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# THE INFLUENCE OF THE SOCIODRAMA METHOD ON INCREASING STUDENTS' LEARNING MOTIVATION IN LEARNING THE HISTORY OF EVENTS SURROUNDING THE PROCLAMATION IN CLASS XI A OF SMA NEGERI 1 BUNYU

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**Abstract.** This research was conducted with the aim of finding out how to increase student motivation in learning history by using a sociodrama model on the main material of events surrounding the proclamation in Class XI A of SMA Negeri 1 Bunyu for the 2023/2024 academic year. The research method used in this research is the experimental method, which explains students' learning motivation in the History subject with the subject matter of Events Surrounding the Proclamation in Class XI A at SMA Negeri 1 Bunyu for the 2023/2024 academic year. The design used in this research is One Group Pretest – Posttest Design. The subjects of this research were 25 students in Class XI A, Academic Year 2023/2024, consisting of 17 female students and 8 male students. Data collection techniques were carried out using tests before treatment (pretest) and after treatment (posttest). The sampling approach used in this research is a saturated sample. The results of this research prove that there is a significant difference in student motivation before and after applying the sociodrama method for class XI A students at SMA Negeri 1 Bunyu for the 2023/2024 academic year. The results of the paired t-test show a significant value of  $0.000 < 0.05$ , which means the influence given is significant. The pretest data obtained a mean of 59.48 and the posttest data obtained a mean of 79.24, where there was an increase in the average of 19.76 points.

**Keywords:** History learning; motivation; sociodrama method

## I. INTRODUCTION

Education is an interaction between educators or teachers and students who can support complete human development which is oriented towards values and the preservation and development of culture related to human development efforts (Agbedahin, 2019; Makarova et al., 2019; Pérez-Foguet & Lazzarini, 2019). Education is seen as one of the main factors that determine economic growth, namely the productivity of an educated workforce and has an important role in ensuring the development and survival of the nation (Apostu et al., 2022; Baharin et al., 2020; Surya et al., 2021). The quality of education can be known from two things, namely the quality of the process and the product (Achmad Daengs et al., 2020; Kusumaningrum et al., 2019; Surur et al., 2020). Education is said to be of quality if effective and efficient learning occurs involving all educational

components, such as including teaching objectives, teachers and students, learning materials, teaching and learning strategies or methods, learning resource tools and evaluation (Irvy, 2020; Puspitarini & Hanif, 2019; Setyaningsih & Suchyadi, 2021). However, creating effective education is very difficult. One of the fundamental problems in the world of education is how to improve the teaching and learning process so that effective and efficient results are obtained, including history subjects. There are those who state that providing history lessons is something that doesn't make sense or is not possible at all, because history lessons are not the principles of history. In fact, in the nation and in the world, there has never been a nation that has forgotten the history of its people, their origins and their struggle for life and themselves, because history is part of a group of sciences that stands alone.

The noble aim of history is to instill a national spirit, love for the nation and country, and teaching history is a source

of inspiration for relations between nations and countries, so that children understand that they are part of the community of countries in the world (Santoso, 2021; Setiawan et al., 2020; Utomo & Wasino, 2020). In the observation process of history learning in class XI A at SMA Negeri 1 Bunyu, for example, it is known that students' interest in learning history is actually very low and tends to make students more bored. This is evident from the students' activities during the teaching and learning process (KBM), where students often engage in self-conversations with their peers, and some students work on assignments from other subjects while the teacher is explaining. The provision of history textbooks, which has been less effective, mainly focuses on providing instant material about historical facts to students rather than fostering creative thinking to understand historical events. As is known, the history subject is an effort to equip students with basic knowledge and skills related to history and education to become reliable citizens for the nation. Therefore, a suitable learning method is needed to enhance students' motivation in learning history.

When implementing a learning model, it is crucial to consider the characteristics of the students being taught (Dewi & Primayana, 2019; Khalil et al., 2020; Supena et al., 2021). Instead of sticking to a single learning method, it should be adaptable based on the material being taught. This approach helps prevent students from becoming bored with the teacher's chosen learning model (Ekatushabe et al., 2021; Hidajat et al., 2020; Tam et al., 2020). Continuous efforts to enhance the quality of education are necessary, employing both conventional methods and innovative approaches utilizing digital technology (Febianti, 2020; Lubis, 2023; Sari et al., 2020). This becomes even more critical with the mandate to improve the overall quality of education in national education goals. During teaching and learning activities, teachers should tap into their full potential to ensure that the majority of students acquire the individual competencies required for advanced lessons (Caena & Redecker, 2019; Rahman et al., 2022; Trail, 2022). This approach aims to elevate students to a level of understanding where they not only learn facts, concepts, principles, laws, theories, and other innovative ideas at the memory level but also effectively apply them in problem-solving (Drigas et al., 2023; Hajian, 2019).

