



ANALYSIS OF SOCIODRAMA METHOD ON EMPATHY BEHAVIOR OF 5-6 YEARS OLD CHILDREN IN TK DHARMA WANITA BAKONGAN TIMUR, SOUTH ACEH REGENCY

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ABSTRACT

Empathy is one aspect that must be optimally instilled in children from an early age. Empathy is the ability of an individual or person to understand and feel the feelings of others and react appropriately to other people's feelings. The formulation in this research is how to implement the sociodrama method on the ability to behave empathetically in group B children of the Dharma Wanita TK Bakongan Timur. What are the obstacles to the sociodrama method on the ability to behave empathetically in group B children of Dharma Wanita TK Bakongan Timur. The research method used in this research is descriptive qualitative. The subjects of this research were 2 class teachers. Data collection techniques using interviews. The results of the research explain that in general the children's empathy abilities at the Dharma Wanita Bakotim Kindergarten are going well, so this can be seen in learning using the sociodrama method given by the teacher. Teachers use various media that are appropriate to the child's developmental stages. Children who have difficulty developing empathy will be given special attention by teachers. Special attention to children who experience difficulties in developing their empathy, namely by taking a special approach and providing solutions to the obstacles faced by the child. One of the factors that influence the development of children's empathy is the social interaction factor between one child and another when learning science in class. Apart from that, it is also influenced by the role of parents by providing support in shaping the child's character at home.

Keywords: *sociodrama, Empathy Behavior.*

INTRODUCTION

Early Childhood Education is a critical phase encompassing the age range of 0-6 years that educators cannot afford to overlook. Young children require adequate nurturing, care, services, and affection. This early period is often referred to as the "golden age," during which every developmental stage is deemed crucial. The significance lies in the fact that developmental delays during this phase cannot be rectified, potentially hindering the child's cognitive, affective, and psychomotor abilities to evolve into a well-rounded individual (Riadi & Yulsyofriend, 2021).

The early childhood stage involves rapid individual development, each child exhibiting unique potential. This developmental phase is considered the "golden age" in human development. It is during this period that children undergo rapid processes of growth, and their potential can be nurtured through educational stimuli to shape higher-quality individuals. Wahyono (Dadan et al., 2017) emphasizes that the age range of 0-8 years is a sensitive period where appropriate stimulation ensures optimal brain and mental growth, serving as a foundation for subsequent developmental tasks. One crucial aspect to be cultivated from early childhood is empathy.

Research conducted by Rosyfanida Juli Utami (2014), Putri Meidina (2018), Dadan Nugraha, et al. (2017) on children's empathy skills emphasizes the importance of instilling empathy from an early age. This not only adds value to a child's survival in society but also contributes to positive social interactions in the future.

Sociodrama is a role-playing technique designed to address social issues arising in human relationships. Counselors can employ this technique to train life skills, including emotion management. One application involves guiding students through sociodrama enactments of social situations.

Based on observations at TK Dharmawanita in Bakongan Timur in January 2023, it was noted that children exhibited a lack of empathy during learning and play activities. Instances included difficulties understanding a peer's emotions, failure to appreciate others, unwillingness to share, and a lack of desire to help others. Consequently, the researcher aims to analyze the efficacy of the Sociodrama method in improving children's empathy behavior.

The insensitivity of some children towards their peers is evident in their lack of inclination to help. Instances were observed where boys laughed at a classmate who fell while playing. One even uttered an Acehese expression, "Ha ha haa.. ka reubah!" (Ha ha haa... Already fell!). These behaviors indicate

a deficiency in the children's ability to comprehend others' feelings, highlighting the need for intervention to encourage empathetic responses.

METHODS

In this study, the research design employed is descriptive qualitative research aimed at systematically, factually, and accurately documenting facts and the population of a specific area (Suryabrata, 2012:75). The objective of descriptive research is to provide a systematic, factual, and accurate summary of the facts and characteristics of a specific population. This study focuses on investigating the influence of sociodrama on the empathy behavior of children in group B at TK Dharmawanita Bakongan Timur. Data for this research is collected using the following data collection techniques: Interview, Observation, and Documentation.

