

Influence of Sociodrama on the Emotional Intelligence of Preschool Children

Himatul Ulya and Erika Setyanti Kusuma Putri

Prodi Psikologi Fakultas Ilmu Sosial dan Humaniora, UIN Sunan Kalijaga Yogyakarta

The influence of socio-drama on preschool children in increasing their emotional intelligence was analysed, including the effectiveness of the game. Subjects were 5-6 years old children attending preschool class at 'Aisyiyah Bustanul Athfal kindergarten ($N = 22$). After attending six sessions of socio drama, the children's emotional intelligence was measured by test of emotional intelligence with Goleman's indicators. The children were tested, pre and post treatment, and t-test was applied. The results showed the value of $t = 7.160$ with $p = .000$ ($p < .01$). The result shows that socio drama can significantly contribute to children's emotional intelligence. It means that socio-drama is effective in enhancing preschool children's emotional intelligence.

Key words: emotional intelligence, socio-drama, preschool children

Telah dianalisis pengaruh sosiodrama terhadap kecerdasan emosi anak usia prasekolah untuk meningkatkan kecerdasan emosi mereka, termasuk efektivitas dari permainan tersebut. Para subjek adalah anak usia 5-6 tahun yang bersekolah di Taman Kanak-kanak 'Aisyiyah Bustanul Athfal Pringwulung ($N = 22$). Subjek mengikuti enam sesi sosiodrama. Setelah enam sesi, kecerdasan emosi anak-anak tersebut diukur menggunakan tes kecerdasan emosi dengan indikator kecerdasan emosi dari konsep Goleman. Tes tersebut diberikan melalui pre-test dan post-test. Analisis statistik yang digunakan untuk mengetahui pengaruh sosiodrama terhadap kecerdasan emosi anak usia prasekolah adalah uji-t. Hasil-hasil menunjukkan nilai t sebesar 7.160 dengan nilai $p = .000$ ($p < .01$). Hasil tersebut menyatakan bahwa sosiodrama memberikan kontribusi yang berarti bagi kecerdasan emosi anak. Hal ini berarti sosiodrama efektif dalam meningkatkan kecerdasan emosi anak usia prasekolah.

Kata kunci: kecerdasan emosi, sosiodrama, anak prasekolah

Children are young and prospective generation, but they basically can't develop and take care of themselves. They need somebody else and conducive environments to support them in order to be healthy, mentally and physically. Conducive environments will enable them to be grown optimally. In this case, the role of education in school is important besides that of family.

Some important aspects of growth on early-years require much attention. As a part of child intelligence, emotional intelligence is important to be developed on early-years. Current phenomenon shows that children tend to express emotional disorder.

According to Mulyadi (2004), indicators of such emotional disorder are that the children care, feel lonely, depressed, frustrated, act aggressively, and have low

self esteem. Pasiak (2007) mentioned that emotional disorder indicates lower emotional intelligence so that the children can not control their temper and to join with others, less open minded, less emphatic, sarcastic, and distrustful to others. It is because efforts of developing emotional intelligence for children are often neglected. Moreover, education institutions only focus on development of intelligence quotient.

Goleman (2000) indicated that intelligence quotient (IQ) contributes only 20% to success, whereas the remaining 80% is from other strengths, including emotional intelligence. Emotional intelligence consists of the ability to build self-motivation, to overcome frustration, to control nervous agitation, to manage mood, to be emphatic, and to join with others.

Emotional intelligence indicates individual's ability to manage his or her behavior particularly emotional behavior. Goleman (2002) also mentioned that emotional intelligence is influenced by achievement, behavior,

Correspondence concerning this article should be addressed to Himatul Ulya, S.Psi., Prodi Psikologi Fakultas Ilmu Sosial dan Humaniora, UIN Sunan Kalijaga Yogyakarta. E-mail: bundafairuz@yahoo.co.id

social adaptation, self-concept, and personality. It indicates that emotional intelligence plays more important role since it almost includes overall aspects of life, whereas intelligence quotient plays role in education processes at schools and other institutions.

Regarding with the importance of emotional intelligence in supporting success of children, we have to prepare children in order to successfully achieve higher level of emotional intelligence. Pre-school age is a good time to whet emotional intelligence for children.

