The effectiveness of sociodrama techniques in preventing moral disengagement tendencies in high school students

Rihadatul Aisy [1], **Riskiyana Prihatiningsih**[*)2] , **Diniy Hidayatur Rahman**[3]

[1, 2, 3] Department of Guidance and Counseling, Universitas Negeri Malang, Malang, Indonesia

[*)] Corresponding author, e-mail: riskiyana.prihatiningsih.fip@um.ac.id

Abstract

The increasing behavior of students who violate morals can reflect the increasing tendency of students' moral disengagement. Sociodrama is believed to be an effective technique in preventing moral disengagement tendencies in students. This research aims to prove the effectiveness of sociodrama techniques in preventing the tendency of moral disengagement in students. This research design uses a one group pretest-posttest design. The research sample was 25 students from class XI-2 of Kepanjen Islamic High School, obtained through purposive sampling. The instrument used to collect data is the moral disengagement scale. Data analysis was carried out using the Wilcoxon Signed-Rank Test. The results of the Wilcoxon Signed-Rank Test show that sociodrama techniques are effective in preventing the tendency of moral disengagement in students. The novelty in this research lies in the classical guidance service with sociodrama techniques which functions as a preventive service that focuses on students with a moderate level of moral disengagement. Meanwhile, previous research used different techniques and functioned as a curative service that focused on students with a high level of moral disengagement. This research concludes that sociodrama techniques are effective in preventing the tendency of moral disengagement in high school students. The implications of these findings show the importance of applying sociodrama techniques in guidance and counseling programs in schools.

Keywords: Moral Disengagement, Sociodrama Techniques, Preventive Guidance Services, High School Students, Wilcoxon Signed-Rank Test

Abstrak

Semakin bertambahnya perilaku siswa yang melanggar moral dapat mencerminkan kecenderungan *moral disengagement* siswa yang semakin meningkat. Sosiodrama diyakini sebagai teknik yang efektif dalam mencegah kecenderungan *moral disengagement* pada siswa. Penelitian ini bertujuan untuk membuktikan efektivitas teknik sosiodrama dalam mencegah kecenderungan *moral disengagement* pada siswa. Desain penelitian ini menggunakan one group *pretest-posttest design*. Sampel penelitian adalah siswa kelas XI-2 SMA Islam Kepanjen sebanyak 25 orang yang diperoleh melalui *purposive sampling.* Instrumen yang digunakan untuk pengumpulan data yaitu skala *moral disengagement*. Analisis data dilakukan dengan uji *wilcoxon signed-rank test*. Hasil dari uji *wilcoxon signed-rank test* menunjukkan bahwa teknik sosiodrama efektif dalam mencegah kecenderungan *moral disengagement* pada siswa. Kebaruan dalam penelitian ini terletak pada layanan bimbingan klasikal dengan teknik sosiodrama yang berfungsi sebagai layanan preventif yang berfokus pada siswa dengan tingkat *moral disegagement* sedang. Sedangkan pada penelitian sebelumnya dengan menggunakan teknik yang berbeda serta berfungsi sebagai layanan kuratif yang berfokus pada siswa dengan tingkat *moral disengagement* tinggi. Penelitian ini menyimpulkan bahwa teknik sosiodrama efektif dalam mencegah kecenderungan *moral disengagement* pada siswa SMA. Implikasi dari temuan ini menunjukkan pentingnya penerapan teknik sosiodrama dalam program bimbingan dan konseling di sekolah-sekolah.

Kata Kunci: *Moral Disengagement*, Teknik Sociodrama, Layanan Bimbingan Preventif, Siswa Sekolah Menengah, Uji Wilcoxon Signed-Rank

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INTRODUCTION

Individuals can reduce feelings of guilt and allow them to live with the consequences of their unethical actions, this is known as moral disengagement (Schaefer & Bouwmeester, 2021). Moral disengagement is a series of cognitive processes that are used as a way to disengage moral values in society and carry out immoral actions (As'ad, 2022). In other words, individuals will use one or more mechanisms to release self-sanctions from unethical actions to validate and rationalize themselves. According to social cognitive theory, individuals develop their moral standards as a self-regulatory mechanism to help them avoid self-blaming emotions such as guilt and shame (Bandura, 1999; Pohan, 2024).

