The Development of Drama Materials System Based on Legend Using Heuristic Method in Negeri 101881 Tanjong Morawa Elementary School

Zulplita Karyawati Purba and Fazli Almaulana

Postgraduate Program, Faculty of Language, Universitas Muslim Nusantara, Medan, Indonesia

Abstract: The development of drama materials using the heuristic method is a type of research and development that produces products. This research was carried out in three stages that have been simplified, namely beginning with collecting information from the school in question, especially the teacher and fifth grade students of Tanjung Morawa 101881 Public Elementary School. Then planning the making of teaching materials and developing final teaching materials.

Key words: Development of Teaching Materials · Drama · Heuristic Method

INTRODUCTION

Drama is part of learning to speak. Learning drama is a place to express and instill social sense in students. Through drama learning students are expected to be able to develop communication skills, high social sensitivity and can portray drama characters in accordance with their statements. Playing drama is an activity to portray the characters in the script through the main tools namely conversation (dialogue), movement and behavior that are performed [1]. Drama is a literary form that can stimulate the passion of players and spectators so that it can be liked by the public. The show's drama and the play performed in the show. Besides drama is not like other types of literature, drama is an art that is performed, the game is written to be performed by the actors in front of the audience [2]. Teaching materials that will be developed in this study are drama-based teaching materials of legend. Dramatic-based drama teaching material, intended to attract students' interest and attention in playing the drama, this is because legend (folklore) presented is a story that is much in demand by children [3]. Through stories presented in legendary texts, students try to portray the characters contained in the legendary stories presented. Thus, the story text of legend can provide benefits for students, namely as a medium in encouraging students' motivation and interests and as a means of improving the ability to play drama. Differences in drama with other performances are in the

plot (plot) and dialogue. In general shows such as magic, music, circus, etc., there is no storyline, while in the drama there is a storyline. Performances that can be translated into drama do not have to use verbal dialogue by using words. For example the drama whose motion uses mimic is called opera. So, drama doesn't have to be a verbal word. Drama is also called complex literary art. The art designation of this complex is not excessive when compared to other literary forms. It is called complex art, because in the drama collaborated with other branches of art, such as painting, dance, music, art of dressing, dress art, lighting and others, which can be seen in drama performances [4-5]. In an effort to motivate students to participate in teaching and learning activities, teaching materials are needed along with learning methods that can make students interested and interested in learning. Teaching materials that will be developed in this study are drama-based teaching materials of legend. Learning methods used should be methods that can make students active, play a direct role and be directly involved in the learning process. Learning method is a plan that contains a series of activities discussed to achieve certain educational goals. The learning method in question is a heuristic learning method. In heuristic learning methods, students directly manage messages or subject matter [6]. Using methods in learning is closely related to the development of teaching materials. In learning Indonesian, the use of methods must pay attention to the teaching material to be delivered. In drama learning the

Corresponding Author: Zulplita Karyawati Purba, Postgraduate Program,
Faculty of Language, Universitas Muslim Nusantara, Medan, Indonesia

media is very effective in delivering teaching materials. In simple media in education can be interpreted as a means to help deliver teaching materials. Media is something that can be used to channel messages from sender to recipient so that it can stimulate thoughts and feelings. In this case, the media functions channeling from the sender to the recipient with the aim of being able to develop drama teaching materials so that learning takes place [7]. Dramatization or playing drama is an activity to perform a play or story. Usually the story that is performed is already in the form of drama. The teacher and students must first prepare a script or scenario, actor and staging equipment. Through dramatization, students are trained to express their feelings and thoughts in the form of spoken language. In addition drama is also an ability to recognize their own feelings and the feelings of others in order to obtain new ways of behaving to overcome problems [8]. Speaking of drama, Indonesia has a folktale called legend. Legend is a part of regional literature, namely literature which is usually expressed in regional languages or uses native language of the local population. So folklore or legend can also be categorized as classical literature whose form is purely oral [9]. Legend is a magical story that is often associated with real characters, events and places so that leged is considered a historical story, although it is not supported by clear facts [10]. In telling legend one of them is to use heuristic learning methods. Heuristic learning method is a method that aims to find and process messages in the form of subject matter. Students who actively search for and process materials or subject matter. The teacher as a facilitator to provide encouragement, direction and guidance. Students must be active in learning, namely trying to find out and find out for themselves the problems presented by the teacher by using the knowledge and experience that they had previously [11-12]. In an effort to improve the effectiveness of the learning process to achieve the best learning outcomes as expected, learning planning is something that must be prepared by every teacher. Such as the implementation of learning plans, mastery of subject matter, selection and use of learning methods, selection and use of learning media and other learning components [13].