In pre-school age, a child is from 2 to 6 years old. In this age period, a various number of knowledge and skills can be invested on children, expecting that it will give best outputs to continuity of their growth. Hurlock (1995) said that the growth speed level of child in first five years age needs much serious attention since 80% of total development of an individual will be achieved in this period of age.

It has to be known that emotional intelligence is not grown naturally; it means that emotional maturity of an individual is not merely based on growth (Saphiro, 1997).

Basically every child likes all kinds of game, both as individual or collective. With games, children will obtain many benefits that these are useful to support their physical, emotional, as well as social development. Hurlock (1995) mentioned that kind of game supporting child's emotional and social growth is social game. Social game is a game involving social interaction with friends.

Kinds of social game are interaction game, 'pretense game' or socio-drama, and action games such as running, catching, wrestling, falling, and hitting played in childish glee situation (Santrock, 2002).

Hypothesis proposed in the present study is: "socio-drama has influence on emotional intelligence of preschool children."

Child's Emotional Intelligence

During early childhood, emotion is felt strong enough. This represents unbalancing phase in which children "out of focus", meaning that they are easily led by emotional outbursts, so that it is difficult to direct and guide them. It stands-out on 2.5 to 3.5 and 3.5 to 6.5 years old children, though it generally occurs in overall period of early childhood. Many factors influence on frequency and strength of such instable emotion. The emotion will be stronger in certain age, and then it will be lessened in the any other time. Anger outburst, for example, will be strongest in period of two and four years old, and it will be diminished afterwards and

changed to become sulky and wistful. emotion that grows in childhood period are angry, fearful, jealous, covet, happy, sad (Hurlock, 1995).

The term "emotional intelligence" firstly proposed by Peter Salovey, psychologist from Harvard University and John Mayer from University of New Hampshire in 1990 to explain emotional qualities since it seems important to achieve success. Salovey and Mayer defined emotional intelligence as: "A collection part of social quotient involving abilities to observe social sentiment involving capability of the others, and then to sort and use this information to guide mind and action." (Saphiro, 1997).

The definition was then be revised, stating that emotional intelligence is an ability to experience emotional feelings, to use emotional feelings to facilitate a variety of such cognitive activities as thinking and problem solving, and to understand emotional feelings and manage emotions as well as to have the way in driving emotions. (Salovey & Grewel, 2005).

Emotional intelligence is much influenced by unstable and fluctuating environment. Therefore, the role of environment, especially parental role, in childhood period has highly influence on establishing emotional intelligence. Emotional intelligence is not opponent of intelligence quotient or cognitive ability, and they both are interacted dynamically, either on conceptual level or practical level. In addition, emotional intelligence is not affected by genetic factors (Saphiro, 1997).

According to Goleman (2002), emotional intelligence is individual's ability to manage his or her emotional life using intelligence; to maintain the appropriateness of emotion and its expression through skills of self-awareness, self-control, self-motivation, empathy, and social skill.

Emotional intelligence consists of five aspects: (a) self-emotion recognition, (b) self-emotion management, (c) self-motivating, (d) recognizing other's emotion, and (e) building relationship with the others.

Self-emotion recognition is an ability to understand emotional sensation. It is a basic ability of emotional intelligence, i.e., individual's awareness upon his or her own emotion. For children, self-emotion recognition is involving child's ability to express his or her feeling, either positive or negative emotion, and then he or she bravely express it as it is.

Abilities of emotion management include self-entertaining, discharging of anxiousness, moroseness, and offensiveness, and the effects of these emotions, as well as get rid of stressed feelings (Goleman, 2002). Emotion management ability, particularly such negative emotions as anger, sadness, dudgeon, hate, and disappointment, will guard a child from influence of negative emotional feelings. For children, the ability will be

expressed by either apologizing or giving forgiveness, allowing friends do their businesses, and doing good things.

To achieve something he or she wants, a child must have strong motivation in his or her own self. It means that he or she must have some willpower to control his or her satisfaction and impulsion, as well as have positive motivation such as enthusiasm, spirit, optimism, and self-confidence. These will make a child able to survive in facing his and her problems, to keep trying, to be confident, and never to give up. A child with self-motivation is expected to be successful and able to establish higher objectives. In contrast, a child who has not self-motivation will rely only on a drop of success and even he or she will set up objectives on lower level almost without any effort (Saphiro, 1997).