In the educational context, moral disengagement is important to highlight. In several previous studies from 2019-2024, it was discovered that there was moral disengagement in Player Unknown's BattleGrounds (PUBG) (Saputra, 2019), moral disengagement has a role in anti-social behavior (Maharani & Ampuni, 2020), a predictor of aggressive behavior in teenagers (Siregar & Ayriza, 2020), moral disengagement which influences academic procrastination (Wu & He, 2022), moral disengagement acts as a strong predictor of cyberbullying among teenagers (Liu et al., 2023), triggers anger in drivers (Lv et al., 2024), and moral disengagement has an impact on falsifying information, cheating on exams, and plagiarism (Lingán-Huamán et al., 2024).

There is a social cognitive theory which states that one of the causes of individuals behaving unethically is because of the existence of certain cognitive mechanisms that weaken the boundaries of moral violations against their own behavior (Bandura, 1991). So, this can lead to immoral behavior. This can be seen from previous research which shows that many behaviors are caused by moral disengagement. In fact, it doesn't only happen to students from elementary and middle school levels, but also to students and individuals who are already in the adult phase. Apart from that, the existence of moral disengagement in an individual can influence behavior that can have an impact on the individual himself and other individuals both in the school environment and in society.

This can be seen from the existence of cyberbullying among elementary school, middle school and high school students. Furthermore, anti-social behavior among students occurred only in male students in class XI, as well as aggressive behavior in high school students. Apart from that, moral disengagement was found in Player Unknown's BattleGrounds (PUBG) among communication science study program students, academic procrastination also occurred among students, including falsification of information, cheating on exams, and plagiarism among students in the age range of 18-40 years. Apart from pupils and students, the influence of moral disengagement can also result in negative behavior among female and male drivers aged 19-33 years which can trigger anger when driving. Reviewing the influence of moral disengagement allows individuals to carry out behavior that is contrary to their moral standards without any regret (Luo & Bussey, 2023).

In previous research, it was discovered that the condition of students in several schools in Malang district requires the role of teachers in improving morale. It can be seen that teachers need to play a role

in optimizing the moral education of students at SMPN 2 Dau Satu Roof Malang Regency (Ni'mah, 2016) and the teacher's role is needed in improving the morale of class VII students at MTS Negeri Turen Malang (Fauziyah, 2017). Furthermore, as stated in the electronic media kompas.com, many incidents of violence and bullying among students in Malang City are caused by none other than the moral detachment within students (Syamsina, 2021).

Furthermore, moral disengagement was also found in students at Kepanjen Islamic High School, Malang Regency. This is based on a preliminary study conducted by researchers at Kepanjen Islamic High School in February 2024 which showed a tendency for moral disengagement in classes X and XI in the 2023/2024 academic year. The level of moral disengagement of students in each class has different levels. It is known that there are 8 classes with students having low, medium and high levels of moral disengagement. Then 1 class with low and medium levels of moral disengagement, and 1 class with only medium and high levels.

Based on the preliminary study data, it is known that there is 1 class, namely class in this way, students in class XI-2 are deemed to need services so that the level of moral disengagement of students in that class does not increase. So, the urgency of this research is to prevent the tendency of moral disengagement in students at Kepanjen Islamic High School, especially in class XI-2. Seeing this data, Guidance and Counseling teachers need to make efforts through effective services in class XI-2 to prevent moral disengagement in this class from increasing. Guidance and counseling is a unit that has the responsibility to help students solve their problems so that they can develop optimally (Rahman et al., 2024).

Guidance and counseling can help students make the right decisions and improve their behavior (Arfasa & Weldmeskel, 2020). One of the efforts that can be made by Guidance and Counseling teachers in class XI-2 is through services that can be provided every week.

