A Guideline for Sociodrama Techniques with TRINGA Values to Prevent Microaggressions among Junior High School Students

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ABSTRACT: This study employs a research and development (R&D) method, specifically using the ADDIE model. The stages in this research include: (1) the analyze stage; (2) the design stage; (3) the development stage; (4) the implementation stage; and (5) the evaluation stage. The purpose of this research is to develop a socio-drama technique guide containing TRINGA (Ngerti, Ngeroso, & Ngelakoni) values and to test the effectiveness of this socio-drama technique in preventing microaggression behaviors among junior high school students. The instrument used to measure the level of microaggressions behavior is the microaggressions questionnaire, which consists of 49 valid statement items. Based on the validation results from guidance and counseling experts, instructional media experts, cultural experts, and prospective user testing, the guide has met the acceptability criteria and is highly suitable for use. Based on small group test results analyzed using the Wilcoxon test, a significance value of $0.002 < 0.05$ was obtained, indicating that group guidance using the socio-drama technique with TRINGA values is effective in preventing microaggression behaviors among junior high school students. Meanwhile, the Mann-Whitney test results showed a significance value of $0.001 < 0.05$, indicating a difference between the experimental and control groups. It can be concluded that the sociodrama technique incorporating TRINGA values is more effective in preventing microaggressions among junior high school students than discussion and problem-solving techniques. Future researchers are advised to incorporate other cultural values relevant to the region of the research subjects.

INTRODUCTION

Junior high school students are entering adolescence, a phase characterized by developmental tasks related to attitudes, behaviors, and skills that they need to accomplish according to their developmental stage. However, not all students are able to complete these developmental tasks successfully (Budiyono et al., 2024). Several issues during adolescence may hinder students from achieving their developmental goals. Adolescents exhibit emotional development, often marked by sensitivity, negative emotions, critical attitudes, temperamental tendencies (Wendari et al., 2016), aggression, impulsivity in decision-making, and frequent conflicts(Khasanah & Mamnuah, 2021), which challenge them in fulfilling their developmental tasks (Iimura & Taku, 2018). Among these

adolescent issues are misunderstandings, struggles for independence, and inaccurate stereotypes, all of which can lead to conflict, discrimination, and microaggressions (Budiyono et al., 2024).

Microaggressions can be defined as behaviors that consciously or unconsciously demean an individual or group, causing negative psychological impacts on the target (Stambaugh & Ford, 2018; D. Sue & Sue, 2008; Torino et al., 2019). Everyday instances of microaggressions are often overlooked (Lewis et al., 2021), frequently occurring unintentionally, but nonetheless negatively impacting mental health (Choi et al., 2017; Roberts, 2013). Examples of microaggressive behavior include using derogatory terms based on sexual orientation, assigning leadership roles solely to males, or avoiding friendships with those of different religious backgrounds (Hunn et al., 2015; Spencer, 2017; Torino et al., 2019).

A preliminary study at Junior High School Islam Diponegoro Wagir revealed that 8% of students exhibit low levels of microaggressive behavior, 71% moderate, and 21% high. Interviews with school counselors indicated that students often view microaggressions as mere jokes. This observation aligns with Berk (2017) statement that some forms of microaggressions appear as jokes or statements that marginalize others. Microaggressions tend to be subtle, unintentional, unconscious, and often occur when someone acts indifferent to differences (Abdillah et al., 2022; Anderson et al., 2022; Suárez-Orozco et al., 2015; D. Sue & Sue, 2008).

From an indicator perspective, microaggressions fall into three categories: microassault, microinsult, and microvalidation (Clark et al., 2011; D. Sue & Sue, 2008). Microassaults involve explicitly hurtful behaviors with racist, sexist, heterosexist, or discriminatory content (Auguste et al., 2021; D. Sue & Sue, 2008). Microinsults are subtle insults towards individuals or groups, displaying insensitivity, rudeness, or demeaning their race or identity, such as religious identity or abilities (Auguste et al., 2021; Forest-Bank et al., 2015; D. Sue & Sue, 2008; Wilkes & Speer, 2020). Lastly, microvalidations dismiss others' feelings, mental health, or experiences (Gonzales et al., 2015; D. Sue & Sue, 2008; Torino et al., 2019). These three indicators, when recurrent, can impair the physical and mental health of those targeted.

