

## INTEGRATED LEARNING IN DRAMA COURSE USING YOUTUBE

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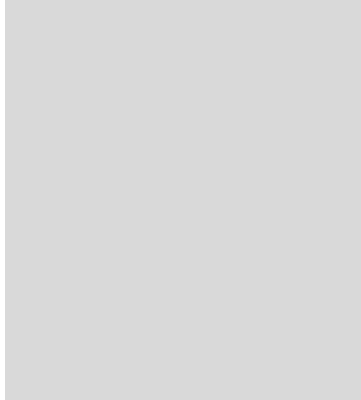
### **Abstract**

The purpose of this study was to explain and describe the application of integrated learning in digital-based Drama learning to 6th semester students at Slamet Riyadi University, Surakarta. This research is a qualitative descriptive study with a single case study type which only examines one research subject. The research subjects were students in semester VI in the English Education Study Program, Unisri Surakarta. This study uses the steps proposed by Miles and Huberman. The research location is in semester VI of the English Language Education Study Program, FKIP, Slamet Riyadi University Surakarta and in the central library of the Slamet Riyadi University Surakarta. The results showed that the application of integrated learning in digital-based drama learning was very good and interesting. This is also supported by four student language skills that are increasing, namely writing, reading speaking and listening. In addition, students are also increasingly able to cultivate creative power, cooperation between friends, foster sympathy and empathy, and self-confidence through drama scripts that they write themselves. They then played their work in front of the camera screen and uploaded it through YouTube social media so that the wider community could watch their role play. This is a challenge in itself for students and it makes them even more trying to give their best from the first stage, namely the process of writing drama scripts, practicing playing dramas, playing roles, and in the final stage they upload the results of playing these roles to YouTube social media. The effectiveness of integrated learning is reflected in the meaning of learning. Meaningful learning produces students who are active in a fun teaching and learning process, resulting in two-way communication between lecturers and students. Fun learning will run well if the lecturer has high creativity and has variations in the teaching and learning process so that the end result is that students can get good and meaningful learning achievements.

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### **Abstrak**

Tujuan penelitian ini adalah untuk menjelaskan dan mendeskripsikan penerapan pembelajaran terintegrasi dalam pembelajaran Drama berbasis digital pada mahasiswa semester 6 Universitas Slamet Riyadi Surakarta. Penelitian ini merupakan penelitian deskriptif kualitatif dengan jenis studi kasus tunggal yang hanya meneliti satu subjek penelitian. Subjek penelitian adalah mahasiswa semester VI Program Studi Pendidikan Bahasa Inggris Unisri Surakarta. Penelitian ini menggunakan langkah-langkah yang dikemukakan oleh Miles dan Huberman. Lokasi penelitian di semester VI Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Slamet Riyadi Surakarta dan di Perpustakaan Pusat Universitas Slamet Riyadi Surakarta. Hasil penelitian menunjukkan bahwa penerapan pembelajaran terintegrasi dalam pembelajaran drama berbasis digital sangat baik dan menarik. Hal ini juga didukung oleh empat keterampilan bahasa siswa yang semakin meningkat yaitu menulis, membaca, berbicara dan menyimak. Selain itu siswa juga semakin mampu menumbuhkan daya kreatif, kerjasama antar teman, menumbuhkan simpati dan empati, serta percaya diri melalui naskah drama yang mereka tulis sendiri. Mereka kemudian memainkan karyanya di depan layar kamera dan mengunggahnya melalui media sosial YouTube agar masyarakat luas dapat menyaksikan permainan peran mereka. Hal tersebut



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menjadi tantangan tersendiri bagi para siswa dan semakin membuat mereka semakin berusaha memberikan yang terbaik dari tahap pertama yaitu proses penulisan naskah drama, latihan bermain drama, bermain peran, dan pada tahap akhir mereka mengunggah hasil permainannya. peran ini ke media sosial YouTube. Efektivitas pembelajaran terpadu tercermin dari makna pembelajaran. Pembelajaran yang bermakna menghasilkan mahasiswa yang aktif dalam proses belajar mengajar yang menyenangkan, sehingga terjadi komunikasi dua arah antara dosen dan mahasiswa. Pembelajaran yang menyenangkan akan berjalan dengan baik jika dosen memiliki kreativitas yang tinggi dan memiliki variasi dalam proses belajar mengajar sehingga hasil akhirnya adalah mahasiswa memperoleh prestasi belajar yang baik dan bermakna..

