The Effect of Roleplay to Increase Empathy Toward Students with Disruptive Classroom Behavior

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Abstract

Purpose: This study aims to find effectiveness of role playing toward the students with disruptive classroom behavior. Empathy being important part for adolescents development to ensure that adolescents avoid harmful behaviors to others and capable to adapt in the environment. Lack of empathy in adolescents appears to be a neglectful attitude towards the social environment and often disrupts the social environment. Although empathy is considered as an emotional state, empathy often has a cognitive component in the form of the ability to see psychological states in others, or also called by taking the perspective of others so that empathy is considered important to reduce disruptive behavior in class. Role playing can help someone form a deeper understanding of certain situations so that they are able to see from another's point of view.

Method: The subjects in this study were 8th grade students of SMP Swasta Kartasura who had average and low empathy categories as well as had high disruptive behavior. There are 32 subjects in this study who were divided into 2 groups by matching sampling that known as the control group and the experimental group. This study used an empathy scale with the pretest-posttest control group design experimental design to collected the data.Scale validity test used content validity test, with the help of expert judgement which was carried out by six experts. Based on the results of calculations using the Aiken formula on 58 items of empathy scale, it could be obtained four items with a value below 0.79, so that there were 54 valid items. Meanwhile, the reliability of the empathy scale was measured using Alpha Cronbach's reliability. The results of the empathy scale trial showed that the Alpha reliability value obtained was 0.86, so it was appropriate to be used in the measurement of empathy for junior high school students. The empathy scale, which totaled 54 items, changed after the trial, in which one item eliminated, and 53 items were appropriate for use in the study scale.

Results: Hypothesis testing in this study uses the technique of Independent Sample T-Test with z = -4,138 and sig. (2-tailed) = 0,000 where p <0.01, which means that there is a significant difference in the level of empathy between groups that got the role playing training compared to groups that are not got the role playing training. Thus, training plays an effective role in increasing empathy in students with disruptive behavior in class. Empathy increase gradually occurs in two subjects, while other subjects experience an increase directly from average to high. There was also one subject who had no change in empathy scores at follow-up data.

INTRODUCTION

Disruptive behavior in class or Disruptive Classroom Behavior can be defined as visible behavior that occurs in a class that disturbs the teacher or other students, for example, refusing to participate or cooperate in the class activities, disregarding the rights of others, not paying attention to lessons, making a fuss, and leaving seats without permission from the classroom teacher (Bidell& Deacon, 2010). Kaplan, Gheen, and Migley (Todras, 2007) describe disruptive behavior, including speaking out of turn, teasing, being rude to others, and leaving the seat without permission from the teacher. In addition, more serious actions, such as violence and destruction of class property, are also included in the scope of disruptive behavior in class.

Bureau of Justice Statistics and The National Center for Education Statistics in 2014 reported that problematic behavior committed by adolescents in schools, both urban and rural, was 85% criminal incidents, 75% threats accompanied by violence, 10% fights to cause injuries, 11% verbal resistance against teachers, and 25% abuse (Ur-Rehman&Sewani, 2010). The Secretary of the Indonesian Child Protection Commission (KPAI) reported that since 2010, there were 2,508 cases of violence occurring in schools up to 2014 and continued to increase to 3,339 cases. Cases of violence that occurred at the school have reached the case of fatalities and at the educational level starting from elementary, junior high, and high school levels (Andina, 2014).

Before adolescence, every individual has an organized life and follows the procedures in society. However, after entering adolescence, individuals become more likely to lose their way, often not caring about the norms prevailing in the society. Schools have norms and rules that must be obeyed by students, both norms in the classroom and the school environment as a whole. However, there are still quite a lot of disturbing behaviors carried out by students. Disturbing behavior in junior high school students is done as an effort to seek attention, seek power, and efforts to get acceptance from the school environment (Demanet&Houtte, 2013).

Acceptance from the school environment, according to Tyas (2017), will be obtained when adolescents have social care, and social care is influenced by empathy. Hurlock (2012) states that empathy is the ability of a person to put himself in the position of others so that he will understand the condition of feelings and emotions experienced by that person. Helpful behavior towards friends or anyone who needs help regardless of whether the person is a close friend or not should already be owned by teenagers. Therefore, adolescents, as students, are expected to have embedded in themselves a strong empathy to foster a sense of caring that will lead to helping behavior in students in the school environment (Satoto, 2014). Thus, it will be able to keep teenagers from disruptive behavior or harmful behavior of others.

