Self-Control on Sosiodrama Participants
(Case Study in Early Childhood in PAUD Bunayya, Tanjung Priok)

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Abstract:- This research was conducted to determine self-control in sociodrama participants, starting from the process of developing sociodramas, the process of developing self-control of sociodrama participants, how self-control is formed, as well as supporting and inhibiting factors for the formation of self-control of sociodrama participants. The study was conducted using a qualitative research method type of case study. Data collection techniques used are through observation, interviews and document studies. Data is analyzed by data collection, data reduction and data verification. The results showed that the use of sociodrama methods in learning at PAUD Bunayya could develop the self-control of participants.

Keywords:- Self Control, Sociodrama, Sosiodrama Method.

I. INTRODUCTION

Juvenile delinquency, especially fights between students (brawls), in increasingly alarming conditions. As reported by Okezone News on April 9, 2018, student fights killed one student and injured two others (Johan, 2018). Similar news also colored a number of online media in recent years.

Analyst Widyaningrum, Psychologist and Director of the Personality Development Center Analysis, argues that student brawls are caused by abilities *problem solving* low and the search for identity in their environment. This happens because the child has a factor at home that makes him uncomfortable and does not have a place to show his role. In addition, internal factors in adolescents, their emotional personality has not been stable, attention from the family, the planting of values by the school, and relationships in the social environment, which causes adolescents to enter into negative things such as brawl (Anon, 2018)

Internal factors in adolescents such as the inability to think logically that his actions will pose a risk to himself and the people around him and the inability to restrain momentary pleasure, indicating that the teenager has weak self-control.

Vassollo et al conducted a study of factors that can protect children from involvement in fights in adulthood. The results of the study show that children who have problems with self-externalization tend to be involved in fights as adults. Among children who are at high risk, children who have high self-control tend not to be involved in fights as adults. Self-control is obtained from handling behavioral problems in early childhood (Vassallo, 2016).

A person's self-control ability is relatively stable since he is 8 or 10 years old. This means that self-control ability when a person is 10 years old will be the same when he is 30 or 70 years of age (Gottfredson and Hirschi, 2014). Thus it can be said that the increase in the ability of self-control at the age of 0-8 years or at an early age is very important to do because it will be very related to his life in the future. This is in line with the research of Alex R. Piquero who concluded that the program to improve self-control from an early age was an effective strategy in reducing juvenile delinquency (Alex R. Piquero, 2016).

In humans, especially in childhood, the developmental process occurs very quickly. Children who fail to develop self-control abilities will experience many problems in their lives in the future. Research by Patrick D. Converse *et al.* States that the results of self-control measurements at an early age can predict positive or negative behavior at adulthood, which in turn affects the level of education and the success of his career (Patrick D. Converse, 2013)

Increased self-control also strongly influenced by *peer behavior*. Likewise with parenting parents and the surrounding environment, has a strong influence on children's self-control (Ryan C. Meldrum, 2012). Thus, the program to improve self-control should be carried out jointly in one group of children or in one school institution, accompanied by directing parents to good parenting and appropriate environmental conditioning, both living and school environments.

In learning at school, student self-control is influenced directly by how the educator or teacher does the work, including in terms of how to deliver teaching materials, classroom management, and delivery of learning objectives to students. The ability to resist temptation in order to achieve long-term academic goals can be interpreted as a form of *cognitive self-control*.

Drama or role-playing, gives power to children to make their own meanings of teaching materials delivered. The use of drama in school is one of the learning approaches developed in the first decade of the 20th century (Amy

Palmer, 2016). Sociodrama, one form of drama, is used to encourage students to develop self-confidence and self-expression through exploring human situations and feelings in real life. This is because in playing sociodrama, students are asked to choose a topic in the form of a social problem that is generally known by other students, then role-playing is done by students by improvising and responding to problem-solving on the chosen topic. Sociodrama can also be used to see problems that occur in the classroom and to improve the relationship between teachers and students (Deanna Marie Pecaski McLennan, 2008).

Based on the explanation above, the researchers felt the need to conduct research on the ability of self-control in early childhood, in this case, children who are in the age range of 5-6 years, in an effort to provide a clear picture of the importance of self-control in early childhood. This research was conducted by observing the condition of the self-control ability of the sociodrama participants in Paud Bunayya.

