

Implementation of Drama Learning Based on Local Culture on Fifth Semester Students of Indonesian Language and Literature Education of Universitas PGRI Madiun

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ABSTRACT

This study is meant to: (1) describe the local culture-based lesson plan of Drama Learning, (2) describe the application of local culture-based drama learning, and (3) describe the constraints faced by lecturers and students in local culture-based drama learning. This research is a descriptive qualitative which takes place in Universitas PGRI Madiun East Java. The data were obtained from the place of events, informants, and documents. Places and events are the process of learning that takes place in the classroom. Informants in this study are the Head of Study Program (Kaprodi) PBSI, lecturers and students who take drama course. The document used in this study is related to the implementation of the drama lesson. The data were collected through are observation, interview and document analysis. The collected data were analyzed by interactive model analysis with data collection, data reduction, data presentation and verification / drawing conclusions. The results indicate that (1) Lecturers have followed the syllabus in planning the lesson on Drama Learning based on local culture, the goal is also in accordance with the SK and KD. The SAP of learning steps are complete, starting from the initial activities include apperception, elaboration, confirmation and motivation. The main activities include exploration, elaboration, confirmation, and closing. (2) Implementation of local culture-based drama learning on syllabus especially on evaluation technique included "practice / performance test". However, the lecturer gave more written test to the student instead of practice. There are also some indicator points which have not been reached by students which didn't get special attention from lecturer . Learning objectives are also in accordance with SK and KD on the syllabus. (3) The constraints of lecturers and students in the learning of local culture-based drama are the lack of learning source such as books and other literature source.

Beside the fact that a learning that departs from a local culture, dongkreng, can create fun learning for the students (joyful learning) since they obtain direct experience of literary and literary competence instead of just theory.

Keywords: *Drama Learning; Local Culture; Students*

1. INTRODUCTION

Learning drama in LPTK especially in Indonesian Language and Literature Education Department of Universitas PGRI Madiun is a compulsory course for students, with a load of 3 credits. According to [1] the teaching of drama can be interpreted by two kinds, namely the teaching of drama theory, or teaching theories about the text (drama), and teaching about the theories of performing drama.

Learning materials should also be adjusted to the level of school education. The higher the level of education would be the more profound the material. The drama's learning materials include drama theory and drama appreciation material. Drama theory is a theoretical handbook on what and how and for what drama is. Appreciation material is a material in the form of drama script [1].

Previously, literary teachers are fixated on cognitive aspect of the assessment and purpose of teaching including in teaching drama. Drama as a work of art should also reach the appreciation aspect. The purpose of this teaching should be addressed immediately. Moreover, if there is a demand on appreciation aspect which should emphasizing more on the teaching of literature (including drama) than the knowledge aspect (theory), thus the learning strategy must be improved.

Related to that, this research will equip student of teacher candidate who will later be able to teach drama which adapted to art what is in their respective region. The objectives of this research are: (1) to describe the planning of local culture-based drama lessons, (2) to describe the application of local culture-based drama learning, and (3) to describe the constraints faced by lecturers and students in the implementation of local culture-based drama learning. This research is expected to produce a learning device based on local culture drama.

According to [1] the learning of drama in school can be classified into two groups, namely: (1) learning of drama texts including literature, and (2) staging drama which belongs to the theater. In this drama text lesson, it is recommended to perform two or three simple performances in one semester. In staging the drama, the staging of class drama (for demonstration) is discussed in class and performances for the school to be watched by all the students in the school was the first kind performances performed by Indonesian teachers, while the second kind of performances usually performed by the school theater or the cooperation of Indonesian teachers, school's theatre, and OSIS.

The difficulties in learning drama at school include:

- a. Lack of a dedicated coach or director
- b. The shortage of dramatic short draft and themes which are relevant to the school demands.
- c. Lack of dedicative participants in practice.

- d. Lack of performance facilities.
- e. Lack of training costs and staging costs.
- f. Lack of technical and artistic staff.

2. METHOD

The form of this research is descriptive qualitative which takes place in Universitas PGRI Madiun, East Java. Data were obtained from the place of events, informants, and documents. Places and events are the process of learning that takes place in the classroom. Informants in this study are the Head of Study Program (Kaprod) PBSI, lecturers and students who take drama course. The document used in this study is a document related to the implementation of the drama lesson. The data collection techniques are observation, interview and document analysis. The collected data were analyzed by interactive model analysis with data collection, data reduction, data presentation and verification / drawing conclusions.

