

EFFECTIVENESS OF GROUP GUIDANCE SERVICES USING SOCIODRAMA TECHNIQUES TO REDUCE ACTS OF DISCRIMINATION IN HIGH SCHOOL STUDENTS

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Abstract

This study aims to determine the effectiveness of group guidance services with sociodrama techniques to reduce acts of discrimination in Al-Washliyah 22 Medan high school students. The research approach is Quantitative, with the type of research using Quasi Experimental Design with treatment in the form of sociodrama conducted six times a meeting. The population of the study was the X-grade students of SMA Al-Washliyah 22 Medan totaling 2 study groups consisting of X MIA majors, Class A 32 Students and Class B 32 Students. Sampling was done by purposive sampling technique consisting of Class A 8 students and Class B 7 students. Techniques used in data collection using Experiments are conducted under controlled conditions and often involve a control group. The data analysis method used is paired sample t-test to test the hypothesis of the average of two samples and to find out if there is a difference before and after the treatment is carried out. In the paired sample t-test test, if the sig. two-tailed value is $0.05 > \text{sig. 2-tailed value}$ means there is a difference, and if the sig. two-tailed value > 0.05 means there is no difference. 2-tailed value of $0.000 < 0.05$ in the experimental class, and $0.031 > 0.05$ in the control class, which means that there is a difference in the average decrease in student discrimination in the experimental class. It can be concluded that group guidance services with sociodrama techniques are effective in reducing discrimination in high school students.

Keywords

Discrimination, group guidance, SMA Al-Washliyah 22 Medan, Socio-drama techniques



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INTRODUCTION

SMA Al-Washliyah 22 Medan is one of the senior high schools located in Medan City, Indonesia. The school has a diverse student population from various cultural, religious, and ethnic backgrounds. However, in this diversity, there are academic anxiety and discrimination problems experienced by the students of grade X. First of all, academic concerns are one of the main concerns faced by grade X students at SMA Al-Washliyah 22 Medan. The high level of competition in today's educational environment encourages students to achieve high academic performance. However, some grade X students experience difficulties in dealing with the increasing academic demands. Some of the factors contributing to this academic anxiety include a crowded curriculum, pressure to achieve high scores in national exams, and lack of adequate supporting resources. In addition, discrimination is also a serious problem experienced by grade X students at SMA Al-Washliyah 22 Medan. Mistakes in treating students based on ethnic or cultural differences can create a learning environment that is not inclusive and trigger tensions between students (Surahman et al., 2022). Some examples of discrimination that occur in this school are the exclusion of students based on religious identity, demeaning stereotypes against students from certain ethnic groups, and unfair treatment of students with special needs.

In this context, academic anxiety and discrimination issues are matters that need serious attention from the school and all relevant stakeholders (Muttaqin et al., 2022). Collaborative efforts are needed to create an inclusive, equitable, and equal-opportunity educational environment for all grade X students at SMA Al-Washliyah 22 Medan. Through a deeper understanding of these issues, it is hoped that appropriate measures can be taken to address academic anxiety and minimize discrimination in this school so that students can better achieve their academic potential and feel safe, valued, and recognized in their learning environment.

Discrimination is motivated by several complex factors. First, social and cultural factors can contribute to the creation of stereotypes and prejudices against certain groups. This can lead to unfair treatment and discrimination against students from different ethnic, religious, or social backgrounds. Secondly, a lack of understanding and awareness of the importance of inclusion and respect for diversity can exacerbate the situation. Thirdly, high academic pressure and intense competition can lead to discriminatory treatment of students who are considered "weak" in academic performance.

The impact of this problem is very detrimental for class X students at SMA Al-Washliyah 22 Medan. Emotionally, students who experience discrimination will feel marginalized and unappreciated and lose motivation to learn. Socially, they may experience isolation and difficulty in forming healthy relationships with classmates. Academically, the impact is a decline in learning achievement and low participation in school activities. If not taken seriously, these issues can have a long-term impact on students' personal development and future.

