out by students depends on the learning style of the learners themselves. This is due to the differences in learning styles owned by each student. According to (Nasution, 2003), learning style is a consistent way done by a student to capture stimulus and information, to remember, think, and solve problems. Therefore, learning style is very influential in learning activities. The learning method applied by the teacher is also adjusted to the level of learning that must be achieved by students in order to influence student learning activities. Therefore, varied learning methods are needed such as (Nurgiansah, 2022) using paper media can increase student interest in learning Civics, and (Mustafa, 2018) role-playing methods in Civics learning can improve learning outcomes and motivation of students of SD Negeri 016 Kundur.

New technologies created by humans with the intention to make it easier for humans to meet their needs bring this transition in almost all areas of life (Tabroni, 2014). Therefore, in the world of education is also required to provide knowledge about technology. One of the goals faced in the world of 21st-century education is to teach students to think critically (Dekker, 2020). In the use of technology, especially social media, is often used as a source of communication and information to facilitate the online learning process. Even in its use, especially for children, social media is used to build and maintain relationships of mutual help (Vlaanderen et al., 2020). But that attitude can also lead them to cyberbullying (Shakir (Vlaanderen et al., 2020). Therefore, the sociodrama method can also be applied to Civics learning to animate Pancasila material as the basis of the state in social media as expressed by (Roestiyah & Suharto, 1985) by using this method, students are more interested in learning because students can understand these social problems by playing roles.

Digital technology provides opportunities for many people to communicate and interact very quickly. However, not all students or teachers have access to technology use due to socioeconomic status, disability, and physical location (among other factors). Digital citizenship is necessary to minimize the disadvantages of using digital technology. This idea is developing as fast as digital technology in people's lives. Digital citizenship is an important learning activity to foster safe daily living habits for digital users with the use of computers and communication technology (Ng, Prensky, Ribble (Tapingkae et al., 2020). There are

several sources of digital citizenship in education. For example, the standard-setting of digital citizenship components by the International Society for Technology in Education (ISTE) mainly focuses on students' skills and attitudes (ISTE, 2016). Similarly, the Ikeepsafe organization, which focuses on skills and attitudes, aims to promote elements of successful digital citizens such as safety, security, privacy, and digital health (Searson (Tapingkae et al., 2020). The common sense education curriculum has gained much recognition as a resource to guide teachers in teaching the concept of digital citizenship learning (Tapingkae et al., 2020).

It can be said, that the role of teachers is also very influential in civic education as revealed by (Reichert et al., 2021) teacher beliefs are an important factor that guides classroom practice, which can influence students who will become adult political actors in the future. In particular, this belief can act as a filter in choosing topics and class activities (Fives & Buehl (Reichert et al., 2021). Differences in teachers' experiences and training, their civic values as well and their perceptions of their students also influence what is considered important and how it is taught. As a result, teachers' beliefs directly and indirectly influence decisions regarding student teaching and learning (Patterson (Reichert et al., 2021). One of Choi's studies (Fajri et al., 2022) revealed that teachers must have good digital citizenship to teach students in the Internet age.

Every country has a history of struggle since its inhabitants were founded, where there are many nationalist, patriotic, and other principles that are then firmly embedded in the soul of every person. These values began to disappear from society as a result of rapid technological progress and changing times. Therefore, it is very important to conduct research on how to preserve these values so that they remain embedded in the understanding of every citizen about his duty to uphold the life of the nation and state.

Foundation Civic education is indispensable in everyday life. Because it is a topic that focuses on the development of individuals who are able to understand and uphold their commitments and rights, it is very appropriate to be used as a foundation in social media. So that students grow into educated, competent, and moral citizens. (Ningsih, 2020).

So that everything we do is in accordance with the goals and ideals of the nation and does not deviate from what is expected, civic education also serves as a reminder of the importance of the rights and obligations of citizens. To produce successors who are able and ready to lead the life of the nation and state, every level

of education, from junior high school to secondary education, adopts this instruction early.