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## PENDAHULUAN

Learning drama is part of the 'Literary Appreciation' course in the English Language Education Study Program in general and also in the English Language Education Study Program, FKIP Slamet Riyadi University, Surakarta. In the distribution of the course, the 'Literary Appreciation' lecture is given in Semester VI as much as 2 credits for lectures and if it is with drama performance practice, the students hold exercises outside class hours as a structured assignment. Considering that language competence (listening, speaking, reading, and writing) is the main skill that must be mastered by students, so learning drama must be linked to these 4 skills (integrated learning or Integrated Learning). When viewed from the order of language skills naturally in human life, the sequence is very precise. The four language skills have their own level of difficulty, and all students in the English Language Education study program are required to be able to master all these language skills as a requirement to become competent English teachers in their fields.

This is reinforced by Tambayong's opinion which states that it seems that in drama speaking practice is only presented, but in fact, in dialogue, students simultaneously speak and listen, or talk and listen to each other (Yappi Tambayong: 1990). This is also supported by Dubrac's opinion (in Nuriye Degirmenci Uysal and Fatih Yavuz, 2018) which states that in Drama activities can be organised around four main skills—listening, speaking, reading and writing. Dubrac (in Uysal and Yavuz, 2018) also adds that pronunciation and articulation games are best to teach the sounds as well as the correct rhythm and intonation. In presenting drama lessons, one must not forget that reading and writing exercises are also important aspects. In order to understand the contents of a play script, students have to read it and maybe not quite once or twice. Furthermore, if the drama is to be performed, the reading is increased again until the students are able to appreciate and experience what the drama characters feel until they are able to play it. Students who watch dramas can practice writing reviews. If a drama script does not yet exist, students can write a drama script for drama performance exercises (Bahim, 1978). In simple and brief terms, drama means a branch of art in the form of dialogue that can be staged (Harymawan, 1988). If only studying drama scripts, then drama learning can be included in the area of language and literature learning, but dialogue which is only a script is not alive and soul, therefore drama must be accompanied by performances in full. This study examines the application of Integrated Learning which combines 4 language skills in Digital-based Drama learning. In this

digital-based Drama learning also contains elements of local wisdom which must also be shown in the final result. The study of the application of Integrated Learning in digital-based Drama learning is directly aimed at the teaching and learning process which first describes the theory and history of drama, the structure of drama scripts, directing, role theory (acting), staging equipment, artistic elements of performances, and stage structures (Harymawan: 9). In addition, this research also examines the obstacles in implementing Integrated Learning in this digital-based Drama learning.