3. RESULT AND DISCUSSION

3.1 Planning of the Drama Learning Implementation

3.1.1 *Learning Model*

The definition of model has been discussed briefly on the previous description to distinguish the term approaches, strategies, methods, and techniques of learning. This section details the various models related to the learning model that became the main study in this research.

The learning model according to [2] is a pattern or a plan, which can be used to form a curriculum or course, to select the instructional material, and to guide teacher's action. Thus the learning model is nothing but a kind of pattern or plan that can be used to determine the curriculum or lesson, select the subject matter, and guide the teacher's activities.

The learning model is a plan or a pattern used to design a face-to-face learning in the classroom or in tutorials and to define learning tools including books, films, recordings, computer-mediated programs, and curriculum. Each model leads us to design learning to help students so that the learning objectives are achieved [2], [3].

According to [4], the learning model is a learning perspective strategy designed to achieve certain learning goals. The learning model is a perspective in such way that the teacher is responsible during the planning, implementation, and assessment phases of learning.

3.2 Learning Tools

Learning tool is a set of teaching materials used by teachers and students during the implementation of learning in the classroom. Learning devices are prepared and used by teachers to facilitate the implementation of learning in the classroom so that it is expected to achieve the goals of competence. The learning tools in this study include: (a) instructional design, (b) student books, (c) MFIs, (d) handbooks of lecturers, and (e) assessment guidelines [5].

Based on the observations of the researcher, syllabus made by the researcher and lecturer of drama course is in accordance with SK and KD. However, there are some aspects that need to be considered in the syllabus where the technique of assessment includes "practice / performance test" but instead, the lecturer gave written test when giving assignment to the students. There are also some indicator points that have not been able to be achieved by students and which didn't get special attention from lecturers. But in general the implementation of learning runs smoothly.

The SAP, according to the researchers the learning steps in this SAP is complete starting from the initial activity that include apperception, elaboration, confirmation and motivation. The main activities include exploration, elaboration, and confirmation, as well as closing. Learning objectives are also in accordance with SK and KD on the syllabus.

3.3 Learning Implementation

Some of the things that concern the researcher on SAP from what has been made is on the part of learning methods and learning resources. The learning method included several methods namely, storytelling, question and answer, and performance tests. However, in the initial observation the researcher found the lecturer used the lecture method without question and answer which is not in accordance with the SAP that has been made.

The source of learning mentioned some points such as the chart of identification of experiences, drawings, VCD, speakers, textbooks and drama of Indonesia, but in the process of teaching and learning, students only use one text book which is also not in accordance with the SAP that have been made.

Most observational data indicate a positive response to local culture-based drama learning. Although some opinions state that the learning of drama is difficult. However, according to researchers based on the observations, it can be resolved well with the implementation of organized steps. The statement can be shown with the results of research on several tables of observations. This suggests a development in local culture-based drama learning. Based on the observations by the researchers in the field, local culture-based drama learning can basically help to develop students' attention to local arts, as well as develop their ability to use their knowledge and experience, because at the time the drama's learning was able to identify local culture that has never been known by the students and by involving experience their knowledge of local art in this case is *Dongkrek* [6].

4. CONCLUSION

The results of this study indicate that (1) Lecturers in the planning of learning based on local culture, have followed the syllabus, the goal which in accordance with the SK and KD are used. The SAP learning steps are complete starting from the initial activities that include apperception, elaboration, confirmation and motivation. The main activities include exploration, elaboration, and confirmation, and closing. (2) Implementation of local culture-based drama learning on evaluation technique which included "practice / performance test" are not fully implemented as the lecturer gave more written test instead of performance task. There are also some indicator points that have not been able to be reached by students which do not get special attention from lecturer. Learning objectives are also in accordance with SK and KD on the syllabus. (3) The constraints of lecturers and students in the learning of local art-based drama,

is mostly related to the learning source. However, a learning that depart from a local culture, *dongkrek*, made the drama learning fun for the students (joyful learning).

5. REFERENCE

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