According to Article 31 of the 1945 Constitution, every citizen has the right to education and is obliged to complete basic education. The government's administration of the national education system that prioritizes ethics, faith, and piety produces laws that regulate the daily affairs of the state. To build a constitutional foundation, the National Education System is operationally regulated through Law Number 20 of 2003. According to Article 13 of Law No. 20 of 2003, the three types of education are formal, non-formal, and informal, and can be used together. The three levels of formal education are primary, secondary, and higher education. (Sisdiknas, 2007). Primary schools, junior high schools, and other forms of secondary education similar to it all fall under the umbrella of primary education.

The purpose of education is so that humans can actively realize their potential in the fields of independence, personality, intelligence, ethics, and skills needed by society, the state, and the nation itself. Creating a learning atmosphere and learning process is what education is all about. Article 1 of the National Education System Law of 2003 (Ridwansyah et al., 2022).

According to Schunk (AS & Kurnia, 2022) the environment that is closely related to the learning process is emphasized in the theory of behaviorism itself, but according to Nahar (AS & Kurnia, 2022) According to behaviorism learning theory, a teacher must provide stimulation to children as a stimulus, and the effects of this stimulus can be seen and measured to determine whether there has been a meaningful change in behavior. There is no difference in behavior in daily school life while still implementing Pancasila as a state foundation that teaches students to be polite and educated citizens with traditional learning techniques, lectures, and discussions both online and

face-to-face. But not necessarily on the behavior of digital citizenship in the use of social media. During the pandemic, students communicate through social media, so there is an urge to adapt to learning the technology say Social media is now the most common source of news for young people, a lot of information is obtained from social media access. However, in the use of social media, it is often wrong to respond as reported by Kompas accessed on September 30, 2022, about junior high school students being drunk by okerbaya and then, the victim knowing the perpetrator on social media.

From the demo case, there was also news about junior high school - STM students who participated in the demo only because the invitation from social media was accessed on tribunews.com on April 11, 2022. Moreover, they can't help but follow bad social media trends as reported by detik.com on March 12, 2023, that 50 Bengkulu students slashed their own hands for the reason of following social media trends, looking for their identity to be scolded by their parents. In the report, the Bengkulu Education Office appealed not to be imitated by other schools. The latest was reported by the Central Java Regional detik.com on March 08, 2023, regarding the arrest of Grabag Magelang Junior High School students and, their motives for challenging each other via IG. And there are many more cases of teenagers exposed by the media who should learn not to commit criminal acts and even harm themselves.

In order to find the right learning method to implement Pancasila and provide digital citizenship education knowledge in social media, this study will investigate whether using sociodrama learning methods in Civics Maple Pancasila material can affect students' digital citizenship behavior. The following questions help frame this literature study:

RQ1: Does the application of sociodrama learning methods in Civics Maple Pancasila material affect the

improvement of students' digital citizenship behavior?

## **METHODS**

This type of research uses a Quantitative research approach because this research requires an approach for the purpose of testing theories by looking at the relationship between variables (Creswell, 2018). This study uses a Quasi Experimental Design research design which aims to determine the difference in conclusions using control class and experimental class data collection techniques. According to Cook (1979), quasi-experimentation is defined as a trial that includes treatment, impact measurement, and experimental units but does not use random tasks to make comparisons to draw conclusions about whether a change has occurred. In its implementation, 2 tests were carried out, In the pre-test students filled out behavioral questionnaires and were instructed to remember activities in social media for the last 3 months, and during the post-test after receiving digital citizenship education materials and playing a role in implementing Pancasila in social media specifically.

To measure the digital citizenship behavior of SMPN 21 Gresik students, researchers adopted a Jones & Mitchell questionnaire consisting of 6 indicators including useful observer behavior consisting of 3 items, 6 items of online harassment victims, 5 items of online harassment, 3 items of online citizen engagement, 6 items of online respectful behavior, 2 items of digital citizen scale with a total of 25 items. To be able to make decisions must go through a t-test with the condition that the data must be normally distributed.

## **RESULTS AND DISCUSSION**

The results of this study obtained normal distribution data (tables 1 & 2) using SPSS 26.0 software, and obtained the level of significance of each pre-test, post-test, control class, and experimental class, If the significance level  $> 0.05$ , then the data were normally distributed. After it is

declared that the data is normally distributed, it can proceed to the t-test.