In adolescence, empathy has a vital role in adolescent development, especially to foster prosocial behavior and social competence in adolescents. Empathy is mainly aimed at others who are considered to have a disadvantaged situation. Teenagers with high empathy have a sense of understanding and affection for others, have initiatives to help others, and have the motivation to help others. Empathy is an essential part of the development of adolescents to keep adolescents from harmful behaviors of others and find the adjustment to the social environment (Nesdale et al., 2009).

Ideally, a teenager has high enough empathy so that his social abilities can also develop. Unfortunately, adolescents also have a vulnerability to engage in risky behavior, such as breaking the school's rules, disturbing friends who are seriously studying or taking their friends' belongings. Adolescents behave in this way to reduce tension and forget for a moment the problems they experience. Lack of empathy in adolescents appears to be a neglectful attitude towards the social environment and often disrupts its social environment (Bachner et al., 2010).

Based on interviews and observations conducted by researchers in the field, researchers found a phenomenon of disturbing behavior caused by low empathy students in a Private Junior High School at Kartasura. Based on the results of interviews with Counseling Guidance teachers and class teachers, interviews of five students and observations of students during class hours, it can be concluded that the behavior of disturbing students is more dominant due to internal factors such as boredom and a lack of student concern for the continuity of teaching and learning in the classroom. Students feel that their actions do not interfere with teaching and learning activities. The classroom atmosphere, which is considered to be not conducive, makes students easily influenced to disrupt behavior in class. In addition, students who actively participate in lessons also tend not to care and

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never reprimand friends who behave in a way that makes disturbing behavior difficult to overcome in class. It also shows the lack of empathy of students in understanding classroom situations that are less conducive due to disruptive behavior so that other efforts are needed that can provide a change in student disruptive behavior.

Wied, Goudena, and Matthys (2005) researched empathy in adolescents with disruptive behavior. Based on these results, it is known that empathy can affect the disruptive behavior of adolescents. They found that positive interactions in the environment can increase empathy, while negative interactions will reduce empathy. Based on this opinion, adolescents with disruptive behavior may show lower empathy. Not because of the lack of empathy capacity possessed, but rather a negative attitude towards others that prevents the emergence of empathy. Thus, it can be concluded that students with high disruptive behavior have low empathy. Although empathy is considered as an emotional state, empathy often has a cognitive component – the ability to see psychological states in others, or also called by taking the perspective of others, so empathy is considered important to reduce disruptive behavior in class (Patty, 2016).

One technique that is seen as an appropriate method for increasing student empathy is roleplaying. As the opinion of Suryani (2015), which states that roleplay is playing the character of another person, in the sense that the cast of children are asked to become other people by understanding and living the character they play in accordance with the character and motivation of the character. Therefore, children are trained to learn to feel what is felt by the characters they portray. In such a situation, children's empathy is sharpened. This opinion supports the statement of Eisenberg (2002) that one of the factors that can foster empathy is to do roleplay activities. Roleplay can help someone form a deeper understanding of certain situations to be able to see from another's point of view. Astuti (2017) explains that in playing roles, individuals will play a specific role from social situations that are considered problematic. Problem-solving is obtained through understanding the role of the problem situation it faces. Through staging these roles, a discussion was held about ways to solve the problem. In addition, Zainuddin (2017) found that group guidance with roleplaying and storytelling techniques was effective in increasing student empathy.

Based on the explanation above, it can be concluded that disruptive behavior in class is influenced by student empathy. Low empathy makes students indifferent to the rules in the classroom and takes various actions that interfere with the teaching and learning process. Empathy has a role so that students can care more about the situation in the class and respect other people in the class. Through roleplay activities, group members can explore relationships between people by demonstrating and discussing them, so that together, other group members can explore feelings, attitudes, values, and various problemsolving strategies. Through roleplay activities, students can realize the importance of having a polite, courteous attitude, and respect for people in the surrounding environment in order to create a good social environment. Therefore, researchers were interested in studying more in-depth with the formulation of the problem "Does roleplay can increase empathy in students with disruptive behavior in the classroom?"

