

ARTICLE

## PROJECT BASED LEARNING (PBL) IN INDONESIAN DRAMA LEARNING

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### ABSTRACT

This development research was carried out in three stages, namely first, describing the objective conditions of drama learning in one of the sample schools. This stage is carried out to capture information about problems that occur in drama learning. The dominant and crucial problem that requires immediate resolution is the problem of clarity of the learning model used. The low quality of learning and competence of student drama is what is behind this research. Second, designing the model until it becomes a finished model through the following stages: (1) rationalization of the learning model; (2) the design of a hypothetical model; and (3) development of learning models. Third, conduct tests or trials and revisions of the model. The tests carried out are (1) model trials; (2) model validation test; and (3) model due diligence. Based on the feasibility test of the PBL learning model by experts, an assessment with good results was obtained. Based on the results of the assessment on the feasibility test of using authentic assessments, a score of 85 on a scale of 100 (very good) was obtained. Fourth, implement a model to test the effectiveness of the model. The research method used in this research is research and development. Based on the results of research, development, and data analysis, it can be concluded that (1) the PBL learning model has proven effective in increasing students' drama playing competence, and (2) it is able to increase students' interest and appreciation of drama and literature.

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## 1. Introduction

Learning drama in Indonesian subjects is a place to hone students' skills in using language both in writing and orally. This dialogical language skill not only presents a linguistic context but is also able to present the real world of imagination and experience in everyday life. Therefore, drama learning should be directed at learning activities that interest students and require them to be active and creative. Thus, students' language and literary competence can be optimized.

In fact, drama learning just like literary learning in general is carried out only textually. Some of the causes include: (a) teacher competence in drama learning is very lacking, (b) the use of learning models or methods is monotonous. Traditional teacher-centered learning methods leave students' creativity shackled. Teachers are less able to explore the potential of students. Learning focuses too

much on achieving comprehension and memorization competencies rather than students' understanding, discovery, and creativity, both individually and in groups.

This is in line with Suryatin's opinion (1999, p. 52-53) which explains that there are three causes of literary learning problems, namely teachers, students and learning facilities. Regarding teachers, Suryatin explained four factors that caused it, namely (1) the low interest in reading teachers in literary works; (2) the teacher's lack of experience in studying literary theory, (3) the teacher's lack of experience appreciating literary works, and (4) the breadth of curriculum coverage that makes teachers overwhelmed in managing time with a limited time plot. Literature in formal educational institutions is increasingly loaded with various problems including:

- (1) the knowledge of basic abilities in the field of literature of teachers is very limited, (2) the literary material they obtain during formal education at LPTK is very limited,
- (3) The literary lecture materials they obtain are more theoretical in nature, while what they need in the field is more practical.

Meanwhile, the means of learning literature, especially readings or literary works in many regions in Indonesia are still inadequate. Hope to keep up with the development of literature (literary works) by reading new works that are cutting-edge, even old ones are hard to find. This is also the cause of the difficulty of literature learning to be carried out properly as Semi (1991, p. 9) explains that honestly it must be recognized in remote areas far from information centers and libraries we cannot expect much growth in interest in appreciating literature from our learners.

Rosidi (1997, pp. 19-25) corroborates Semi's opinion that books and readings supporting literature learning in schools, especially in junior high schools and high schools, are also limited. It is different from elementary schools, especially in urban areas, which annually receive submissions of reading books from the Ministry of Education and Culture's national book project. However, the utilization of these reading books does not seem to be optimal. The main factor is the low reading interest of students. In addition, factors of time willingness, school library management, and encouragement from teachers are also the causes of students' low ability in literature.

Regarding the methods used by teachers in literature learning, Amarzaki (2005) explained that literature learning has not been able to open students' eyes to literary appeal. If you just memorize the author's name, the title of the work, and literary periodization alone, it is not interesting enough for students. Just determining the intrinsic and extrinsic elements of a literary work, without associating it with the student's experience, has also not been able to open the eyes of students. Just reading poetry or determining rhymes has also not been able to bring out creativity in students.

Waluyo (2001, p. 162) outlines almost the same opinion that the causes of the constraints of teaching literature include the consequences of: inadequate portion of time, poorly supported facilities

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(libraries, reading resources), student factors (students' interest in literature is generally lacking, the number of students in the classroom is very large), the teacher's ability factor (less/no have good literary interest, attention, and insight, no background in Indonesian language and literature disciplines), and other factors (the portion of literature in the evaluation, both in quantity and quality is still minimal, does not emphasize student appreciation, and the attention of school leaders and other teaching staff to literary activities is generally not very good).