Seeing this situation, the researcher has the intention to conduct further research by using the variable of Guidance and Counseling Services (BK) as an effort to overcome this problem. The sociodrama technique was chosen because it can provide space for students to express their feelings and experiences in a structured context. By using this technique, it is expected that students can develop empathy, understanding, and sensitivity to diversity, thus creating an inclusive learning environment and minimizing discrimination at SMA Al-Washliyah 22 Medan. The researcher needs to explain with a strong reason regarding the importance of using the sociodrama technique in Guidance and Counseling (BK) services to reduce the discrimination actions of class X students at SMA Al-Washliyah 22 Medan. First, the sociodrama technique provides an opportunity for students to be actively involved in simulating different social roles.

In this context, students can play a character who experiences discrimination and another character who plays the role of the discriminator. Through this role play, students can better understand the perspectives and experiences of others, increase empathy, and promote respect for diversity. Secondly, the sociodrama technique allows students to dialogue and interact directly with relevant issues. In the context of discrimination, students can openly share their experiences, concerns, and views. This allows for a safe and inclusive space where students can support each other and work together to overcome acts of discrimination. Third, the sociodrama technique incorporates elements of creativity and self-expression. Students can express their feelings and thoughts through various art forms, such as role play, drama, or theater. This not only allows students to explore and express their emotions positively but also helps to strengthen their understanding of the negative impact of discrimination. Fourth, the use of sociodrama techniques in counseling services created a space for discussion and shared reflection. Students can share their thoughts on inclusive values, equality, and respect for diversity. Through this discussion, they can build collective awareness about the importance of respecting the rights of every individual and promoting a learning environment that is free from discrimination.

By using the sociodrama technique in counseling services, the researcher was able to effectively deal with the discriminatory actions of class X students at SMA Al-Washliyah 22 Medan. This technique not only facilitates understanding and empathy but also strengthens communication, collaboration, and acceptance of diversity, helping to create an inclusive and equitable school environment for all students.

According to Banton as cited in (Ramadha, 2022), discrimination, which is defined as the different treatment of people who belong to certain categories, creates what is called social distance. While Ransford (Ramadha, 2022) distinguishes between individual discrimination and institutional discrimination. Individual discrimination is the act of a prejudiced actor. Meanwhile, institutional discrimination is an act of discrimination that has nothing to do with individual prejudice but is the result of certain policies or practices of various institutions in society.

According to Theodorson & Theodorson (Fulthoni et al., 2009), discrimination is the unequal treatment of individuals or groups based on something, usually categorical or distinctive attributes such as race, nationality, religion, or membership of social classes. The term is usually used to describe an action on the part of a dominant majority about a weak minority (Abshar Wijaya et al., 2016). So it can be said that their behavior is immoral and undemocratic (Firdaus et al., 2018). Discrimination is common in this society because people often discriminate against each other. And one is treated, however, unfairly due to race, class, gender, ethnicity, creed, economic status, physical form, or anything related to discrimination. Education is essentially a non-discriminatory, dynamic, and intensive personal maturing process that takes place adaptively and without end (Bagus Hanafi, 2014).

Discrimination is a form of attitude and behavior that violates human rights. Discrimination can also be defined as treating individuals differently based on race, religion, or gender. Any harassment, restriction, or exclusion of race, religion, or gender is discriminatory (Unsriana, 2014). Cases of discrimination in education in Indonesia are often heard. Discrimination that occurs in the educational environment consists of various forms. Many factors influence discrimination in the educational environment, but in general, discrimination occurs because of negative prejudices and stereotypes against certain things. The impact of discrimination in the educational environment can cause victims to lose confidence, feel isolated by people around them, lose motivation to go to school and feel hopeless. Discriminatory behavior aims to corner or differentiate others, which is shown through various forms of alienating behavior such as (instigating, avoiding, denouncing, and other

mappings), being disrespectful, and insisting on having other people's objects that do not belong to them. Discriminatory behavior is a destructive action that has a negative impact (psychological and social) (Nurpida, 2018). In general, discrimination between students that occurs in schools is a matter of friendship. There is no single trait or pattern of behavior that will guarantee social acceptance, especially in terms of friendship during adolescence. Acceptance depends on a set of traits and patterns of behavior, namely acceptance syndromes that adolescents like and can add prestige or large groups as well. There are no traits or patterns of behavior that keep adolescents away from peers. However, there are groupings of traits or alienation syndromes that make others dislike or reject them (Lubis, 2010).