In the current era, knowledge and a diversity of skills are needed so that students are able to empower themselves to find, interpret, assess and use information, as well as generate creative ideas and determine attitudes in decision making (Apriana et al., 2019; Fitriani et al., 2020; Supena et al., 2021). Among the various learning models, the sociodrama or role-playing learning model stands out as particularly interesting because history, being a past event, can be simulated or depicted (Abbott et al., 2022; Giacomucci, 2019, 2021). Another study suggests that the role-playing method fosters student creativity during the learning process, and effective interactions between students can be established (Foster et al., 2019; Gorski et al., 2022; Powell et al., 2020). This aligns with the majority of Class XI A students who express a desire to showcase their

abilities and talents through role-playing. The sociodrama method is an instructional approach that allows students to engage in activities where they play specific roles in people's lives (Kharismaylinda & Harahap, 2023; Komalasari et al., 2018; Pisciotta, 2023).

Several research findings regarding the sociodrama method in teaching history, such as Nisa's (2022) findings show the success of the sociodrama method in increasing students' learning motivation in each learning cycle. Previous studies, such as Sukriyatun (2023), demonstrate that the sociodrama method positively influences student learning motivation, leading to improved learning outcomes. Additionally, research by Ramadhani & Lubis (2023) affirms that the application of the sociodrama method contributes to an increase in students' learning motivation. Based on the third research above, it can be seen that this research has not focused on the history learning process. So seeing this problem, the author is interested in providing a solution in the form of applying the sociodrama method to increase class learning motivation, especially in history learning.

## II. METHODS

The research method used in this research uses the experimental method. The experimental method is defined as an approach used to identify the impact of exclusive treatment on other variables under controlled conditions (Sugiyono, 2012). The type of experimental method used in this research uses pre-experimental designs with a One Group Pretest - Posttest Design approach, namely experimental research carried out only on one group which is chosen at random and no stability and clarity tests are carried out on the group's condition before being given treatment. The One Group Pretest - Posttest research approach is measured using the results of the pretest carried out before being given treatment and the posttest which is carried out after being given treatment for each lesson. The One Group Pretest - Posttest scheme can be seen in the following table.

Table I  
 One Group Pretest - Posttest Scheme

Pretest	Treatment	Posttest
T1	X	T2

### Information:

- T1 : The initial test (pretest) is carried out before being given treatment
- X : Treatment is given to students using the sociodrama method
- T2 : The final test (posttest) is carried out after being given treatment

The first process in carrying out an experiment with a single sample design begins by giving a pre-test (T1) to subjects who have not experienced treatment. After the pre-test was carried out, the subjects were then given treatment (X) by applying the sociodrama method in the history learning process. After treatment was given to subjects in both groups, another test was given to measure the level of

student learning outcomes after the experimental variable (X) was applied; the results were recorded as post-test (T2). The comparison between the T1 and T2 values is used to evaluate how big the differences arise due to the administration of experimental variables.

The population in this study was taken from class XI A students of SMA Negeri 1 Bunyu which only consisted of 1 class. The research sample was taken using saturated sampling technique, that is, all members of the population were included in the sample in the research (Sugiyono, 2012). Thus, as many as 25 students were included because the population was relatively small, namely less than 100 people. This research instrument consists of student pretest and posttest test results. Research data was collected through interviews, questionnaires and student test results. In this research, quantitative and qualitative data analysis methods were integrated. To describe the sociodrama media that has been implemented, qualitative analysis is used, and an open questionnaire is used to collect information about the sociodrama method. To determine the effect of using the sociodrama method on student motivation, use the paired sample t test with the SPSS version 25.0 program.

The multiple choice test instrument indicators consist of: (i) Indonesia's initial conditions before the proclamation of independence; (ii) the role of important figures in the proclamation; (iii) the process of proclaiming independence; and (iv) the values of the struggle of the struggle figures.

