Peace Sociodrama: A Strategy to Reduce Junior High School Aggression

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Keywords	ABSTRACT
sociodrama, peace, aggression	*Aggression behavior is one of the negative behaviors caused by the absence of self-control and emotional control. Another cause of aggression is the existence of conflicts both between individuals and between groups. Conflict occurs because of a sense of unpeace in individuals, so in this study aims to instill a sense of peace through sociodrama combined with the component of peace which is then called peace sodiodrama. Peace sociodrama is developed through research and development methods. The procedure used in this study was the borg and gall development procedure. Before developing the product, researchers measured the level of aggression and the results of these measurements showed a variety of aggression at the level of aggression at the level of rerndah at 30.9%, at a level less than 29.1%, at a moderate level of 43.6%, at a high level of 5.5%. Although low, aggression still exists in students in Yogyakarta and researchers believe that aggression behavior must be reduced, therefore peace sociodrama is developed as a strategy in reducing aggression. Peace sociodrama is developed in the form of manuals and implementation procedures. The results after product validity tests by material experts, media experts and peace sociodrama service experts fall into the category worthy of being used as a counselor strategy in reducing student aggressiveness.*

INTRODUCTION

Junior high school students are individuals who enter adolescence, where at this age individuals are looking for identity which causes teenagers to explore many things that interest them. In this exploration process, it is not uncommon for these individuals to make mistakes and deviations in behavior that have a negative impact. One of them is my behavior of aggression. Aggression is behavior that intentionally intends to physically and verbally hurt and destroy the property of others. Physical aggression for example is hitting, kicking, or physically injuring. Examples of verbal aggression are swearing, ridiculing, and belittling (Saputra, Hanifah, Widagdo, 2017).

This aggression can be violent behavior committed by one individual to another. Violence can take the form of persecution or bullying. For example, in the DIY area, there is a rampant behavior where the perpetrators are students. The clitih action occurred again in Yogyakarta, Sunday (3/4/20220) early morning which killed a high school teenager. The perpetrator slashed the gear which resulted in severe injuries to the victim's head. (Cyber Compass Media, 2022). The average street violence is still a student and university student. A total of 40 students were arrested with 20 students and 23 unemployed. (*UGM Webinar: These Are the Factors Causing Klitih in Jogja Page All - Kompas.Com*, n.d.) From these betita we can prove that aggression occurs in extreme ways among teenagers, especially Yogyakarta teenagers.

In addition to physical aggression there is also verbal aggression. In this digital era, verbal aggression is more carried out through social media because interactions in social media are relatively more often compared to direct interactions and this causes verbal aggression in social media users tends to be higher. This is confirmed by the results of previous studies which state that the use of social media affects the level of aggression in adolescents. It is proven that the higher the level of social media use, the higher the level of adolescent aggression Teenagers will bully their friends through social media, curse at will and even destroy

their competitors with character assassination. The more extreme behavior of teenagers is that their frequent uploading of sadistic photos makes them aggressive, have no conscience (Istiqomah, 2017).

Factors that cause aggression behavior are divided into several causes including social factors, psychological factors, physical environmental factors, and other factors (Fitrianisa, 2018). These four factors are general factors and have behavior that looks like a social factor arising behavior that does not get along with teachers, is easily influenced by friends, and chooses certain groups as friends. In psychological factors, the behavior that arises is instinctive behavior from within because of the inability of individuals to control emotions. Physical environmental factors that cause aggressive attitudes are when individuals are in a crowded state due to crowds, feel noisy with sounds around and hot air temperatures, these are environmental conditions that greatly affect aggression. Lastly are other factors such as cognition, at a low cognitive level the individual is unable to understand cues from others, is absent from aggression behavior and lacks problem-solving skills. Other factors are families who like to commit violence or show violence in front of children, peers both at school and outside school who like to show aggressive behavior, media that often show violent scenes, and feelings of frustration and feelings of anger from within (Husen &; Bakar, 2019).