The data analysis method employed is analytical descriptive, which involves describing data collected in the form of words, images, and non-numerical figures. Data from scripts, interviews, field notes, documents, etc., are then described to provide clarity about the reality or facts. According to Sugiyono (2015:335), the qualitative data analysis follows Miles and Huberman's four-step process: data collection, data reduction, data presentation, and drawing conclusions or verification.

RESULTS AND DISCUSSION

General Overview and Research Location

This research was conducted at TK Dharmawanita Bakotim located in Seubadeh Village, Said Cut Street No. 103, East Bakongan Subdistrict, South Aceh Regency. TK Dharmawanita is one of the early childhood education institutions under the management of the Regional Government (PEMDA) and is operated by the community of Pasie Seubadeh Village, East Bakongan Subdistrict, South Aceh Regency. TK Dharmawanita was established on April 2, 2004, and has contributed to preparing human resources in Indonesia from an early age to become individuals with abilities and noble character. In the academic year 2004/2005, TK Dharmawanita produced its first graduates.

Interviews regarding the implementation of the sociodrama method on empathy skills in children at TK Dharmawanita Bakotim were conducted on August 15, 2023, with two teachers and the head providing the following data: From the research conducted by the researcher at TK Dharmawanita Bakotim, it can be concluded that:

1. Generally, the empathy skills of children at TK Dharmawanita Bakotim are progressing well, as evidenced by the use of sociodrama methods in teaching.
 2. Teachers use various media appropriate for the developmental stages of children.
 3. Children facing difficulties in developing empathy receive special attention. Special attention is given to children having difficulty in developing empathy through specific approaches and providing solutions to the challenges faced by the child.
 4. Factors influencing the development of children's empathy include social interaction among children during science lessons and the role of parents in providing support to shape the child's character at home.
- Thus, the empathy skills of children at TK Dharmawanita Bakotim are progressing well, with teachers using various supporting media to enhance children's empathy skills.

Based on the interview results with TK Dharmawanita Bakotim teachers conducted on August 15, 2023, it was observed that, according to the teachers, the children already demonstrate empathy towards their classmates, although some still lack responsiveness towards their peers.

Overview of the Development of Empathy in Early Childhood at TK Dharmawanita Bakotim

Based on interviews with the teachers of class B at TK Dharmawanita Bakotim, it is found that the empathy skills of the children are good, consistent with the general expectations for empathy skills at this age. For instance, the children are capable of playing together without getting angry, understanding the feelings of their peers during activities such as sociodrama, and displaying positive attitudes when a peer makes a mistake in sociodrama by encouraging them. In line with the teachers' expectations and the Standards of Child Development Achievement Levels (STPPA) under Permendikbud 137/2014, the scope of social-emotional development for children aged 5-6 years includes the following:

1. Playing with peers
2. Sharing with others
3. Cooperating with peers
4. Demonstrating tolerance

To assess the development of children's empathy, teachers at TK Dharmawanita Bakotim observe the daily activities involving the children's

sense of responsibility, such as whether the children complete the tasks assigned by the teacher during the learning process.

Anina (2011) states that the development of empathy in early childhood is a process of fostering the growth and development of children in achieving social maturity, both physically and non-physically, through stimulation to ensure optimal growth.

The development of empathy involves showing concern for others in distress, narrating the feelings of others experiencing conflicts, and being able to share with peers or others. The empathy aspect combines various emotions with relatively high intensity, creating inner turmoil such as fear, jealousy, curiosity, joy, sadness, affection, shame, guilt, and pride.

Activities to Develop Empathy in Early Childhood at TK Dharmawanita Bakotim

Based on interviews with teachers of class B, it was found that the empathy skills of children at TK Dharmawanita Bakotim are good, aligning with the general expectations for social-emotional skills in children. To foster early development of empathy at TK Dharmawanita Bakotim, teachers utilize sociodrama as a teaching method.