Previous studies serve as empirical references for this research. For instance Nadal et al., (2014) found a relationship between microaggressions and the mental health of targeted individuals, which is consistent with Syifa (2019) observation that microaggressions contribute to anxiety, feelings of worthlessness, and even depression in victims. Additionally, Torino et al (2019) noted physical health implications for those impacted by microaggressions, and Sue et al (2007) identified microaggressions as a pressing social issue. These preliminary studies underscore the need for preventive interventions to reduce microaggressions in schools, aligning with Ortega et al (2018) assertion that microaggressions in school settings warrant timely intervention.

Guidance and counseling play a role in developing students' potential and character. One potential service is group guidance, where counselors lead group activities to support student development (Maree et al., 2018; Romlah, 2013; Westergaard, 2013). Through group guidance, members can build social skills (Ahadinasrikin et al., 2021), reduce fears, timidity, aggression, and conflict (Sulistyowati, 2016), as well as prevent microaggressive behavior. Group guidance techniques include problem-solving, information sharing, role-playing, simulation games, home room, and sociodrama (Romlah, 2013).

Interviews with counselors at Junior High School Islam Diponegoro Wagir indicate that group guidance typically uses discussion and problem-solving techniques, highlighting a need for innovation. In response, this study proposes using sociodrama techniques, where group members play roles in social scenarios to find solutions to social issues (Blaskó, 2024; Corey, 2015; Hamid, 2018; Lesnevsky, 2016). Sociodrama allows students to learn social values and foster creativity (Ulfa et al., 2019; Yesil et al., 2024), enabling participants to not only learn but practice these behaviors in real-life situations (Dave et al., 2022). The use of sociodrama techniques in this study is supported by several previous research findings. First, Anggrieni et al. (2023) found that sociodrama is an effective

technique for preventing bullying. Second, Winarlin et al. (2016) demonstrated that sociodrama effectively reduces verbal aggression. Third, Silvia et al. (2022) showed that students' confidence in speaking in front of the class can improve after participating in sociodrama.

The application of sociodrama techniques requires innovation to ensure novelty. One approach is to incorporate cultural elements or local wisdom values (Sakti et al., 2024). In this study, the sociodrama technique integrates the TRINGA values as a form of local wisdom. The selection of TRINGA values was based on observations indicating that all students at SMP Islam Diponegoro Wagir come from Javanese ethnic backgrounds. TRINGA refers to a philosophical teaching by Ki Hajar Dewantara, comprising *ngerti* (understanding), *ngeroso* (awareness), and *ngelakoni* (commitment to action) (Kuswandi et al., 2020; Wiryopranoto, 2017; Zulfiati et al., 2019). These values emphasize that every action requires understanding, awareness, and commitment in execution (Sa'idu, 2021; Wardani, 2010). This aligns with the aim of the study, which is to enable students to understand and empathize with the impact of microaggressions on individuals. In implementing this service, counselors require a guide. Therefore, this study aims to develop a guideline for implementing the sociodrama technique incorporating TRINGA values and to evaluate its effectiveness in preventing microaggressions among junior high school students.

Table 1. Activity Plan

Sessions	Topic	Purpose	Component		Time
Session 1	Pretest and Introduction to Activities	Students can gain an overview of the group counseling activities using sociodrama techniques, which incorporate the values of TRINGA, and build positive relationships	1.	Service Implementation Plan	45 minutes
			2.	Informed Consent	
			3.	Microaggressions Instrument	
			4.	Process Evaluation Sheet	
			5.	Student Reflection Sheet	
Session 2	*What are microaggressions?*	Students are able to understand the basic concept of microaggressions	1.	Service implementation plan	45 minutes
			2.	PowerPoint	
			3.	Process evaluation sheet	
			4.	Student reflection sheet	
Session 3	Sociodrama Topic 1	Students understand one form of microaggressions, namely microassault	1.	Service implementation plan	45 minutes
			2.	Sociodrama script	
			3.	Process evaluation sheet	
			4.	Student reflection sheet	
			5.	Story reflection sheet	
Session 4	Sociodrama Topic 2	Students understand one form of microaggressions, namely microinsult	1.	Service implementation plan	45 minutes
			2.	Sociodrama script	
			3.	Process evaluation sheet	
			4.	Student reflection sheet	
			5.	Story reflection sheet	
Session 5	Sociodrama Topic 3	Students understand one form of microaggressions, which is microvalidation.	1.	Service implementation plan	45 minutes
			2.	Sociodrama script	
			3.	Process evaluation sheet	
			4.	Student reflection sheet	
			5.	Story reflection sheet	
Session 6	Closure and *Posttest*	To understand the messages and impressions of the members, and the success of the service.	1.	Service implementation plan	45 minutes
			2.	Microaggressions instrument	
			3.	Student reflection sheet	

