



Development of Drama using Heuristic Method for MTs Mutiara Ilmu, North Sumatra, Indonesia

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Abstract

The purpose of this study was to describe the design validation of the development of legend-based drama teaching materials using the heuristic method for class VII students of MTs Mutiara Ilmu, North Sumatra, Indonesia. The research method used in this research is the research & development method. The subject of research on product development in this study is the validator. In addition, the subjects of this study were seventh grade students of MTs Mutiara Sains. The object of this research is a legend-based drama teaching material using the heuristic method for class VII students of MTs Mutiara Sains in the form of modules. The instruments used to obtain this research data are tests, observations and validation questionnaires. The results of this study indicate that the design of developing legend-based drama teaching materials using the heuristic method for class VII students of MTs Mutiara Sains, starts from information related to students' descriptions in the implementation of learning in class, it is known that learning has been carried out well. However, students' responses to the material and evaluation of learning are still low. Based on the collection of information obtained, it was found that it was necessary to develop legend-based drama teaching materials using the heuristic method. The results of expert validation on the design of developing legend-based drama teaching materials using the heuristic method obtained an average validation score of 4 with good categories. Thus, it can be concluded that the legend-based drama teaching materials using the heuristic method are suitable for use by class VII students of MTs Mutiara Sains.

Keywords: Development, Drama Teaching Materials, Legend, Heuristic Method

1. Introduction

The drama is an essay in the form of dialogue as a form of plot and place to express and instill a social sense in students (Peter, 2003; Sirisrimangkorn, 2018). Through drama learning, it is expected that students can develop communication skills, high social sensitivity and can play drama characters according to their character (Uysal and Yavuz, 2018; Angelianawati, 2019). Playing drama is an activity to play the characters in the script through the main tools, namely conversation (dialogue), movement, and staged behavior (Sunaryo, 2020; Nguyen, 2021). There are many benefits that can be taken from drama including being able to help students in understanding and using language (to communicate), practicing reading skills (drama texts), practicing listening or listening skills (dialogue of drama performances, listening to radio dramas, television and so on), training writing skills (simple drama texts, drama reviews, performance reviews), speech training (doing drama performances) (Schenker, 2020; Nurhasanah, 2022). Also, drama is a form of literature that can stimulate the passion of the players and the audience so that it can be liked by the community (Baykal et al., 2019).

The drama learning has an important role to train students to hone their expressive abilities in the arts (Winston, 2022). Moreover, in the aspect of playing a drama character, with the ability to play a drama character, students (students) will be able to hone their mentality (Taib et al., 2022; Goyón and Fernanda, 2022). In addition, by playing a drama character, students will be able to explore various characters from various characters in the drama they play (Wongsa and Son, 2022). That way, students will be trained to be able to continue to actualize themselves in their environment.

Indayarsi (2019) described how grade VIII students' drama writing skill at SMPN 18 Malang is by the use of school environment. They found that the improvement of drama writing process in class VIII of SMPN 18 Malang by using school environment is enthusiastic, focused and active in following learning process starting from the beginning until the last. Also, They show that the improvement of achievement in drama writing study starting

from the first reflection until the application of cycle 1 and cycle 2. Gultom et al. (2019) studied of authentic assessment instruments on drama text learning for students of class VIII in Junior High School 6 Tebing Tinggi. They found that the average value of the student's pretest was 68.56. Based on the average value of the student pretest data, it can be concluded that the ability of students does not experience a significant high increase and has not reached KKM. Bangun et al. (2021) proposed the intrinsic elements and the value of character education in the Pawang Ternalem drama script, as well as to determine the benefits of the analysis of drama scripts as teaching materials for Indonesian in Grade VIII. They found that the Pawang Ternalem drama script there are intrinsic elements including themes, characters and characterizations, plot, setting, language style in dialogue, and mandate. Tifani et al. (2021) presented of a drama teaching material design for junior high school students. This research is based on a preliminary study which shows that drama teaching materials for junior high school are still very minimal. They found that the cover contains the writing of the title, class, level of education unit, accompanied by pictures and there is a bibliography, glossary, index, and author's biography.

From the problems above, the professionalism of a teacher is required to be able to manage learning as well as possible. The teacher as a professional, of course, must have various ways and techniques in transferring various knowledge to students. In addition, teachers are also required to be able to make learning innovations that are in accordance with the characteristics of students.

