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Drama Learning Training for Teachers and Students at SMA N 1 Kayen

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Abstract: This problem concerns teacher interest and readiness, limited infrastructure, student awareness and interest, support from school principals and staff, and availability of resources at Kayen 1 State High School. The first aim of this research is to increase teachers' understanding of the importance of drama learning, develop teachers' skills in designing and implementing effective drama learning, increase students' interest and motivation in learning through a drama approach, measure the impact of training in improving student learning outcomes in various subjects. This training method uses lecture methods and practical methods. The approach used in this research uses a narrative approach. The data in this research were obtained from observations, interviews and documentation at Kayen 1 State High School. Data collection techniques in this research used observation techniques, interview techniques, and documentation techniques. Data analysis in this research uses reduction techniques, data presentation, and drawing conclusions. The results of this research firstly, produce positive changes in students' interest and motivation towards learning, secondly, they influence improving the quality of student learning outcomes at Kayen 1 State High School.

Keywords: Drama 1, Interest 2, Skills 3, Motivation 4

1. Introduction

Learning in schools really depends on how teachers deliver material so that students can achieve learning goals. Teachers, students, curriculum and other factors are arranged in a structured manner to achieve predetermined goals (Oktaviani et al., 2020). The ability to communicate verbally about various topics is considered a crucial skill, (Darmuki, 2019); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020). Students need to be guided in practicing skills, of course speaking skills, so they can communicate directly and fluently in public. Here the role of the teacher is very important, the teacher must participate, be able to teach, and help develop each student. Every individual, including students, must understand speaking skills in communication, (Darmuki, 2019); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020); Nugraheni, et. al (2020); Nugraheni, et. al (2020).

Speaking is a person's ability to express information or messages to other people through spoken language, (Darmuki, 2019); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020); Rodli, et. al (2019); Roysa, et. al (2020). Speaking skills are related to drama, because in drama when playing a role you need action in speaking fluently in public. Drama is an art form that depicts life, character and human conflict through dialogue and action. Usually performed on stage, drama involves actors playing the roles of characters in a story composed by a playwright. Dramas can include various genres, such as tragedy, comedy, or melodrama, and aim to entertain, educate, or convey a moral message to the audience, Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020); Widianto, et. al (2019). The main elements in a play include plot, character, dialogue, setting, and theme, all of which work together to create an immersive and memorable theatrical experience.

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According to Darmuki and Hidayati (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014); Fathurohman, et. al (2015); Fathurohman, et. al (2017); Fathurohman, et. al (2018), someone who is ready and willing to speak to convey messages or information to other people will know whether they have the same or different thoughts. Therefore, drama can be understood as the art of conveying messages to the audience. This drama training can foster students' creative work and develop talents in art and preserve local cultural drama, Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018). As a child of the Indonesian nation, our country needs to produce talented generations, especially in the field of actors and actresses. This means that students and teachers must be active and not monotonous in acting out the drama. According to Roysa (2020), structural analysis involves examining the relationship between various elements in a literary work, which produces an overall meaning. Therefore, drama is related to the structure of literary works, Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018); Roysa, (2017); Ristiyani, et.al (2017).

In this program SMA N 1 Kayen is designed to introduce and deepen the use of drama as a learning method. This program aims to improve teacher competence in teaching and motivating students through an interactive and creative approach. This training is also expected to arouse students' interest in learning, improve their communication skills, and develop critical thinking and empathy skills. Students are provided with an understanding of activities related to drama, teachers also train their students with these training opportunities. This training will not be in vain, because teachers and students participate in collaboration, Ardianti, et. al (2017); Kanzunnudin, (2017); Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017). Fakhriyah, et.al (2017); Fakhriyah et.al (2016); Pujiati, et.al (2018); Kanzunnudin, et.al (2018); Yuliani et.al (2018); Kanzunnudin, (2017)

The world of education includes ability and confidence in public speaking which is very important for developing students' skills. Public speaking helps students convey their opinions better. Conveying ideas to an audience requires good communication skills to formulate each sentence clearly, Rodli, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). Lack of preparation and self-confidence often become obstacles to successful public speaking. At the High School level, students often face challenges in terms of self-confidence and anxiety, especially when speaking in public.

Support and involvement of related parties such as the school principal, curriculum coordinator and teacher council are very important in carrying out this training. Without their support, the implementation and sustainability of drama learning may face major challenges. By considering this situation analysis, drama training planning must be carried out thoroughly to meet various needs and overcome challenges at SMAN 1 Kayen. This includes the preparation of relevant training materials, strategies to increase student participation, and effective coordination with all relevant parties in the school. Drama learning training can be an opportunity to increase student involvement in more active and interactive learning activities.

The implementation of dramatic arts in the educational curriculum can be a catalyst for developing communication skills, teamwork and self-expression in students. Through drama activities, students not only learn about acting, but also hone social and emotional skills that are important for their personal development. In addition, the integration of dramatic arts in learning can help create a more dynamic and interesting learning environment, encouraging students' active participation in the educational process. Thus, developing dramatic arts in Indonesian schools can be a strategic step in forming a generation that is not only academically intelligent, but also creative, confident and ready to face global challenges.