TABLE II  
 Multiple Choice Test Instrument Indicator

No.	Indicator	Question Number
1.	Initial conditions in Indonesia before the proclamation of independence	1,2,3
2.	the role of important figures in the proclamation	4,5,6,7,8,9,10
3.	process of the proclamation of independence	11,12,13,14,15,16
4.	the values of the struggle of the struggle figures	17,18,19,20

In this context, internal validity becomes important to ensure that the research results reflect the true influence of the sociogram method on students' learning motivation, not other factors. To overcome potential role variables or bias, this research can pay attention to several aspects, such as participants, background, and learning conditions. Internal validity can be maintained by designing a strong research design, including the use of a control group and the selection of valid and reliable evaluation instruments. In addition, control of possible external variables, such as individual student characteristics, educational background, and previous experience in history learning, is also necessary to ensure accurate results. External validity becomes relevant in this context, as the study seeks to generalize the findings to a wider population. By carefully considering these factors, this research has the potential to provide valuable insight into the effectiveness of the sociogram method in increasing students' learning motivation in history learning at SMA

Negeri 1 Bunyu, as well as providing guidance for educational practitioners in developing more effective learning strategies.

### III. RESULT AND DISCUSSION

#### A. Results

##### 1) Validity test

Determining validity refers to the calculation of r table, which is obtained from the formula  $df = (N-2) = 25-2 = 23$ , with a significance level of 0.05, resulting in an r table value of 0.3961. The validity test was carried out using Pearson correlation via SPSS 25 software. Decisions were taken based on a comparison between the calculated r and table r values; if  $r \text{ count} > r \text{ table}$ , then the question is considered valid (Ghozali, 2018). The validity test results in the table below show that all question items were declared valid or passed the test.

TABLE III  
 Instrument Validity Test

Pretest items	r pretest count	Posttest items	r calculated posttest	r table	Information
Pr1	0.748	Po1	0.474	0.3961	Valid
Pr2	0.540	Po2	0.449	0.3961	Valid
Pr3	0.416	Po3	0.555	0.3961	Valid
Pr4	0.536	Po4	0.542	0.3961	Valid
Pr5	0.605	Po5	0.498	0.3961	Valid
Pr6	0.534	Po6	0.485	0.3961	Valid
Pr7	0.496	Po7	0.614	0.3961	Valid
Pr8	0.433	Po8	0.539	0.3961	Valid
Pr9	0.540	Po9	0.444	0.3961	Valid
Pr10	0.487	Po10	0.473	0.3961	Valid
Pr11	0.646	Po11	0.609	0.3961	Valid
Pr12	0.551	Po12	0.591	0.3961	Valid
Pr13	0.548	Po13	0.609	0.3961	Valid
Pr14	0.476	Po14	0.723	0.3961	Valid
Pr15	0.644	Po15	0.475	0.3961	Valid
Pr16	0.487	Po16	0.565	0.3961	Valid
Pr17	0.471	Po17	0.465	0.3961	Valid
Pr18	0.708	Po18	0.568	0.3961	Valid
Pr19	0.777	Po19	0.557	0.3961	Valid
Pr20	0.422	Po20	0.438	0.3961	Valid

Based on the data contained in the table above, analysis of pre-test and post-test calculation trials in class These results provide an indication that each item in the research instrument is declared valid and suitable for use by researchers. Thus, the results of this statistical calculation provide confidence that the instrument used can effectively measure the variables studied, as well as validate the suitability of the instrument with the research objectives. These positive results strengthen the reliability and validity of using pre-test and post-test instruments in the context of class XI A at SMA Negeri I Bunyur.

##### 2) Reliability Test

Reliability measurement is an indicator of the extent to which an instrument can be considered accurate and consistent. The reliability test uses the Cronbach's Alpha

method to evaluate the research instrument. The range of values recognized in the Cronbach's Alpha method for reliability testing is between 0.6 to 0.7 (Sarwono, 2015). If the Cronbach's Alpha value exceeds 0.60, then the instrument is considered reliable; conversely, if the Cronbach's Alpha value is less than 0.60, the research instrument is considered not to have adequate reliability.