Etymologically drama comes from the Greek language, namely *draomai* which means to do, act, act, or act (Waluyo, 2009; 1). Meanwhile, Martin Esslin in *Anatomy of Drama* (in Iwuchukwu: 2008) provides the following definition of drama: (1) Drama can be seen as a manifestation of the play instinct as in children who are playing mother and father; (2) Drama is something one goes to see, which is organized as something to be seen; (3) It is an enacted fiction an art form based on mimetic action; (4) In arts, drama is the most elegant expression of thought nearest to the truth (reality); (5) It is the most concrete form in which art can recreate human situation, human relationship. Meanwhile, according to Brauer (in Uyisal and Yavus, 2018), Drama gives learners a purpose to exchange language and provides them an imaginary scene in which they feel free to act and impersonate by experimenting a wider range of language rather than repeated drilling of decontextualised language patterns. Furthermore, Setiaji (in Wajdi, 2017) explains that drama learning has an important role to train students to hone their ability to express themselves in acting. Learning drama also functions to train the character sensitivity of students in dealing with any existing problems. The activity of playing a character in playing a drama can hone students' mental. Abrams (1967) states the definition of drama as follows: "Drama is the literary form designed for theater, where actors take the roles of the characters, perform the indicated action, and utter the written dialogue. In poetic drama the dialogue is written in verse, which in English is usually blank verse, almost all the heroic drama of the restoration period, however, were written in heroic couplets. Meanwhile, James H. Pickering (1997) states that: "Drama is the literary genre that encompasses all written plays and to the profession of writing, producing, and performing plays. In drama production, acting is essential factor. " From these definitions it can be concluded that drama is a way to create or re-create a situation, an articulation of reality through play. Meanwhile, Integrated Learning or integrated learning is a learning model that tries to combine several subjects. Integrated Learning combines fields of study by finding related skills, concepts and attitudes in several fields of study. The approach used is an interdisciplinary approach. According to Hermawan and Resmini (in Basic Concepts and Integrated Learning Models, 2016) Integrated learning is a concept that refers to a learning approach that involves several subjects to provide meaningful experiences to students, so that students will understand the concepts they learn through direct experience and can relate them to other concepts they already understand. Meanwhile, according to Ithaca, Integrative learning is the process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges. (2020: [https://www.ithaca.edu/icc/what\\_is\\_it/](https://www.ithaca.edu/icc/what_is_it/)). Meanwhile, Collins and Dixon (in Sobarnas, 2009) state about integrated learning that integrated learning occurs when an authentic event or exploration of a topic in the driving force in the curriculum. Furthermore, it was explained that in its implementation students can participate actively in exploring topics or events, students learn the process and content (material) of more than one field of

study at the same time. This was reinforced by the opinion of Rusli Lutan (in Sobarnas, 2009) which states that an integrated learning approach tries to make learning relevant and meaningful, a process teaching and learning is more informal, through this approach children's learning activities increase. Camp and Oesterreich (in Nompula, 2012) insist that good learning is authentic, learner-centred, integrated multicultural pedagogy that uses tools such as inquiry and constructivism as approaches for powerful learning experiences.

Learning drama in the English Language Education study program still has its own specificity that is different from language teaching because drama learning involves the creative activities of students who are imaginative in nature. Literary works in the form of drama can be displayed in front of readers, viewers or listeners. In the sixth semester of the 2019/2020 school year, teaching lecturers of the Drama subject apply integrated learning in Drama learning. Drama learning with the application of integrated learning is very important for students because by using this method students are able to hone the four language skills by expressing their ideas or ideas, fantasies or imaginations based on real life in written form and then performing them in the form of English dialogue and in the end. disseminate his work through YouTube social media. Through this method, the English language practice process can be achieved and carried out.

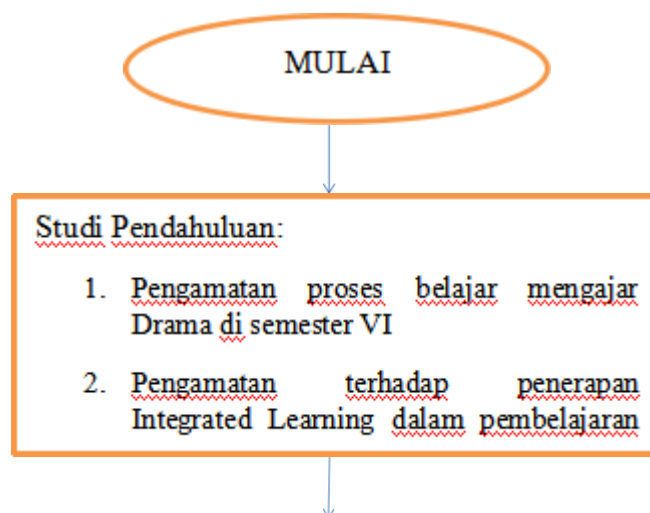
Integrated learning as a process has several characteristics or characteristics, namely: holistic, meaningful, authentic, and active (Depdiknas, 1996). The integrated learning model that illustrates an important element in this approach is the overall language ability. These language skills include reading, writing, listening and speaking skills that develop holistically, based on literature and scientific disciplines. All of them can be applied in literary learning, especially drama. In addition, literature learning, especially drama itself has an important role in fostering student personality (Moody, 1979). They are: (1) as a means of learning language skills; (2) as a means of understanding the cultural aspects of a nation, (3) as a means of understanding human beings and their total behavior; and (4) to train the sensitivity to differentiate something between good, bad; True False; may / may not; and honest / cheating. With the application of integrated learning in the drama teaching and learning process in the 6th semester students of the English Education study program, students will be more flexible in honing the four language skills, be able to develop their imaginary ideas and think creatively, actively and effectively, and make it easier for students to achieve competencies. targeted which lead to life skills.