Table 1 Digital Citizenship Behavior Pre-Test Normality Test Table

Shapiro-Wilk			
	Statistic	df	sig
Pre-KK	0.963	30	0.373
Pre-KE	0.947	30	0.093

Table 2 Digital Citizenship Behavior Post-test Normality Test Table

Shapiro-Wilk			
	Statistic	df	sig
Post-KK	0.955	30	0.280
Post-KE	0.954	30	0.229

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Here are the results of the t-test, pre-test, post-test, control class, and digital citizenship behavior experiment class:

Table 3 Table t-Test Pre-test Post-test control class and experimental class Digital Civic Behavior

	Independent Samples Test			
	Sig. (2-tailed)	mean	t	df
Pre-KE	0.250	57.13	1.161	58
Pre-KK		53.57		
Post-KE	0.321	57.47	1.002	58
Post-KK		54.63		

Based on the results of the table above, t-test results were obtained in the pre-test control class and experimental class with a value of 1,161. In decision making, if  $t_{count} < t_{table}$ , a table with 58 degrees of freedom and an alpha value of 0.05 divided by 2 into 0.025, then a decision of  $1.161 < 2.002$  is obtained, which can be interpreted as no difference in the behavior of digital citizenship at the beginning of the experimental class and the control class. In the results of the t-test in the experimental class and control class post-test, a value of 1,002 was obtained, these results are similar to the results of the experimental class and control class pre-test t-tests, namely the results of the experimental class post-test t-test and the control class were smaller than  $t_{table}$   $1,002 < 2,002$ , it can be interpreted that there is still no difference in the behavior of digital citizenship of the experimental class and control class. By knowing the test results of each class, there are differences in the results of each indicator, along with these results.

Table 4 Table Group Statistics of Digital Citizenship Behavior

	Group Statistics			
	MEAN			
	PreTest	Posttest	PreTest	Posttest
	Control class		Experimental class	
Useful observer behavior	6.50	6.87	7.27	7.93
Victims of online harassment	11.37	11.00	11.00	12.40
Online harassment	7.17	6.53	8.70	7.13
Online citizen engagement	8.60	8.83	8.70	8.73
Respectful behavior online	14.07	14.53	15.07	15.07
Digital citizen scale	5.87	6.87	6.40	6.20

In the table above it is known that there are many differences in the behavior of each class but not significant. Based on these results, students in the experimental class can be said to be consistent with the answer, but online harassment has decreased from 8.70 to 7.13, which means that the social drama learning method is effective in providing knowledge in utilizing technology to become good and smart digital citizens based on Pancasila.

### CONCLUSION

The application of sociodrama learning methods can direct students on how to deal with these social problems in accordance with what has been practiced in school based on the syntax of Ahmad Munjin and Lilik Nur Kholidah and the theory of behaviorism. Based on the results of the study, it was found that in the results of the post-test t-test of the control class and experimental class, namely  $t$  count  $1,002 < t$  table  $2,002$ , it can be concluded that the sociodrama learning method has no effect on improving digital citizenship behavior after learning Pancasila and digital citizenship materials. The findings of this study revealed that by providing digital citizenship material in sociodrama learning methods, significant results were obtained on indicators of online harassment in the experimental class decreased from 8.70 to 7.13 with a difference of 1.57 higher than the control class with a difference of 0.64 and online respectful behavior which remained at a value of 15.07 either pretest or posttest and higher than the control class which could mean that behavior Experimental class learners in utilizing technology are excellent.

Implementing Pancasila as a state basis that must be known and applied by every Indonesian citizen in everyday life, especially in social media, can minimize violations of the ITE Law in force in Indonesia. This is in line with Tapingkae's (2020) expression, namely The purpose of digital citizenship education includes fostering the correct conception and behavior of students in using computers and communication technology and preventing them from showing inappropriate online behavior, such as bullying, spreading hoaxes,

and online harassment. However, when applying sociodrama learning methods, there are shortcomings, namely that teachers need high creativity, If teachers do not have learning innovation, learning will be boring, therefore there needs to be further studies on other learning methods to promote digital citizenship in schools and communities.

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