METHOD

The research method used in this study was a quasi-experimental approach with the experimental design of the two matched group model and used a matching method to determine the subjects in the control group and the experimental group. Measurements in this study used a pretest, posttest, and followup design. Before implementing the intervention, subjects were given a pretest in the

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form of an empathy scale. After the intervention was conducted, the posttest used a randomized scale of empathy as an evaluation of the results of the intervention. Furthermore, a span of one week after the intervention ended and posttest was conduct, followed up activity to see the effectiveness of further interventions would be done.

Table 1. Experimental Design

Group	Pretest	Treatment	Posttest	Follow Up
KE	O_1	X	O_2	O_3
KK	O_1	—	O_2	O_3

KE : Experimental group, with treatment

KK : Control group, without treatment

O_1 : pretest

O_2 : posttest

O_3 : follow up

X : Treatment (roleplaying)

— : Without treatment

Subjects in this study were 32 of 8th gradestudents in Kartasura Private Junior High School who have average or low levels of empathy-based on a categorization of empathy scales and the highly disturbing behavior based on observations and teacher interviews. The empathy scale was based on four aspects of empathy, according to Davis (1983), namely, perspective taking, empathic concern, personal distress, and fantasy.

Scale validity test used content validity test, with the help of expert judgment. Expert judgment, in this study, was carried out by six experts, so the criteria of the item were considered valid if the value of validity score is 0.79 with probability score of 0.029. Based on the results of calculations using the Aiken formula on 58 items of empathy scale, it could be obtained four items with a value below 0.79, so that there were 54 valid items. Meanwhile, the reliability of the empathy scale was measured using Alpha Cronbach's reliability. The results of the empathy scale trial showed that the Alpha reliability value obtained was 0.86, so it was appropriate to be used in the measurement of empathy for junior high school students. The empathy scale, which totaled 54 items, changed after the trial, in which one item eliminated, and 53 items were appropriate for use in the study scale.

The whole subject was then divided into two groups, a control group, and an experimental group. The experimental group was the group that got the roleplay intervention, while the control group was the group that did not get the roleplay intervention. During the experimental group participated in the role-play training, the control group continued to follow normal class hours. The training was carried out for one day using the roleplay module that researchers had compiled based on the steps of roleplay, expressed by Uno (2011). There were nine steps in roleplay; however, in this study, the researcher arranged the nine steps into three main stages, namely, the warm-up stage, the roleplay stage, and the discussion stage.

Based on the assumption test, it was known that the data distribution was not normal with a probability value of 0,000 (p <0.05), and the distribution of sample characteristics was homogeneous with a probability value of 0.726 (p> 0.05), so the data were analyzed using the nonparametric

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method. This study used Mann Whitney U-Test and Wilcoxon T-Test as data analysis method. Calculations using the Mann Whitney U Test aimed to test differences in posttest scores between the control group and the experimental group, while the Wilcoxon T-Test aimed to find out whether there was an increase in empathy in the experimental group after being given treatment. Complete calculations used SPSS for Windows version 22.

RESULTS AND DISCUSSION

Results

The research that has been conducted, produced data both quantitatively and qualitatively.

Table 2. Empathy score changes of the research subject

Group	Subject	Pre-test	Post-test	Follow Up	Group	Subject	Pre-test	Post-test	Follow up
Experimental	PPSM	142	153	154	Control	MW	144	144	143
	YDL	141	146	150		RN	141	143	142
	RBN	145	152	152		NRM	145	144	142
	AKN	146	151	155		MR	142	140	141
	CAM	144	150	152		WSN	142	144	144
	TNH	148	156	159		RPS	145	143	144
	INF	146	154	155		RVP	141	141	142
	BDA	144	152	155		AKG	147	147	145
	ATP	147	155	158		FHHS	143	145	146
	YAP	145	153	155		RP	146	147	147
	PMS	142	149	152		FP	144	146	147
	YSP	146	149	151		FA	116	117	116
	AY	145	151	153		RAW	147	145	146
	AV	147	155	156		ZBP	145	144	145
	YNS	115	119	121		AA	143	143	143
	SGS	142	149	151		MAT	146	147	147

The table above is the result of changes in the pretest, posttest, and follow-up scores in the experimental and control groups. Here is a table comparing the results of the control group posttest with the experimental group posttest. Then from the data, the hypothesis test was done using the Mann Whitney and Wilcoxon technique.