Manifestations of child's self-motivation are braveness to propose his or her own opinion, act up to discipline, and accomplish homework.

Empathy is the ability to recognize the other's emotions. According to Saphiro (1997), the meaning of empathy is the ability to place own self on the other's position. Children who have strong empathy are tend to be not aggressive and ready to engage in pro-social actions such as helping each other, sharing together, and willing to pay attention and listen to their friends who are speaking. Empathic children are more preferred by their friends in a relation and school environments.

Kindhearted, friendly, and respected and preferred by others can be viewed as positive indicators of how a child is able to maintain his or her interpersonal relationships with the others. It can also be a parameter of how far a child's personality is developed (Goleman, 2002). A child who is able to maintain his or her relationship with others likes to play and joint together with friends, respect to the elders, to be polite, and to thank to the others' kindness.

Emotional intelligence can be affected by either internal or external factors. Such internal factor is direction pattern of parent, whereas external factors are friends, school environment, and childish activity (Goleman, 2002). Emotional intelligence can also be taught. Learning methods that can support child's emotional intelligence are trial, modeling, self-equating, conditioning, training, and game playing (Hurlock, 1995).

Sociodrama

Sociodrama is a kind of social game that involves social interaction with coeval friends. Chaplin (1985) stated that socio-drama is using dramatization and role

playing to teach social games. According to Yamin (2006), method of socio-drama (playing roles) is a method involving interaction of two or more students in a certain topic or situation, in which each student plays his or her own role as referring to a figure played. They interact and perform openly.

Socio-drama is a learning method in the form of games matching with child situations, i.e., mind map drawing. Each kid is given an individual role with its directed practice to be accomplished in a playing atmosphere. By the role, children will able to do the work without knowing that they were doing their study work. Child's imagination will be developed spontaneously without forcing them. Parents or teachers are only required to explain how to play the game and set the roles for them.

This game should be played by the children in highly joyful and enthusiastic atmosphere. It does not only give happiness for them, but also various functions. It is also essential for the health of children.

While today kids are living in 21st century and continuously facing pressures on their life, the childish games become more crucial. The games will enhance affiliation with coeval friends, reduce stresses, improve cognitive development, increase knowledge, restrain children who have potentially dangerous behavior. The games are also increasing possibility that kids will talk to each other and make interaction. During the interaction, they play the roles of figures that they might experience in their future life.

Roestiyah (2001) mentioned that the advantages of using socio-drama and role playing methods are that kids will be more interested to the lessons, so that they will understand social stories they are performing. In addition, the kids will be able to place their own self as role character they perform; they can feel the others' feelings, tolerance and loving each other; and finally they will build dynamic discussions in live performance since they have felt and understand what their role. Whereas, the audiences are not passive, they actively monitor and give suggestions and criticisms.

Method

The present research is a quasi experiment. Research design used in this study is one group pretest-posttest design, i.e., experiment design that uses one subject group only and the measurement is done before and after giving treatments to the subject. The difference

result between the two tests is considered as effect of treatments given (Latipun, 2006).

Subject population was all class-B students of Kindergarten ABA Pringwulung, Depok, Sleman Yogyakarta. The number of sample is 22 kids selected purposively with criteria: (a) boys and girls of 5-6 years old, (b) having been taught reading, writing and counting, and (c) indicating lower level of emotional intelligence. Data are obtained from the observation by the teachers during learning and teaching processes in the school. Observation sheets contain indicators of behaviors showed by the subjects during learning and teaching processes.

Operational Definition

Emotional intelligence is an individual's ability to recognize and feel emotion, to use emotion productively, to motivate his or her own self, and to manage emotion to be successful in overcoming demands and pressures from social environment. There are five aspects or indicators of emotional quotient: (a) recognizing self-emotion (able to express either positive or negative emotions), (b) managing self-emotion (able to control emotion), (c) self-motivating (optimistic), (d) recognizing the others' emotion (to be empathic), and (e) building relationship with the others.

