

Detik-Detik Proklamasi Kemerdekaan: Special Moments Road to Indonesian Independence Day (A Study on Mini Drama Implementation in Character Education for Senior High School)

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Abstract: Drama managed to make students interact actively and enthusiastically in citizenship education. It is certainly easier for the teacher of MAN 2 Madiun to make students understand the lesson easily. Students no longer feel bored with the process of learning that takes place. They are easy considering the figures in history who played in the drama without having to memorize one by one because they only have to remember their friend's name who plays the character in the script and they immediately recall the name of a character in the drama. No students were passive in the drama. The students also able to learn directly the character of the figures in the Detik-detik Proklamasi event. This build the student's character slowly as they ever felt directly the feeling of become a heroes for their nation. The test results also showed a pretty good improvement. There is an increase in the number of students who answered questions correctly compared the test results before treatment. Questionnaire results and observations also showed improved understanding, liveliness and motivation in learning process. Interviews showed the difficulties experienced by students in cycle 1 is no longer experienced in cycle 2 with a few changes made in cycle 2.

Key words: Proklamasi, mini drama, character education, citizenship, process

INTRODUCTION

In line with the ideals of the Indonesian Nation that is listed in the preamble of the 1945 Pembukaan, 1945 Constitution for the welfare of the public and intellectual life of the nation, character education became one of the important things that is applied as one way to improve the quality of human resources is virtuous. Character education can have positive effects in creating a variety of social consequences that are beneficial Ivor against a person when acting as a private, family and community. Some studies show that students who are disciplined, willing to work hard and understand the nature of learning showed higher learning achievement than students who do not have the values of the character. These findings indicate that the formation of character can also improve the quality of student's academic skills (Ginsburg and Hanson, 1986). Hopefully, the right character education form the personality of a person into a good person who can not undermine the independence of the independence that was retaken by our heroes.

Character education can be taught directly or indirectly with the emphasis on the importance of cultural fusion and social interaction in the community (Duncan,

1997). During this time the most prominent character education in Indonesia contained in the subject Citizenship Education as a foundation for each student to shape their character in the future and to inculcate the spirit of nationalism in the students themselves. However, in practice, there are some difficulties experienced by students and teachers in the teaching process such as the citizenship education; Teachers still use the lecture method of teaching that make student bored, students can not understand the material presented by the teacher with a good, value students who are under the minimum limit, students pay less attention to the lesson and students are less active in the learning process. Such problems can be overcome by using appropriate teaching techniques. Mini drama can be an alternative technique that can be applied in the teaching of citizenships.

Using drama in teaching character education inside of citizenship education: Overcoming the problems experienced by students and teachers in the teaching character education is not easy. However, there must be a way to try to overcome these problems. One of those ways is students need to know certain moral level to be able to be thinkers about morals and should be

encouraged frequently using stories, traditional and classical poetry as well as tasks that contain ideas about morality and good things so that they will understand what they do or they memorize and then they would see as a reality in life (Benninga, 1991). Drama is one of the ways that fit these criteria.

Drama is regarded as an effective strategy for its ability to make learning active, reflective, constructivist and improve oral skills (Miccoli, 2003). Drama in citizenship education using Indonesian history is a fact of life in the past that teach moral of our heroes of the past. This can increase the awareness of students to have good morals and character. Drama can make students to feel what is experienced by the heroes in our past actively and in real, so they are easier to remember things contained in the incident along with the names of the characters in it. Drama can provide authentic learning for many abilities and intelligence used in the application of the drama itself (Ashton, 2005). They will unconsciously memorize and recall the role and character in the drama easily. This is in line with the opinion of Ashton (2005). "Students enjoy the activities, research together in groups and share reviews their creative expressions. Even the shyest students are Able to benefit from the drama when they take on a new role and imagine Themselves to be someone else". Drama can also make a lessons learned so memorable and longer remembered because it is played by the students themselves and in groups that demands they play an active role together without exception in real as the opinion of Confucius in Wahidmurni and Nur (2008) that what I hear, I forget. What I see, I remember and what I do, I understand.

Proklamasi Kemerdekaan's important event presented in mini drama: In the drama done by students in the classroom, there were three important events in the Declaration of Independence. These events include: the debate formulating text of detik-detik Proklamasi and the Proclamation. Here is one of the events that must be shown in the drama students. The events are based on records of the moment of the Proclamation of August 17, 1945 which was written by the Special Staff of the Republic of Indonesia State Secretary (Wildan, 1945). In the mini-drama of the student, they will follow these notes to keep the authenticity of the events of detik-detik Proclamation. The following is an example of summary from one of the three events.