So far, Guidance and Counseling teachers at Kepanjen Islamic High School more often provide classical guidance services and counseling in individual settings. Individual counseling services are the services most often used in an effort to overcome the problems of a small number of students (Agam et al., 2023). This individual counseling is a form of service to help solve problems faced by students and develop them (Aini & Mudjiran, 2020). Therefore, seeing the need for services to be provided that are preventive and reach 25 students in 1 class, the service that is deemed appropriate to provide is classical guidance. Classical guidance is part of the basic guidance services that are carried out directly and carried out on a scheduled basis (Safrianti & Nelliraharti, 2022).

In implementing this classical guidance service, of course you have to determine the technique that is considered appropriate to use. In previous research, it was known that psychoeducation groups using modeling techniques based on Islamic values were effective in reducing moral disengagement in students (Nugroho, 2019). Therefore, researchers are interested in conducting classical guidance experiments using different techniques, namely sociodrama techniques as a preventive measure. This research functions as a preventive effort because it focuses on students with a "medium" level to prevent moral disengagement in individuals from increasing.

The sociodrama technique is a role play that has the aim of solving social problems that exist in relationships between humans (Romlah, 2019). Based on previous research, from 2018-2023 it can be seen that sociodrama techniques can reduce anxiety in students (Godoy & Riquinho, 2018), improve students' anger management skills (Alawiyah et al., 2019), increase speaking ability and motivation in various activities (Sawyer & Brooks, 2021), increasing student discipline (Mutiara & Nurrofifah, 2022), increasing the ability to master concepts in learning Islamic religious education (Gani & Zulaikhah, 2022), increasing students' self-concept (Kartikasari & Prasetiawan, 2022), reducing behavior aggressive (Nurisma & Astuti, 2023), and increasing cooperation among students (Azzahra & Fathoni, 2023). In this way, this sociodrama technique can enable students to see from a different perspective that behavior that reflects moral disengagement can be detrimental to themselves and other individuals around them. So, this sociodrama technique can encourage students to behave more ethically.

In this way, the novelty in this research lies in the service having a preventive function by focusing on students with a moderate level of moral disengagement, while previous research used a different technique with a curative function which focused on students with a high level of moral disengagement. Therefore, the aim of this research is to determine the effectiveness of sociodrama techniques in preventing moral disengagement tendencies in high school students.

METHODS

This research uses a quantitative approach with a pre-experimental research design using one group pretest-posttest.

This research design aims to determine the effectiveness of an independent variable by comparing changes or differences in variable scores that can be known before and after providing services or treatment. In this research design, a pretest was carried out to measure the level of moral disengagement possessed by students. The students who were respondents have given a statement of consent and expressed their willingness to become research subjects and provide the necessary data without coercion from any party. Next, classical guidance treatment is given using sociodrama techniques. After giving the treatment, students will then be given a posttest. The limitation of this research design is that the research was conducted on one experimental group only without a control group. The population of this study was 259 students in classes X and XI of Kepanjen Islamic High School. In this population, a preliminary study was carried out which was used to determine the research sample. The sample taker used a purposive sampling technique. Based on the preliminary study, it was determined that class.

To collect data, research instruments are needed (Widiasworo, 2019). The instrument used is the moral disengagement scale from 8 dimensions of moral disengagement according to (Bandura et al., 1996) and (Siregar, 2018). These dimensions include: 1.) moral justification, 2.) euphemistic language, 3.) advantageous comparison, 4.) displacement of responsibility, 5.) diffusion of responsibility, 6.) distorting consequences, 7.) dehumanization, and 8.) attribution of blame. The following is shown in Table 1 regarding the moral disengagement grid used in the moral disengagement scale in this research.

This moral disengagement grid was used in conducting preliminary, pretest and posttest studies with the aim of obtaining data on the level of moral disengagement in students. Scoring of the questionnaire used a Likert scale with 4 answer choices, namely "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree". Determining the subject's level of moral disengagement is seen from the total score obtained when filling in the moral disengagement scale. The higher the total score obtained, the higher the level of moral disengagement, and vice versa. The instruments used were tested by expert lecturers in the field of guidance and counseling to test content validity. Apart from that, it also carried out instrument testing on students in class XI spread across 2 classes to carry out empirical validity, reliability and readability tests. Furthermore, when conducting experiments, researchers need experimental guidelines as a guide in carrying out experiments. In preparing experimental guidelines, there are stages that need to be gone through, namely : a) preparing experimental guidelines, b) testing experimental guidelines, and c) revision.