Table 3. Mann Whitney Test Result

	Posttest
Z	-4.138
Sig (2-tailed)	.000

Table 4. Wilcoxon Test Result

Coefisien	Pretest-Posttest	Posttest-Follow Up
Z	-3.541[b]	-3.443[b]
Asymp. Sig. (2-*tailed*)	.000	.001

The above results indicate that there are significant differences between groups who have not been given roleplay training. Meanwhile, the following table shows the comparison of pretest, posttest, and follow-up scores in the experimental group.
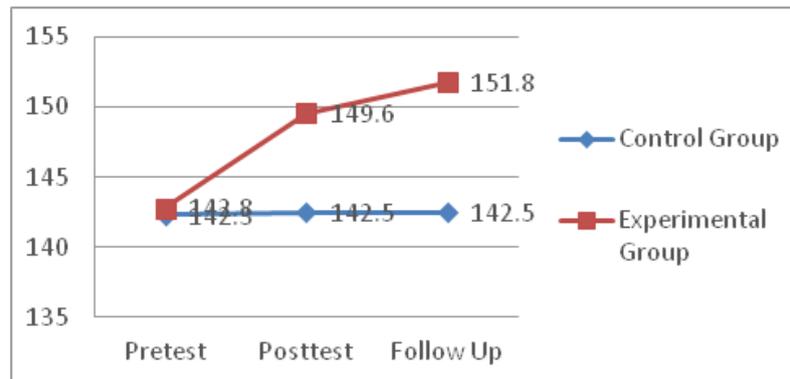
Picture 1. Empathy Score's MeanBetween Experimental and Control Group toward *Pretest*, *Posttest*, and*Follow Up*

The figure above shows that the mean scores of pretest and posttest, as well as the scores of follow-up posttest and empathy of the experimental group, increases, whereasthe control group has an average empathy score that ranges from a score of 142. Based on these data, it could be seen that there was a change in empathy scores in students who received roleplay training, while in students who did not get a roleplay training, the empathy scores did not experience significant changes.

Discussion

This study aims to view the effect of roleplay to increase empathy in students with disruptive behavior in the classroom. Based on the results of the hypothesis test, it could be concluded that roleplay training played an effective role in increasing empathy for students with disruptive behavior in class. Thus, the hypothesis proposed by the researcher could be accepted. The results of the data analysis could also be interpreted that roleplay training could be used as one of the training models to increase empathy for students with disruptive behavior in class.

In this study, roleplay was done with the aim that participants could see and feel the social dynamics that existed in the classroom, related to disturbing behavior of students so that participants could understand the impact of disruptive behavior in class and see disruptive behavior in class based on the views of others. The emergence of awareness in the participant will provide stronger knowledge than just learning theoretically. Roleplay techniques present a learning process that originates from doing, finding, and writing conclusions from the learning activities undertaken (Firman, 2018).

This research involved students who behaved disturbingly in class. Disturbing behavior in the classroom can be defined as visible behavior that occurs in the classroom that disturbs the teacher or other students. Wied, Goudena, and Matthys (2005) researched empathy in adolescents with

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disruptive behavior. Based on these studies, it is known that empathy can affect teenagers' disruptive behavior. Positive feelings, like empathy, contribute to the moral development of adolescents. Feeling empathy means reacting to other people's feelings with the same emotional response as the other person's response (Damon, 1988; Santrock, 2003). Although empathy is considered as an emotional state, empathy often has a cognitive component – the ability to see psychological states in others, or also called by taking the perspective of others, so empathy is considered important to reduce disruptive behavior in class (Patty, 2016). In addition, according to Eisenberg (2002), one of the factors that can foster empathy is by doing roleplay activities. Roleplay can help someone form a deeper understanding of certain situations to be able to see from another's point of view.

Based on the opinion above, there were two main aspects of roleplay conducted in this study, namely cognitive aspects and affective aspects. Cognitive aspects are the ways or processes of thinking experienced by individuals when playing roles, which can be seen through imagination, organizing, elaboration, and comfort in doing role play. Meanwhile, the affective aspect consists of two main parts, namely the total affective frequency (in which there is dialogue, expression, and theme) and affective variation (positive affect and negative affect).