METHODS

This study employs a research and development methodology aimed at creating and evaluating the effectiveness of the developed product (Sugiyono, 2015). The model used is ADDIE, which consists of five stages: analysis, design, development, implementation, and evaluation (Branch,

2009). The first stage of this research is the analysis phase, where the researcher conducts a preliminary field study by distributing a microaggressions instrument and performing a literature review. The second stage is the design phase, during which the researcher constructs the sociodrama technique incorporating TRINGA values. The third stage is the development phase, involving expert validation and user testing. The fourth stage is the implementation phase, where the technique is applied in the field. The fifth stage is the evaluation phase, focusing on refining and improving the product. The research subjects are students of junior high school Islam Diponegoro Wagir, with a population of 63 students from grades 7, 8, and 9. The service plan designed by the researcher to implement the sociodrama technique incorporating TRINGA values to prevent microaggressions among junior high school students, as outlined in Table 1 .

Expert validation was conducted by three experts in Guidance and Counseling, two cultural experts, and two educational media experts. The expert validation indicators include accuracy, usefulness, attractiveness, and ease of use. The selection of expert subjects was based on several criteria, including: (1) a minimum doctoral background relevant to the required field; (2) mastery of the research topic; (3) a minimum of five years of teaching experience. The user trial involved two counselors or Guidance and Counseling teachers, while the small group test sample consisted of 12 students in the experimental group and 12 students in the control group. The sample was selected using purposive sampling based on the following criteria: (1) SMP Islam Diponegoro Wagir students; (2) a moderate level of microaggressive behavior. According to Amin et al (2023), purposive sampling is a technique involving selection based on specific considerations.

The instruments used in this study include: (1) expert assessment instruments; (2) a microaggressions scale comprising 49 items. This instrument was developed based on the theory of Sue & Sue (2008) with three dimensions, which include microassault, microinsult, and microvalidation. The scale used in this instrument is a Likert scale consisting of four responses: strongly agree, agree, somewhat disagree, and disagree. Data analysis for expert validation involved both numerical and descriptive data analysis. For numerical data analysis, the Intraclass Correlation Coefficient (ICC) was used for the three Guidance and Counseling validators. ICC analysis was applied to assess the reliability among the three raters (validators) (Whidarso, 2015) with a ratio ranging from 0 to 1 ($0 \leq ICC \leq 1$), where the result is considered perfect if the reliability score approaches 1 (Giuseppe, 2018; Ismunarti et al., 2020; Mondal et al., 2024). The criteria for interpreting ICC analysis results are shown in Table 2.

Table 2. Interpretation of ICC Analysis Results

ICC Score	Criteria
<0,50	Poor
0,50-0,75	Fair
0,75-0,90	Good
0,90-1	Excellent

Table 3. Interpretation of Interrater Agreement Results

Score Range	Criteria	Notes
0,90<xy< 1,00	Very Hight	Hightly suitable/ no revision
0,70<xy< 0,90	Hight	Suitable/ some revidions
0,40<xy< 0,70	Moderate	Fairly suitable/ some revisions
0,20<xy< 0,40	Low	Less suitable/ major revisions
<0,20	Very Low	Not suitable/ total revision

The analysis for the two cultural validators, two educational media validators, and two prospective users used interrater agreement to evaluate acceptance among two validators, aiming

to reach a strong expert consensus (Gregory, 2014), with a range of 0 to 1 (0.00 < xy < 1.00), where values closer to 1 indicate high acceptance (Guilford, 1942). Acceptance criteria include: (1) accuracy; (2) usability; (3) attractiveness; (4) ease of use. Table 3 provides the criteria for interpreting interrater agreement results.