Based on the data that will be obtained, the results will be catagorized from this data to determine the level of moral disengagement in students. The categorization of measurement results into three categories according to (Azwar, 2012). The following is presented in Tabel 2. In this research, data collection was carried out starting with conducting a preliminary study in all 10 classes of Kepanjen Islamic High School to determine the classes that would be given treatment. The provisions for the class that will be given treatment are the class that has the highest "medium" level of moral disengagement among the other classes. This is because the function of the service is preventive in nature, so that if students have a "high" level of moral disengagement, it is more appropriate to receive counseling services. After obtaining preliminary study data in classes X and XI at Kepanjen Islamic High School, class XI-2 was then determined to be the research sample. Students in class XI-2 completed a pretest in February 2024 to determine the level of moral disengagement before being given treatment. Furthermore, treatment in a classical guidance setting using sociodrama techniques was carried out in April-May 2024 for 3 meetings. After that, students completed a posttest in May 2024 to determine the level of moral disengagement after carrying out the treatment.

The collected data was then analyzed using descriptive statistical techniques and non- parametric inferential statistics (Wilcoxon test) using the help of the IBM SPSS Statistics 25 application. Descriptive statistics are statistics for analyzing data by describing the data as it is and not making conclusions that apply in general (Sugiyono, 2016). Then inferential statistics is a technique for analyzing sample data and the results are applied to the population (Sugiyono, 2019). The inferential statistics used are non-parametric statistics with the Wilcoxon test. Data were analyzed using the Wilcoxon test because the data obtained was not normally distributed. The Wilcoxon test functions to test differences before and after treatment and determine the effectiveness of a treatment. If the calculation results show a significance level of <0.05 then Ha is accepted, or it is said that the treatment given is effective in preventing moral disengagement tendencies in high school students. On the other hand, if the calculation results show a

significant level of > 0.05 then H0 is accepted, or it is said that the treatment given is not effective in preventing moral disengagement tendencies in high school students.

RESULTS

Respondents who will be given classical guidance treatment using sociodrama techniques are students in class XI-2. The following are the characteristics of the respondents in Table 3. Based on the pretest results obtained from class XI-2 of Kepanjen Islamic High School, there were 25 students, it is known that 3 students (12%) had a low-level moral disengagement score and 22 students (88%) had a medium level moral disengagement score. The following is presented in Table 4.

After students completed the pretest, the researcher provided treatment which was carried out in 3 meetings with a duration of 45 minutes/meeting. The experiment in this research was carried out from April to May 2024. After students were given classical guidance services using sociodrama techniques, there was a change in the level of moral disengagement of students in class XI-2. This can be seen in the results of the posttest carried out after giving treatment. At first, students' moral disengagement scores were predominantly at a medium level. After participating in classical guidance services using sociodrama techniques, students' moral disengagement levels decreased so that there was an increase in the number of students at low levels. Below are presented the results of the pretest and posttest analysis in Table 5.

Table 5. shows the results of the pretest and posttest regarding moral disengagement in 25 students in class XI-2 of Kepanjen Islamic High School. The results of the pretest and posttest analysis presented in Table 5 show a decrease in the level of moral disengagement in 23 students and there were 2 students who did not experience a change in results between the pretest and posttest. Based on the scores from the pretest and posttest, it shows that providing treatment with sociodrama techniques can prevent the tendency of moral disengagement in students. Based on this table, it can also be seen that the students' average scores decreased after being given treatment using sociodrama techniques. The average student moral disengagement score was initially 42.88, decreasing to 35.92 (decrease difference of 6.96). Data analysis was also carried out using the Wilcoxon test to test differences before and after treatment and to determine the effectiveness of a treatment. The following is the Wilcoxon test analysis with the help of the IBB SPSS Statistics 25 application.

