

The Influence of Sociodrama Method in Improving Creativity and Motivation to Learn in Early Childhood

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ABSTRACT

This study aims to analyze the effect of the sociodrama method on creativity and learning motivation in early childhood in group B kindergarten in Banda Aceh City. The research method used is a quantitative experiment with a quasi-experiment design. The results showed that the sociodrama method significantly increased children's creativity and learning motivation. Through the dramatization process, children are invited to play an active role in learning activities, which stimulates their creativity and interest in learning. The test results show that the sociodrama method is able to provide a more meaningful and interactive learning experience for children, which contributes to the development of their creativity. Early childhood learning motivation stimulated by sociodrama can be seen from increased curiosity, enthusiasm, and perseverance in the learning process. The result of statistical analysis shows that there is a significant difference in the level of creativity and learning motivation of children using the sociodrama method compared to conventional learning methods. In conclusion, the sociodrama method is effective in improving both aspects, with learning motivation showing a more dominant influence than creativity. This finding implies that teachers and educators need to apply the sociodrama method more widely in early childhood learning activities to create a more dynamic and creative learning environment.

Keywords: Creativity, Learning motivation, Sociodrama Method, Early childhood

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INTRODUCTION

Early childhood education is a coaching effort aimed at children from birth to 6 years of age, which is done through providing educational stimuli to help physical and spiritual growth and development. One of the goals of early childhood education is to make children who can grow and develop according to their level of development so that children can grow optimally and can prepare themselves to enter basic education or the next level. Ideally, the development and growth of early childhood go according to their age stages; the stimulation provided by adults, both teachers and parents, will have an impact on children's growth and development; the quality of the services they receive also determines whether the experience is successful in optimizing children's growth and development. If the learning experience they experience in kindergarten is fun and

meaningful, it will build a positive sense of learning that becomes their provision in continuing the next level of education.

Previous research (Anton, 2020) showed the results that the sociodrama method can develop significant early childhood creativity. The sociodrama method can also increase knowledge, especially when children try new things during learning. In fact, children may also be able to change their way of thinking when playing the character they play. Children's creativity must be stimulated from an early age so that children are accustomed to thinking creatively. Creativity is a person's skill to produce a fresh idea, either a thought or a real work that is different from what already exists. Creativity developed with play activities can maximize all the abilities of early childhood.

The success of the learning process in a school is greatly influenced by the competence of the teacher as a professional educator and is able to provide learning that is not monotonous in carrying out the learning process. The teacher will be the party entitled to make decisions or initiatives in a rational, conscious, and planned manner regarding learning objectives and what learning experiences he wants to provide to his students and determine various learning resources and learning evaluation tools used to achieve learning objectives and experiences.

Based on the reality that occurs in kindergartens in Aceh province, it is found that in the learning process there are still problems in the creativity and motivation of children who are still low and have not developed as expected. This will have an impact on students' inventiveness, creativity, and learning motivation in following and digesting lessons. The phenomenon that occurs is that children have not shown creativity and motivation to learn in accordance with expectations.

Creativity is one of the fundamental and constructive qualities of human beings; creativity is an unusual and extraordinary ability that comes from supernatural powers. After much research, creativity today is no longer a supernatural power that only has the potential ability for all human beings to develop if the conditions are right. On the one hand, creativity is mostly seen as a creative event, work or action, or even as a creative product. Creative children have high curiosity. To fulfill their curiosity, they need more knowledge and experience than less creative children. Knowledge and experience will be more meaningful and will last longer if they can be obtained directly. For this reason, various kinds of experimentation and exploration activities are needed for children to do. Teachers, parents, and people close to children need to understand how to facilitate children so that creativity emerges as a real force that is indispensable for their future lives..

The creative process traditionally follows different stages, starting from problem definition to information gathering, followed by conceptual combination that finally leads to idea evaluation: 1) Creative teaching. The concept of creative teaching from three different perspectives: creative teaching, teaching for creativity, and creative learning; 2) creative environment. Creativity always depends on the surrounding environment as well as the beliefs and ideologies held by the people in it. Positive and supportive attitudes towards creativity do not inhibit creative development; 3) creative learning. Creative

learning supports and develops children's creativity; creativity is not defined as an individual trait but rather a group as a whole. Drama with its active inquiry process offers space for teachers' creative teaching and students' creative learning; 4) creative thinking. Creative thinking is studied as a cognitive process. Creative thinking is often associated with original and unique ideas. the divergent thinking concept of creative thinking as opposed to analytic and convergent thinking.