Some common elements of acceptance syndrome and alienation syndrome in adolescence that cause adolescents to be accepted or rejected in friendship circles include acceptance syndrome, consisting of 1) A favorable first impression as a result of an attractive appearance and a calm and happy demeanor; 2) A reputation for being supportive and pleasant; 3) Self-appearance that matches the appearance of peers; 4) Social behavior characterized by cooperation, responsibility, resourcefulness, enjoyment of the company of others, tactfulness, and courtesy; 5) Maturity, especially in terms of emotional control and willingness to follow the rules; 6) Personality traits that give rise to good social adjustments such as honesty, loyalty, selflessness, and extroversion; 7) Socio-economic status that is equal to or slightly above other members of the group and good relationships with family members; 8) Living close to the group makes it easier to connect and participate in various group activities.

The alienation syndrome that causes adolescents to be rejected in the friendship circle is 1) First impressions are not good because they are less attractive or distanced and selfish; 2) Known as someone who is not supportive; 3) Appearance that does not meet group standards in terms of physical attractiveness or neatness; 4) Social behavior characterized by self-assertiveness, disrupting and bullying others, bossiness, lack of cooperation, and tact; 5) Lack of maturity, especially in emotional control, composure, confidence, and wisdom; 6) Disruptive personality traits such as irritability, stubbornness, restlessness, and self-centeredness; 7) Below socio-economic status of the group and poor relationships with family members; 8) Remote residence from the group or inability to participate in group activities due to family responsibilities or part-time work. Based on this factor, friend selection or grouping of friends usually occurs, which causes some children to feel discriminated against by their peers. If it does not meet these acceptance factors, it is difficult for a

student to enter the friendship group and tends not to have friends.

This discriminatory attitude arises or occurs when someone does not have an attitude of tolerance or respect for differences and empathy. According to Leaper & Friedman, parents are the main target to help children reduce discrimination. They often have the most influence due to their importance in children's lives. Recommended parenting strategies include encouraging children to develop empathy for others and closely monitoring teenagers' activities. One of the acts of discrimination that researchers have previously found in the field is that some students stay away from one of the children and seem to give different treatment to the child. The action occurred allegedly because the child had a difficult economic background. This caused the child to become a loner and closed off (Nurpida, 2018).

Guidance is the process of providing assistance carried out by an expert to someone or several individuals, whether children, adolescents, or adults so that the person being guided can develop his own independent abilities by utilizing individual strengths and existing facilities and can be developed based on applicable norms (Lilliek Suryani, 2017). Guidance is a process of justifying continuous and systematic assistance from the mentor to the guide to achieving independence in self-understanding, self-acceptance, self-control, and self-realization in achieving an optimal level of development and adjustment to the environment. Counseling is an effort to help yourself, to be used by him in improving his behavior in the future (Adhiputra, 2013).

So in a broad view, guidance is a process of assisting individuals carried out on an ongoing basis so that the individual can understand himself so that he can direct himself and be able to act reasonably, by the demands and conditions of the school environment, family and society, and life in general. Thus he can taste the happiness of his life and can make a meaningful contribution to the life of society in general. Guidance helps individuals achieve optimal self-development as social beings.

While counseling is one of the techniques in guidance, it is the core technique or key technique. This is because counseling can provide fundamental changes, namely, changing attitudes. Attitudes underlie actions, thoughts, views, feelings, and others. Counseling is also one of the elements that can function to support educational goals. This is by Permendikbud number 111 of 2014 concerning Guidance and Counseling in elementary and junior high schools, which states that "Guidance and Counseling services in the implementation of the 2013 curriculum carried out by counselors according to the main task to help achieve national education goals, and especially

students/clients achieve optimal self-development, independent, successful, prosperous and happy life (Supriyanto et al., 2020).

Guidance and counseling is an assistance service carried out by a counselor to clients or students so that clients can understand themselves, make decisions, understand their potential, know how to develop their potential, and always be responsible for every decision they make. (Evi, 2020). In guidance and counseling, there are various kinds of services to help clients solve problems, one of which is group guidance services. Group guidance services are services that help students with personal development, social relationship skills, learning activities, careers/positions, decision-making, and carrying out certain activities through group dynamics (Harahap, 2021). Group guidance is a way of providing assistance or guidance to individuals or students through group activities. In group guidance services, activities and group dynamics must be realized to discuss various matters that are useful for the development or solving of individual problems that become service participants (Sartika & Yandri, 2019).

