ANALITIKA

Available online <http://ojs.uma.ac.id/index.php/analitika>

Efektivitas Teknik Psikodrama Dalam Meningkatkan Penerimaan Diri Siswa

The Effectiveness of Psychodrama Technique to Increase Students' Self-Acceptance

Resya Noor Diani, Riesa Rismawati Siddik

Universitas Pendidikan Indonesia

*Corresponding author: E-mail: resyanoordiani@gmail.com

Abstrak

Penerimaan diri mengacu pada kepuasan individu atau kebahagiaan dengan dirinya sendiri yang diperlukan untuk kesehatan mental yang baik. Masa remaja yang bisa menerima diri dan mengakui kondisi mereka bebas memanfaatkan kondisinya. Mereka juga mengakui kelemahan mereka tanpa menyalahkan dirinya sendiri. Penggunaan layanan konseling kelompok dengan Teknik Psikodrama diharapkan membuat seseorang menerima kondisinya sendiri. Penelitian ini bertujuan untuk menguji efektivitas Teknik Psikodrama untuk meningkatkan penerimaan diri siswa di 16 SMP Negeri (kelas 8). Metode penelitian menggunakan pre-experiment, yaitu One Group Pretest-Posttest Design. Data dikumpulkan dengan menggunakan kuesioner sebagai alat ukur untuk penerimaan diri. Instrumen ini mengacu pada aspek Shepard dan indikator Berger. Total peserta adalah 24 siswa (pria: 10 orang dan perempuan: 14 orang). Analisis penghitungan data menggunakan statistik deskriptif untuk melihat peningkatan skor penerimaan diri dan pre-test dan analisis post-test. Penelitian ini menunjukkan bahwa Teknik Psikodrama efektif untuk meningkatkan penerimaan diri siswa.

Kata kunci: penerimaan diri; pelajar; teknik psikodrama

Abstract

Self-acceptance refers to individual satisfaction or happiness with itself that is necessary for good mental health. Adolescence who can accept themselves and acknowledge their condition are free to take advantage of the condition. They also acknowledge their weaknesses without blaming themselves. The using of group counselling service with Psychodrama Technique is expected for making an individual to accept its own condition. This research aimsto test the effectiveness of Psychodrama Technique for improving student's self-acceptance in 16 Junior High School Bandung (8th class). Research method use pre-experiment, which is One Group Pretest-Posttest Design. Data is gathered by using questionnaire as measuring instrument for self-acceptance. This instrument refers to Shepard's aspect and Berger's indicators. Total participants are 24 students (male: 10 persons and female: 14 persons). Data calculation analysis used descriptive statistics to see the increase of self-acceptance score and pre-test and post-test analysis. This research shows that Psychodrama Technique is effective to improve student's self-acceptance.

Keywords: self-acceptance; learners; psychodrama technique

How to Cite: Diani, R. N & Siddik, R. R., (2017), The Effectiveness of Psychodrama Technique to Increase Students' Self-Acceptance, ANALITIKA, Vol 9 (2): 97 - 105

INTRODUCTION

Konopka (Yusuf, 2009: 9) states that adolescence is an important segment in the life cycle of the development of learners, and a transition period (from childhood to adulthood) directed towards the development of a healthy adulthood.

According to Monks (1998: 259) teenagers actually do not have a clear place. Teens not included among children, but teenagers are not also belonged to adults or the elderly. Teens exist between children and adults. Teens are still able to control the functions of both physical and psychological. Adolescence show clearly the properties of transition or transition because teenagers have not obtained the status of adults but no longer have the status of childhood Candidate (Monks, 1988: 260).

According to Allen, Woody (2011) do not judge yourself. In contrast, rate things about yourself. In this way you will avoid feelings of anxiety, guilt and shame. By accepting yourself unconditionally, then the emotions will either Allen, Woody (2011). Psychological acceptance is accepted as an important factor for the adjustment of people with less physical condition. Suwanpon research results (2006: 1) showed that participants who had higher levels of self-acceptance tends to actively participate in social activities. However, the activities of social skills seem to be a positive impact on self-acceptance in people with poor physical condition. Participants who had a low level of self-acceptance, after joining social activities, they are no changes in self-acceptance to a higher level.