The specific purpose of this study was to determine the extent of the application of Integrated Learning in digital-based Drama learning for 6th semester students of the English Education Study Program, FKIP Unisri Surakarta and the obstacles faced in the application process in digital-based Drama learning. Here, the drama learning process uses YouTube social media to disseminate student work. YouTube is one of the effective media because inside there, we can find many videos that can support us while teaching in a class (Nasution, 2019). This can help students be more creative and make learning fun. As Gindy, et al (2020) state that this in turn leads to open learning spaces for practice and discovery, experimentation and user created content. Almurashi (in Nasution, 2019) says that YouTube presented a substantial influence on students' understanding of English He also said that YouTube could be a good material to

incorporate English lessons and it can help with understanding the lesson as well. Currently, an integrated learning facility is needed in one subject, namely Drama, which not only provides theoretical learning about drama and acting but also includes learning to master 4 language skills. Therefore, it is necessary to know further in depth about how the application of Integrated Learning in digital-based Drama learning and its obstacles and also the results are useful for students and English Education Study Program and it is very urgent to know. Through case studies, the application of Integrated Learning in digital-based Drama learning that incorporates elements of local wisdom can be used as descriptive information which is important in the development of sustainable learning Drama.

## METODE PENELITIAN

This research is a qualitative descriptive study because this research is based on data obtained through observation, documentation, interviews, field notes, and other supporting documents. This research is a qualitative research with the type of research is a case study. Yin (2003) defines the case study as an empirical inquiry that investigates the contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. Meanwhile, Cresswell (2007) states that case studies are a type of design in qualitative research or an object of study as well as a product of the inquiry. Meanwhile, Rahardjo and Gudhanto (2011) state that a case study is a method for understanding individuals that is carried out integratively and comprehensively in order to obtain a deep understanding of the individual and the problems it faces with the aim that the problem can be resolved and obtain good self-development. In this research, the type of case study to be used is Single Case Embedded Design because the cases in this study have been determined in one place, namely the application of Integrated Learning in digital-based Drama learning in the 6th semester students of the English Education Study Program. FKIP Slamet Riyadi University, Surakarta, Academic Year 2019/2020. The following is the flow chart used in the completion of this case study:



#### Identifikasi Permasalahan:

1. Identifikasi beberapa masalah dalam penerapan Integrated Learning dalam proses belajar mengajar Drama
2. Penentuan tujuan dan manfaat studi kasus

