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# The Development of Active Learning Based Stage Play Learning Media of Indonesia Language Theme 7 for Fourth Grade Primary School

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| KEYWORDS | ABSRACT |
|---|---|
| Learning Media, Stage play Learning Media, Active Learning, Indonesian Language for Primary School | The success of learning Bahasa needs to be supported by learning media that can condition students to be actively involved in learning. This study aims to develop active learning-based stage play learning media for Indonesian language lesson of Four grade which can be used to support the learning process to assist teachers in delivering the lesson. The research design of this study is research and development included steps of potential and problem analysis, data collection, product design, design validation, design revision, product trial, product revision, trial use and product revision, these steps of R&D were carried out in four-grade state primary school 1 of Muntok, Bangka Regency. The data was collected through the observation then conducting the assessment by the expert and the questionnaire of student and teacher assessment. A qualitative and quantitative data were used to analyze the collected data. The research result showed that active learning-based stage play learning media for Bahasa lesson of theme 7 of fourth-grade primary school is feasibly used as learning media. Based on the expert assessment, the overall result of media, material, and learning expert is 75,3 with a feasible category. Assessment of learning practitioners was assisted by teachers of class 4 with 89 of very feasible category, and student assessment obtained 95 with very feasible category. |
| KATAKUNCI<br><br>Media Pembelajaran, Panggung Sandiwara, Active Learning, Bahasa Indonesia sekolah dasar | **ABSTRAK**<br>Keberhasilan pembelajaran Bahasa Indonesia perlu didukung oleh media pembelajaran yang dapat mengkondisikan siswa untuk terlibat aktif dalam pembelajaran. Penelitian ini bertujuan untuk mengembangkan Media Pembelajaran Panggung Sandiwara berbasis Active Learning dalam mata pelajaran Bahasa Indonesia kelas 4 SD yang dapat digunakan untuk mendukung dalam proses pembelajaran sehingga membantu guru dalam menyampaikan materi pelajaran. Jenis Penelitian ini merupakan penelitian dan pengembangan yang meliputi langkah-langkah sebagai berikut: analisis potensi dan masalah, pengumpulan data, desain produk, validasi desain, revisi desain, uji coba produk, revisi produk, uji coba pemakaian dan revisi produk dilaksanakan di kelas 4 SD Negeri 1 Muntok Kabupaten Bangka. Data dikumpulkan melalui observasi ke sekolah selanjutnya melakukan peniaian oleh dosen validasi ahli, angket penilaian guru dan peserta |

didik. Data yang terkumpul dianalisis dengan menggunakan analisis data kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa media pembelajaran panggung sandiwara berbasis Active Learning untuk mata pelajaran Bahasa Indonesia tema 7 kelas 4 SD mempunyai kategori layak digunakan sebagai media pembelajaran. Berdasarkan penilaian ahli secara keseluruhan baik ahli media, ahli materi, dan ahli pembelajaran diperoleh nilai rata-rata 75,3 dengan katagori layak digunakan. Penilaian praktisi pembelajaran dilakukan oleh guru kelas 4 mendapat nilai 89 dengan katagori sangat layak,  serta penilaian oleh peserta didik mendapat nilai rata-rata 95 dengan kategori sangat layak.

## Introduction

One of the compulsory subjects in Primary school is the Indonesian Language. Indonesian Language is given to developing the positive attitude of the students and can communicate well, either written or verbal. The Indonesian Language has four skills that must be mastered by students so that the goals set can be achieved; listening, speaking, reading and writing skills. Tarigan (2008) stated that language skills have four aspects, namely listening, speaking, reading, and writing. Listening and speaking skills are two-way communication or often referred to as direct communication. Meanwhile, reading and writing skills are one-way communication or also called indirect communication. Speaking skills play an important role in everyday life because communication is more effectively along with speaking.

The indicator used to measure student's skills in speaking included speech fluency, diction accuracy, sentence structure, the intonation of reading sentences and expressions. Based on the existing problems, it is necessary to have media or teaching aids in the Indonesian language learning material theme 7 "The Beauty of Diversity In My Country", the media that is considered appropriate is APE (Educational Props). Educational teaching aids are everything that can be used as a means or equipment to play that contains the educational value (education) that can develop all children's abilities (Ministry of National Education, 2007).