The above problem associated with the statement of William Kay (Joseph,

2008: 72) that the tasks of adolescent development that is receiving on its own following the diversity of quality, achieve emotional independence from parents or figures in authority, developing interpersonal communication skills and learn to get along with peers or others, either individually or in groups, find a human model of which is used as credentials, accept yourself and have confidence in its own capabilities, strengthen self-control (the ability to control himself) on the basis of the scale of values, principles or philosophy of life and able to leave the reaction and adjustment.

Self-acceptance is a positive attitude towards himself, he can accept his situation in calm, with all its advantages and drawbacks. They are free from guilt, shame, and low self-esteem because of the limitations of self and freedom from anxiety about their assessment of others against the state itself Maslow (Hjelle and Ziegler, 1992: 272).

According to Shepard (1979: 139) is defined as an affirmation of self-acceptance or self-acceptance regardless of the weaknesses or deficiencies. Although the term has been commonly understood sense, the researchers have established formally in terms of positive and negative self-concept. According to Shepard (1979: 141), the self-acceptance refers to the individual satisfaction or happiness with himself, and is necessary for good mental health. Self-acceptance involves self-understanding, realistic, subjective, consciousness, one's strengths and weaknesses.

One sign people accept themselves is that they can detect and recognize their own mistakes. Self-criticism is a sign of

self-denial when a person feels inferior to the standard of judgment patently untrue, or when a lack of confidence because he failed to reach the standard of perfection that can not be achieved Jersild, Arthur. T (1965: 35). Facilitating the development of self-acceptance is lacking, necessary intervention guidance in the form of psychodrama techniques that are designed to help increase the acceptance of self-learners. The technique used by counselors using psychodrama techniques to improve reception adolescents, so the approach is appropriate and effective to increase the acceptance of self-learners are psychodrama techniques.

Empirical studies regarding the effort or technique to increase the acceptance of the self-described by White, Rosenblat, Love, and Little (Kellermann, 1987: 461) that the technique of psychodrama is effective in modifying the positive attitude of individuals through increased self-acceptance, self-control, responsibility, and socialization. Additionally reinforced by statements from Carpenter and Sandberg (Kellermann, 1987: 461) psychodrama technique is effective in increasing the strength of the ego and to develop socialization skills in a small group of troubled teens.

Psychodrama can be used with a variety of clinical populations. This includes adults, children, teens, parents, couples, families, group therapy, business groups, and the community, mental health, addictions, mental retardation, other disabilities, delinquency, criminal justice, organizational development, trauma, etc. (Blatner, 1988, Holmes & Karp, 1991, Kellerman & Hudgins, 2000; Josephine, 2006).

This study focuses on testing the effectiveness of psychodrama techniques to increase the acceptance of self-learners.

METHODOLOGY

The approach that used is the quantitative approach. The study design will be used is one group pre-test and post-test.

Self-acceptance research instruments developed based on aspects of Shepard and adaptation of Berger are translated into indicators that can reveal acceptance of self-learners. The instrument will be used as a means of collecting data weighing instruments carried by three expert lecturers.

Test the validity of the instrument using the Spearman-Brown procedure and reliability testing using method of Alpha. The test is intended to determine a valid and steady an instrument. The validity of the measurement results, of 36 items prepared statement obtained 28 items were declared invalid at the 95% confidence level. Results of measurement reliability is an instrument of self-acceptance obtain the results of 0,998 means a very high degree of reliability.

PARTICIPANT

Subjects were twenty-four students (M = 10 and F = 14) with a score of self-acceptance is low.

RESEARCH PROCEDURE

Twenty-four subjects underwent group counseling sessions as much as 8 sessions, at each session the subjects were asked to perform drama group counseling. After the play session, researchers reflection with discussion with counselees to increase self-acceptance refers to those aspects of self-acceptance that is realistic

Berger, subjective and self-awareness of strengths and weaknesses. Besides referring to indicators of Berger which rely on pressure from within (themselves) as guidelines for behavior, accept the rejection of others, accepting a different state of being with others and received praise and criticism from others objectively.