#### Penentuan Tujuan:

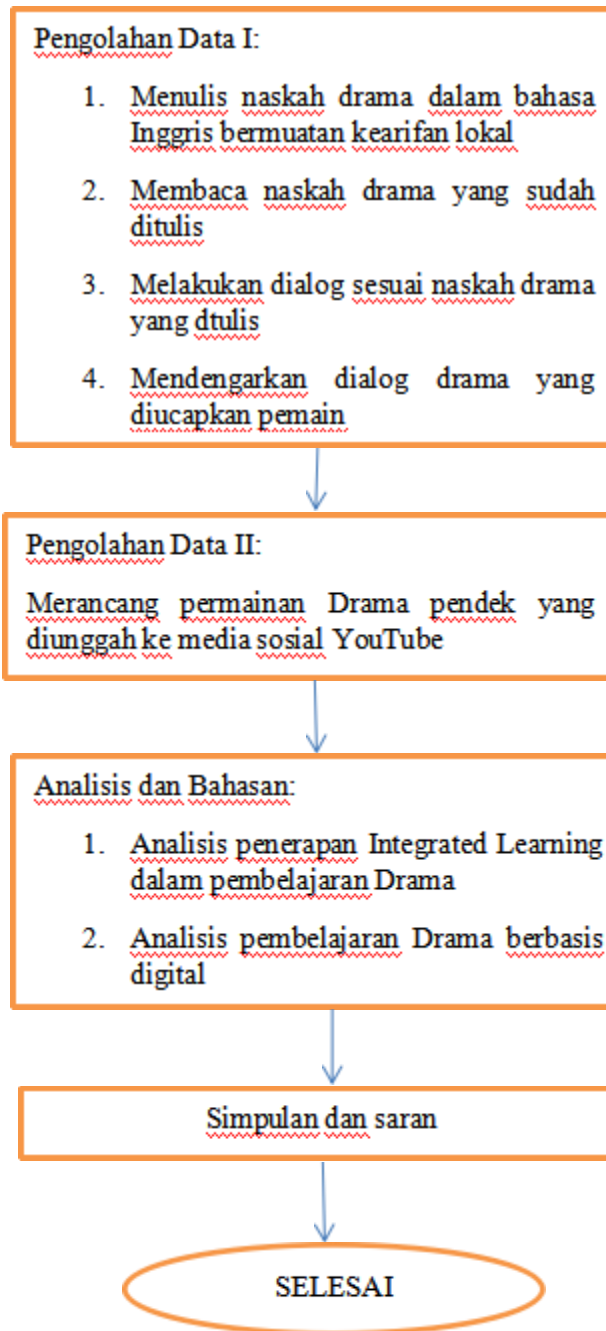
1. Meningkatkan proses belajar mengajar Drama yang lebih berpusat pada siswa
2. Meningkatkan penerapan Integrated Learning yang lebih memusatkan pada keaktifan siswa

#### Studi Pustaka:

1. Mencari teori mengenai masalah dan strategi tentang Integrated Learning melalui buku teks, jurnal, dan artikel ilmiah

#### Pengumpulan Data:

1. Data Primer: observasi, wawancara, dokumentasi
2. Data sekunder: data tentang mata kuliah, mahasiswa, nilai, silabus, kurikulum, dan lain-lain



## PEMBAHASAN

The application of integrated learning or integrated learning in the drama teaching and learning process for 6th semester students in the Unisri English Education Study Program has actually been going on for quite a long time. Usually, students are not only given the task of making a drama script in English but also performing it on stage. In the era of the Covid 19 pandemic, it is not possible to perform live dramas like before. Therefore, lecturers in the Drama subject asked them to make a Drama script, play a role in the script then upload the results of their role-playing to YouTube social media with the aim of disseminating their work for many people to watch as well as Instagram

social media to attract friends. who followed them on Instagram to watch their Dramatic play on YouTube.

The implementation of integrated learning in this Drama course combines 4 (four) language skills, namely writing, reading, speaking, and listening. Indirectly, students perform the 4 (four) language skills when they attend this lecture. In the first stage of implementing integrated learning, they are given the task of writing drama scripts in English (in this case writing skills in English are sharpened), after that the second stage is reading the drama script after writing (in this case reading skills are needed). At this stage, they gather in a group to read each other's story plays in the script and how the character roles they play and are listened to (in this case listening skills are also needed to pay attention to the dialogue spoken by their colleagues, whether the pronunciation and pronunciation and the intonation is appropriate or not with the story play) by their peers in one group. Furthermore, in the next stage is to play a role by having dialogue with your opponent (in this case speaking skills in English are very well cared for and honed). In this activity, 37 students took the Drama lecture as a compulsory subject that they had to take in semester VI. In this drama teaching and learning process, the lecturer does not directly assign assignments to students to make a drama script which is then performed. However, first he gave theories related to drama as well as masterpieces of Western and Eastern drama. According to the lecturer, there are 3 aspects that need to be mastered by students in Drama lectures, referring to Bloom's opinion, namely cognitive aspects, affective aspects, and psychomotor aspects. The three of them must be balanced so that students can master everything well.