Literature Review: Previous research that is relevant to this research is discussing the application of heuristic methods in solving problems in basic physics courses. The results of this study concluded that student learning activities increased each cycle. The first cycle student activeness presentation was 51% and the second cycle was 76%. Student learning outcomes have not met the standard of mastery learning but there is an increase in each cycle, the results of the first cycle test the number of students completing learning 44% and the results of the second cycle test the number of students who complete learning 74%. Based on the results of the study that the heuristic method can improve the activities and student learning outcomes in basic physical lectures I [14]. Then the study discusses the application of heuristic strategies to improve students' mathematical problem solving abilities. The results revealed that the application of heuristic strategies can improve students' mathematical problem solving abilities. In the first cycle, the average mathematical problem solving ability of students was 63 increasing to 82.03 in the second cycle, followed by an increase in the percentage of problem solving abilities which included the ability to understand problems, develop plans, do calculations and re-test. Besides the ability to solve problems, learning activities and student responses showed an increase, the average learning activity in the first cycle was 66.16% and increased in the second cycle to 70.46%. Based on the daily journal, the average percentage of positive responses of students has increased, namely in the first cycle of 38.96% to 61.77% in the second cycle [15]. Other research which also discusses the problem solving application uses heuristic strategies towards understanding concepts about heat. The results of this study concluded that the average problem solving learning using heuristic strategy was 27.17% and those who followed the conventional model using the experimental and demonstration methods were 4.15%. It was concluded that there was an increase in the understanding of heat concepts through the application of problem solving learning using heuristic strategies of tenth students in Negeri 4 Palu senoir high school [16]. Furthermore, another study that discusses the application of heuristic strategies in mathematics learning to increase learning motivation in students. The results of this study concluded that the percentage of students 'learning motivation before the action was in the low classification with a percentage of 32.95%, in cycle I. The first meeting of students' learning motivation was in a low classification with a percentage of 36.36% and in the first cycle the second meeting was student learning motivation increased with a percentage of 42.04% in the middle classification. And in the second cycle the third meeting of students' learning motivation increased with a percentage of 61.36% which was in the high classification.

Thus it can be concluded that student learning motivation in mathematics subjects increases [17].

CONCLUSION

The development of drama materials using the heuristic method is a type of development research that produces products. This research was conducted in three stages that have been simplified, namely beginning with collecting information from the school in question, especially teachers and fifth grade students of Negeri 101881 Tanjung Morawa elementary school. Then planning the making of teaching materials and developing final teaching materials. From the results of this study, the development of legend-based drama teaching materials using the heuristic method was deemed feasible to be tested in elementary school class according to the needs of students and teachers to improve the quality of learning especially in drama subject matter.

REFERENCES

1. Wiyanto, Arul, 2017. Terampil Bermain Drama. Jakarta: Grasindo.
2. Waluyo, Herman, 2010. Drama Teori Pembelajarannya. Yogyakarta: Hanindita Graha Widya.
3. Rahmanto, B., 2009. Metode Pengajaran Sastra. Yogyakarta: Kanisius.
4. Brahim, Harnanto, 2009. Pemandu di Dunia Sastra. Yogyakarta: Kanisius.
5. Diyani, Robert, 2010. Sastra Masuk Sekolah. Magelang: Indonesia Tera.
6. Sanjaya, Wina, 2014. Menjadi Guru yang Profesional. Bandung: Remaja Rosdakarya.
7. Fathurrohman, Muhammad, 2015. Model-metode pembelajaran Inovatif. Yogyakarta: Ar-ruzz Media.
8. Hamzah, Uno, B., 2011. Metode Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif. Jakarta: Bumi Aksara.
9. Danandjaja, James, 2007. Folkos Indonesia (Ilmu Gasip, Dongeng, dan Lain-lain). Jakarta: Pustaka Utama Grafiti.
10. Hipni, Kusnadi, 2011. Strategi Pembelajaran. Pekanbaru: Pusaka Riau.
11. Anitah, Sri, 2013. Strategi Pembelajaran. Jakarta: Universitas Terbuka
12. Riyanto, Yatim, 2015. Paradigma Pembelajaran sebagai Referensi bagi Pendidik dalam Implementasi yang Eefektif dan Berkualitas. Jakarta: Prenada.
13. Rosyada, Dede, 2010. Paradigma Pembelajaran Demokratis Sebuah Model Pelibatan Masyatakat dalam Penyelenggaraan Pendidikan. Jakarta: Kencana.
14. Sriyanti, Ida, 2009. Penerapan Metode Heuristik dalam Penyelesaian Soal-Soal Pada Mata Kuliah Fisika Dasar. Forum Kependidikan Volume 28 Nomor 2 Maret 2009.
15. Wulandari, Fiqih, 2013. Penerapan Strategi Heuristik Vee untuk Meningkatkan Kemampuan Pemecahan Masalah Matematika Siswa. Jurnal Pendidikan Matematika. Jakarta: Universitas Muhammadiyah Prof. Dr. Hamka.
16. Riskayani, 2014. Penerapan Problem Solving Menggunakan Strategi Heuristik Terhadap Pemahaman Konsep Tentang Kalor Pada Siswa Kelas X SMA Negeri 4 Palu. Jurnal Pendidikan Fisika Tadulako (JPFT) Vol. 5 No. 2 ISSN 2338 3240.
17. Erawati, 2012. Penerapan Strategi Heuristik Dalam Pembelajaran Matematika Untuk Meningkatkan Motivasi Belaiar Siswa Kelas IV SD Negeri 006 Pasir Sialang Keeamatan Bangkinang Seberang Kabupaten Kampar. Journal Pendidikan Matematika.