RESULT AND DISCUSSION

Results psychodrama intervention in the twenty-four subjects obtained the results of the acceptance overview on the conditions before the intervention (pre-test) and after the intervention (post-test) are presented in Table 1.

Table. 1

Obtaining Scores Pre-Test Conditions and Conditions After Intervention (Post-Test)

NO	COUNSELLE SS	PRE-TEST	POST-TEST	N-GAIN	CATEGORY
1	AH	5	19	0,61	MEDIUM
2	IF	6	24	0,82	MEDIUM
3	MD	7	23	0,76	MEDIUM
4	YM	12	26	0,88	HIGH
5	YP	12	21	0,56	MEDIUM
6	MS	13	24	0,73	HIGH
7	IB	13	22	0,60	MEDIUM
8	FK	13	24	0,73	HIGH
9	GA	13	24	0,73	MEDIUM
10	FY	13	21	0,53	HIGH
11	ZS	14	24	0,71	HIGH
12	SA	14	26	0,86	MEDIUM
13	JP	14	23	0,64	HIGH
14	LZ	14	22	0,57	HIGH
15	FA	14	20	0,43	MEDIUM
16	HD	14	24	0,71	MEDIUM
17	DP	14	20	0,43	MEDIUM
18	AR	14	22	0,57	HIGH
19	AK	14	20	0,43	MEDIUM
20	LS	15	23	0,62	MEDIUM
21	BG	15	22	0,54	MEDIUM
22	IM	15	24	0,69	MEDIUM
23	AC	15	22	0,54	MEDIUM
24	CP	15	24	0,69	MEDIUM

Based on the results of the normalized gain above, it appears that in general there is an increase score pretest to posttest scores. This shows some of his students pretest score maximum. Post-test data that have been implemented, there is an increased acceptance in counselees that is the subject of research. Effectiveness of psychodrama techniques to increase the acceptance of self-learners can also be seen from the decline in acceptance of self-learners scores before and after intervention.

Chart

Increased Self-Acceptance in Every Indicators Condition Pre-Test and Post-Test

Information :

- 1: Relying pressure from within (themselves) as a guideline for behavior.
- 2: Accept the rejection of others.
- 3: Receiving state of being different from others.
- 4: Receiving praise and criticism of others objectively.

The data above shows psychodrama techniques effective in improving the acceptance of self-learners. Psychodrama technique succeeded in increasing acceptance after post test conducted at 24 learners with low category (R), increased to the medium category (S). In addition, self-acceptance peningkatakn significant

experience. The effectiveness of psychodrama techniques supported by the increasing acceptance of the self-learners. In addition, learners are also capable of changing the mind of thought is not rationally be thinking more rational and constructive views from the drama that is the disclosure of the subject of intervention through disukusi after the drama with a counselor and strengthened by the results of the analysis are written in the pages of self-analysis.

The results of the above studies indicate there are four indicators of self-acceptance has increased significantly, namely: (a) rely on pressure from within (themselves) as guidelines for behavior, (b) accept the rejection of others, (c) accept the state of being different from others and (d) received praise and criticism from others objectively. Psychodrama techniques in improving the effectiveness of self-acceptance is supported by the commitment of learners in applying psychodrama techniques in everyday life. It can be seen from the more skilled learners in changing the negative statement into a rational and constructive illustrated in the piece of self-analysis.

Of indicators of self-acceptance, the highest increase is to accept the rejection of others, the subjective aspect. Improved indicators of self-acceptance of the lowest learners are receiving praise and criticism of others objectively, in the aspect of self-awareness of strengths and weaknesses.