Based on the tests that have been carried out, the Asymp value can be determined. Sig is 0.000 < 0.05 so Ha is accepted, which means there is a difference between the pretest and posttest. The negative ranks scores for 23 students experienced a decrease with an average of 12.00 and 2 students did not experience a change in scores between the pretest and posttest. Then the Sum of Ranks value or the number of negative rankings is 276.00. So, it can be concluded that sociodrama techniques are effective in preventing moral disengagement tendencies in high school students.

Table 1. Grid Moral Disengagement

Variable	Indicator	Descriptor
Moral Disengagement	Moral justification	Correct the mistakes made
	Euphemistic languange	Using euphemisms to make reprehensible behavior seem normal
	Advantageous comparison	Comparing a despicable attitude with a more despicable one
	Displacement of responsibility	Don't want to be blamed for mistakes made
	Diffusion of responsibility	Blaming others for mistakes made
	Distorting consequences	Not caring about the consequences of his actions
	Dehumanization	Being inhumane to the weak
	Attribution ofblame	Blaming others to exonerate yourself

Table 2. Category Grouping Formula

Category	Formula	Value
Low	$X < M{-}1SD$	$X{<}38$
Medium	$M{-}1SD \leq M + 1SD$	$38 \leq X < 54$
High	$M{+}1\ SD \leq X$	$54 \leq X$

Table 3. Respondent Characteristics

The number of students	Gender
25 students	Male = 8 students Female = 17 students

Table 4. Level of Moral Disengagement Class XI-2 Students

Category	Number of Research Subjects	Percentage
Low	3	12%
Medium	22	88%
High	-	-

Table 5. Pretest and Posttest Data

No	Subject	Pre-Test Score	Category	Post-Test Score	Category
1	APW	37	Low	26	Low
2	AK	40	Medium	40	Medium
3	AANI	44	Medium	41	Medium
4	ARM	47	Medium	37	Low
5	AAA	42	Medium	25	Low
6	AH	44	Medium	43	Medium
7	CK	37	Low	25	Low
8	ETAF	45	Medium	40	Medium
9	FTA	41	Medium	38	Medium
10	FF	44	Medium	40	Medium
11	FFA	52	Medium	46	Medium
12	FMD	41	Medium	41	Medium
13	HF	40	Medium	28	Low
14	JZV	42	Medium	35	Low
15	MY	38	Medium	37	Low
16	MS	44	Medium	25	Low
17	PRTC	37	Low	31	Low
18	RNBA	46	Medium	39	Medium
19	RMKP	41	Medium	33	Low
20	S	43	Medium	35	Low
21	SFK	47	Medium	42	Medium
22	SKT	45	Medium	43	Medium
23	WZ	47	Medium	39	Medium
24	YFIA	50	Medium	44	Medium
25	ZRR	38	Medium	25	Low
	Mean	42.88	Medium	35.92	Low

DISCUSSION

Based on a series of research that has been carried out, it can be seen that the level of moral disengagement in students in class XI-2 of Kepanjen Islamic High School from the pretest results shows an average of 42.88. Then, after being given classical guidance treatment using sociodrama techniques, the posttest result was 35.92. So, there is a decrease of 6.96 which illustrates that there is a decrease in moral disengagement in students in class XI-2.

Furthermore, based on the Wilcoxon test results, obtained in the "Ranks" table for Negative Ranks between the pretest and posttest scores, a value of 23 for N was obtained, which means that there were 23 students who experienced a decrease in moral disengagement. Then the Mean Rank value obtained is 12.00, which means the average change is 12.00 and the Sum of Ranks is 276.00, which means the number of negative rankings is 276.00. Furthermore, the Positive Rank obtained a value of 0 for N, which means there were no students who experienced an increase in moral disengagement. Then the Mean Ranks obtained are 0.00, which means the average

change is 0.00 and the Sum of Ranks is 0.00, which means the number of positive rankings is 0.00. Furthermore, the Ties score obtained a value of 2 for N, which means that there were 2 students who did not experience a change in moral disengagement scores. Apart from that, you can find out the Asymp value. Sig is 0.000, which means that sociodrama techniques are effective in preventing moral disengagement tendencies in high school students.