According to (Siagian & Luthan, 2008) motivation is a person's strength (energy) that can cause the level of persistence and enthusiasm in carrying out an activity, both from within the individual himself (intrinsic motivation) and from outside the individual (Heriyanti et al., 2014) said that learning motivation is one of the encouragements that exist within children in achieving learning goals, while according to Purwanto (2016), motive and motivation are two words that have a very thin difference, namely if the motive is everything that encourages someone to act to do something. Meanwhile, motivation is the encouragement of a conscious effort to influence someone's behavior so that he is moved to act to do something so as to achieve certain results or goals.

According to (Lai, 2019) Motivation refers to the reasons underlying behavior characterized by intrinsic and extrinsic will and desire involving a constellation of beliefs, perceptions, values, interests, and actions, the opinion that children have extraordinary inner and emotional strength so that they can overcome various traumas. Children seek support from the surrounding environment, such as friends, family, or others, in facing and overcoming unpleasant circumstances. Here are the types of motivation: 1) Intrinsic motivation: intrinsic motivation is motivation that arises from within to achieve something for its own satisfaction and without being influenced by external rewards. This is manifested in behaviors such as play, exploration, and the search for challenges that people often do to get external rewards; 2) Extrinsic motivation is motivation that arises because of the desire to get a reward or prize. This reward or prize can be in the form of praise, appreciation, money, or certain goods. hoping to get something in return or avoid something unpleasant.

A person's motivation can be seen or inferred from the effort made, the tendency to work continuously even though it is not under supervision, or the willingness to maintain voluntary activities towards the completion of a task. In this case, more specifically, learning motivation can be seen from the characteristics of student behavior regarding interest, sharpness of attention, concentration, and perseverance in learning activities. Besides that, learning motivation can be seen from indicators such as enthusiasm in learning, curiosity in learning content, perseverance in learning, always trying, and actively overcoming challenges in learning. Sociodrama method, an action method created by Jacob Levy Moreno (1928).

According to Moreno, sociodrama is a group of individuals who have a particular focus that aims to explore social relationships and the transformation of conflicts between groups. Sociodrama seeks through experience to enhance creativity. The sociodrama method can make learning in the classroom fun because students are invited to learn while playing; thus, the sociodrama method is presentation of material by showing

demonstrations, both in the form of descriptions and reality. (Sawyer & Brooks, 2021) All of them are in the form of behaviors in social relationships, which are then asked by some learners to act out. Fun learning will give an impression to students.

It can be concluded that the sociodrama method is a learning method in which students are actively involved in playing certain roles or performing their respective roles according to the characters played based on the teacher's direction. Therefore, the learning method goes through a certain process that emphasizes an implementation process, such as demonstrating how to behave in social relationships, so that in applying this method there is a need for a creative attitude that must be possessed by a teacher. The types of sociodrama methods include: 1) Full game: this game is usually done for a project to overcome complex problems and groups related to the past. This game is not limited by time and resources. 2) Staged situations or new creations; this technique may be on the same level as a full game but is only designed to play out part of a particular problem or situation; 3) Playlets are a third type of game that includes scaled activities to deal with small problems or to present only a small part of a large problem. A series of Playlets can be used together to illustrate the gradual development of a problem. 4) Blackout, the fourth type of drama game; this type usually includes only two or three people with brief dialog developing the background sufficiently in a fast-ending performance.

The implementation of dramatization in early childhood learning is divided into 2 parts, namely: 1) free dramatization, which is a dramatization performed by children of their own accord and in their own way; usually free dramatization is carried out during recess; the implementation can be in the corner of drama activities or in certain areas. In free dramatization, children are also free to determine roles and avoid dialogue or activities that will interfere with dramatization activities. The implementation of this free dramatization depends on the skills of each child to speak, express, and perform movements according to their role; usually children enjoy this game more because they can laugh together if something is funny, or they can correct each other's dialogue, movements, or expressions if something is wrong among them; 2) guided dramatization is a dramatization performed by the children with the guidance of the teacher. In this case, the teacher prepares a story that will be played by children based on the theme or sub-theme in the activities that will be discussed in a particular week. To carry out guided dramatization, the teacher prepares a story that will be played by children in the form of dialogue according to the content of the story or character that will be played by children. In guided dramatization, the time used should be approximately 15 minutes. This is to limit the role of children in accordance with development activities and so that children who play and watch are not bored.

METHOD

This research aims to see the effect of the sociodrama method on creativity and motivation of early childhood learning in group B kindergarten in Banda Aceh City. Furthermore, the effectiveness of the sociodrama method on children's creativity and

learning motivation will be analyzed. Based on the identification of these variables, specifically this study aims to determine and conclude whether or not there is an effect of the sociodrama method on creativity and motivation of early childhood learning in group B kindergarten in Banda Aceh City. In general, this research aims to identify and analyze the variables that show the influence of the sociodrama method in increasing the creativity and learning motivation of children in group B kindergarten in Banda Aceh City.

