

Development of Cooperative Learning Model Modeling The Way in Drama Playing Learning for Class VIII Junior High School Students

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Abstract: This study aims to develop a cooperative learning model, Modeling the Way, for teaching drama to eighth-grade junior high school students. The model is designed to enhance students' drama performance skills while instilling character values such as teamwork, creativity, and responsibility. The research employs the Research and Development (R&D) approach by adapting Borg & Gall's steps, including preliminary studies, planning, initial product development, trials, evaluations, and finalizing the model. The results show that the Modeling the Way model is effective in improving student engagement, drama performance skills, and character development. Through observation, modeling, and group collaboration, students could better understand drama techniques while demonstrating improvements in communication, collaboration, and self-expression. Thus, this model can be implemented as an alternative approach to arts and culture education in junior high schools.

Keywords: Modeling the Way, cooperative learning, drama performance, character development, junior high school

1. Introduction

Indonesian language learning plays a very important role in fostering noble character education values in students. Language plays an important role in students' cognitive, social, and emotional development, and is a supporter of their success in all areas of education. It is expected that language learning helps students understand themselves, their culture, and the culture of others, communicate ideas and feelings, participate in the society that uses the language, and develop and use analytical skills.

Efforts to improve the quality of learning in schools cannot result in increased student learning achievement. If the curriculum changes, the learning paradigm must also change. Teachers who are responsible for teaching must follow this change. One of the learning paradigms is the orientation of learning that is centered on the teacher (teacher-centered) has changed to be centered on the student (student-centered). The more expository methodology has changed to participatory, and the approach that was previously dominated by the textual approach has now shifted to a contextual approach (Trianto, 2011: 8). Therefore, it is very important that teachers have the ability to choose the right

learning models and methods that are in accordance with the learning objectives and characteristics of their students.

Learning arts and culture, especially drama, is an important component of the school curriculum. Drama is not only a place for art to be expressed, but also helps students learn to think creatively, work together, and have social sensitivity. The approach to drama learning in secondary schools generally relies on conventional methods that are oriented towards the end result, without paying attention to the process of exploration and character formation of students (Setiawan & Lestari, 2019). To create interactive, interesting, and meaningful learning, teachers face their own challenges. Drama learning is very important to teach students how to express themselves through acting. Playing a role as a character can sharpen students' mentality.

Drama learning can also help them understand the character of the character being played. Students have the ability to understand good and bad traits that can be useful in their future lives. During drama learning in junior high schools, it is still less effective. In addition, there is still a lack of material related to the ability to play drama characters. Because the examples of techniques given by the teacher are inadequate, students still do not understand the techniques of playing drama. The task of finding drama and acting it out is more often given to students. Because they do not have the ability to describe the character correctly, this method tends to make students play mediocre roles.

One of the factors that influences the success of students in playing drama is the selection of an inappropriate or non-existent learning model. Cooperative learning has been recognized as one of the effective methods to encourage students to be more involved and work together with each other. Modeling the Way is a relevant model for drama learning because it emphasizes learning through examples. The teacher or facilitator shows a certain way that is followed by students (Kouzes & Posner, 2017). According to Bandura (2019), social learning theory, which emphasizes the importance of observation and imitation in learning, is in line with this idea. Modeling the Way can help drama learning, especially in improving role-playing skills, increasing creativity, and fostering student empathy. Cooperative-based drama learning encourages students to work together, provide input, and respect each other's opinions. Therefore, this model can serve as a solution to overcome the limitations of conventional methods, which often only focus on teachers.

However, there is still not much research that has been done comprehensively to apply this model in drama learning in junior high schools. Most studies focus on cooperative models such as Think-Pair-Share or Jigsaw, but Modeling the Way as an approach that combines aspects of role models and collaboration still needs further development. The purpose of this study is to create a Modeling the Way cooperative learning model that is structured, applicable, and relevant to the needs of junior high school students in grade VIII. The ability to integrate character values into art learning is one of the advantages of this method. According to Lickona (2019), art has the ability to foster positive characters such as cooperation, a sense of responsibility, and discipline. By using the Modeling the Way model, teachers not only provide technical instructions but also instill values implicitly in the learning process.