Socio-drama is a social game using dramatization and role playing to improve child's emotional intelligence. It is performed collectively. Socio-drama consists of three elements: tools, plot (script of socio-drama), and role. The performed drama story is titled "*Sepatu untuk Salma*" ("Shoe for Salma"). The students will play roles collectively as written in the script and use given tool. In performance, the students will be assisted by trainers and facilitators of the drama. The sociodrama will be accomplished in six sessions: (1) story telling session, (2) role directing session, (3) exercise session part I, (4) exercise session part II, (5) general rehearsal, and (6) performing session.

Procedure

The research procedure is classified into five steps: (2) research preparation, (2) composing measurement tool, (3) writing module and script of socio-drama, (4) training for trainer (TFT), and (5) implementing experiment. First, research preparation includes proposing permit, early observation to search information about the research subject, and socializing the experiment. The second, regarding measurement tool, the researcher arranges emotional intelligence tests that will be used to

reveal subjects' emotional intelligence. The tool will be tested prior to be used in order to measure their validity and reliability.

Third, module of socio-drama will be used by the author as guideline in providing experimental treatments, whereas the drama script contains plots that will be performed and titled "*Sepatu untuk Salma*" ("Shoes for Salma").

The forth step is TFT (Training for Trainer). It will be carried out for trainers, facilitators and testers, especially regarding purpose of the drama, material of the drama, steps of accomplishing socio-drama, and presentation of emotional intelligence tests. Facilitators who will guide the sociodrama are teachers of the experimental class. It is aimed to make students feel familiar to place where the experiment will be conducted. Finally, the experiment will implement design of single blind experiment; that is, the subjects do not know what the experimental treatments they will receive. It is aimed to control effects of characteristic demand, so that it is expected to obtain maximal outcomes of performing the drama. In this experimental design, the author will not tell the purpose of the research, but she can provide some information such as predictions of what will occur in the experiment. (Myers & Hansen, 2002).

Collecting Data

Emotional intelligence level of the subjects will be revealed through emotional intelligence tests arranged by the author based on aspects of emotional intelligence proposed by Goleman. There are 40 test items. Test results have already been analyzed by using reliability test program of Kuder-Richardson KR-20 technique, it found that KR-20 reliability is .776. Twenty three items were valid and remaining 17 items were not valid. The valid items are then used as an emotional intelligence test.

The tests are carried out individually by the testers and presented through pre-test and post-test, containing questions regarding aspects of emotional intelligence. The test questions require two categories of answer: "Yes" or "Not". If an answer is correct, it will be scored one (1), and if it is incorrect, the score is zero (0). The higher total score, the higher level of emotional intelligence.

Data Analysis

Paired sample t-test is used to test the research hypothesis. This method is used to analyze the different results of pre-test and post-test of emotional intelligence, whereas normality test (Table 1) is carried out to measure that the subjects' scores have normal distribution.

Table 1

Normality Test

Pre-test	
<i>N</i>	22
Mean	13.5000
Standard Deviation	3.70006
Absolute	.190
Positive	.113
Negative	-.190
Kolmogorov-Smirnov Z	.892
Asymp. Sig. (2-tailed)	.404

Table 2

Statistical Description

Test	Statistic	Empiric	Hypothetic
Pre-test	Maximal Score	18	23
	Minimal Score	5	0
	Mean	13.5	11.5
	Standard Deviation	3.7	3.8
Post-test	Maximal Score	20	23
	Minimal Score	8	0
	Mean	16.7	11.5
	Standard Deviation	3.1	3.8

Table 3

t-test

	<i>p</i>	<i>t</i>
Pretest-Posttest	0	7.160
Emotional Intelligence		

The analysis results (Table 2) indicate that KS-Z for each group, ($p > .05$) The result shows that the subjects' scores on either pre-test or post-test have normal distribution since p is higher than $.05$ or $p > .05$, it means that there is no different distribution between sample's score and population's score, or it can also be said that the subjects are considered as representative or representing the present population.

The analysis then is continued by using *t-test* to prove acceptance of the research hypothesis. *t-test* is taken to see whether there is scores improvement of pre-test and post-test.