In the early stages of human life, known as early childhood, individuals develop trust in their environment. Providing care with tenderness, affection, and consistent attention allows children to feel a sense of security and social comfort, serving as a foundation for developing trust in their surroundings. Children who feel trust in their environment are more likely to form friendships and closeness with others (Wulan, 2011).

Fadhillah (2017) states that play helps children express and reduce fear. A study reported the reactions of a group of children after witnessing an accident in a playground and described how they expressed and alleviated stress through play. Children in different groups, but each group expressing their fears and attempting to release them through playing "hospital" or "doctor." Barnett found that fearful children experienced a reduction in fear after expressing their fears through play.

Through play, children can enhance their emotional sensitivity by introducing various emotions, understanding changes in emotions, making considerations, and cultivating self-confidence. Play also helps children develop social skills, such as building relationships with other children, behaving according to societal demands, adapting to peers, understanding their

own behavior, and realizing that every action has consequences (Mukhtar, 2013).

In the context of developing children's empathy, discussing emotional aspects is essential because both are integrated within a unified psychological framework and cannot be separated from each other. Emotional development in children exists from birth or infancy. According to Hurlock, the first signs of emotional response are general reactions to strong stimuli. Although these emotional reactions may not be clearly evident, they leave a simple impression of pleasure or displeasure. Unpleasant emotional reactions are typically expressed through crying, loud noises, sudden changes in position, and so on (Fadhillah, 2017). Pleasant emotional reactions become apparent when a child is breastfeeding, laughing, babbling, being swung, carried, or receiving warm touches.

Challenges Faced by Teachers in Developing Empathy in Early Childhood at TK Dharma Wanita Bakotim

Based on interviews with teachers of class B, the identified challenges in developing empathy skills in children at TK Dharmawanita Bakotim revolve around influential factors such as the environment and parenting styles when the child is outside the school setting. A positive environment and good parenting styles contribute to a child's ease in understanding empathy.

Dewi (2014) explains that there are two factors influencing issues in children: internal and external factors. Internal factors originate from within the individual or the child, while external factors come from outside influences, such as the child's environment. Internal factors generally affect a child's development, including declining health with risks to the child's physical motor development, abnormalities in the brain and nervous system, genetic and nerve-related issues, and lastly, intelligence.

Susanto (2012) mentions that early childhood (especially ages 2-6) is referred to as a sensitive or critical period, during which certain functions need to be stimulated and directed to avoid hindering development. For example, if the sensitive period for language development is not utilized effectively, a child may face difficulties in language skills in subsequent periods. Character building (morality) is crucial during this period and should be fostered by parents, family, or teachers. Sensitive periods include sensitivity to environmental order, exploration of the environment with the mouth and hands, walking, small objects and details, as well as social aspects of life.

Dewi (2014) further outlines psychological problems in children related to their psychological abilities or their inability to express themselves in abnormal

conditions. Some psychological issues frequently experienced by children include: (a) Concentration disorders, (b) Intelligence, whether high or low, (c) Lying, (d) Emotions like fear, anxiety, anger, sadness, and others. Social and emotional problems involve a child's social development in interactions with peers, adults, or a broader social environment. Social and emotional problems include behaviors such as: (a) Aggressive behavior, (b) Poor memory, (c) Shyness, (d) Spoiled behavior, (e) Negativism, (f) Power-seeking behavior, and (g) Destructive behavior.

CONCLUSION

1. In general, the empathy skills of children at TK Dharmawanita Bakotim are progressing well, as evident in the learning process using the sociodrama method provided by the teachers.
2. Teachers employ various media that align with the developmental stages of the children.
3. For children experiencing difficulties in developing empathy, teachers provide special attention. Special attention to children facing challenges in empathy development involves a targeted approach and offering solutions to the issues encountered by the child.
4. Factors influencing the development of children's empathy include, among others, social interaction among children during science learning in the classroom. Additionally, it is influenced by the role of parents in providing support to shape the child's character at home.

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