It is also hoped that the creation of this model will be able to provide practical guidelines for teachers to create successful drama learning programs. To ensure its validity and effectiveness, this model will be tested through various stages of trials through a research and development (R&D)-based approach. This approach is very important to ensure that the resulting model is not only theoretical but also useful in the real world (Sugiyono, 2020). It is expected that this learning model, especially related to drama play, will improve the quality of arts and culture learning. It is expected that students will not only get a useful learning experience, but will also be involved in the process of developing important life skills, such as problem solving, communication, and cooperation. This model is also expected to increase students' confidence in their expression.

2. Method

This study uses a Research and Development (R&D) approach. This study aims to create valid, practical, and effective products for use in drama learning at the junior high school level. According to Sugiyono (2020), research and development aims to produce products that have practical benefits through a series of trials and revisions based on empirical data. This method was chosen because it allows researchers to create, implement, and evaluate learning models as a whole. This research method adopts the R&D research procedure created by Borg & Gall (1983), but has been modified to meet research needs. The research steps taken are:

- 1) Preliminary Study

To understand the existing problems and the possibility of implementing the Modeling the Way cooperative learning model, a needs analysis was conducted through interviews with arts and culture teachers, observing drama learning activities, and reading literature. Literature studies were used to strengthen the theoretical basis for developing this learning model (Kouzes & Posner, 2017).

- 2) Development Planning

Consult with arts and culture education and cooperative learning experts to get advice on the initial draft of the learning model. This draft should include the steps for implementing Modeling the Way, teaching materials, and other learning tools.

- 3) Initial Product Development

The initial product created is the Modeling the Way cooperative learning model. This initial product is equipped with an implementation guide, evaluation tools, and a drama playing learning scenario.

- 4) Product Trial

- a. Preliminary field testing: Conducted in one small class in junior high school grade VIII. The goal is to identify weaknesses in the learning model and obtain initial input from teachers and students.
- b. Main field testing: Conducted in a larger group to test the validity and reliability of the learning model.

- c. Operational field testing: The revised model is applied to several classes in junior high school to measure its practicality and effectiveness. Evaluasi dan Revisi
- 5) Evaluation and Revision
- 6) Based on the trial data, the learning model is revised to correct the weaknesses found. This evaluation involves expert validation and analysis of student and teacher responses.
- 7) Product Finalization
The final product is a ready-to-use Modeling the Way cooperative learning model, complete with implementation guidelines, evaluation tools, and detailed implementation steps.

The data collection techniques in this study were using interview techniques, questionnaires, journals, observation sheets, validation test sheets, and test sheets. The instruments used were in the form of development needs analysis questionnaires, validation test sheets, observations, motivation, and student creativity, and test sheets. The data analysis used was needs data analysis, expert validation tests, and limited trials.

3. Results and Discussion

The results of this study are (1) what is needed by teachers and students to develop a model, (2) development principles, (3) model development prototypes, and (4) how effective the development of the Modeling the Way cooperative model is in teaching junior high school students in grade VIII about character education through drama games that contain elements of character education. Character education is an award that is systematically designed to help students understand noble moral principles.

The values that exist must be related to God, oneself, fellow human beings, the environment, and the country. These values appear in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. Teachers will see differences in students' mindsets during the problem-solving process. They also see when to intervene so that solving learning problems remains a task that must be completed by students themselves. Teachers also act as "learners" who do not seem to have a solution to the problem, but they actively encourage their students to find learning solutions. Learning is interactive; students explore, discuss, work together, and demonstrate. Learning is defined as a social interaction that occurs between students and teachers, as well as students and students themselves. The teacher plays the role of the student from the beginning of the activity to the end. Learning can be done indoors or outdoors.

The following are the steps of the Cooperative Learning Modeling The Way model that has been developed.