II. DISCUSSION

> *Self Control*
Control is defined as the ability to compile, guide, regulate, and direct the form of behavior that can lead to positive consequences (M. Nur Ghufron & Rini Risnawita S, 2014). Furthermore, Gufron and Risnawita explained the notion of self-control which is an individual skill insensitivity to read the situation of oneself and their environment and the ability to control and manage behavioral factors in accordance with the situation and conditions to present themselves in conducting socialization. The ability to control behavior, the tendency to attract attention, the desire to change behavior so that it is suitable for others, always comfortable with others, closing his feelings (M. Nur Ghufron & Rini Risnawita S, 2014).

According to Angela L. Duckworth et.al., self-control is self-regulation of attention, emotions and behavioral impulses when getting a temptation that comes (Angela L. Duckworth, 2014). Also explained about the conflict between activities giving gifts and strong goals in the lives of school-age children. Such conflict teaches children to exercise self-control.

Kathleen D. Vohs and Roy F. Baumeister define, self-control is the capacity to override natural and automatic tendencies, desires or behaviors, to pursue long-term goals, and follow socially determined norms and rules (Kathleen D. Vohs and Roy F. Baumeister, 2011). Whereas according to Moffit et. al. Self-control is the ability to control one's feelings, thoughts, and impulsive behavior to comply with social and personal standards and to achieve long-term goals (Mo ffi t, 2018).

According to the psychology dictionary (Chaplin, 2002), the definition of self-control or *self-control* is the ability of an individual to direct his own behavior and the ability to suppress or inhibit existing impulses. Goldfried and Merbaum, define self-control as an ability to compile, guide, regulate and direct forms of behavior that can bring individuals towards positive consequences.

When interacting with other people, someone will try to display the behavior that is considered most appropriate for her, namely behavior that can save her interaction from negative consequences caused by the response she does. Self-control is needed to assist individuals in overcoming various adverse things that might occur that come from outside (M. Nur Ghufron & Rini Risnawita S, 2014).

Based on the Averill concept, there are 3 types of self-control abilities. Averill calls self-control as personal control, namely *behavioral control*, *cognitive control*, and satisfaction control (*decisional control*) (M. Nur Ghufron & Rini Risnawita S, 2014)

Baumeister in Converse et al. said self-control in childhood can predict the negative-positive control of their adolescent behavior. Internal direction and self-active focus on the regulation of thoughts, feelings or behavior. Self-control in childhood predicts positive and negative behavior at the time of adulthood, which includes academic achievement, which then affects income, which ultimately affects job satisfaction (Baumeister, 2014).

Fergusson et.al. said there was a close relationship between self-control at an early age and self-control in adulthood which was influenced by children's behavioral problems, socioeconomic status, IQ and gender (Ferguson, 2013). Whereas Baumeister in Arnesen et al. say self-control is the capacity to change one's response, especially to bring them in accordance with standards such as ideals, values, morals and social expectations, to support long-term achievement (Baumeister, 2018).

Metcalfe et.al. in Ein-Gar and Sagiv said self-control is an ability to delay gratification, resist temptation, overcome impulses, put aside short-term goals that hinder long-term goals (Metcalfe, 2014). According to F. Rothbaum et al. in Gordeeva et al. self-control is an ability to change, adapt and personalize a person by building a more optimal fit between self and the environment (F. Rothbaum, 2017).

The theory of Gottfredson & Hirschi explains that the development of self-control occurs mainly in the first decade of one's life. When self-control is stable at the age of 8-10 years, self-control does not experience significant changes afterward. This was supported by the results of the research of Alexander T. Vazsonyi and Gabriela Ksinan Jiskrova (Alexander T. Vazsonyi and Gabriela Ksinan Jiskrova, 2017). So concluded according to the theory, self-control of

10-year-olds does not experience significant development until they are adults.

> *Sociodrama*

Play Drama in Early Childhood according to Fox and Schirrmacher, playing that involves fantasy, imagination, or make believe. Children involved in drama play have achieved representational abilities. They are able to recreate and represent what they know (Jill Englebgight Fox and Robert Schirrmacher, 2012). Based on these opinions, playing drama in children is role-playing that involves fantasy and developing imagination. With the ability to play drama, it shows that children are able to represent activities that they have seen or never seen that are the result of their thoughts or imagination.

According to Mery Mayesky, Drama is an excellent means to develop the creativity and imagination of young people, who have clear ways to deal with reality. They do not need to write lines to memorize or compile behavioral patterns to fantasize in their world. What they need is an attractive environment and freedom to experiment to be themselves (Mery Mayesky, 1990). Drama is an excellent tool for developing early childhood creativity and imagination. Through drama, children learn about the reality around them.