Group guidance services are intended to enable learners to jointly obtain various materials from sources, especially from counselors, which are useful for daily life as individuals, students, and as members of society. Group guidance services utilize group dynamics to achieve the goals of guidance services. For the group dynamics that take place in the group to effectively benefit the guidance of group members, the number of members of a group should not be too large, with a maximum of about ten people to 15 people (Giyono, 2015).

In group guidance services, several techniques can be used to help with the problems experienced by students, one of which is the sociodrama technique. The Sociodrama technique is an appropriate technique used to help improve students' emotion regulation abilities in interactions with peers. Sociodrama is one of the techniques in group guidance, namely role-playing techniques by dramatizing forms of behavior in social relationships. In addition, students are also directed to develop empathy in themselves, where students will understand the thoughts, feelings, and intentions of others and social understanding, namely knowing how the social world works (Goleman, 2007).

Sociodrama is a method based on acting or role-playing. As the name implies, in its implementation, students act by the roles and stories prepared. Students who play a role get a wide opportunity to argue and speak after playing the role performed (Al-Halik & Rakasiwi, 2020). Students' opinions vary, both positive and negative. Through group dynamics guided by the group

leader (counseling teacher), negative opinions are synchronized and re-established so that students have an objective, precise understanding and positive attitude towards their self and social environment. Through group guidance with socio-drama techniques, students are expected to be able to explore their feelings, develop skills and attitudes in solving problems, and gain insight into attitudes, values, and perceptions.

Previous Research (Virly et al., 2023), Explaining the literature study, it is proved that the process of group counseling services using the sociodrama method shows that there is good effective in increasing and fostering students' empathy. Research (Siregar, 2015) Explaining the initial condition of interpersonal skills of students in class VIIA SMP Negeri 5 Depok Sleman Yogyakarta is moderate. This condition is proven by the pre-test results with an average score of 64.75 interpersonal skills and categorized as moderate interpersonal skills. Cycle 1 was given the sociodrama method, which included three actions, namely dramatizing and listening to the drama about Model Student, Tobatnya Preman Sekolah, and Sahabat Sejati played by the students themselves, so that the interpersonal skills of students in class VIIA SMP Negeri 5 Depok Sleman Yogyakarta became improved. The increase in interpersonal skills is evidenced by the post-test results of the average interpersonal skills score of 77.84, and categorized as high interpersonal skills. The increase in the average interpersonal ability score from pre-test to post-test is 13.09 points, and Observation at the time of providing actions to improve students' interpersonal abilities showed high enthusiasm in the sociodrama method from actions I, II, and III, the results of interviews with counseling teachers, students already have very high interpersonal abilities.

Research (Nurharmanik, 2022) Explaining the solution to overcome these problems using the sociodrama method. This research was conducted using a classroom action research design whose implementation procedures followed the basic principles of general action research. The procedure is a cyclical or recycling process, which starts from the planning stage, the action implementation stage, the observation/evaluation stage, and the reflection stage. The implementation of this research was carried out in two cycles. The results showed an increase from the first cycle to the second cycle. Based on the data from the research results in the first cycle and the second cycle, all indicators have increased success as expected. The observation results of cycle I, on average, reached 62% while cycle II reached 75%. This means that from Cycle I to Cycle II an increase of 13%.

Research (Muzaki, 2019) Explaining based on this data shows that there is an average increase of -5.267. The correlation value obtained from the paired samples test (T-test) is 0.915 with

a significant 0.000. The T-count value is -3.088, with a big value. (2-tailed) of 0.008. The t-count value $(-3.008) \geq t\text{-table} (2.145)$ and sig value. (2-tailed) of $0.008 \leq 0.05$. The data means that H_a in this study is accepted and H_o is rejected, so there is a difference in the average behavior of manners before and after the treatment (sociodrama method). Thus, the sociodrama method affects the manners and behavior of MAN 3 Bantul students.