Especially in drama learning, the obstacles or problems according to Harmoni (2014, p. 7) include: (1) drama takes a long time, while there are still many basic competencies (KD) that must be completed; (2) difficulty in organizing students to be able to work in drama groups; and (3) media limitations. Therefore, a learning model is needed that can optimize students' creativity in drama learning. The learning in question should be able to give confidence to students to be able to explore optimally so that they gain good competence, an interesting and challenging learning experience, supported by equitable assessment. The Project Based Learning (PBL) learning model that specializes in authentic assessment is an alternative.

In particular, this study aims to get an overview of: (1) the profile of Indonesian drama learning in Junior High School; (2) design of project-based learning (PBL) learning models assisted by authentic assessment in drama learning in Junior High School; (3) the results of the implementation of the development of a project-based learning (PBL) learning model assisted by authentic assessment in drama learning in Junior High School in relation to increasing student competence in playing drama.

Next, some theoretical concepts that underlie this research will be described. Basically, Project Based Learning (PBL) is a learning model that is oriented towards student-centered learning, making students the center of learning activities, and giving confidence to students to develop their own learning creativity they went through a project. According to Thomas, et al. (1999, in Samanthis and Sulistio, 2014, p. 24) PBL is a learning model that provides opportunities for teachers to manage learning in the classroom by involving project work.

Still in the same journal Samanthis and Sulistio also cite the opinion of Richmonf and Striley (1996) that project work can be viewed as a form of open-ended contextual activity-based learning, and is part of a learning process that places a strong emphasis on problem solving as a collaborative effort carried out in learning process at a certain period. PBL is a learning model that has been widely developed in developed countries such as the United States. When translated into Indonesian, Project Based Learning (PBL) means project-based learning (Rais, 2010, p. 4). Project-based learning is an effective educational approach that focuses on creativity in thinking, problem solving, and interaction between students and their peers to create and use new knowledge. In particular, this is done in the

context of active learning, scientific dialogue with supervisors who are active as researchers (Asan, 2005 in Jagantara, Adnyana, and Widiyanti, 2014).

PBL as Jonassen (1997) writes is a constructive approach that provides instruction with a focus on the less structured real world. The PBL orientation center is more concerned with inquiry-based learning opportunities, i.e. structured experiences are based on the belief that learning occurs when individuals are asked to conduct investigations around the problems that occur. Brears, MacIntyre, and O'Sullivan (2011) explain that the process of investigation may begin with self-reflection and evaluation. Therefore, Brearsdkk. noted the importance of three aspects of investigation (search for problem solving), namely (1) collaborative group work, (2) emphasis on analysis and evaluation, and (3) adding reflection (practice). To encourage the pedagogical enactment of all three aspects of the PBL process, three supporting elements are offered, namely: investigation, critical thinking, and decision-making (Priyor and Kang in Capraro, Capraro and Morgan (Eds), 2013, p. 29).

Meanwhile, The George Lucas Educational Foundation (2003) explained the learning steps using the project-based learning model as follows.

1. Question

Start with the Essential Question. Take a real-world topic and begin an in-depth investigation. Make sure it is relevant to your students.

2. Plan

Plan which content outcomes will be addressed while answering the question. Involve students in the questioning, planning, and project-building process. Teacher and students brainstorm activities that support the inquiry.

3. Schedule

Teacher and students design a timeline for project components. Set benchmarks. Keep it simple and age-appropriate.

4. Monitor

Make the assessment authentic. Know authentic assessment will require more time and effort from the teacher. Vary the type of assessment used.

5. Assess

Facilitate the process. Mentor the process. Utilize rubrics.

6. Evaluate

Take time to reflect individually and as a group. Share feelings and experiences. Discuss what worked well. Discuss what needs change. Share ideas that will lead to new inquiries, thus new projects.

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Learning activities begin by giving challenging questions to students. Questions that will lead students to the context of project-based learning and give students the task of doing a controlled activity. The questions presented are questions related to the real world and begin with an in-depth investigation. In the learning of drama, drama is brought closer in advance to the social facts of life. Drama as a literary work can be expressed as a mirror of real life. Therefore, drama projects (dialogues) can be carried out with this model.

The second step is that students, with the guidance of the teacher, draw up a project plan to be worked on. Determination of the activities that will be carried out in the project from the initial stage to the end of the project. Activities carried out in planning include: (1) determining the size of the project; (2) determine the rules of the game; (3) selection of activities to be carried out in response to essential questions; (4) determine project implementers with their respective duties and responsibilities; and (5) determine the necessary materials and tools.