The results showed that the overall acceptance of self-learners class VIII SMP Negeri 16 Bandung are in the medium category. This means that students are capable enough to accept the characteristics themselves with the

capabilities and limitations. Effectiveness test is then performed through the analysis of the changing dynamics of self-acceptance in the twenty-four subjects who received the intervention with their feedback and positive impression on the overall intervention sessions showed that the intervention program is quite reliable. The analysis showed a significant difference between the condition before the intervention or pre-test to the conditions after the intervention or post-test, there was an increase in post-test compared to pre-test. Therefore, psychodrama can be said to be effective to increase self-acceptance.

The conclusion that the psychodrama is effective to increase self-acceptance in accordance with the opinion of White, Rosenblat, Love, and Little (1982; Kellermann, 1987: 461) that the technique of psychodrama is effective in modifying the positive attitude of individuals through increased self-acceptance, self-control, responsibility, and socialization , Additionally reinforced by statements from Carpenter and Sandberg (1985; Kellermann, 1987: 461) psychodrama technique is effective in increasing the strength of the ego and to develop socialization skills in a small group of troubled teens.

At twenty-four subjects who received the intervention there are indications of behavior that lead to maladaptive behavior, such as difficulty socializing with other people, imitating unfavorable, rarely going to school, doing things that do not fit with him and

It can be seen from the research conducted Julie (2012) ninety one female students were recruited to participate in

the study of the interaction of two minutes was recorded with good research confederation began talks fat or body of self-acceptance speech. The results revealed that the fat talk associated with the negative impact of self-acceptance and dissatisfaction with the physical condition / body. The risk of an eating disorder associated with low self-acceptance Aleta, Stinner (2008). In addition, Julie study (2012) showed that women with low self-esteem are more likely to be influenced by their friends compared to women with high self-esteem. Her findings are consistent with theories of feminist and socio-cultural show that talks among obese women strengthen body dissatisfaction and negative emotions.

The twenty-four subjects who received the intervention also average problems with self-esteem. It is also a consequence of self-acceptance she felt. This is in line with research Chamberlain & Haaga (2001: 13) low self-esteem is usually considered to be unhealthy, but by rational-emotive behavior therapy, every level of self-esteem reflects dysfunctional habits globally in evaluating a person, it would be better to accept yourself unconditionally.

Aspects which experienced the highest increase is to accept the rejection of others. This is in line with the exposure Jersild, Arthur. T (1965: 35) that one of the signs people accept themselves is that they can detect and recognize their own mistakes. Self-criticism is a sign of self-denial when a person feels inferior to the standard of judgment patently untrue, or when a lack of confidence because he failed to reach the standard of perfection that can not be achieved. It is backed by

research Itatsu (Toyota, 2011: 449-459) both positive aspects, such as self-esteem and negative aspects of adaptation for example lonely determined by self-acceptance. Itatsu (Toyota, 2011: 449-459) found a strong association between self-acceptance and interpersonal relationships. That is, adolescents who receive themselves have a friendly attitude towards others. As an attitude toward others is an important aspect of adaptation, the more able to accept yourself, the higher the level of adaptation that he has. Therefore, acceptance of self-worth being examined to clarify important aspects of adaptation. Such as Toyota et al. (Toyota, 2011: 449-459) showed that there was a positive relationship between EL (Emotional Intelligence), and dignity. This relationship may be mediated by self-acceptance. Because adolescents with higher EI can control their emotions in stressful situations are strong, they can accept themselves. As for teens with EI (Emotional Intelligence) is low, they can not control their emotions in a situation like this, and they often have difficulty in accepting themselves. The effectiveness of psychodrama techniques to increase self-acceptance is also reinforced by the counselee feedback session review that stated that feelings change for the better when it is able to express their feelings in the form of drama.

Adolescence is the attitude of individuals experiencing various changes both physically and psychologically. Changes are apparent physical changes, which the body is growing rapidly so as to achieve the body shape of adults accompanied by the development of reproductive capacity. Besides teenager

also changes in cognitive and begin to think abstractly as adults. In this period also teenagers began to break away emotionally from parents in order to run the new social roles as adults Al-mighwar (2006: 19).