Thus, it is important to continue practicing and applying drama in various activities or conditions. Therefore, an approach through community service activities is proposed as a solution to overcome these challenges. After that, this community service also aims to find solutions so that activities continue to develop in Indonesia. So that school activities are not passive and not only basic materials need to be studied. However, there is also a need for external activities such as performing innovative, creative and active drama arts. And Indonesia is progressing in its work to create a nation that is more advanced and has character.

2. Research methods

This research method uses lecture methods and practical methods. The lecture method in this activity explains basic drama learning to Indonesian Language and Literature Education students at Muria Kudus University, while the practical method consists of making body movements to practice drama. The data in this research were obtained from observations, interviews and documentation at SMA N 1 Kayen. Data collection techniques in this research used observation techniques, interview techniques and documentation techniques. Data analysis in this research uses reduction techniques, data presentation, and drawing conclusions.

The implementation of this service took place at SMA N 1 Kayen, with results covering several main stages. These stages include data collection, program preparation, program introduction and apperception, joint mentoring, story correlation, reflection, follow up, and activity evaluation. Each stage is designed to provide maximum benefit to participants, with the ultimate goal being to improve their dramatic arts as a whole.

Implementation Stage

- Implementation Stage

1) The planning stage which includes creating learning scenarios, preparing research instruments, preparing and designing actions in accordance with competency standards and basic competencies, proposing alternative solutions.
2) The action implementation stage is carried out by carrying out the learning process according to the design. Every action and learning process is always followed by monitoring activities
3) Each observation and interpretation is carried out by observing and interpreting the activity of applying action to learning. At the interpretation stage, the process of correcting the work results is carried out by the researcher. This interpretation is useful to find out whether the actions taken can overcome existing problems
4) The analysis and reflection stage is carried out by analyzing the results of observations and interpretations so that conclusions are obtained about the parts that need to be improved and the parts that have achieved the research objectives. From the results of these conclusions, it can be seen whether this research was successful or not.



Fig. 1 - Character formation in dramatic roles.

- Observation Stage

Observations are used to explain the information analyzed. Teacherteaches students about the goals and benefits of learning acting and provides insight as a warm-up. Next, students and teachers work together to define the problem to be developed. Groups are formed where students can discuss and work together to solve problems with other students.

- Evaluation Stage

Teacherand students must understand the features of video conferencing devices and social media that can be used as a means, namely. Can be used for studying and practicing drama. Today, the frontier is So far, both art forms have become gray and even often hacked Cinematography and its elements are no longer taboo for use in plays and drama Video editing to create virtual/online drama/theatre presentations. According to the poll results of most teachers, the material provided is in accordance with the theme, complete and useful. In addition, technical implementation is timely, effective and of high quality. In addition, it is hoped that more online training will be offered, because the materials and certificates available are very good and interesting.

3. Results and Discussion

Partner involvement has high significance in efforts to resolve problems faced by the partners themselves in the context of service activities. In carrying out this service, partners play a dual role as active actors and beneficiaries. The expected level of partner participation in this service program can be described in the table presented below.

Table 1 - PkM partner participation prediction.

Activity	Program	Partner Preparation Percentage
Observation	Make a visit to SMA N 1 Kayen's partner location.	20%
Technical Meeting	Explain the planned training schedule and discuss the school's needs and techniques.	30%
Socialization	Convey information and answer technical questions and classifications.	30%
Training	Training activities include drama theory and practice	45%
Practice	Practice of partner participants learning drama	35%
Activity Evaluation	Discussion of evaluation of the process of implementing PKM activities, implementation of dramas that have been carried out.	30%

Improving the Quality of Partner Education:

1. Students' mastery of drama techniques is necessary to improve communication skills, both verbally and non-verbally.
2. Students' understanding of the theoretical concepts of drama aims to develop their potential in the field of performing arts.
3. Students' ability to understand and apply appropriate body language needs to be improved.

4. Conclusion

Drama learning training at SMA N 1 Kayen requires a comprehensive and multifaceted approach. The proposed solutions include the development of structured training programs, separation of sessions for teachers and students, efficient use of existing resources, collaboration with competent external parties, integration of technology in learning, formation of advanced study groups, and regular evaluation. This holistic approach aims to maximize training effectiveness by considering various aspects such as skills development, resource efficiency, program sustainability, and adaptation to specific school needs. By implementing these strategies, it is hoped that training can increase teacher competence in teaching drama and develop students' interest and skills in acting.

The success of this program could pave the way for better integration of drama in the school curriculum, enriching students' learning experiences, and potentially improving the overall quality of education at SMA N 1 Kayen. Technological developments have opened up new opportunities in the study and practice of drama, with video conferencing tools and social media becoming effective tools for these activities. The boundaries between traditional drama and cinematography are increasingly blurring, allowing for the integration of cinematic elements into dramatic performances, including the use of video editing techniques for virtual or online drama presentations.

Based on the poll results, the majority of teachers responded positively to the training provided. They considered that the training material was relevant to the theme, comprehensive and useful. The implementation of the training was also considered efficient in terms of time, effective in delivery, and of high quality. There is significant demand for similar online training in the future, indicating high teacher interest and need for professional development in this field. The quality of the material and the provision of certificates are an additional attraction for participants. Overall, the integration of technology in drama learning and teacher training shows great potential for improving the quality of drama education, while adapting to contemporary digital trends and distance learning needs.

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Conflict of Interest

The authors declare no conflicts of interest.

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