Based on the 3 meetings that were held, at each meeting there were different dimensions of moral disengagement. At the first meeting, students play roles according to the sociodrama scenario that has been given. The students who played the roles were appointed by the researchers because there were no students who volunteered. At this first meeting, there were three dimensions presented implicitly in the sociodrama scenario, reflection questions, and evaluation of results. The three dimensions discussed at this first meeting were displacement of responsibility, distorting consequences, and dehumanization. In accordance with the process of reflective discussion and evaluation of the results that have been carried out, it can be said that students are starting to be able to identify behavior that reflects these three indicators. Apart from that, students who play roles can play roles according to the characters they play. This is in accordance with the expert opinion that the sociodrama technique is a type of role-playing activity and creative drama so that there is spontaneity and creativity (Tsaniah et al., 2020).

Then at the second meeting, students played roles according to the sociodrama scenario that had been given more optimally. Students who play roles, the same as in the first meeting, are appointed by the researcher on the condition that the students are more prepared if they are appointed as actors. At this second meeting there were two dimensions presented implicitly, euphemistic language and attribution of blame. In accordance with the process of reflective discussion and evaluation of the results that have been carried out, it can be said that students can also identify behavior that reflects these two dimensions. Students who play roles also seem to be more immersed in performing their roles. This is in accordance with expert opinion that in this sociodrama technique students can express their feelings and experiences in a structured context (Kharismaylinda & Harahap, 2023).

Furthermore, at the third meeting, students performed their roles more enthusiastically. At this meeting there were three dimensions presented implicitly, moral justification, advantageous comparison, and diffusion of responsibility. In accordance with the process of reflective discussion and evaluation of the results that have been carried out, it can be said that students can identify behavior that reflects these three dimensions. Apart from that, in this third sociodrama scenario, there is a scene that matches the behavior of one of the students in the class. This is in accordance with the expert opinion that stories in sociodrama scenarios are a space for acting with reality so that they can facilitate creative experiences and interactions in the search for experiential learning (Nery & Gisler, 2019).

This sociodrama technique can build awareness of how individuals may feel isolated and dislocated, help develop empathy and provide opportunities for individuals to explore possible responses to

various situations (Loue, 2018). That way, through this sociodrama technique students are able to respond when they are in a condition. So that students can feel that they are in someone else's position. Thus, they can increase their ability to feel and understand other people's feelings when they are in certain situations. Apart from that, students can also be aware of the consequences of their behavior so that they can reduce the tendency to behave in ways that reflect moral disengagement.

Furthermore, the scenarios raised in sociodrama are also stories that are not far from students' lives or problems. This is in line with expert opinion that the sociodrama technique uses depictions of real situations to show underlying attitudes, beliefs, feelings and values (Gani & Zulaikhah, 2022; Pohan et al., 2024). In sociodrama techniques that practice real life scenarios, students can apply moral and ethical concepts in concrete contexts so that they can strengthen their understanding. Through this sociodrama technique, students can see and assess what is good and what is bad, and practice solving existing problems according to the students' point of view (Azzahra & Fathoni, 2023). That way, students are able to behave in accordance with morals so that this behavior does not harm themselves or others.

The effectiveness of sociodrama techniques in preventing moral disengagement tendencies in students cannot be separated from the existence of other factors that participate in strengthening it. Students who are receiving education in religious- based schools, one of which is Islam, can be a strengthening factor in reducing the level of moral disengagement in students. This is supported by Bandura (2003) who states

that individuals learn from the surrounding environment, including ideas, values, belief systems, and lifestyles which can be formed from imitating the environment in social life. So, with strong enough religious education at Kepanjen Islamic High School, this can influence a decrease in the level of moral disengagement because students gain more Islamic knowledge while at school compared to non-religious public schools. This is in line with previous research which found that psychoeducation groups using modeling techniques based on Islamic values were effective in reducing moral disengagement in students (Nugroho, 2019).