TABLE IV  
Reliability Test

<b>Reliability Statistics</b>				
Cronbach's Pretest	Alpha	Cronbach's Posttest	Alpha	N of Items
0.877		0.866		20

Through the research described in the table above, it can be concluded that all the items contained in this research variable are reliable or have a good level of reliability. This can be proven by looking at the reliability values measured using the Cronbach's Alpha method, where these values exceed the generally recognized minimum limit, namely 0.60. Therefore, it can be ensured that this research instrument or variable has a sufficient level of consistency and reliability to support the accuracy of measurement and data analysis.

### 3) Normality test

The normality test is used to determine whether the distribution of a data set is normal or not. Therefore, calculating the normality of data distribution is necessary. In this research, calculations were carried out using the Shapiro-Wilk test because the sample was less than 100, this test was carried out with the help of SPSS 25 software. If the significance value of the test is greater than 0.05, it can be concluded that the residual value follows a normal distribution. Conversely, if the significance value is smaller than 0.05, it can be interpreted that the residual value does not follow a normal distribution (Agnia et al, 2017).

TABLE V  
Normality test

	<b>Tests of Normality</b>					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	,141	25	,200*	,927	25	,073
Posttest	,150	25	,152	,948	25	,221

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction

Based on this table, it can be concluded that the normality test results show that all pretest and posttest data have a Shapiro-Wilk p (sig.) value greater than 0.05. This shows that all residual data is considered to follow a normal distribution. So hypothesis testing can use the parametric paired t-test.

### 4) Homogeneity Test

The homogeneity test is useful for evaluating the similarity of variances between samples taken from a

population. If the p value is greater than 0.05, it can be concluded that the samples are homogeneous, which means the variances are considered similar (Agnia et al., 2017). Conversely, if the p value is less than 0.05, the homogeneity test is considered not to state homogeneity, which indicates there is a significant difference in variance between samples. Homogeneity test results:

TABLE VI  
Homogeneity Test

<b>Test of Homogeneity of Variance</b>				
		Levene	df	Sig.
		Statistics	1	2
Motivation	Based on Mean	,328	1	,569
	Based on Median	,241	1	,626
	Based on Median and with adjusted df	,241	1	,47
				,1
	Based on trimmed mean	,289	1	,593

From the data listed in the table above, an average value (Mean) of 0.569 was obtained. These results indicate that the significance value of the research data is greater than 0.05. This interpretation indicates that the data has a significant level of homogeneity, and thus, it can be concluded that this research data meets the homogeneity test.

### 5) Hypothesis testing

The use of the paired sample t-test in this research can provide answers to the proposed hypotheses. The hypothesis testing process is carried out to determine whether the hypothesis can be accepted or rejected. Proposed hypothesis:

Ho = there is no difference in student motivation before and after applying the sociodrama method.

Ha = there is a difference in student motivation before and after applying the sociodrama method.

TABLE VII  
Hypothesis Test Results

<b>Paired Differences</b>				t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
			Lower	Upper		
-19,760	6,307	1,261	-22,363	17,157	-15,666	,000

Based on the table of hypothesis test results, a significant value of 0.000 was obtained, which means it is smaller than 0.05. This means that the influence that the sociodrama method has on student motivation is significant. Thus Ho is rejected and Ha is accepted.

6) *Descriptive Statistical Test*

To determine the effectiveness of the treatment, which is indicated by the difference in the average before and the average after giving the treatment, a descriptive statistical test was carried out. The participants who took the pretest and posttest were 25 students from class. The results of descriptive statistical tests can be seen in the following table.

TABLE IX  
 Descriptive Statistics Test Results

		Mean	N	Min imu m	M ax im u m	Std. Deviat ion	Std. Error Mean
Pai r I	pretest	59.48	25	43	84	12,21 4	2,443
	posttest	79.24	25	60	96	10,83 7	2,167

Through the analysis that can be drawn from the table above, it can be seen that in the pretest exam, the minimum student score reached 43, the maximum score reached 84, and the average score was 59.48. Meanwhile, in the posttest exam, there was a striking increase, with the minimum score reaching 60, the maximum score reaching 96, and the average score increasing to 79.24. Thus, it can be concluded that the application of the sociodrama method has resulted in a significant increase in student learning motivation in history learning, amounting to 33%. These results reflect the positive impact of using the sociodrama method in increasing students' understanding and interest in history learning material. The increase seen from pretest to posttest shows that the sociodrama method is effective in achieving the goal of increasing student learning motivation.