The *t-test* (Table 3) proved that value of *t* is 7.160 with $p = .000$ ($p < .01$), meaning that there is significant difference between pre-test and post-test score of the subjects. Thus, it can be said that the subjects' scores are improved after experimental treatments.

Discussions

Higher level of hypothesis acceptability of the present study indicates that socio-drama gives influence on

emotional intelligence of pre-school children. In accordance with the theory proposed by Hurlock (1995), It stated that a sort of game which is able to motivate child's emotional and social growth is social game, including socio-drama.

Sociodrama is effectively used as learning method of child's emotional intelligence since preschool age (2-6 years old) is a golden age. In this age period, a variety of knowledge and skills can be invested and it may give better outcomes to continuity of his or her growth. Hurlock (1995) also said that growth speed of a child in first five years age needs much serious attention since 80% of total development of an individual will be achieved in this period of age.

Preschool age is also playing period, because the children on this age will spend most of their time for playing activities. According to Piaget (Crain, 2007), cognitive development in this preschool age is on the pre-operational period that it is a step where a child is not yet able to drive mental operation logically. This period is marked by the development of representational or "*symbolic function*"; that is, ability to use something for representing the other thing by using symbols (words, gestures, and materials).

Piaget also said that each period of age has characteristics of ability in term of adding capability and problem solving over knowledge and experiences. The kid of early period is not able to add knowledge given by using approach that is only compatible with their age (Crain, 2007). Therefore, children of pre-operational period are not yet able to accept materials conveyed by logic approaches. Thus, teaching something like emotional intelligence should be ran by an approach appropriate with their step of growth. For the pre-school children, game playing method can be useful to teach the lessons. When the learning materials are conveyed with joyful game playing, they will not feel to be forced.

When the subjects were playing the socio-drama, they have really already learned about emotional intelligence contained in the story performed. The story used in this socio-drama contains aspects of emotional intelligence: self-emotion recognition, self-emotion management, self-motivating, recognizing of other's emotion, and building relationship with the others.

In the first act, the story told about a group of children, they were 'Aisyah, Amir, Fatima, and Ali, who were playing together. It illustrates the kids who like to build relationship and joint with the others. When they were playing, they talked about their friend named Salma. The story mentioned that Salma is the best runner in their school. She must participate in a running competition, but she did not have shoe. Her old shoes could not be used. When the trainer read the script of first act, she illustrated how to feel when having damaged shoe, while the parent

have not any money to buy a new one. In performing socio-drama, characterization of 'Aisyah is also showed with sad expression when she thought how to help Salma.

In the second act, it told about 'Aisyah, Ali, and Amir were going to Fatima's house. They had to go through a playing field to come to the house. They saw Salma who was exercising without using shoe at the field. This part illustrates a kid who has a strong motivation in her own self, so that she still exercised actively, even though she did not have shoes

When the trainer read the second act, she invited the subjects to make a dialog. "How do you feel if run with no shoe?" Several subjects answered, "painful!". "Well, does it means that you all agree that Salma is good diligent girl? Who wanted to be like Salma?" asked the trainer. Then some subjects showed up their hands and said "I want like her".

In the third act, "Aisyah, Ali, and Amir told their meeting with Salma at the field. Fatima also said that she wanted to help Salma. The friends also wanted to do that, but they did not how to do that. This part of drama illustrates the kids who care about their friend, so that they still make an effort to help Salma have the shoe to be used in the competition.

The forth act told about 'Aisyah, Fatima, Ali, and Amir who go to Salma's house to bring a gift, which is new shoes for Salma. In the act, the subject who played the role of Salma also showed a happy, touched expression, because she eventually has new shoes to be used in the competition. She also said thanks to those kindly friends that it shows the figure of a good kid who always respect to the others.

The fifth act told about 'Aisyah, Fatima, Ali, and Amir who were watching the running competition to give support for Salma. When Salma finally placed at runner up position, the friends congratulated Salma. In this part, Salma showed sad expression because she did not make to be number one. The friends then solaced her and showed that they were still proud of her.

This fifth act illustrates the kids who care about the other. They are willing to come for giving support to their friend who were in competition and solaced her when she finally only get second position, so that the runner should not feel disappointment anymore. Salma still had a strong motivation to be number one in the next competitions. The figure of Salma illustrates a kid who is able to manage her emotion. She was not carried away in sad situation, and she can take the blessing from an event she has experienced.