This research is relevant to previous research regarding effective sociodrama techniques for improving anger management skills in students (Alawiyah et al., 2019). Students who can manage their anger will reduce the possibility that students will behave unethically, and vice versa. Apart from that, sociodrama techniques are also effective in improving students' ability to master concepts in learning Islamic religious education (Gani & Zulaikhah, 2022). Moreover, education plays an important role in fostering and developing children's character and knowledge, especially in instilling religious norms from an early age (Yaqin, 2016). Considering this, it can support this research that sociodrama techniques are effective in preventing moral disengagement tendencies in high school students.

There are other factors that participate in strengthening the effectiveness of sociodrama techniques in preventing moral disengagement tendencies in students. On the other hand, it is known that there are other factors that hinder the prevention of moral

disengagement. Based on the research results, it is known that there were 2 students who did not experience a decrease in their scores between the pretest and posttest. Another factor that can inhibit the decline in moral disengagement scores in students is the condition of the family environment and friendships. Maladaptive or unfavorable family conditions and inappropriate parenting patterns can become obstacles in the process of forming moral values in individuals (Christanti et al., 2020). Poor quality parenting can have a negative influence on aspects of individual development and can increase the possibility of behavioral problems (Elminah et al., 2022). A study found that harsh parenting can significantly and positively influence moral disengagement among adolescents (Fan et al., 2023). So negative and harsh family parenting tends to encourage individuals to increase their level of moral disengagement.

Apart from that, based on expert opinion, social interaction with peers can significantly influence personal development, values and attitudes (Astuti, 2024). So, the friendship environment plays an important role in the formation of individual morals. If an individual is in a negative friendship environment and cannot resist the negative influence of that friendship environment, this can affect moral disengagement in the student. So that guidance and counseling can be an important educational tool in forming an orientation in each individual from negative ideas instilled in them by their peers (Nkechi Theresa et al., 2016).

The implication of this research is that it provides benefits in the development of knowledge in the field of Guidance and Counselling, especially in one aspect of student Independence Competency

Standards, namely the foundation of ethical behavior. The effective implementation and function of a guidance and counseling program in any field at school depends on several things, one of which is the service it provides in dealing with the challenges faced by students (Saleh et al., 2020). This sociodrama technique can be used as a reference when providing services to prevent students' moral disengagement tendencies. That way, students can control their behavior so that they can behave in accordance with the norms in their environment. Apart from that, the treatment is carried out in a classical guidance setting so it is easier to carry out.

Classical guidance services are basic guidance services designed for counselors to make direct contact with students in class on a scheduled basis (Athiyah, 2022). This service with a classical guidance setting can be said to be efficient because the service can be provided to a large number of students so that it can save time while still achieving the desired goals. However, sociodrama techniques can also be provided through classical or group guidance services according to the needs of students. So, this sociodrama technique can be used as an alternative by Guidance and Counseling teachers in preventing moral disengagement tendencies in high school students.

The existence of a guidance and counseling service program in schools which is carried out in an effort to prevent the tendency of moral disengagement in students, will be difficult to achieve maximum results if there is no support from other parties. An effective guidance and counseling service program is a collaborative effort between counselors, families, community stakeholders and other educators in creating an environment that

produces positive impacts (Prihatiningsih et al., 2021; Widyarto et al., 2024). So, cooperation between various parties is needed, including counselors, families, community stakeholders, and other educators to maximize guidance and counseling programs so that they can achieve the goals they want to achieve, one of which is preventing the tendency of moral disengagement in students. This is supported by experts that guidance and counseling that do not function effectively cannot influence students to bring about changes in their academic success and behavioral adjustments (Arfasa & Weldmeskel, 2020).