Research (Wahyuni, 2022) Explains the need for renewal in improving the competence and creativity of school counselors in managing counseling guidance activities. In addition, the high level of discord between students and parents is an important thing to study to improve the attitudes and behavior of students through group guidance activities at school. This study aims to improve students' effective communication skills with their parents. Furthermore, the positive attitudes and behaviors of students resulting from this research are expected to provide a conducive and pleasant atmosphere for students to optimize their potential. The research method used is the classroom action research method on class IX students consisting of 2 cycles. The instruments used in this study are observation sheets regarding students' communication skills, observation sheets of action procedures, observation sheets of student activeness, and questionnaires about student satisfaction in participating in each activity. The results showed that the use of the sociodrama method could improve students' effective communication skills with their parents. The students also stated that they were happy with the group guidance activities using the sociodrama method because it was more fun than ordinary learning.

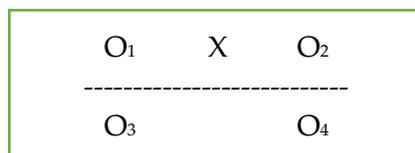
By providing group guidance services using sociodrama techniques, it is expected to be able to reduce discrimination in students at school. In addition, by using sociodrama techniques, students can understand other people's feelings and can be tolerant and tolerant. With sociodrama, they can appreciate the role they play and be able to put themselves in other people's situations. Students can also learn the character of others, how to get along with others, and how to approach and relate to others. Therefore, the researcher feels that group guidance services using sociodrama techniques can be done to reduce acts of discrimination in class X students of MAS Al-Washliyah Medan.

METHOD

The research was conducted on grade X students of MAS Al-Washliyah Medan using a quantitative approach with a Quasi Experiment design. Experimental research is a systematic method to build relationships that contain causal phenomena. In experimental research, researchers

divide the object or subject under study into two groups, namely, the experimental group that gets treatment and the control group that does not get treatment (Salim & Haidir, 2019). The following is a description of the quasi-experimental research design:

Figure 1. Nonequivalent Control Group Desain



Explanation:

O₁ = Post-test Experiment Class

O₃ = Pre-test Control Class

X = Giving Treatment

O₂ = Post-test Experiment Class

O₄ = Post-test Control Class

The study population was X grade students of SMA majoring in MIA Al-Washliyah 22 Medan totaling 63 consisting of X majoring in MIA Class A 32 Students and Class B 31 Students. Sampling was carried out using the Purposive Sampling technique involving two classes/groups, namely the experimental group, which had a high level of discrimination treatment given treatment in the form of group guidance services using sociodrama techniques totaling eight students. At the same time, the control group of 7 students was not given any treatment.

Primary data sources in this study are data obtained directly from research subjects, namely class X students at SMA Al-Washliyah 22 Medan. Primary data were obtained through questionnaires and group discussions conducted under controlled conditions, namely by providing treatment in the form of sociodrama for six meetings. The primary data was then processed and analysed to answer the research questions. Secondary data sources in this study may consist of literature and related research that has been done before, which can help develop hypotheses and research objectives.

The data analysis method used is paired sample t-test. Paired sample t-test is used to compare the average of two samples taken from the same subject. In this case, the average score before and after the treatment is carried out. This analysis technique can help determine whether there is a significant difference between the conditions before and after the treatment is carried out and whether the treatment is effective in reducing acts of discrimination in students of SMA Al-

Washliyah 22 Medan. The hypothesis of this research is as follows:

Pair 1 Hypothesis 1:

- a. H₀ (Null Hypothesis): There is no difference (decrease) in the treatment of discrimination measures in students between the pre-test and post-test of the experimental class.
- b. H₁ (Alternative Hypothesis): There is a difference (decrease) in the treatment of discrimination in students between the pre-test and post-test of the experimental class.

Pair 2 Hypothesis:

- a. H₀ (Null Hypothesis): There is no difference in the average treatment of discrimination in control class students between the pre-test and post-test due to no treatment given to the control class.
- b. (H₁ (Alternative Hypothesis): There is a difference in the average treatment of discrimination in control class students between the pre-test and post-test due to the absence of treatment in the control class.

In both hypotheses, Sig. (2-tailed) is used to test the significance of the difference between the pre-test and post-test. If the Sig. (2-tailed) value is smaller than the set significance level (usually 0.05), then the null hypothesis is rejected, and the alternative hypothesis is accepted. If the Sig. (2-tailed) value is greater than the set significance level, then the null hypothesis is accepted, and the alternative hypothesis is rejected.