A school climate in which there is conflict and aggressive behavior will cause unpeace and inenergy in students and of course will have a negative impact on each individual. The presence of bullying, minor aggressive behavior (ie teasing, ridiculing, harassing) can prevent student learning concentration at school and interfere with learning activities. The qualities of tolerance, trust, empathy, solidarity are found to be lacking among children today(Eliasa et al., 2019). Of course, this will further make the level of aggression increase.

The concept of peace that will be used in this research is the concept of peace initiated by Johan Galtung. Johan Galtung is a Norwegian figure and researcher on the concept of peace. According to Galtung (1969), peace is the absence / reduction of all forms of violence. Peace is the nonviolent and creative transformation of conflict. There is positive and negative peace (Galtung, 1967). Negative peace and positive peace have been discussed in a study that shows that positive peace has a correlation with peace of mind, happiness, and love. Negative peace refers to no violence, no problems, and no learning tasks. Students' perception of peace has a negative peaceful meaning of no violence, no learning tasks, and no problems, while a positive perception of peace refers to peace of mind. In practice, students feel at peace in school when the atmosphere in school is safe and comfortable (Eliasa &; Kartadinata, 2019).

There are seven components of peace in peace guidance and counseling extracted from research on the study of peace minds based on the figure of Markesot. Markesot himself is the personification of Indonesian cultural figures, namely Emha Ainun Najib and friends of Emha Ainun Najib himself. The seven components of spiritual guidance are (1) humility to idealism; (2) self-control over equality; (3) tolerance of differences; (4) forgive the mistakes of others; (5) choose strengths over weaknesses; (6) regulate my emotions; and (7) regulate my behavior (Saputra, 2019). Of the seven components of peace will be the basis of a sociodrama development with a peace component. Sociodrama with a peace component will be developed by creating a guidebook containing scenarios with themes taken from the peace component contained in peace guidance and counseling.

Sociodrama is a method of teaching by involving students in various roles in the form of behavior in social relations. Sociodrama is a learning model that involves more than one student to play the role of a serenary, while students who are not involved in the drama act as active spectators following the course of sociodrama (Pakaya et al., 2020). The sociodrama that will be developed in this study is peace soiodrama where sociodrama uses the peace component has an understanding as a group counseling service model where counsellors with a high level of aggression will play a role by following scenarios that contain social problems with story themes taken from the peace component.

Sociodrama with a peace component was chosen as a complement to existing techniques and approaches. The sisodrama model to be developed is designed and created specifically to deal with the problem of aggression in students. This is to increase effectiveness in reducing student aggression. Increasing the quality of this service will have a lot of impact on the success rate of services and solving student problems. In addition, with sociodrama with a peace component, BK teachers can also provide more varied and encouraging services so that students do not feel bored following the service and will give the impression that following Bk services is a pleasant thing.

METHODS

This research uses the R&D (research and development) method or also called research and development. This research was conducted to develop peace sociodrama as a counsellor strategy in guidance and counseling services to reduce aggression. Briefly, "Research and Development" is defined as a research method that aims to find, produce, produce products, test products, improve, develop, until the production of a standardized product in accordance with established indicators. (Yuberti, 2014) research and development focuses on creating a product that is developed and maximized its effectiveness from previous products.

In this study, the borg and gall development model was used which consisted of ten stages of development including (1) potential problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trials, (7) product revisions, (8) usage trials, (9) product revisions, (10) mass production (Mulyatiningsih, 2011). However, in this study, researchers limited the research to the fourth stage, namely product validation using feasibility tests by experts. This was done because of limitations in the study.

RESULTS
A. Potential problems

Potential problems are carried out through preliminary studies conducted in a junior high school. This preliminary study contains interviews conducted with 4 guidance and counseling teachers who are in the school. The results of BK teacher interviews found that aggression behavior in the school tended to be high. Aggression that occurs includes physical aggression in the form of beatings, crooking, brawls and some are even involved in clitih. Verbal aggression in the form of mutual insults, rude words, mutual ridicule and others besides that there is also bullying and hostility between groups.