Various empirical studies that have been described above, can be used as therapy drama and impact on the psychological health of a person. Shertzer and Stone (Joseph, 2009: 38) defines guidance as "Process of helping an individual to understand himself and his world (The process of providing assistance to students to be able to understand themselves and their environment)". Guidance can be given that a responsive service and support efforts aimed at helping learners meet perceived needs at the moment, or the learners who experience barriers seen (failure) in completing the development tasksSurpriatna (2011).

The results showed that the overall acceptance of self-learners class VIII of State Junior High School 16 Bandung are in the medium category. This means that students are capable enough to accept the characteristics themselves with the capabilities and limitations. Effectiveness test is then performed through the analysis of the changing dynamics of self-acceptance in the twenty-four subjects who received the intervention with their feedback and positive impression on the overall intervention sessions showed that the intervention program is quite reliable. The analysis showed a significant difference between the condition before the intervention or pre-test to the conditions after the intervention or post-test, there was an increase in post-test

compared to pre-test. Therefore, psychodrama can be said to be effective to increase self-acceptance.

The conclusion that the psychodrama is effective to increase self-acceptance in accordance with the opinion of White, Rosenblat, Love, and Little (1982; Kellermann, 1987: 461) that the technique of psychodrama is effective in modifying the positive attitude of individuals through increased self-acceptance, self-control, responsibility, and socialization , Additionally reinforced by statements from Carpenter and Sandberg (1985; Kellermann, 1987: 461) psychodrama technique is effective in increasing the strength of the ego and to develop socialization skills in a small group of troubled teens.

At twenty-four subjects who received the intervention there are indications of behavior that lead to maladaptive behavior, such as difficulty socializing with other people, imitating unfavorable, rarely going to school, doing things that do not fit with him and

It can be seen from the research conducted Julie (2012) ninety one female students were recruited to participate in the study of the interaction of two minutes was recorded with good research confederation began talks fat or body of self-acceptance speech. The results revealed that the fat talk associated with the negative impact of self-acceptance and dissatisfaction with the physical condition / body. The risk of an eating disorder associated with low self-acceptance Aleta, Stinner (2008). In addition, Julie study (2012) showed that women with low self-esteem are more likely to be influenced by their friends compared to women with

high self-esteem. Her findings are consistent with theories of feminist and socio-cultural show that talks among obese women strengthen body dissatisfaction and negative emotions.

The twenty-four subjects who received the intervention also average problems with self-esteem. It is also a consequence of self-acceptance she felt. This is in line with research Chamberlain & Haaga (2001: 13) low self-esteem is usually considered to be unhealthy, but by rational-emotive behavior therapy, every level of self-esteem reflects dysfunctional habits globally in evaluating a person, it would be better to accept yourself unconditionally.

Aspects which experienced the highest increase is to accept the rejection of others. This is in line with the exposure Jersild, Arthur. T (1965: 35) that one of the signs people accept themselves is that they can detect and recognize their own mistakes. Self-criticism is a sign of self-denial when a person feels inferior to the standard of judgment patently untrue, or when a lack of confidence because he failed to reach the standard of perfection that can not be achieved. It is backed by research Itatsu (Toyota, 2011: 449-459) both positive aspects, such as self-esteem and negative aspects of adaptation for example lonely determined by self-acceptance. Itatsu (Toyota, 2011: 449-459) found a strong association between self-acceptance and interpersonal relationships. That is, adolescents who receive themselves have a friendly attitude towards others. As an attitude toward others is an important aspect of adaptation, the more able to accept yourself, the higher the level of adaptation

that he has. Therefore, acceptance of self-worth being examined to clarify important aspects of adaptation. Such as Toyota et al. (Toyota, 2011: 449-459) showed that there was a positive relationship between EL (Emotional Intelligence), and dignity. This relationship may be mediated by self-acceptance. Because adolescents with higher EI can control their emotions in stressful situations are strong, they can accept themselves. As for teens with EI (Emotional Intelligence) is low, they can not control their emotions in a situation like this, and they often have difficulty in accepting themselves. The effectiveness of psychodrama techniques to increase self-acceptance is also reinforced by the counselee feedback session review that stated that feelings change for the better when it is able to express their feelings in the form of drama.