This socio-drama do not only have tools, plot, and roles), but there is also interaction among those who perform the

drama, so that communication and sharing are built. Plots illustrate daily life that might occurred in the students' life or might be found in their future life. It may introduce to the students daily life problems, so that they will have some reference to solve their problem. The plots of the drama also contain joyful, sad, and affective stories, and various other emotional expressions, so that while they were performing the drama, they also exercised to express a variety of emotions and learned to understand the others' emotions.

Emotional intelligence is important to be invested to the children, because emotion has some important functions for them. First, high emotional intelligence level will indicates a kid who able to reveal emotion he or she feels, either by verbal or non-verbal expression.

References

- Chaplin, J.P. (2005). *Kamus lengkap psikologi* (K. Kartono, Pengalih bhs.). Jakarta: PT. RajaGrafindo Persada
- Crain, W. (2007). *Teori perkembangan, konsep, dan aplikasi* (3rd ed., E. Santoso, Pengalih bhs.). Yogyakarta: Pustaka Pelajar
- Goleman, D. (2002). *Emotional intelligence*. Jakarta: PT. Gramedia Pustaka Utama
- Goleman, D. (2000). *Working with emotional intelligence*. Jakarta: PT. Gramedia Pustaka Utama
- Hurlock, E.B. (1995). *Psikologi Perkembangan*. Jakarta: Erlangga
- Latipun. (2006). *Psikologi eksperimen*. Malang: UMM Press
- Mulyadi, S. (2004). *Membantu anak balita mengelola amrahnya*. Jakarta: Erlangga
- Myers, A, & Hansen, C. (2002). *Experimental psychology*. Belmont, CA: Wadsworth
- Pasiak, T. (2007). *Manajemen kecerdasan: Memberdayakan IQ, EQ, dan SQ untuk kesuksesan hidup* Bandung: Mizan
- Roestiyah, N. K. (2001). *Strategi belajar mengajar*. Jakarta: Rineka Cipta
- Salovey, P., & Grewel, D. (2005). The science of emotional intelligence. *American Psychological Society*. 14(6). 281-286.
- Santrock, J. W. (2002). *Life-span development (Perkembangan masa hidup, ed. ke 5, terjemahan)*. Jakarta: Erlangga
- Saphiro, L. E. (1997). *Mengajarkan emotional intelligence pada anak*. Jakarta: PT. Gramedia Pustaka Utama
- Yamin, M. (2006). *Strategi pembelajaran berbasis kompetensi*. Jakarta: Gaung Persada Press.

Appendix A

Module Plan

Subject	Duration	Location	Activity	Purpose
Story telling and role distribution	60 minutes	B3 class room	Children listening the story of sociodrama, after that the role is distributed for them	Help the children understanding the story of sociodrama
Sociodrama exercise session (I&II)	60 minutes	B3 class room	Children practice their role, including the dialog	Help the children understanding their role and learning the dialog
Sociodrama rehearsal	60 minutes	B3 class room	Children performing sociodrama in the class room	Preparing the children for sociodrama presentation
Sociodrama presentation	60 minutes	Kindergarten hall	Children performing sociodrama in the hall in front of all teachers and other students	Enhancing emotional intelligence

Appendix B

Sociodrama Script

Stage	Synopsis	Actor	Equipments	Setting	Duration
I	Aisyah and her friends want to help Salma	Aisyah, Ali, Amir, Fatima	Toys, glasses of drinks	Aisyah's house	10 minutes
II	Aisyah, Ali, and Amir see Salma who is running actively	Aisyah, Ali, Amir, Salma	-	Yard	10 minutes
III	Aisyah and her friends want to buy shoes for Salma	Aisyah, Ali, Amir, Fatima	Money	Fatima's house	10 minutes
IV	Aisyah and her friends come to Salma's house to give her the shoes	Aisyah, Ali, Amir, Fatima, Salma	Shoes	Salma's house	10 minutes
V	Salma becomes the runner up in the running competition	Aisyah, Ali, Amir, Fatima, Salma	Medal	School yard	10 minutes