Furthermore, the novelty in this research is the use of sociodrama techniques to prevent moral disengagement tendencies in students who have a moderate level of moral disengagement so that it has a preventive function. Meanwhile, previous research focused on efforts to reduce moral disengagement in students who have a high level of moral disengagement with a curative function. Preventive or preventative efforts are better than curative efforts (Mubanga, 2015). In this preventive effort, it is hoped that students will be able to choose appropriate actions and attitudes and support their psychological development in an ideal and positive direction (Atmarno et al., 2020). Referring to previous research, it is known that there is moral disengagement in Player Unknown's BattleGrounds (PUBG), moral disengagement plays a role in anti-social behavior, is a predictor of aggressive behavior in teenagers, influences academic procrastination, is a predictor of cyberbullying among teenagers, triggers anger towards drivers, and has an impact on falsifying information, cheating on exams, and plagiarism among students. So,

if moral disengagement in students is not immediately prevented or overcome, it can have an impact on the formation of other negative behavior which of course will be detrimental to various parties.

This research has been carried out in accordance with research procedures, so there is strength in this research. The strength of this research is that there is a comprehensive preliminary study on all students in classes X and XI of Kepanjen Islamic High School for the 2023/2024 academic year. So, the data obtained is complete data from 10 classes and can be analyzed thoroughly in determining the classes that will be used as samples in the research.

In this way, the class used as the research sample was proven to need treatment to prevent moral disengagement from increasing. Furthermore, the treatment was carried out in a classical guidance setting on the research sample, namely class XI-2, totaling 25 students. So, with the treatment carried out over 3 meetings, almost all of the students in the class had been in the player group. That way, students have experienced the same treatment so that it can improve the results of the research.

The strength of this research cannot be separated from the discovery of limitations in its implementation. The limitations of this research lie in the research design used, namely one group pretest-posttest design. So, this research was only carried out on one experimental group without a control group. Another limitation is that the treatment is only carried out for 3 meetings. Then, the time for implementing the treatment is carried out according to the guidance and counseling hours, namely 45 minutes/meeting. So, with limited research

time, researchers must conduct research optimally.

Considering the limitations in this research, it is hoped that future research can use a stronger research design, such as using a control group. Apart from that, it is necessary to increase the number of treatment sessions and make each treatment longer. In this way, it is hoped that it can further increase the effectiveness of the treatment carried out. In addition, there is potential for further exploration of the effectiveness of sociodrama techniques in preventing other negative behavior or in increasing positive behavior.

This research highlights that the use of sociodrama techniques is effective in preventing moral disengagement tendencies in students. This research contributes to educational literature by providing empirical evidence regarding the effectiveness of providing classical guidance services using sociodrama techniques. Apart from that, there are practical implications for guidance and counseling programs in preventing moral disengagement tendencies in students.

CONCLUSION

Sociodrama techniques have proven effective in preventing moral disengagement tendencies in students. This shows that this approach can help students understand and internalize moral values through solving social problems in real life scenarios. Another supporting factor for the effectiveness of this sociodrama technique is the existence of a religious educational environment. The practical implications for application in Guidance and Counseling are that these findings emphasize the importance of sociodrama techniques as an effective preventive tool in classical guidance programs. So, Guidance and Counseling teachers can use this technique to help students develop and maintain positive moral values. This research lies in its preventive approach. There are limitations to this study, including a one group pretest- posttest design and a limited number of treatment sessions. So future research is recommended to use a design with a control group and more treatment sessions to strengthen the findings. In addition, further research is needed with a longer treatment duration and to explore the effectiveness of sociodrama techniques in preventing other negative behavior and increasing positive behavior among students. In this way, this research contributes to the educational literature and provides empirical evidence regarding the effectiveness of sociodrama techniques in reducing moral disengagement in students.

CREDIT AUTHORSHIP CONTRIBUTION STATEMENT

Rihadatul Aisy: Writing-original draft, Methodology, Conceptualization, Data curation, Funding acquisition, Writing-original draft, Writing-review & editing, **Riskiyana Prihatiningsih**: Writing-original draft, Writing-review & editing, **Diniy Hidayatur Rahman**: Writing-review & editing, Data curation, Conceptualization.

DECLARATION OF COMPETING INTEREST

The Authors Declare No Conflict of Interest in This Paper.

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