This type of research is quantitative experimental research (quasi-experiment). Quantitative research is research based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, and quantitative/statistical data analysis with the aim of testing predetermined hypotheses. The sample withdrawal for each cluster is carried out until the minimum number of research samples is obtained according to the calculation according to the Slovin formula. The minimum sample size in this study was calculated based on the Slovin formula, namely:

$$S = \frac{N}{N \cdot d^2 + 1}$$

Description:

S = sample size

N = population size = 6,933

d = desired significance level = 0.1

The questionnaire was given to the school principal according to the information on the number of students who met the criteria. Completion of informed consent, child identity, and guided by the principal. Data collection in this study was carried out by conducting a questionnaire, which is a complex process composed of various biological and psychological processes. In the experimental process, there are two most important factors, namely the process of observation and memory. The quasi-experiment was conducted during the learning process. And questionnaire sheets in the form of data consisting of several items concerning the activities of children and teachers during the learning process.

RESULT AND DISCUSSION

This research was conducted in Latifa Kindergarten, Banda Aceh City. In this study, we conducted direct observations when children did sociodrama activities, compiled questionnaires, and distributed them to parents of students through the normality test of post-test results of creativity and learning motivation.

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kreativitas_Post-test	.361	110	<.001	.705	110	<.001
Motivasi_Post-test	.311	110	<.001	.734	110	<.001

a. Lilliefors Significance Correction

Normality testing can be seen through statistical tests, namely the Kolmogorov-Smirnov value, by comparing the probability (p) obtained with the significance level (α) 0.05. If the value of $0.001 > 0.05 \alpha$, then the data from both groups of post-test creativity and motivation are normally distributed. Through the variable homogeneity test in this study with the basis for decision-making, as shown in Table 2, as follows:

Table 2. Tests of Homogeneity Variances

		Levene Statistic	df1	df2	Sig.
Kemampuan	Based on Mean	.004	1	218	.948
	Based on Median	.052	1	218	.821
	Based on Median and with adjusted df	.052	1	217.858	.821
	Based on trimmed mean	.080	1	218	.777

Based on the significance level of $0.948 > 0.05$, it can be concluded that both samples have homogeneous abilities.

Table 3. Independent Sample Test

		Independent Samples Test								
		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the	
									Lower	Upper
Kemampuan	Equal variances assumed	0.004	0.000	-0.650	218	0.516	-0.055	0.084	-0.220	0.111
	Equal variances not assumed			-0.650	217.093	0.516	-0.055	0.084	-0.220	0.111

Based on the results of the above calculations, the output shows the results of the mean variable Children's creativity (X1) is 2.52 and Motivation (X2) is 2.57, for a total of 110 samples with a mean value (average). Based on the value of the level of significance of $0.00 < 0.05$, it can be concluded that H_0 is rejected, so the variable is significant; in other words, based on the mean average, the sociodrama method has more effect on learning motivation than early childhood creativity.

This study aims to analyze the effect of the sociodrama method on creativity and

motivation of early childhood learning in kindergartens in Banda Aceh. The results showed that the sociodrama method significantly increased children's creativity and learning motivation. Through the dramatization process, children are invited to play an active role in learning activities, which stimulates their creativity and interest in learning. Children's creativity is one of the fundamental qualities that can be developed through various exploration and experimentation activities. This study found that children involved in sociodrama activities showed increased curiosity, enthusiasm, and perseverance in the learning process. This shows that the sociodrama method not only enhances creativity but also positively affects children's learning motivation.

Statistical analysis shows that there is a significant difference in the level of creativity and learning motivation of children using the sociodrama method compared to conventional learning methods. This result indicates that the sociodrama method is more effective in creating meaningful and interactive learning experiences for children, which in turn contributes to the development of their creativity. Furthermore, this research also emphasizes the importance of the role of teachers and educators in applying the sociodrama method widely in early childhood learning activities. By creating a dynamic and creative learning environment, it is expected that children can optimally develop their creative potential.

Overall, the results of this study provide evidence that the sociodrama method is an effective tool for enhancing children's creativity and motivation to learn and should be an integral part of the early childhood education curriculum.

CONCLUSION

Basically, everyone has the potential to be creative, but what needs to be underlined is how to develop this potential ability. Creativity is not an innate ability but an ability that can be learned and developed. The development of early childhood creativity can be done in various ways, for example by storytelling, drawing, exercising, playing either role-playing or by using tools such as simple musical instruments, playdough, or other play tools. In other words, a pleasant atmosphere for children will help develop children's creativity. So as parents, teachers, and people around children, they should be able to create conditions that encourage the development of children's creativity. Based on the significance level value of $0.00 < 0.05$, it can be concluded that H_0 is rejected, so the variance is significantly different; in other words, based on the average/mean, the sociodrama method has more effect on learning motivation than early childhood creativity.

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