Playing drama for early childhood is a method of learning through play that provides hands-on experience to those who emphasize processes rather than results. According to Isbell and Raines, the drama is a connection between language and movement which is based on real words and events. Through drama, children can communicate and have opportunities to interact (Rebecca T. Isbell & Shirley C. Raines, 2007). Drama provides a connection between language and movement, bridging words spoken with real things. Playing drama shows children's confidence. Isbell and Raines also stated that children have the opportunity to pretend, play roles, make drama scripts and participate to play something that can increase children's confidence and encourage children to collaborate with others. Thus through drama, the child will train his confidence in public.

In contrast to the opinion of Mayesky, Isbell and Raines stated that drama in early childhood may use written scripts or dialogues, but both prioritize children's creativity in imagination. The drama begins with the concept of communication that is meaningful to children and provides many opportunities for social interaction and feedback. Social interaction is very important for children to have a relationship with the outside world and develop self-concept in children. Movements carried out by children make children feel more and more the events they act in real.

Dodge and Colker define children taking play and roles, pretending to be someone else and using real objects or pretending to play their part. Children cannot pretend unless they have experienced something they can repeat. From this definition, it can be interpreted that dramatic play is a children's game where children play a role in becoming someone else. The child will play a role he has seen based on the child's experience. So by playing drama, the child will repeat the events that have been passed by him and try to be someone else to get new experiences.

New experiences are what make children understand the world around them more and more. Children become aware of what tasks can be done by humans around him by repeating what others do. By repeating the incident, the child will also learn to solve problems if faced with an event.

Through drama, children learn to solve problems. Playing drama for early childhood is a spontaneous and free game from the direction of the teacher where children can learn to be responsible, use new words when communicating, and understand the meaning of new words. In playing drama the teacher only guides the child in playing and helps the child in solving problems. In playing drama children pretend to be someone else and use objects but not in their actual function by using fantasy. This definition is for early childhood under 6 years because children cannot yet read drama texts fluently.

Playing drama has different levels at each stage of the child's age. The higher the age of the child, the drama played will be more structured depending on the ability of the child. According to Wahab, for children over 6 years old, playing drama is a more structured role-playing because it requires a script, stage, practice, and audience. Dramatization usually shows history and demonstrates some life problems (Abdul Aziz Wahab, 2012). Based on this, playing drama in children over 6 years of age is more structured than children with age below.

According to Isenberg and Jalongo, the drama is often referred to as role-playing where it uses theater art to increase children's awareness of themselves, others, and their world. In children, drama acts as if the world they are imagining is the real world that represents a feeling that is close to the child both in thought and action for themselves and not just memorizing the script for the audience (Joan Packer Isenberg and Mery Renck Jangolo , 2010). Based on this definition, children over six years old have been able to read texts and understand theater art. However, the text that the child reads is not all must be memorized. Children are expected to improvise with their roles, so children can play a role according to their own minds.

As has been explained, that through playing drama children can learn to think and solve problems. With the reciprocal interactions that occur in the drama, children will help each other in solving problems based on the role they play.

Based on some of these opinions, it can be concluded that playing drama is a pretend to play in playing a role by speaking and physical movement so that the child can feel the role of being someone else based on the character portrayed or imagined and hopefully the child can solve the problem simply in the environment.

According to Nuryanto, drama can be classified based on the concept, including: (1) Drama of Education, (2) Drama of Grief / Tragedy, (3) Drama Ria / Comedy, (4) Drama for Reading, (5) Theaterical Drama, (6) Romantic Drama, (7) Customary Drama, (8) Liturgical Drama, (9) Symbolic Drama, (10) Monologue, (11) Environmental Drama, (12) Intriguing Comedy, (13) Mini Drama Words, (14) Radio Drama , (15) Television Drama, (16) Experimental Drama, (17) Melodrama, (18) Drama Absurd, (19) Improvisional Drama, (20) Historical Drama, and (21) Sociodrama (Tato Nuryanto, 2017).

According to Winkel, sociodrama is a dramatization of various problems that can arise from association with other people, including conflicts that are often experienced in social interaction. According to Wiryaman, the sociodrama method is a teaching method by showing students about problems and how to solve them, social relations problems are dramatized by students under the leadership of the teacher (Tato Nuryanto, 2017).

Whereas in Djamarah's opinion, the sociodrama method is a way of teaching that gives students the opportunity to carry out activities that play a certain role in people's lives. With the sociodrama method, children are given the opportunity to be able to play a certain role that children are expected to be able to solve simple social problems in the community. Basically, the sociodrama method presents role to play for children with the contents of social problems that occur in their environment in a simple way (Syaiful Bahri Djamarah, 2002).