FINDINGS AND DISCUSSION

Findings

Before the treatment was given in the form of group guidance services using sociodrama techniques, researchers distributed questionnaires on discrimination in the experimental class and control class, each total 31 students, from the pre-test results in both classes obtained an average score of 92.87 in the experimental class, and an average score of 91.57 in the control class. Then from the pre-test results, the experimental class found eight children with high categories of discrimination, and the control class found seven children with high categories of discrimination as well. After getting treatment in the form of group guidance services with sociodrama techniques for six meetings in the experimental class, there was a decrease with an average score of 73.5, and the control class obtained an average score of 90.71, which means that there was no decrease due to the absence of treatment in the control class. The following is presented in Table 1.

Table 1. Average Score of Pre-test and Post-test Results

Experiment Class		Control Class	
Pre-test	92,87	Pre-test	91,57
Post-test	73,5	Post-test	90,71

The following pre-test and post-test results of the experimental class (8 people) discrimination action treatment will be presented in Table 2.

Table 2. Experimental Group Pre-test and Post-test Results

Pre-test		Post-test	
Student code	score	Student code	score
LA	91	LA	70
NIH	92	NIH	70
NA	97	NA	69
NFA	91	NFA	82
SS	98	SS	74
SSI	91	SSI	82
SF	91	SF	71
TH	92	TH	70
AVERAGE	92,87	AVERAGE	73,5

The followings are the results of the pre-test and post-test of the treatment of discrimination in the control class (a class that was not given treatment), total seven people, which will be presented in the table.3

Table 3. Control Group Pre-test and Post-test Results

Pre-test		Post-test	
Student code	score	Student code	score
ZK	95	ZK	92
AA	89	AA	88
DSR	94	DSR	93
AN	95	AN	93
FR	90	FR	90
RRF	92	RRF	90
FA	89	FA	89
AVERAGE	91,57	AVERAGE	90,71

Then, before testing the hypothesis in this study, the data must be analyzed using the normality test and homogeneity test first.

Normality

The following are the results of the normality test for the experimental group and control group using spss.25, which will be presented in Table 4

Table 4. Normality Test Results

Value.Sig		Value.Sig	
Pre-test Experiment	0,200	Pre-test Control	0,200
Post-test Experiment	0,200	Post-test Control	0,139

Based on the normality test using the Kolmogorov-Smirnov test, the pre-test of the experimental group obtained a Sig. Value of 0.200. In the post-test, the experimental group obtained a Sig. Value of 0.200. Because the Sig value > 0.05 , it means that the data obtained from the pre-test and post-test results in the experimental group are normally distributed. While the results of the control group normality test on the pre-test obtained a Sig. value of 0.200, and on the control group post-test obtained a Sig. value of 0.139, it means that the data obtained from the pre-test and post-test results of the control group are also normally distributed.

Figure 2. Homogeneity

Test of Homogeneity of Variance					
		Levene			
		Statistic	df1	df2	Sig.
Student	Based on Mean	1.562	1	60	.216
Discrimination	Based on Median	1.563	1	60	.216
	Based on Median and with adjusted df	1.563	1	58.560	.216
	Based on trimmed mean	1.580	1	60	.214

Based on the results of the homogeneity test that the researchers have conducted on the post-test of the experimental class and the post-test of the control class, the Sig. value based on the mean is 0.216, data can be said to be homogeneous when the Sig. value is greater than 0.05. It can be concluded that $0.216 > 0.05$, means that the variance of the experimental class post-test data and the control class post-test data is the same or homogeneous.

Hypothesis Test

After conducting the normality test and homogeneity test, the researchers then conducted a hypothesis test using the paired t-test. The following hypothesis test results using the paired t-test test will be presented in the table.5

Table 5. Paired T-test Results

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	7.516	8.816	1.583	4.282	10.750	4.747	30	.000
Pair 2	Pre-Test Control - Post-Test Control	.323	.791	.142	.032	.613	2.270	30	.031

Based on the results of the paired t-test test, pair 1 output (experimental pre-test and post-test) was obtained with a Sig. (2-tailed) value of 0.000 < 0.05, it can be concluded that there is a decrease in the treatment of discrimination in students for the experimental class pre-test with the experimental class post-test. Next, based on the output of pair 2, the Sig. (2-tailed) value is 0.031 > 0.05. It can be concluded that there is no difference in the average treatment of discrimination in control class students after the pre-test and post-test because there is no treatment given to the control class.