The criteria for categorizing levels of microaggressive behavior are as follows: (1) Low with scores $X < 64$; (2) Moderate with scores $64 \leq X < 103$; (3) High with scores $103 \leq X$. For the small group test, quasi-experimental design was used, involving control and experimental groups, with the Mann-Whitney test applied. The difference between pre-test and post-test scores was analyzed using the Wilcoxon test. Descriptive data were obtained from feedback, critiques, and suggestions from validators and prospective users.

RESULTS AND DISCUSSION
Results

The research and development process in this study, using the ADDIE model, consists of five stages. The first stage, analysis, found that the level of microaggressions among students at SMP Islam Diponegoro was categorized as moderate, with a percentage of 71%. The second stage, design, produced a preliminary guideline that had not yet been validated by experts. This guideline includes procedures for implementing the service. In the next stage, development, the sociodrama technique guideline incorporating TRINGA values was validated by several experts relevant to the study. The validators included experts in Guidance and Counseling, cultural studies, and educational media. Table 4 presents the results of the expert validation.

Table 4. Expert Validation Results

No	Validation Type	N Validators	Analysis Method	Result	Category
1	Guidance & Counseling	3	*Intraclas Corelation Coefitient (ICC)*	0,786	Good
2	Educational Media	2	*Interrater Agreement*	1	Very Suitable
3	Cultural Studies	2	*Interrater Agreement*	1	Very Suitable
4	Prospective Users (Counselors)	2	*Interrater Agreement*	0,92	Very Suitable

Table 5. Pre-Test and Post-Test Results for Experimental

Subject	*Pretest*	Category	*Posttest*	Category
A	72	Medium	61	Low
B	77	Medium	69	Medium
C	85	Medium	74	Medium
D	82	Medium	60	Low
E	74	Medium	63	Low
F	73	Medium	50	Low
G	78	Medium	62	Low
H	98	Medium	74	Medium
I	75	Medium	62	Low
J	72	Medium	56	Low
K	96	Medium	72	Medium
L	76	Medium	58	Low

Based on the expert validation of Guidance and Counseling, analyzed with ICC, the guideline achieved a score of 0.786, categorizing it as "Good." The validations by educational media and cultural experts, analyzed through interrater agreement with a score of 1, indicated that the guideline was "Very Suitable" in terms of media and cultural content. Additionally, the prospective user test yielded a score of 0.92, also categorizing the guideline as "Very Suitable."

The fourth stage in the ADDIE development procedure is implementation. This research and development study involves two groups: the experimental group and the control group. The subjects used in the implementation stage were middle school students who exhibited a moderate level of

microaggressions. Below is the pretest and posttest data of the experimental group that utilized group guidance through the socio-drama technique with TRINGA values to prevent microaggression behaviors among junior high school students, as presented in Table 5.

Based on the data above, it can be observed that the subjects experienced a decrease in scores before and after participating in group guidance activities using the socio-drama technique with TRINGA values. There are 8 students who showed a change in category from moderate to low. The results of the Wilcoxon test analysis on the experimental group are presented in Table 6 below.

Table 6. Wilcoxon Rank Test Results for Experimental Group

		N	Mean Rank	Sum of Ranks
	Negative Ranks	12[a]	6.50	78.00
Post Test - Pre Test	Positive Ranks	0[b]	.00	.00
	Ties	0[c]		
	Total	12		

Based on the table above, it is shown that there was a decrease between pretest and post-test scores for 12 respondents. This can be seen through the negative ranks value in Table 7.

Table 7. Statistical Test Results for Experimental Group

	Post Test – Pre Test
Z	-3.066[b]
Asymp. Sig. (2-tailed)	.002

With a significance value of 0.002, and based on the Wilcoxon test criteria (where $p<0.05$ indicates a significant difference), it can be concluded that there was a significant difference between pre-test and post-test scores in the experimental group. Thus, it is concluded that the sociodrama technique with TRINGA values effectively reduces microaggressive behavior among junior high school students.

The following is the data on the posttest score differences between the experimental group and the control group, as presented in Table 8.