Adolescence is the attitude of individuals experiencing various changes both physically and psychologically. Changes are apparent physical changes, which the body is growing rapidly so as to achieve the body shape of adults accompanied by the development of reproductive capacity. Besides teenager also changes in cognitive and begin to think abstractly as adults. In this period also teenagers began to break away emotionally from parents in order to run the new social roles as adults Al-mighwar (2006: 19).

Various empirical studies that have been described above, can be used as therapy drama and impact on the psychological health of a person. Shertzer and Stone (Joseph, 2009: 38) defines guidance as "Process of helping an individual to understand himself and his

world (The process of providing assistance to students to be able to understand themselves and their environment)". Guidance can be given that a responsive service and support efforts aimed at helping learners meet perceived needs at the moment, or the learners who experience barriers seen (failure) in completing the development tasks Surpriatna (2011).

CONCLUSION

Effectiveness of psychodrama techniques to increase the acceptance of self-learners can be seen from the increase in the condition before the intervention (pre-test) and after intervention (post-test). The level of acceptance received previous interventions that are in the low category after gaining increased intervention with psychodrama techniques into the category of medium and high.

The use of this technique proved effective at raising students' self penerimaan. It is characterized by an increase in self-acceptance score on counselees which followed the intervention group counseling with psychodrama techniques. This is supported by the exposure of White et al in which the psychodrama technique is effective in modifying the positive attitude of individuals through increased self-acceptance.

REFERENCES

- Allen, Woody. 2011. Finding Happiness Through Self-Acceptance.
- Chamberlain, John. M & Haaga, David A. F. 2001. Unconditional Self-Acceptance and Psychological Health. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*. Vol. 19, No. 3, 163-176.
- Hjlle, L. A dan Ziegler. D. J. 1992. *Personality Theories: Basic Assumption, Research*

- And Application. Tokyo : MC Graws Hill.
- Jersild, Arthur. T. 1965. *The Psychology of Adolescence* second edition. New York: The Macmillan Company.
- Julie, Taub. M. 2012. Fat talk and body self-acceptance talk: An Experimental Test of the Possible Consequences for Women. Disertation: Villanova University.
- Josephine. 2006. Psychodrama as a preventive measure: teenage girls confronting violence. *Journal of Group Psychotherapy, Psychodrama & Sociometry*.
- Kellermann, Peter. Felix. 1987. Outcome Research In Classical Psychodrama. First Published In *Small Group Behavior*, Vol. 18 No.4, :459-469.
- Milfayetty, S., (2009), Hubungan Kompetensi Kepribadian Guru Dan Reinforcement dengan Motivasi Belajar Siswa Di SMA Negeri 11 Medan, *Analitika*: 1 (1): 1-11
- Monks, J. F. 1998. *Psikologi Perkembangan : Pengantar dalam berbagai bagiannya* (Terjemahan Siti Rahayu Haditono). Yogyakarta : Gadjah Mada University Press.
- Shepard, L. A. 1979. Self-acceptance: The evaluative component of the self-concept construct. *American Educational Research Journal*. Vol. 16, No. 2, 139- 160.
- Supriatna, Mamat. 2011. *Bimbingan Dan Konseling Berbasis Kompetensi: Orientasi Dasar Pengembangan Profesi Konselor*. Jakarta: PT Rajagrafindo Persada.
- Suwanpon, Parichart. 2006. Self- acceptance in people with spinal cord injury who attended the Independent Living Unit. Parallel Session 5. CBR & Independent.
- Wati S, P., Cut M., (2010), Hubungan antara Dukungan Sosial Keluarga dan Self Efficacy dengan Kemandirian Belajar pada Siswa SMKN 2 Medan, *Analitika*: 2 (2): 45-54
- Yusuf, LN. Syamsu. (2008). *Psikologi Perkembangan Anak dan Remaja*. Bandung: Rosda.
- Yusuf, Syamsu. (2009). *Program Bimbingan dan Konseling di Sekolah*. Bandung: Rizqi.