Step 1 Group Division

The teacher divides students into several different groups with one student who excels in each group. This step is included in the character value of cooperation.

Step 2 Material Observation

The teacher explains the eight Rendra drama playing techniques. This step is included in the character value of curiosity.

Step 3 Material Distribution

The character values of cooperation, democracy and communication are shown in the third step, namely the distribution of materials. The teacher divides the eight Rendra drama playing techniques into each group.

Step 4 Listening to Modeling Examples

The teacher provides examples of how to play drama with the help of a projector. This is to foster character values in the form of communicative values and students' curiosity.

Step 5 Modeling Preparation

The expected values in this fifth step are the values of cooperation, tolerance, and democracy. At this stage, the teacher observes how each group works and the teacher acts as a facilitator.

Step 6 Modeling

The activities carried out in this sixth step are modeling where the teacher supervises and regulates the class conditions to remain conducive. Character values in this stage are cooperation, communication, and creativity

Step 7 Class Evaluation

In this step, the teacher must ensure that each group provides criticism, suggestions, or questions. Then, students note down the drama playing techniques that they do not understand. The character values in this stage are independence, responsibility, and communication.

Step 8 Teacher Evaluation

The teacher evaluates the drama playing techniques demonstrated (Communicative and curiosity character values).

The teacher invites students to reflect on the learning process that has been carried out, both individually and in groups. Students are asked to share their experiences during learning, such as the challenges they face, the techniques they learn, and the character values they feel are developing. The teacher also provides motivation and appreciation for students' efforts in this activity. (Character values: reflective, appreciating achievement, cooperation).

The direct action steps are in the form of teachers giving follow-up assignments in the form of independent practice or small projects, such as practicing one of the drama playing techniques that have been learned at home or making a simple improvisation plan. This task aims to strengthen students' mastery of the material and drama playing skills.

(Character values: responsibility, discipline, independence). The last is the final assessment step, namely the teacher conducts a comprehensive evaluation using an assessment rubric that includes aspects of drama playing skills (technique, expression, and dialogue), group cooperation, and character values reflected in the learning process. The teacher also provides individual feedback to help students improve their abilities. (Character values: honest, responsible, hard work) and Based on the evaluation results, the teacher designs improvements for the next learning by paying attention to the weaknesses found during the learning process. These improvements can be in the form of strengthening certain techniques, revising group divisions, or developing additional materials. (Character values: innovative, responsible, improvement-oriented). With these steps, the cooperative learning process based on Modeling the Way not only focuses on academic achievement, but also the development of character values that are relevant to 21st century education.

The obstacles faced in this study were that there were not many examples of drama scripts containing character values, there was no special room for drama classes, difficulty in imitating other people's characters, memorizing drama scripts, tending to require a lot of stage settings, and there were not many drama play guide books available. To overcome the various difficulties that arise in the process of learning to play drama, students are advised to provide various examples of drama scripts containing character values, then the teacher practices directly how to play drama techniques, then provides a special room for drama classes, and adds several drama play guide books.

4. Conclusion

The results of the study indicate that the Modeling the Way learning model has been created. In this model, students talk to each other, the teacher relates the previous lesson to the current lesson, and students provide evaluations to their friends. The principles underlying this model are collaboration, individual innovation, and drama scripts that focus on character education. The products resulting from the development of this learning model can be applied in other schools with backgrounds comparable to the research sample. To use this model, teachers must have an understanding of drama playing techniques, an understanding of the values of character education, the ability to manage classroom conditions, and the ability to control when teachers should start working with certain groups. In addition, teachers also need to provide a variety of props and costumes that support drama playing activities, as well as create a classroom atmosphere that is conducive to student exploration and creativity. Thus, students can be more actively involved in the learning process, improve their understanding of the material, and develop various social and emotional skills. Therefore, it is very important for schools to provide training for teachers who want to apply this learning model, so that they can acquire the skills and knowledge needed to implement the model effectively.

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