In roleplay, several main steps must be considered, including the warm-up phase, namely the initial step by identifying, describing, explaining the problem, and explaining the roleplay activities to the participants, followed by the roleplay stage. At this stage, the participants could understand disruptive behavior in class, feel what is felt by classmates who feel disturbed during the learning process in class, and could imagine if he was in a condition of friends who were victims of disturbing behavior or imagine being students who behaved disturbingly. Participants could uncover the meaning and importance of empathy through the explanation from the facilitator before doing the role play. After completion, the facilitator and participants discussed how far the participants understand empathy, disruptive behavior, and roleplay training. These three stages were the cognitive components of roleplay activities. These three stages aimed to make participants first understand empathy and identify which category of empathy they have.

The affective component was in the roleplay stage. During the roleplay, the participants were directed to be able to imagine when they were in a classroom environment that was not conducive because of the disturbing behavior of other students. Thus, students felt sorry for and tried to maintain class order so that all class members, both teachers, and other students, could carry out and participate in activities study optimally.

Each session in the roleplay training in this study had interrelated goals and led to one goal that was able to increase the empathy of the participants so they could be more concerned and respectful of others in the classroom environment. The most important thing that could be achieved was reaching a level of empathy that reduced disruptive behavior in class.

The effectiveness of roleplay in increasing empathy could also be seen through the results of qualitative evaluations written by participants. Through the evaluation sheet, it was found that the participants thought that the training was beneficial and provided additional knowledge for them. The participants were more aware of how people feel around them when they behaved in a disruptive manner, better understood the importance of empathizing in class, and made participants more determined to change their disruptive behavior with positive behavior, primarily by increasing empathy and being more polite and respectful in class.

Increased empathy through the provision of roleplay training could also be seen based on observational data, which showed that participants appeared to be quite enthusiastic, cooperative, and active in paying attention to the material delivered by the facilitator. The ability of qualified

facilitators to bring themselves to build a relaxed atmosphere made participants focus on training that feels interesting and fun. During the roleplay process, participants were also seen to empathize with one another. If there were participants who made mistakes during the cast, there were no friends who mock, group members helped in reminding. Roleplay training seeks to explore the role of groups in driving personal change. Group therapy helps participants support each other, learn from each other, and create a sense of unity in harmony. It is consistent with the opinion that with the interaction between group members and between therapists and group members can accelerate the achievement of group goals (Brabender, 2004).

Based on the results of the followup on the roleplay training participants, it can be seen that all participants experienced an increase in empathy even though the score did not increase too high. It is caused by the transfer of the learning process that has been obtained, carried out by the role-play training participants. Goldstein (1981) states that the main purpose of training is that participants can transfer the material obtained in training set into daily life. In this study, participants stated that they tried to apply empathy behavior according to the expectations they wrote on the evaluation sheet. Some participants admitted that it was difficult to change habits in class, especially when they were bored. However, participants have begun to try to reduce the intensity of chatting and playing during class hours. Participants also began to focus on paying attention to the teacher in class as a form of respect and respect for the teacher.

Overall, it can be said that roleplay training can increase empathy in students with disruptive behavior in class. The empathy scale figure showing the rising graph can be concluded that roleplay training can be used as a model in increasing empathy for students with disruptive behavior in class.

CONCLUSION

Based on the results of data analysis and discussion, it could be concluded that roleplay was effective in increasing empathy in students with disruptive behavior in class. It could be seen from the empathy score data in the groups that were given roleplay training having a higher level of empathy compared to the groups that were not given training. Significant improvement in scores occurred in the pretest-posttest range and also the posttest-followup range in the experimental group.

In a study, it would be difficult to avoid any limitations during the study. First, the training was held in a full day. Some participants were worried because they left class for one full day even though the researcher had explained that they had been given permission not to attend the lessons by the school. Secondly, the position of the projector and the projector screen was less strategic, so it was less convenient for participants to look at the projector screen.

Recommendations for schools, they are expected to develop a roleplay training program as an alternative to the School-Based Interventions program, which is to prepare schools to be able to run a program of activities independently to expand the usefulness of the program for other students who have low empathy. It is hoped that students will be able to face the challenges of developmental tasks they experience and be able to live their lives as adolescents who empathize to avoid negative behaviors such as disruptive behavior in class. The next researchers who want to research roleplay to increase empathy can add other techniques or methods to roleplay training to maximize the results of the training. The next researcher should also pay attention to the characteristics of the subject so that they can prepare for the obstacles that will be faced later.

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