Furthermore, scheduling the project activity stage, in this section students with the guidance of the teacher are asked to make a schedule of activities that will be carried out based on the planning of the activities to be carried out. The purpose of this activity is to give students an understanding that to do a large project, a working group needs a good work schedule so that the project can be carried out as planned. However, this activity is sought to be carried out simply and not confuse students, for example by giving examples of existing activity schedules. After getting a briefing from the teacher, students can do this activity outside of regular learning hours. This is done so that students are free to be creative with time. Students can explore and gain a wider source of inspiration. Students present their findings on learning activities at school as a form of responsibility.

In carrying out their projects, students receive supervision from teachers. This supervision functions not only as a work control but also actually a mentoring process. Monitoring is carried out by providing full facilities to students to carry out their activities perfectly. An assessment is carried out on the results of the student's work in his project. The assessment is to measure the achievement of student competencies. Therefore, teachers are required to make as authentic an assessment as possible.

The learning activity ends with a project evaluation activity. The activities carried out are teachers and students reflecting on the implementation of the project. Students are asked to reveal what they have understood and done during the project. In addition, students are also asked to express their feelings and the new experiences they have gained.

## **2. Experimental**

The type of research design used is research and development (R&D). This type of research, simply takes the following stages of work: needs analysis, initial design of the model/product, model development, and model testing. The findings that later became the object of the problem of developing

this model could be caused by several possibilities, including changes in time and application to different places and subjects.

This is the strong basis for the selection of R&D research designs in the study. First, Project Based Learning (PBL) as a learning model is actually an already excellent learning model. The application of this model has been widely carried out in various learnings. However, in certain learnings PBL has several lags, including in carrying out evaluation or assessment activities for learning. Therefore, it is necessary to carry out development in this regard.

Second, drama learning as part of the development of language and literature competencies in Indonesian subjects, began to be marginalized in the 2013 curriculum. Moreover, the legacy of traditional learning methods and models has placed drama as merely an undeveloped learning. Included in the evaluation or assessment carried out in it. Therefore, these two complex issues are a combination that can be mutually beneficial with their respective advantages. The shortcomings of drama learning will be enhanced by Project Based Learning (PBL).

The research design used in this study is the development research design recommended by Plomp (1997), namely (1) preliminary investigation activities, (2) design making, realizing the design (realization/construction), (3) conducting tests, evaluations, and revisions (test, evaluation and revision), and implementation.

The procedures or stages of research carried out in this study are based on the stages of development research described as follows. In the first stage, researchers conducted observation and interview activities to obtain data on the profile of live learning in one of the sample schools. Second, based on factual problems that occur in Indonesian drama learning, researchers determine one of the formulas that is expected to be the solution to the learning problem. The formula is then called design. The designed design is the design of an authentic assessment-assisted Project Based Learning (PBL) learning model. Third, the model design that has been made is tested on a sample class. In the trial phase of this model, researchers also conducted interviews with teachers and appraisers to find the weaknesses of the model and make improvements. This limited trial also produced value data to measure student competence in Indonesian drama learning. Fourth, the model, which has been piloted in limited trials, was re-piloted in several sample classes from different schools. These extensive trials were carried out to obtain the reliability of the model. Fifth, researchers compared the scores of students who showed their competence in Indonesian drama learning factually or directly with student competencies after learning with the PBL learning model assisted by authentic assessment. This is done to measure the improvement of student competence.

Data processing is carried out by grouping and categorizing based on research problems. The data are analyzed with the need that the facts of the process learning before the use of the Project Based

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Learning (PBL) learning model assisted by authentic assessment as a material for comparison of changes, the process of developing an authentic assessment-assisted Project Based Learning (PBL) learning model needs to be analyzed to be clearly described step by step the application of this model. This data will explain the trial process of the most effective and influential authentic assessment-assisted Project Based Learning (PBL) learning model in drama learning until a standard model of Project Based Learning (PBL) is found which will later be implemented and analyzed by the method Quantitative. In this case, the researcher uses an independent T Test with the help of SPSS.