2. Methodology

Many types of learning methods can be selected and used by teachers in learning activities. The selection and use of the type of learning must of course be adjusted to the subject matter to be delivered, the learning objectives to be achieved, the condition of the students, and the available learning facilities. With these considerations, it is hoped that the learning chosen and applied by the teacher can provide optimal results for the learning activities carried out. One type of learning method that can be chosen and applied by teachers in learning is the heuristic learning method. According to Anitah (2013) the heuristic learning method is that students who seek and process messages (subject matter) are students. The teacher acts as a supervisor for student learning activities.

The product developed in this research is the development of legend-based drama teaching materials using the heuristic method. The resulting product is in the form of a module as a support in acting out the drama. The product is expected to be able to improve students' abilities in acting out dramas. The initial stage in this development is research and information gathering which serves to analyze needs in the field. The first thing to do at this stage is to distribute questionnaires to students regarding students' initial experiences with drama material and student assessments of drama material in Indonesian language textbooks. Second, conducting interviews with teachers regarding drama learning in the classroom and teacher assessments of drama material in Indonesian language textbooks. Third, examine the Indonesian language textbooks used as learning resources in schools. The observation instrument guide is aimed directly at learning activities in the classroom. The existing guidelines assist researchers in observing all activities carried out by teachers in the learning process, student conditions, interactions between teachers and students and the state of the classroom environment.

3. Results and Discussion

The design of the development of legend-based drama teaching materials using the heuristic method for class VII students of MTs Mutiara Ilmu consists of several stages, namely the potential and problem stages, data collection and product design design. The approach used by the teacher during the teaching and learning process is a communicative approach. The communicative approach makes the classroom situation dynamic because of the interaction between the teacher and the students. The question is quite high with the proof that quite a lot of students try to answer the teacher's questions. Lectures, discussions, and questions and answers are techniques used by the teacher when explaining the material. With these three methods make students more concentrated in following the lesson.

The series of learning activities carried out are as follows. First, the teacher opens the lesson with greetings. Second, students and teachers pray together. Praying is led by one of the students on duty that day. Third, the students were asked by the teacher who was absent that day. All students participated in the lesson that day. Fourth, students are conditioned before starting the lesson. Student conditioning is carried out by the teacher by asking students to sit quietly in their respective places to pay attention to the explanation given by the teacher. Fifth, students listen to the learning objectives conveyed by the teacher. The learning objectives studied were discussions about factual issues. Sixth, students are given an explanation about factual problems that occur in the environment around students. Factual issues that become learning materials about waste. After the observation is done, the next step is to give a test. This test is given as a first step (pre-test) to determine the students' drama playing ability before developing legend-based teaching materials using the heuristic method. The full test results can be seen in the Table 1.

Table 1. The result of the extraction process of

No	Student's Name	Score
1	Sample 1	85
2	Sample 2	75
3	Sample 3	55
4	Sample 4	85
5	Sample 5	80
6	Sample 6	55
7	Sample 7	80
8	Sample 8	60
9	Sample 9	60
10	Sample 10	65
11	Sample 11	70
12	Sample 12	80
13	Sample 13	65
14	Sample 14	65
15	Sample 15	75
16	Sample 16	80
17	Sample 17	70
18	Sample 18	65
19	Sample 19	65
20	Sample 20	65
21	Sample 21	50
22	Sample 22	75
23	Sample 23	75
24	Sample 24	85
25	Sample 25	50
26	Sample 26	60
27	Sample 27	70
28	Sample 28	60
29	Sample 29	70
30	Sample 30	70
31	Sample 31	65
32	Sample 32	75
33	Sample 33	60
34	Sample 34	65
35	Sample 35	60
	Total Score	2390
	Average	68.28

Based on the Table 1, it is known that the lowest score obtained by students is 50 and the highest score obtained by students is 85, with an overall average score of 68.28. If the average value is consulted with the assessment criteria, then the average value of 68.28 is in the sufficient criteria. Thus, it is concluded that the ability of the seventh-grade students of MTs Mutiara Ilmu, in acting out dramas is in the sufficient category.

4. Conclusions

Based on the description of the research results, conclusions can be drawn regarding the development of teaching materials for writing instructions with a contextual approach for class VII SMP students. The following conclusions relate to the development of teaching materials for writing instructions. Based on the analysis of the need for teaching materials for writing instructions, students and teachers need teaching materials for writing instructions that are written completely and easily understood by students. In addition, students and teachers want books or teaching

materials that are designed with attractive packaging, practical, easy to carry everywhere, and in accordance with student understanding.

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