Detik-detik proklamasi: On Friday in the month of Ramadan at 05.00, the dawn of August 17, 1945 radiating in the eastern horizon. Morning dew still hanging over the edge of the leaves. The leaders of the nation and the

youth leaders out of the house of Admiral Maeda, suffused with pride after formulating the text of the Proclamation until dawn. They, have agreed to proclaim the independence of Indonesia that day at home Soekarno, Pegangsaan Timur No. 56 Jakarta, at 10.00 am. Bung Hatta had advised the young man who worked in the press and news agencies, to reproduce the text of the proclamation and spread it all over the world:

"Brothers We hereby declare that determination. Listen to our proclamation: proclamation; Our nation Indonesia hereby declare the Independence of Indonesia. Things are about the transfer of power and others, organized way carefully and within the shortest possible time. Jakarta, August 17, 1945. On behalf of the nation of Indonesia Soekarno/Hatta"

"So brothers and sisters! We now have independent. There is not a more binding commitments in our homeland and our nation! From now we compile our country! Independent States. The republic of Indonesia's independence, eternal and immutable. Insha Allah, God bless our independence it"

The event, followed by the raising of the flag. Soekarno and Hatta took a few steps down the last steps of the stoop, approximately two meters in front of the pole.

The flag is raised slowly. Without the lead, the audience spontaneously burst into song Indonesia Raya. Flag hoisted at a snail's pace, to adjust to the rhythm of the song Indonesia Raya is quite long. After the flag raising, followed by a speech from the Mayor Soewirjo and dr. Muwardi.

Fortunately there is Frans Mendur of the plate IPPHOS film stayed three pieces (there was as yet no roll of film). So from all over the historic event, there are only three documented; i.e., when Bung Karno read the text of the Proclamation, during the flag raising and some of the photos the audience who witnessed the incident.

"Echoes liberty bell" sounded to all corners of the archipelago and spread throughout the world. Young people, students and employees of the Indonesian nation at the nexus of the extension services are essential zealous proclamation was broadcast contents throughout the country. Indonesian journalists who worked on the Japanese news agency Domei, though has been sealed by the Japanese government they are trying to spread the proclamation that echoes throughout the world.

MATERIALS AND METHODS

This study uses action research. Classroom action research is the research activities carried out by observing the learning activities are given specific treatment to solve the existing problems in the class. The study was applied to two classes of tenth grader of regular classes in MAN 2 Madiun in the academic year 2016 selected randomly. Total student in the class are 76 students. The research was conducted in two cycles using the test, interview, questionnaire and observations as triangulation data. In cycle 1, students will work in groups containing 14 students in a group 1 (students with a light role will play back on another group which lack of personnel). While on cycle 2, in a group consists of 8-14 students. There were two tests conducted, those are pre-test and post-test to ensure the improvement of the results obtained by students after treatment is done. The observations were made from the beginning to the end of the study. the interviews were conducted two times that before doing research to find out the difficulties experienced by students and teachers before the treatment is done and at the end of cycle 1 to determine the difficulties experienced by students and teachers in the process of implementing mini drama, questionnaire done before the treatment was done and at the end of second cycle was done to ensure the success of the treatment.

RESULTS AND DISCUSSION

Questionnaire result: From the results of the questionnaire appears that there is significant improvement in students and teachers. Students become more active, passionate, motivated and easier to remember events, the contents of the dialogue and the names of the characters in the event of proclamation because they felt being in a real event by performing the mini drama.

Observation and interview result: Judging from interviews and observations in cycle 1, the student was still not too enthusiastic about it because the dialogue created by teacher and it was too long and difficult to remember. A group had to practice a whole scene of three events so there were too many members in one group (14 people). Students were bored because A group spent a lot of time and other groups should replay the same scenes.

Based on the result of observations and interviews in cycle 1, finally the researcher made reflection and planning activities of the implementation techniques of mini drama in the classroom. In cycle 2, students were

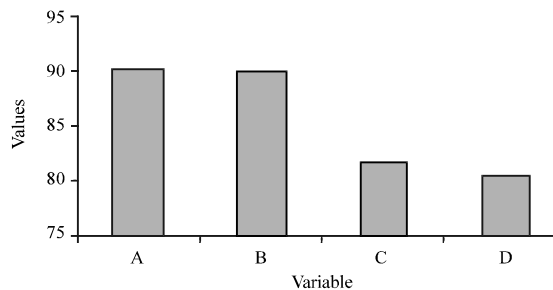


Fig. 1: Percentage of observation result in cycle 2

allowed to create their own drama dialogue script (according to a note on the secretariat of State) so that the drama is not monotonous and more relaxed. One group played one event only. One group contains only 8-14 students according to the events that they get through the lottery. In each dialogue, the students must call the name of the character who talk so that students easily remember the name of the existing (Fig. 1).

Explanation:

- A: Research in teams actively
- B: Active in participating in learning activities
- C: Do a drama confidently and seriously
- D: Answering the questions correctly

From the diagram above we can conclude the average result of observation of students in citizenship education using mini drama in cycle 2 which amounted to 85% (65 students).

Test result: Questions given on the pre-test and post test were different but an outline of the questions still includes the contents of the event Detik-detik Proklamasi 1945 that although the question were different but still with the same content. Here is the percentage of increase in the number of students who answered correctly on each number of the question in cycle 1 and 2 (Table 1).

According to the table above, it can be concluded that the post test, there are 80.25% of students answering correctly any questions there and there is an increase as much as 29.25% from the pre-test.