To overcome the problem, BK teachers have not found an effective strategy. So far, all BK teachers have done is provide classical guidance and group guidance and individual counseling. Therefore, there is a potential that BK teachers need special strategies in reducing aggressiveness, therefore peace sociodrama is ideal to be developed because peace sociodrama is a strategy in reducing aggression.

B. Data Collection

After that, the preliminary study continued by measuring the level of aggression using aggression instruments. In the period there were 32 statements and the number of students who filled in as many as 60 people. The analysis was carried out descriptively resulting in the following data:

a. Top Rated : 32 x 4 = 128
b. Lowest Value : 32 x 1 = 32
c. *Mean Ideal* (Mi) : $\frac{Nilai\ tertinggi+nilai\ terendah}{2} = \frac{128+32}{2} = 80$
d. Ideal Elementary School (SDi) : $\frac{Nilai\ tertinggi-nilai\ terendah}{6} = \frac{128-32}{6} = 16$

The following are the results of categorizing keriteria based on ideall scores including:

Through this category, researchers conducted data analysis and the results showed that as many as 3 students fell into the high aggression category, 24 students fell into the medium aggression category, 16 students entered the less category and 17 students entered the low aggression category.

Interval	Category
104-128	**Tall**
88 < X < 104	**Keep**
56 < X < 88	**Less**
X < 56	**Low**

Presentase Tingkat Perilaku agresi siswa
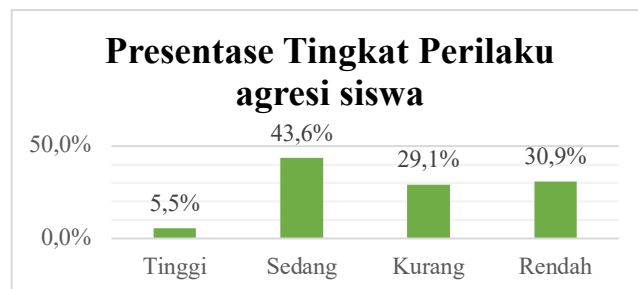
In addition to conducting a thorough analysis, researchers also analyze data on every aspect inside the aggression variable. Such aspects are physical aggression, verbal aggression, angry aggression and aversive aggression. The analysis table is as follows:

Categorization of the level of aggressiveness of each aspect					
Aspects		**Tall**	**Keep**	**Less**	**Low**
Physical aggression	**f**	**3**	**15**	**21**	**21**
	%	5,45%	27,27%	38,18%	38,18%
Verbal aggression	**f**	**3**	**14**	**22**	**18**
	%	5,45%	25,45%	40,00%	32,73%
Anger	**f**	**2**	**9**	**22**	**22**
	%	3,64%	16,36%	40,00%	40,00%
Hostility	**f**	**12**	**16**	**19**	**9**
	%	21,82%	29,09%	34,55%	16,36%

The percentage results of each aspect are described as follows:

a. First the aspect of physical aggressiveness, the highest score was 3 people with a percentage of 5.45%. The medium score was 15 students with 27.27%. There were less than 21 students with a percentage of 38.18% and a low score of 21 students or 38.18%.

b. The second aspect is verbal aggressiveness, in the high category there are 3 students with a percentage of 5.54%, the medium category there are 15 students with a percentage of 27.27%, the less category as many as 22 students with a percentage of 40.00% and the low category as many as 18 students with a percentage of 32.73%.

c. The third aspect is anger, in this aspect the high category has 2 students with a percentage of 3.64%, the medium category has 9 students with a percentage of 16.36%, the less category has 22 people with a percentage of 40.00% and the low category has 22 students with a percentage of 40.00%.

d. The fourth or last aspect is hostility. In this aspect, in the high category there were 12 students with a percentage of 21.82%, the medium category of 16 students with a percentage of 29.09%, the less category of 19 students with a percentage of 24.55% and the low category of 16.36%.

From all the data collected, it can be concluded that there are aggression behaviors that need to be reduced even though the number is very small, but researchers believe this strategy can also be used for students as a preventive measure so that high aggression behavior does not increase.