Furthermore, at the practical stage students get an assignment to write a Drama script according to the reality that is around it or the reality of social life in society, but the story that is packaged is a fictional story. There are two stages of script writing practice that they must do. The first stage was that before the Middle Semester Examination was held, they were assigned the task of writing a monologue Drama script which they had to play themselves in English. They can improvise and create according to their imagination. Then they also have to upload their role play in the monologue drama of their work via YouTube social media. Furthermore, the second stage is before the Final Semester Examination is held, they are given the task of writing a drama script in English which they also play in groups (consisting of 5 members in one group), then upload their game results via YouTube and Instagram social media. This practical activity is one of the mandatory tasks that must be followed by students with the aim of not only training 4 language skills but also training them to be able to work in teams, complete assignments on time, develop creativity (with the role played by students can fantasize), foster trust. self, social attitude, sympathy and empathy among fellow students during the process of writing scripts to uploading their work. In the discussion this time what will be discussed is the drama practice activities in groups which are held before the Final Semester Examination. There are 7 (seven) groups, each of which consists of 5 to 6 members.

In writing this Drama script, themes, situations and characters are needed to establish the plot. These three things can be taken from events that exist in the reality of people's lives. Therefore, before writing the drama script, the lecturer asked them to do reflection or observation so that they get an elongated picture of the social and cultural conditions of certain communities or conditions that occur in the surrounding environment, especially those faced by the community during the Covid 19 pandemic. In addition, the lecturer also emphasized that in writing drama scripts, students must always remember



the terms M1, M2, M3, and M4. M1 is defined as the process of fantasizing, M2 means writing about what is imagining, M3 means playing it, and M4 means watching it. Furthermore, the thing that needs to be considered again is how they express their ideas that can reflect these social conditions through writing in the form of interesting dialogues in English. In composing a dialogue, it is very necessary to be careful and careful in paying attention to the conversations and the characters that exist in daily life, paying attention to the character of the players both physically, psychologically and sociologically. These things are highly emphasized by the lecturers. The actors or figures they create must also represent the types of people in society who are undoubtedly covered in suffering, fate and mental development. As for the theme, this has been determined by the lecturer, namely the theme of universal "love" juxtaposed with "Covid 19" which is currently spreading in Indonesia. Students can develop these themes into interesting story plays according to their creativity and most importantly do not contain SARA elements. Meanwhile, the situation or background of the story that needs to be presented in the making of this drama script is the present situation which is completely digital and is wrapped with elements of local culture or contains local wisdom. These things can later build a better plot or storyline. Most importantly, they must be able to use a variety of spoken languages that have communicative characteristics such as everyday language because drama is an imitation of real life or the mirror of life.

Drama scripts that have been written by one of the members in the group (usually the member volunteers to act as director and scriptwriter) need to be read by all group members. If all members have agreed on the results of writing the script, the next step is to practice. But if there is input related to the content of the story, the story script needs to be added or subtracted first or discussed again in the group. The scriptwriter can reveal the reasons for making or building the story line he wrote to the members until there is a common viewpoint in the group.