Furthermore, according to Val Ments in Umm Ardiah, Sociodrama is a technique used to explore something problems in a social group where the procedure can provide a core picture of the problems experienced by students (Val Ments, 2018).

According to Moreno in McLennan, Sociodrama is a creative step-by-step tool, the dramatic exploration that uses role play and improvisation to help participants explore, analyze, and solve everyday social problems (Moreno JL, 2012). Children can discuss together in solving social problems that occur in their daily environment. Children play sociodrama in groups so that the individualistic nature

of the child will decrease, and the child understands that humans are social beings who must be able to interact with others. Some students are given roles according to the prepared storyline. While others act as observers. After the game was finished, a discussion was held about characterization, storyline and the accuracy of problem-solving in the story.

Nana Sudjana explained, basically, sociodrama dramatizes behavior and its relationship with social problems. The expected goals with sociodrama include: (a) So that students can appreciate and appreciate the feelings of others. (b) In order to learn how to share responsibilities. (c) To be able to learn how to make decisions in group situations spontaneously. (d) Stimulating students to think and solve problems (Nana Sudjana, 1989).

Thus, through the sociodrama method students can appreciate the role played, be able to put themselves in other people's situations, understand the difference between themselves and others, and learn how to solve problems.

III. METHODS RESEARCH

The method used in this study is qualitative research with the approach of Miles and Huberman. According to Sugiono the qualitative method is a research method used to examine the condition of natural objects, where the researcher is a key instrument, the technique of data collection is triangulated, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2009).

The researcher focused on efforts to find knowledge, experience, feelings, responses about a habit that had been done by the child, what was used in habituation, and the impact of habituation to the child. The case study in this study specifically illustrates what happened to self-control of participants in sociodrama in Paud Bunayya, Tanjung Priok Subdistrict.

IV. RESULTS RESEARCH

Before the development of self-control activities through socio-dramas of Bunaya PAUD children had poor self-control, it was evident that in accepting learning in class they did not have good attention, their emotions were also not good, this was seen when given know by the teacher looks reactive, when disturbed by his friend immediately hits his friend, and when told by the teacher always answers what the teacher said. Children do not have the ability to control feelings, thoughts, and impulsive behavior well.

As for the sociodrama learning that was implemented by the teacher when the first practice of sociodrama they got was the interest of Bunaya ECD children in playing their roles according to what already existed in sociodrama. After

children feel interested in doing sociodrama then they begin to adopt the values that are in practice such as controlling their minds to think badly to friends, controlling feelings by not being angry when friends make mistakes, giving forgiveness to friends who are guilty and fulfilling the rules that are implemented by the school. This is commensurate with the results of the research presented by According to Isenberg and Jalongo, role-playing where using theater art to increase children's awareness of themselves, others, and their world (Joan Packer Isenberg and Mery Renck Jangolo, 2010).

The process during the implementation of the sociodrama played in PAUD Bunaya was varied according to adjusting between the themes and values to be conveyed, the children took turns playing their roles as good actors and as bad actors so that they could experience being good children and children who bad. The steps taken by the teacher are to tell the theme to be played, tell the characters portrayed, divide roles according to children's choices, tell the rules in playing the drama, give children directions to play drama and finally give evaluations the drama that was carried out. In the sociodramatic activities of children it can be seen exploring the potential that exists within him so that the potential for good behavior and behavior can be seen, this is consistent with research conducted by According to Moreno in McLennan, which states that sociodrama is a dramatic exploration that uses role play and improvisation to help participants explore, analyze, and solve everyday social problems (Moreno JL, 2012)

As for the things that support this sociodrama activity, children have very enthusiastic attitudes, children can cooperate well with friends and teachers and are supported by adequate facilities such as media for drama, costumes, and spacious rooms. The things that hinder are if the child is not explained repeatedly by the child is not optimal in playing his role.

V.   CONCLUSION

From the results of research conducted through case studies of self-control in sociodrama activities it can be concluded that *first* before sociodrama are carried out the child has poor self-control, *second,* after sociodramas control, the child becomes better this is reflected in mind control, feelings and behavior in response to their environment. *third, the* process of sociodrama activities carried out by the teacher to the child is through four steps, namely giving the rules of the game, dividing according to roles, carrying out sociodrama then evaluating. fourth, as for the things that support the child's activities are the children's internal attitudes that are good and inhibiting are the teacher must always explain repeatedly so that the drama cannot flow by itself.

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