Furthermore, quantitative data was obtained from literature studies that collected a number of supporting materials in making this peace sociodrama guide. Several supportive studies were also collected to be a reference for making guidance and counseling service strategies using this peace sociodrama. In previous research there was a development of guidance services and peace counseling. Therefore, from the research data, researchers concluded that peace sociodrama can be complementary in the implementation of peace guidance and counseling services.

C. Product Development

1. Product design planning

Product planning begins with product design in the form of, determination of media and design of guidebooks, formulation of goals, formulation of material on peace sociodrama and group guidance, formulation of technical guidelines in the implementation of peace sociodrama in group guidance, designing the final evaluation of the peace sociodrama process in group guidance format, and identification of activities to test the feasibility of peace sociodrama guidebook to reduce aggressiveness.

2. Product design development

The stage after product design is product development. In this stage, researchers develop and design a peace sociodrama guidebook from design to material and evaluation. The design itself is made as attractive as possible so as not to leave the impression of boredom. The material is compiled with sources from several books and journals, while the procedures for implementation and the procedures themselves are made by researchers originally.

D. Product validation

Product validation was carried out to the peace sociodrama guidebook carried out by three experts, namely material experts, media experts and service experts. In this validation process, feasibility tests were carried out on the product and also on the counselor's strategy using peace sociodrama. The results of the eligibility are as follows:

The results of the assessment of media expert tests on the development of peace sociodrama guidebooks to reduce students' aggressiveness behavior were calculated using the percentage calculation formula as follows:

Final Grades   = (Number of scores obtained)/68 x 100
                   = 59/68 x 100
                   = 86.77 %

The results of the assessment of media expert tests on the development of peace sociodrama guidebooks to reduce students' aggressiveness behavior were calculated using the percentage calculation formula as follows:

Final Grades   = (Number of scores obtained)/72 x 100
                   = 72/72 x 100
                   = 100 %

The results of the assessment of media experts' tests on the development of a peace sociodrama guidebook to reduce aggressiveness behavior were calculated using the percentage calculation formula as follows:

Final Grades   = (Number of scores obtained)/68 x 100
                   = 54/68 x 100

= 79.42 %

The assessment category is carried out based on four criteria based on opinions (Suharsimi, 2011) "BS value is very good, if the range is 76-100, B value = Good, if the range is 51-75, C value = Sufficient. if the range is 26-50, the value of K = Less, if the range is less than 26. From this opinion, it can be concluded that the peace sociodrama and its guidelines fall into the category of very feasible both in terms of material, media and services.

Discussion

Research on the sociodrama of peace in reducing aggression is a development research. The product of the development is in the form of a guidebook for peace sociodrama which will later become a medium for the implementation of peace sociodrama. The guidebook covers the entire implementation of the peace sociodrama in a group guidance setting. Starting from the opening, service implementation procedures, sekernario to evaluation and reflection.

From the results of preliminary studies, it is proven that there are ages in students. This aggression must be reduced even if the percentage results are low. Because the outreach studies carried out can be an indication of aggression elsewhere. In addition, cases of violence that even tend to criminal acts clearly occur in students. The perpetrator and victim are both students.

Furthermore, the results of research and tests from media experts, materials and services show positive results that this peace sociodrama is worthy of being used as a technique to reduce aggression in students. Therefore, in future research, direct tests can be carried out to students in the form of testing the effectiveness of peace sociodrama techniques in reducing this aggression.

CONCLUSION

Aggression does begin to cause very unexpected repercussions. Along with the development of the times, teenagers ranging from violence to criminal behavior. This is based on the physical and psychological condition of both the perpetrator and the victim of this aggression behavior. So there needs to be a special strategy in dealing with this behavior so that it does not develop further and can also be prevented properly.

The results also showed that there were different levels of aggression from each aspect, meaning that the services provided to each student must be different based on their aspects. Therefore, researchers developed a short film media in which there are seven films with different themes adapted to the seven components of peace so as to meet the needs of the media in every aspect. This peace sociodrama strategy has been tested by experts with excellent grades, so it is declared worthy of use in reducing aggression in students.

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