The effectiveness of Counseling Social Cognitive with Sociodrama Techniques to enhance Other People's Fun Characters through Lesson Study

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Abstract. This study aims to determine the effectiveness of counseling social cognitive techniques for improving sociodramas fun characters of others through the lesson study. Type of quasi-experimental research, with a pretest-posttest control group design. This study population, 56 students and this study're the sample of 20 students, Collecting data using questionnaires breaking every character win the others with 30 items. The results of the data analysis t_{count} 37.14 > t_{table} 2.09 so that ho refused and accepted ha. So there is a significant difference. It can be concluded that the effectiveness of social cognitive counseling with effective techniques to improve the character sociodramas pleases others.

Keywords: social cognitive counseling, sociodramas, lesson study

1 Introduction

Based on observations the researcher an of 56 students researchers viewed 20 students showed symptoms such as showing the attitude as students look very likely to be with other people's fun characters that are negative, the researcher and found 13 other students to have the symptoms of as easy to develop other people's fun characters that are positive. Symptoms of these students can be said to show the symptoms of "other people's fun characters." Pleasing others is personality who owned a person in a comforting someone who is experiencing nervousness or sadness. (Akseki & Meshur, 2013; Andreotti, 1999; Collins., 2016; Dharsana, 2014; Dharsana, 2010;Ernawati, Suarni, daughter, & Ps, 2015; Marques Barbosa, Subiantari,, & Made Dharsana Sulastri, 2015; Teixeira Lima, Jorge Magalhães, & de Almeida, 2014; Nemcek & James, 2007; Vidal, 2015) The application of fun characters to others can be done by sociodrama or psychodrama. Students can be trained to carry out communication standards (smile, greetings, greetings, getting). Trained in good, polite, effective and communicative ways of communication. Application in this personal field can apply sincerity and sincerity to others, for example, student A is experiencing difficulties, then friend B will help A with a sincere and sincere nature without expecting any reward and able to cultivate the nature of sympathy and empathy. In addition, the application is carried out by giving a sociodrama performance, where the selection of characters must be adjusted for the needs of the character pleasing other students who have been adjusted to the procedures and sociodrama steps below what will be elaborated. Theory Albert Bandura Social Cognitive Counseling

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Every human need social connections, interactions between individuals of one with the other individual. This relationship has always been the basic need to be able to establish a harmonious social relationship. Conversely, if the individual does not do it then, he experienced the social disintegration. Example: worry, fear, doubt, disperses object/subject, anxious, shy, did not dare to take risks, do not dare to entertain others, and not being able to apply the sympathy and empathy on his friend.(Aprilia, Suranata, & Dharsana, 2014; Dharsana, 2013; Green, Horan, & Lee, 2015; Dharsana, 2017; GDT Sari's son, Suranata, 2014; IDA Ayu Diah Padma Devi, Madri Antari, 2014; Krisnayana, Antari, & Dantes, 2014; Diah Padmi, 2017; NIA Diastuti, Dewi Arum W.M. P, 2017; Suarni, son, & daughter, 2014)

According to Dharsana (2016) sociodrama, techniques are ways to introduce and counselors provide models that have high mechanical talent to be able to do that, students are asked to imitate the models provided by the counselor (Adi, Ananda, Dharsana, & Suarni, 2017; Adiputra, 2015; Ardana, Dharsana, & Suranata, 2014; Ayu, Wati, Suarni, & Dharsana, 2017; Damayanti & Aeni, 2016; Kadek Pigura Wiladantika, I Ketut Dharsana, 2014; Lestari, 2015; Sadewi, 2012). In line with this definition, Komalasari et al. (2014: 176) suggested that sociodrama technique was a method used by counselors to improve mechanical talent through characterization, characterization in question such as characterization through films, imaginary figures (imaginary), and so forth. Sociodrama is also called imitation, which shows that the behavior of others is observed, imitated, is more imitating what is seen and observed. The learning process through observation shows the occurrence of the learning process after observing behavior in others.

2   Methodology

The type of research used in this study was quasi-experimental design research " (Quasi alphabets experiment) nonequivalent Design with pretest-postest control group design. In sampling, a technique used random sampling and random class as the intact group. As for what is meant by random sampling members of a population that is done by selecting a sample randomly, without regard to the existing strata in that population. All objects in one of these classes are considered to have the same opportunity to be taken as a sample (Dantes, 2012). This research took a number of samples of students who demonstrate the criteria other people's fun characters medium or low as much as 20 those students. To collect data about the other people's fun characters students and to acquire accurate data in this research using some of the techniques of data collection and its respective data collection devices, namely: (1) the questionnaire, Observation Method (2), (3) the method of interview, (4) diary.

Starting from the results of the normality test and the homogeneity of character data pleasing others above, it can be said that the requirements for testing hypotheses with t-test can be fulfilled. Therefore, hypothesis testing can be continued by using the Paired Sample Test technique. The results of the t-test such as show, t value of 1.67sig.0.05. Thus, the null hypothesis (H0) which states that there is no effect on the effectiveness of social cognitive counseling with sociodrama techniques to improve the character of pleasing other students. Students can be trained to carry out communication standards (smile, greetings, greetings, getting). Trained in good, polite, effective and communicative ways of communication. The application in this personal field is to influence one individual to gain trust and can persuade

the person, for example, student A is confiding in his friend, B, he dares to tell all that because B has the sympathy towards A.

3 Results and Discussion

RPBK character pleases other people very effectively carried out in school. Judging from students' behavior from the character of pleasing others who began to change like: students are able to characterize other people. The research data shows that students have behaviors to please other characters with a height of 68% and low 19% as for men from villages who have a high frequency of 60%, low 18%. Women from villages have a high frequency of 73% and low of 20%.

Table 1. Recapitulation of Pre-test and Post-test Data (characters please others)

					Fun Characters through
skor	$\dot{X}$	σ_1	t_{count}	t_{table}	Information
Pre-test	20,4	4,48		1,67	significant
Pos-test	41,2	4,27		1,67	significant

Fun character for other people in class X shows: Pre-Test average: = 20.4 d = 4.48 tcount = 37.14 ttable = 1.67. Significant post-test Average: = 41.2 d = 4.27 tcount = 37.14 ttable = 1.67. Significant Price of tcount, compared to price t in table with df = n -1 = 20 - 1 = 19. Price of table for df 19 and with a significance level of 5% (a = 0.05) is 2.09. Thus, the price of tcount is greater than the price of t table, so H0 is rejected and Ha is accepted. This means, so there are significant differences. So it can be concluded that the effectiveness of social cognitive counseling with sociodrama techniques is effective in enhancing the character of pleasing others.

4 Conclusion

Based on the result's analysis and discussion on the previous chapter stated that the proposed research hypotheses were accepted based on the significance level of 5% (0.05) , it can be concluded that fun of others who follow counseling behavioral Albert Bandura technique using sociodrama more the rise of the students in the control group. Based on this statement, we can say that counseling Albert Bandura behavioral using the technique of sociodrama precisely applied in school. The application of counseling behavioral Albert Bandura technique using sociodrama implicates towards planning and development model of guidance counseling services in terms of technique and procedure of service activity provided to the client. From the results from the analysis of the research, then the terminology results i.e. found that the guidance counseling services will client in pleasant services facilitated by counseling behavioral Albert Bandura using techniques sociodrama.

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