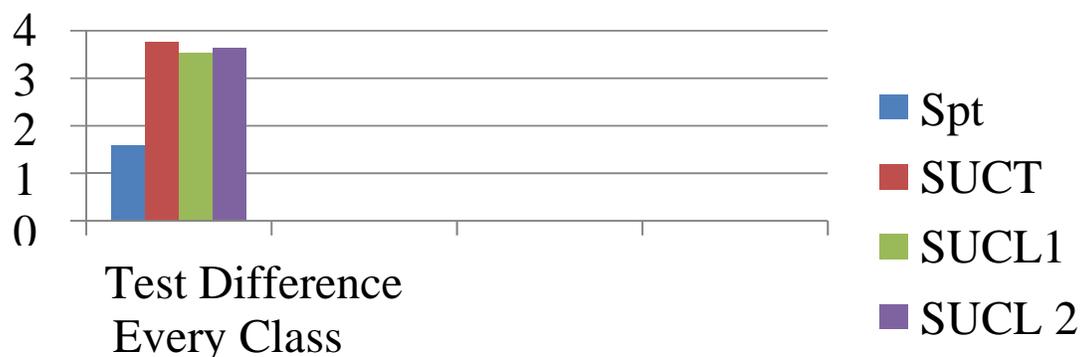
### 3. Results and discussion

After the design of the Project Based Learning (PBL) model in Drama Learning is tested with limited trials, extensive trials, and validation trials and feasibility tests are carried out, this learning model can be declared suitable for use. In this section will be described some of the findings relating to student competence in limited trials and broad trials. Using the parameters of drama learning scores with the help of peers, the average score of students obtained was 3.76 with a scale of 1-4 with excellent conclusions. Thus, when compared to ongoing learning, the implementation of authentic assessment-assisted PBL learning models in limited trial classes showed significant improvement.

Based on the results of the assessment, in a limited trial conducted, student competence increased drastically to reach the excellent category. It is shows that learning Indonesian drama using the project-based learning (PBL) learning model assisted by authentic assessment is very effective even though there are still some things that are not so crucial that should be fixed or improved.

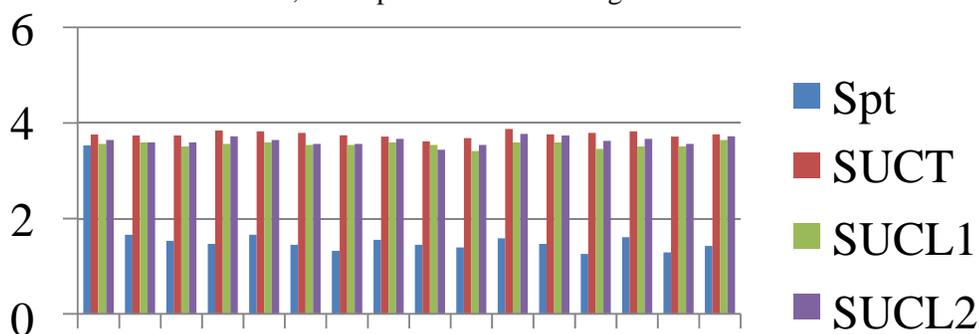
The extensive trial was carried out in two schools, Thus , when compared to continuous learning, the implementation of the PBL model assisted by authentic assessment in drama learning has increased significantly.

*Here's a comparison of the values between ongoing learning, limited trials, and widespread trials.*



*Information:**SPT : Schools with In-Progress Learning**SUCT : Schools with Limited Trials**SUCL : Schools with the First Broad Trial**SUCL2 : Schools with the Second Broad Trial*

Based on the assessment items used, a comparison of the average values is obtained as follows.



Based on the comparison of the assessment results, it is clearly explained that the project based learning (PBL) model is very effectively used to improve student competence in drama learning. Thus, the model can be declared to have been feasible to implement.

#### 4. Conclusion

The development of a project-based learning (PBL) learning model assisted by authentic assessment in Indonesian drama learning was carried out on the premise that it was necessary to hold A solution that is the answer to the problem of 'saturation' of learning in the classroom that is textual.

The design of the PBL model assisted by authentic assessment in drama learning was prepared on the basis of a needs analysis that has been carried out on the basis of the ongoing learning. The model design was prepared by integrating the PBL model developed by The George Lucas Education Foundation and the authentic assessment developed by O'O'Malleyaking into account the aracteristics of drama learning. The design of the model has obtained expert assessment in the field of learning and drama performance both academics and practitioners.

The project-based learning (PBL) learning model assisted by authentic assessment in Indonesian drama learning at SMPN Rintisan Curriculum 2013 has been well implemented. Learning went well and the verage assessment sult reached the excellent category (SB) or an average of 3.6 on a scale of 1-4.

The feasibility test of the model is carried out by considering two main things, namely the feasibility of implementing the PBL model and the feasibility of authentic assessment. The feasibility test of the learning with the learning assessment instrument obtained a perfect number and the feasibility test of using the authentic assessment rubric obtained an almost perfect score. Thus, the learning model

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is feasible to implement. The results of the implementation of this learning model prove that the model is effectively able to improve student drama competence.

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