From the results of data triangulation that have been obtained, it can be explained that the interview in cycle 1 students showed good response to the learning technique applied, students enjoyed and did not get tired of the technique applied learning. In an interview conducted in cycle 2 showed a better response. The applied learning technique can make the material given become easier to master. Students are no longer assume that Citizenship Education is learning a difficult and tedious (Fig. 2).

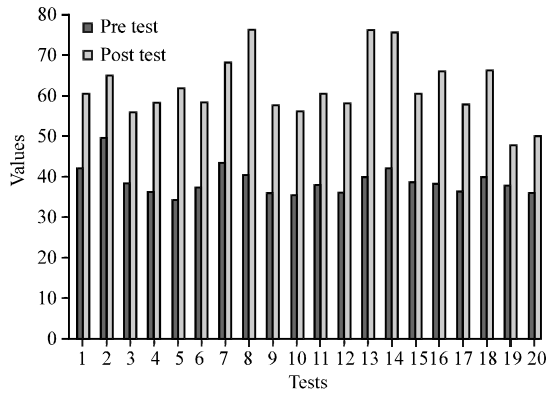


Fig. 2: Comparison between the percentage of students who answered correctly on each number of the question in cycle 1 and 2

Table 5: Percentage of students who answered correctly on each number of the question in cycle 1 and 2

Pre-test (%)	Post-test (%)	Improvement percentage of pre-test to post test
55	79	24
66	87	21
50	74	24
47	76	29
45	82	37
50	76	26
58	89	31
53	100	47
47	76	29
47	74	27
50	79	29
47	76	29
53	100	47
55	100	45
50	79	29
50	87	37
47	76	29
53	66	13
50	63	13
47	66	19
Average 51	80.25	29.25

While the results of observations that have been made in cycle 1 shows that students who are active in their learning and enjoy the learning process as much as 54% or 10 students who are active while 10 other students were not paying attention. The results of the observation cycle 2 showed a good response compared to cycle 1 of the observation of cycle 2 showed 85% of students active in learning and doing his part in the group well. Then the results of the answers to each student at cycle 1 indicates that all students were able to answer the question it was just the answer is short and not too detailed. While on the second cycle of the answers to each of the students have started using their own languages and other students brave to add his opinion. The results showed that mini drama made students able to

master the material. In addition, students were also able to work together in groups, the atmosphere in the classroom more lively and there were increasement of the student's score.

About 76 students as sample due to the score of Citizenships subject does not meet the standard or below average, after the application of the methods mini drama at study showed satisfactory results. All of these students have been able to achieve an average or KKM.

This evidence supports what is disclosed by Wahidmurni and Nur (2008) that if teachers/lecturers teach with a lot of lectures only 20% for students just listen, otherwise if teachers ask students to do something and report it then they will remember as much as 90%.

Implementation of the second cycle fix vulnerabilities occurring in the first cycle. The percentage obtained in cycle 1 for the student activity is 72% and in cycle 2 obtain a score of 85%. This results show that there has been a significant increasement from cycle 1 to cycle 2. The score of all the students in the class already exceed the minimum specified score and students can absorb the lesson very well. Therefore, it can be concluded that the research is successful and staple discussion is complete.

CONCLUSION

Drama managed to make students interact actively and enthusiastically in citizenship education. It is certainly easier for the teacher to make students understand the lesson easily. Students no longer feel bored with the process of learning that takes place. They are easy considering the figures in history who played in the drama without having to memorize one by one because they only have to remember their friend's name who plays the character in the script and they immediately recall the name of a character in the drama. No students were passive in the drama. The students also able to learn directly the character of the figures in the Detik-detik Proklamasi event. This build the student's character slowly as they ever felt directly the feeling of become a heroes for their nation. The test results also showed a pretty good improvement. There is an increase in the number of students who answered questions correctly compared the test results before treatment. Questionnaire results and observations also showed improved understanding, liveliness and motivation dlam learning process. Interviews showed the difficulties experienced by students in cycle 1 is no longer experienced in cycle 2 with a few changes made in cycle 2. With the

improvements that have been obtained, then the study was stopped. The details of the result are presented below: improvement of citizenship education learning outcomes using the technique mini drama.

Based on research conducted in the first cycle and the second cycle, the result that there is an increase in student test results at the end of the second cycle (average of 29.25%). Besides that, the results of interviews with students of MAN 2 medium prove that students respond well to the application of the mini drama technique to Detik-detik Proklamasi event:

- Weaknesses of citizenship education learning using mini drama technique
- Require large place because of there are many characters in the drama
- Some of the dialogue is not audible because students are still embarrassed to play in front of the class
- It takes a long and often rowdy class for students who are waiting their turn to act are often clustered and overcrowded
- Advantages of using the technique of learning citizenship education mini drama
- Be a pleasant learning atmosphere for students like being in a real event
- Students have the opportunity to develop the ability to think because they were given the opportunity to explore the dialogue and choose his own role

- Make students to be able to prepare them selves with a variety of possibilities when suddenly forgot the dialogue should be spoken
- These three aspects of cognitive, affective and psychomotor can be achieved

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