So based on the results of the paired t-test test that has been described above, it can be concluded that H_0 is rejected and H_a is accepted, meaning that group guidance services using sociodrama techniques are effective for reducing/reducing acts of discrimination in students.

Discussion

The results of this study can also support the results of research conducted by Nurpida (2018), which states that the application of group guidance services can reduce the socializing discrimination behavior of class XI students. The next research that is in line with or relevant to the research that researchers have done is research conducted by Erbati (2020) with the title Application of Group Guidance Services Through the Rational Emotive Therapy (RET) Approach to Overcoming Social Discrimination Problems of Class VIII Students of SMP An Nadwa Islamic Center Binjai.

The treatment of discrimination against these students can have adverse effects on students who get this treatment. The impact of discrimination in the educational environment can cause victims to lose self-confidence, not want to socialize, feel isolated by those around them, and lose motivation for school to feel hopeless. Discriminatory treatment of students can have significant

adverse impacts. In the context of an educational environment, discrimination can occur based on race, religion, gender, sexual orientation, disability, economic background, or other factors. The impacts of discrimination on students include the following:

1. Loss of self-confidence: When students experience discrimination, they often feel demeaned and doubt their abilities and self-worth. They may develop a negative view of themselves, lose confidence in their academic abilities, and feel inferior.
2. Social isolation: Students who are discriminated against often feel isolated by their classmates or community. They may be ignored, shunned, or excluded from healthy and beneficial social interactions. This can make them feel lonely and frustrated, and difficult to form positive relationships with others.
3. Decreased motivation to learn: Discrimination can reduce students' motivation to learn. When students feel that their efforts are not appreciated, or they are treated unfairly, they tend to lose interest in the learning process. They may feel worthless and doubt the value of education itself.
4. Discouragement: Prolonged discriminatory treatment can trigger feelings of hopelessness in students. They may feel that they cannot change their situation or feel that they have no control over their lives. This can lead to depression, anxiety and potentially increase the risk of mental health disorders.

In addition to these impacts, discrimination can also affect students' academic performance, hinder their personal development and reduce their chances of success in educational settings. Therefore, it is crucial to create an educational environment that is inclusive, fair, and respectful of all students, regardless of their background or identity.

The results of this study support the findings of (Kasiyati et al., 2020) entitled "Education Support for Independence of Students with Special Needs," which explains that the independence of students with special needs increased after the teacher implemented a daily living program. In addition, although each student with special needs has a different way of increasing their independence, there are aspects of independence that are the same in each student that can be improved so that they are useful in their future lives.

CONCLUSION

Research shows that discrimination can have adverse effects on students, including loss of self-confidence, social isolation, loss of motivation to learn, and feelings of hopelessness. Therefore,

it is important to address these issues and create an inclusive and equitable educational environment. Group guidance services provide a safe and structured platform to understand and address discrimination. The sociodrama technique actively engages students in simulated situations that depict social differences and conflicts that may occur. Through role-playing and dialogue, students can understand the perspectives of others, learn to empathize, and develop effective communication skills. Through active participation in sociodrama, students can feel the emotional impact of discrimination and understand the negative consequences that arise from it. They can also practice healthy conflict resolution strategies and learn to build inclusive relationships. This process allows students to reflect on and internalize the values of justice, equality, and respect for diversity. In addition, group guidance services with sociodrama techniques also provide opportunities to build solidarity and mutual support among students. In a structured group, students can get social support and feel not alone in their struggle against discrimination. They can share experiences, discuss possible solutions, and support each other in positive change. In conclusion, group guidance services with sociodrama techniques are effective in reducing discrimination among students of SMA Al-Washliyah 22 Medan. By actively engaging students, understanding others' perspectives, and practicing healthy conflict resolution strategies, students can develop inclusive attitudes, reduce prejudice, and promote diversity in their school environment. Educational institutions need to pay attention to and implement this approach to create a safe, fair, and inclusive environment for all students.

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