The implementation of the first stage of integrated learning has been carried out by students in the form of writing drama plays in English (writing skills). Furthermore, after there was a common view among group members about the story plays in the drama script, they began to practice. They practice reading the play by sitting in a circle together in a group. They read drama scripts according to their respective roles. One of their peers outside the group helps to be the narrator as they read the dialogue. At this stage, they hone their reading skills by reading the dialogue in the drama script accompanied by articulation, gesticulation, intonation and voice color. If there is a dialogue that does not match the pronunciation, it is repeated. The activity of reading this script was repeated many times until a good and smooth dialogue was formed. In this reading activity, other group members can participate in watching and listening to this drama script reading activity. The teaching lecturer also heard them doing the reading activity. After listening, the lecturer gave input or even applauded when the activity was deemed perfect. Furthermore, the reading activity was accompanied by exercises of gerak yakin (referring to Rendra's opinion). With the gerak yakin, it can give the effect of more concrete images in front of the audience. After practicing sure movement, the students also practiced blocking or grouping the players. Here, they learn to control their body position while playing a role on stage (because of the pandemic, this is still necessary when they play roles in front of the camera).

Furthermore, after the practice was enough, they prepared the various needs needed for the filming process. For example, which shooting services do you want to ask for

help, location of shooting locations with local wisdom nuances, make-up, costumes, sound and music illustrations, and so on. If everything is ready according to the direction of the teaching lecturer, then they will start shooting at a predetermined location using the agreed shooting service. In this activity, speaking skills play an important role. The practice they did before was decisive in this shooting activity that involved speaking skills. The duration specified for this short play is 15 minutes. So far, the shooting has gone well and smoothly although of course there are also repeated scenes because the dialogue does not match the English pronunciation. Here's a YouTube link that contains their work:

1. Group 1: <https://youtu.be/ElxUsyVvVvk> (Title 'True Love between COVID-19')
2. Group 2: <https://youtu.be/GzIBAA0y8Ow> (Title 'Love in Pandemic')
3. Group 3: <https://youtu.be/7Vv3NwmFjZs> (Title 'Gone')
4. Group 4: <https://youtu.be/hJjsbxz7Jz8> (Title 'Love or Die')
5. Group 5: <https://youtu.be/ulZ6LX1mCMM> (Title 'Breaking the Line')
6. Group 6: <https://youtu.be/hsZcScH0Ov8> (Title 'The Lies of Love')
7. Group 7: <https://www.youtube.com/watch?v=Fxg4PzIV1jA> (Title 'Eat, Love and Hope')

The implementation of integrated learning in the drama teaching and learning process goes well and smoothly with guidance and guidance from lecturers who teach drama courses. The four language skills can be implemented well and students can also complete their assignments very well. The process of learning drama in an integrated and digital-based manner (because it is uploaded on YouTube) is very beneficial. In addition to improving four language skills simultaneously, students can also develop their creativity, foster cooperation between students, cultivate student talent in drama, foster self-confidence and develop sympathy and empathy. The application of integrated learning in this drama course is very appropriate and gives good results for improving the four language skills of the students themselves. The use of YouTube also has given positive impacts to the students' motivation in learning Drama.

## **KESIMPULAN**

Teaching drama is teaching appreciation of the theory and practice of drama performance. However, in this case, in connection with the COVID-19 pandemic that occurred in Indonesia, the staging of the drama on the stage was transformed into a role play by shooting and uploaded via social media YouTube and Instagram. These two social media play a very important role in the midst of today's social conditions. In this performance practice, the teaching lecturer implements integrated learning in which four language skills play a role simultaneously in the learning process. Students are actively involved as playwrights, players who live the story, feel it, do it, and live out the roles they play. They no longer study drama but have been involved in it as a creator of modern literary works in the form of writing and in their performances (in this case shooting). The results of research on the application of integrated learning in drama courses were carried out well because students were able to practice them effectively too. The lecturers as facilitators also very well guide students to be able to understand their role as creative students in producing works of art, especially writing drama scripts in English, practicing, and then playing them. The application of integrated learning in this drama course can also be followed by other lecturers so that each drama theory can be accompanied by performances on stage or playing roles in front of the camera

which are then uploaded to social media YouTube and Instagram. Thus, students will experience more mental physical involvement with drama theory learning materials and the application of integrated learning in staging practices.

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