

Application of Socio-Drama Learning Methods In History Courses around Indonesian Independence Day Event to Raise Readability and Achievement Student in SMA Negeri 1 Surakarta in particular XI IPA Class.

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Abstract: This study aimed to test the accuracy of Socio-Drama Methods in its effort to raise readability and achievement student in SMA Negeri 1 Surakarta, especially around Indonesian Independence day event. So, writers try to apply this examination of learning method directly involved in classroom. The research application carried out by using quantitative research methods, especially in Classroom Action Research. Researcher will examine Socio-Drama methods in history courses, especially around Indonesian Independence day event as a dependent variable, and aimed to raise readability and achievement student in SMA Negeri 1 Surakarta in particular XI IPA class as independent variable. In this study, researcher can solve the problem about the student saturation in learn history in SMA Negeri 1 Surakarta in particular XI IPA class among the subject dominated by science, carried out using fun methods, so student can understand well. Beside that, student will not feel strange about this learning method that will be applied, next, student can apply confidently. Therefore, teaching and learning process in classroom will feel harmony and interesting, either student as a learning object or teacher as a learning facilitator.

Keyword: Socio-Drama, learning interest, and learning achievement.

A. Background

History courses in high school are one of the general group lessons, because history learning present in all departments, thus the material therein is also flexible for all majors.

The material presented in the history learning is already sure that all events can not be changed at will. Often, the subject of history is not considered important, and always underestimated among many people in Indonesia.

They always underestimate the subjects of history which had never felt how important experience of the past, including the meaning of life is happening now or in

the future. Overall the past event give a lot of impact for all activities that occur in our life, either always give a positive impact to the human view, or even adverse effects that have overshadowed human life.

Similarly, as reflected in the subjects of history, in these subjects is always present important events in the past, then these events can be used as a reflection of our future, so that the activities to be implemented can be designed in accordance with what has been aspired. Thus in the subjects of history always repeat some of the important events in life.

Important events in the history although it has been repeated in history may seem fun when packed in an interesting learning

method. In a method of learning that is appropriate to the situation and the ongoing condition in somewhere.

The situation in SMA Negeri 1 Surakarta which is a place or object of research, is a growing school dominated by science major, so it is often social subjects such as history underestimated and does not seem essential for learners. Thus the researchers decided to apply new learning methods, the method of learning history by applying one of the models that is not familiar, that is method of the models learning of socio drama.

The researchers developed methods, is expected to change thinking of the XI IPA class of SMA Negeri 1 Surakarta to be more interested or responsive to a history lesson. In addition, researchers also hope that with the application of Socio-Drama, students can recognize the character of the hero well, and then interpretable in everyday life. The teaching-learning process using Socio-Drama is expected that students can also increase the interest in learning the history and achievement of learning achieved to conform to the ideals that have always expected of students.

B. Discussion

The lesson of history is one of the subjects that contains about important events in the world are packed in grade levels. Often there is an event that is packed in each grade level. The materials that often studied, further affects the saturation of students to the material. The material is often repeated such as; the events surrounding the Independence of Indonesia, the Resistance against foreign invaders, the World War, and so on.

The material is often repeated is often interpreted as an important matter that should be known by students at every level

in the school. However, as a student certainly never thought that deep, they just think if that material had been delivered at the previous level, so that the interest to learn was very minimal.

Illustration depicted above is a general portrait that is almost always experienced every school authorities or implementing object of education. In this study, researchers sought solving problems using the appropriate method, by using the method of Socio Drama and apply the material about the events surrounding Indonesian Independence day in SMA Negeri 1 Surakarta in particular XI IPA class. The application of these methods in relation to the problems that are happening, which are:

1. The material is often repeated in every discussion.

Material about the events surrounding Indonesian Independence Day is one of the important materials and must be understood by all grade levels, especially at the high school in XI grade student is considered a student who knows the challenges of life in the world. However, students have always felt that the material has been frequently discussed, when they were in the fifth grade of elementary school and junior high school in particular in IX grade. Furthermore underestimate and feel was familiar with the sequence of events that occurred on the events surrounding the independence.

2. History as a social subjects developing in the science majors.

The application of the teaching of history in the department of science is a challenge for teachers, because students always underestimate these subjects. Students always assume that history courses as a complement to the learning value in the school, so they do not care about the values that should stake in the competitive learning in the classroom.

In addition, students also just think about how easy achieving a perfect score, and never thought to get or understand the significance of the events surrounding the independence. Some students may be ever think, Will history be influential in our future? And then they prefer to choose science subjects than social subject especially history.

3. History is not one of the determinants of graduation

Learning history will seem excluded when students know that the subject of history is not one of the determinants of graduation. As the object of research, students in SMA Negeri 1 Surakarta majority opted to be entered on science majors, thus automatically the history subject just as common subjects and not a determinant of graduation. Furthermore, the position of history subjects increasingly marginalized with other subjects.

Instead of majoring in science, majoring in social studies course in the subjects of history is excluded because not be used as a standard for graduation student in high school. So that, student think that history only as a complementary subjects, not subjects that must be learned in school education.

Based on the various cases above, it can be concluded that the subjects of history, especially in SMA Negeri 1 Surakarta which is the object of study is considered as subjects merely complement or accompany other subjects. Thus the researchers applied one method that is considered appropriate to the situation and the current conditions in SMA Negeri 1 Surakarta. These methods were also considered to have been familiar with the development of learners among the current development era.

The method is a method of Socio drama, students are encouraged to understand and

explore the historical events based on the text associated with the event that occurred at that time, in addition students are also required to be able to understand the character of the Indonesian independence figures. The application of the methods is expected that students be able to understand the meaning of the proclamation and the struggle of the figures that have been fighting for the independence of the archipelago with a vengeance and their minds.

By knowing and understanding of the events surrounding of the independence, so that the student can be said that they have got achievement in learning history. Next, researchers also desire to apply this method to can increase the interest and achievement student in SMA Negeri 1 Surakarta in particular in XI grade. Further application of such methods can be applied to other materials, or materials that have more or less the same character to the events around independence.

C. Conclusion

Problems that occur in the teaching of history is actually very much, but the teacher as a facilitator of student does not pay attention to the development and continuity in the teaching-learning process. Like the problems that occurred in the study, history subjects seemed to be the left hand in the teaching-learning process. Furthermore, we propose a method of learning that is considered being familiar and in accordance with the circumstances in SMA Negeri 1 Surakarta in particular in XI grade, and the method is known as a socio drama method.

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