Table 8. Posttest Data of Experimental and Control Groups

Experimental Group (TRINGA-Focused Sociodrama)			Control Group (Discussion & Problem Solving)		
Subjec	*Posttest*	Category	Subject	*Posttest*	Category
A	61	Low	M	79	Medium
B	69	Medium	N	66	Medium
C	74	Medium	O	73	Medium
D	60	Low	P	89	Medium
E	63	Low	Q	79	Medium
F	50	Low	R	98	Medium
G	62	Low	S	82	Medium
H	74	Medium	T	74	Medium
I	62	Low	U	81	Medium
J	56	Low	V	97	Medium
K	72	Medium	W	93	Medium
L	58	Low	X	96	Medium

Based on the data above, a Mann-Whitney test was then conducted on the posttest results of the experimental and control groups. This test aims to determine the differences between the outcomes of the experimental group, which used the socio-drama technique with TRINGA values, and the control group, which utilized discussion and problem-solving techniques. The results of the Mann-Whitney test are presented in Table 9 below.

Table 9. SPSS Mann-Whitney Test Analysis

	Microagressions Level
Mann-Whitney U	7.000
Wilcoxon W	85.000
Z	-3.758
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

The table shows an Asymp. Sig. (2-tailed) value of 0.000. According to the Mann-Whitney test criteria (where $p<0.05$p $<$ 0.05p$<$0.05 indicates a significant difference), it can be concluded that there was a significant difference between the post-test results of the experimental group (using sociodrama with TRINGA values) and the control group (using discussion and problem-solving techniques).

Discussion

The key finding of this research and development is a guideline for sociodrama techniques incorporating TRINGA values to prevent microaggressions among junior high school students. The developed guide has undergone expert validation and has proven effective in preventing microaggressions. This is evidenced by the pretest and posttest results, which show an increase in scores from the pretest to the posttest. Additionally, it can be seen through the implementation of activities from the third to the fifth session that students were able to learn and directly practice how to apply the TRINGA values taught during the sociodrama activities. This aligns with Zulfiati et al. (2019), who stated that applying TRINGA values can enhance students' character. Furthermore, Indarti (2019) also mentioned in her research findings that the implementation of TRINGA values can foster attitudes in students, such as enthusiasm and a strong motivation to learn and create. The developed guidelines contain procedures for implementing a service. The guide can help ensure that counseling services are provided consistently and in accordance with the established standards (Moore et al., 2023). This is important so that the counselee can receive high-quality services that are aligned with their needs.

The findings of this study are supported by previous research. First, Indul & Lianawati (2020) found that the use of sociodrama techniques is effective in developing adolescents' social interactions. Additionally, Haryati & Wibowo (2017) demonstrated that the sociodrama group guidance model effectively fosters empathy among junior high school students. This aligns with the current study's findings, which reveal that sociodrama techniques incorporating TRINGA values can prevent microaggressions. Thus, it can be concluded that sociodrama is a technique capable of addressing social issues effectively.

This study also compared the post-test results of the experimental group and the control group. The experimental group employed the sociodrama technique enriched with TRINGA values. Eight students experienced a shift in their category from moderate to low levels of microaggression behavior. Meanwhile, the control group used discussion and problem-solving techniques, but no category shifts were observed in this group. Therefore, it can be concluded that the sociodrama technique infused with TRINGA values is more effective than discussion and problem-solving techniques in preventing microaggression behaviors. Malloy (2021) also noted that the sociodrama technique is highly effective for use in schools to help students learn and grow within a supportive environment. Sociodrama can also enhance students' social interactions and address complex emotions through hands-on practice (Carter, 2009; Yesil et al., 2024). This was further evidenced by students' active participation in activities, as they demonstrated joy, excitement, and enthusiasm while performing roles in the sociodrama.

CONCLUSION

Based on the results and discussion regarding the development of a guideline to prevent microaggressive behaviors among junior high school students, it has been theoretically validated by experts in Guidance and Counseling, cultural studies, educational media, and prospective users. The guideline has also demonstrated practical acceptance through effectiveness testing, as evidenced by the Wilcoxon test on the experimental group with a significance value of 0.002, indicating a significant difference between pre-test and post-test scores in the experimental group. Additionally, a comparison between the experimental and control groups using the Mann-Whitney test showed a significance value of 0.000, confirming a significant difference between group guidance with sociodrama incorporating TRINGA values and group guidance using discussion and problem-solving techniques. Future researchers are encouraged to integrate other cultural values that align with the regional characteristics of the research subjects.

ACKNOWLEDGMENTS

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