*B. Discussion*

Research findings show that the sociodrama learning method is valid and reliable when used in history learning, especially in increasing student motivation by 33%. This shows that the sociodrama learning method is effective in increasing student motivation. The results of this research are an alternative solution for history teachers at SMA Negeri I Bunyur to use the sociodrama learning method, especially material surrounding the proclamation event. The findings of this research support the results of previous research conducted by Budi et al., al (2022) that the sociodrama method increases student motivation in history learning. The results of Nisa et al's research. al (2022) shows that the sociodrama method makes students active and creative in carrying out assignments, and improves students' social skills. The sociodrama method improves social interaction between students in the classroom (Komalasari et al., 2018). The results of this research are in line with other research which proves that the sociodrama method is effective for increasing student learning motivation (Sukriyatun, 2023). Other research that supports the results of this research is research conducted by Ramadhani & Lubis (2023) also proves that the application of the sociodrama method can increase students' learning motivation.

In connection with student motivation, the sociodrama method has the ability to stimulate active participation and students' in-depth understanding of learning material (Mutiara & Nurrofifah, 2022; Nurul Huda et al., 2021; Pisciotta, 2023). In a learning context, sociodrama can create direct experiences that encourage students to feel more involved and motivated (Kharismaylinda & Harahap, 2023; Nisa' et al., 2022; Sawyer & Brooks, 2021). Sociodrama allows students to enter roles that are relevant to the learning content, so that they can experience directly the impact of the concepts or values being taught (Nurul Huda et al., 2021). Through this experience, students not only understand the theory intellectually, but also experience it emotionally. These activities can stimulate students' desire to learn further and provide a deeper understanding of certain concepts. In addition, the sociodrama method creates a collaborative and supportive learning environment (Annisa Luthfi Azzahra & Fathoni, 2023; Komalasari et al., 2018; Sapitri et al., 2021). In the dramatization process, students need to work together, communicate, and take responsibility for their respective roles (Apriana et al., 2019; Arpan et al., 2018; Hurri et al., 2023). This can increase the sense of belonging and togetherness in the class, which can be a key factor in increasing student motivation. When students feel that their contributions are recognized and valued, they tend to be more motivated to actively participate in learning. By utilizing the sociodrama method, teachers can create fun and engaging learning experiences, which in turn can increase student motivation (Maya & Maraver, 2020; Nuraeni et al., 2021; Priyanto & Dharin, 2021). Students are not only passive spectators, but also actors who are directly involved in the learning process, creating emotional bonds that can increase their interest and enthusiasm for the learning material.

Compared with other methods, the sociodrama method has several advantages, namely: (i) developing student creativity, because students are given the opportunity to play roles according to the simulated topic (Budi et al., 2022); (ii) build students' courage and self-confidence (Nisa' et al., 2022); (iii) enrich the knowledge, attitudes and skills needed to deal with various problematic social situations (Komalasari et al., 2018); (iv) increase students' passion in the learning process (Suyitno et al., 2021); (v) improving students' speaking skills (Nuraida, 2020; Ramadhani & Lubis, 2023; Suyitno et al., 2021); (vii) a fun learning process for students because students can learn while playing (Oktarina, 2021); (viii) students will understand social psychological life and be able to solve problems; (ix) train students to take initiative and be creative; and (x) in organizing thoughts regularly (Bamualim, 2020).

IV. CONCLUSIONS

Research shows that the sociodrama learning method is effective and valid in increasing student motivation by 33%, especially in history learning. This finding is an alternative solution for history teachers at SMA Negeri I Bunyur. This research supports previous findings and highlights that sociodrama stimulates students' active participation, deep

understanding, and emotional engagement. This method creates a collaborative learning environment, increases students' sense of ownership, and sparks a desire to learn more. Compared to other methods, sociodrama has various advantages, including developing creativity, increasing courage and self-confidence, as well as fun learning for students.

The limitations of this research are that this research was only conducted in one school with a small population so it does not represent the entire population in that area. Apart from that, other factors such as previous learning experiences, student attendance, or intrinsic motivation that students previously had can also influence research results. Alternative interpretations of these findings should consider that increased student learning motivation is not only caused by the use of sociodrama methods, but can also be influenced by other factors outside the scope of the research, such as support from teachers, a conducive learning environment, or personal factors. student. Therefore, in-depth analysis and a comprehensive understanding of the context and factors that influence students' learning motivation in learning the history of surrounding events are needed.

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