Learning media or educational game tools need to be made as attractive as possible to help optimize thinking and speaking skills with society, parents and teachers. The media that is expected to be interesting is the media for the theatrical stage or puppet stage. The stage play media or puppet stage was chosen because theatrical stage or puppet stage performances provide entertainment while conveying educational messages (Ramadani, 2016).

The stage play or puppet stage is visual media that can not be reflected. According to Musfiroh, the stage play is included in modern realia manipulative media, which is a place used to stage or present a story with puppet characters playing it. The stage play Learning Media is in

accordance with the characteristics of fourth-grade elementary school students because it can improve students' understanding, the character of stage play Learning Media is concrete, from the Cognitive Development of Elementary School Age Children according to the cognitive development theory put forward by Piaget which states that elementary school-aged children are generally in the concrete operational stage for children with an age range of 7 to 11 years.

The concrete operational stage is the third stage of cognitive development stages according to Piaget. At this stage, the child can reason logically for providing concrete issues. While the child is still not able to provide for concrete issues. The child can classify concrete objects into different groups (Santrock, 2003). During elementary school, there is rapid cognitive development in children. Children begin to learn to form concepts, see the relationships, and solve the problems in situations involving concrete objects and situations that are familiar to them.

Students can find intermediaries, namely media to make it easier to understand the message or material conveyed by the teacher and is accepted or understood by students. Because at this stage the ability of students to think is still limited even though it is real or concrete and does not understand abstract issues. The theatrical stage is expected to stimulate students to have good speaking skills so that this learning media can achieve learning objectives, which is being able to improve students' speaking skills optimally. The use of the stage play Learning Media is displayed in storytelling and can convey educational messages and interesting entertainment for students. This learning media is packaged to be more attractive, communicative, and fun. The development of the Play Stage Learning Media was carried out at state primary school 1 of Muntok because there were not enough learning media to support students speaking's skills. Therefore, as a researcher, I am interested in developing theatrical stage learning media in order the learning in the classroom is not monotonous conducting lecture method, with the development of this media students can discuss the conversations that they will display in front of the class with 4 or more members. The purpose of developing this research is to develop an active learning-based stage play Learning Media for Indonesian Language subjects theme 7 of Grade 4 Primary School and to find out the feasibility of the stage play Learning Media based on active learning for Indonesian Language subjects in Theme 7 of Grade 4 Primary School.

**Method**

The method used is Research and Development (R&D). According to Sugiyono (2017), the research and development method, or usually called R&D, is the research method use to create a certain product and examine the effectiveness of the certain product. R&D is the research method that developing a new or old product to be more attractive and can be responsible. The research conducted to examine the feasibility of the developed product to be able to be used by

the huge society. The phases adapted by Sugiyono (2017) are potential and problem analysis, data collection, product design, design validation, design revision, product trial, product revision, trial use, and product revision. In this study, the product developed is theatrical learning media that is used as supporting media in an Indonesian Language lesson.

The expert validation of learning, material, and media was carried out at the state primary school of Muntok, Bangka Barat in November 2020. Furthermore, the validation was assessed by the teacher of state primary school 1 of Muntok in February 2021. Then, the trial use was carried out by four grade students of the state primary school of Muntok in February 2021.

The data used in this study was quantitative and is completed by qualitative data. Qualitative data is used to determine stage play Learning Media feasibility obtained from questionnaire score validated by the experts of learning, material, and media, classroom teacher, and trial subjects. Meanwhile, qualitative data was obtained from the record of observation, feedback, input and suggestions during the development process.

The targets in this study were fourth-grade elementary school students. Students were given a sheet that was used to respond to and rate the product that has been developed. The theatrical stage learning media has previously been assessed by the experts consisting of media experts, material experts and learning experts. In addition, a practitioner assessment was also carried out by one of the teachers at state primary school 1 of Muntok before the media implementation process was carried out to students.

The research procedure in this development method is an essential component that must be known before developing the product, moreover, R&D research developed has a clear direction and purpose. A media developed with the adopted model has the steps as in Figure 1.

Based on figure 1, the R&D method adopted from Sugiyono's model includes several steps; potential and obstacles, data collection, product design, design validation, design revision, product trial, product revision, usage trial, product revision.

In the step of potential analysis, the researcher researches while through the observation the researcher finds potentiality and problems, so that it can be found a model that needs to be developed. Research and development are expected to overcome a problem. The researcher found a problem in elementary schools, namely the unskilled students in reading and the unavailability of media that can attract students' attention. Problems that occur in the school can become potential if problems can be explored and developed so that appeared problems can be resolved. Based on appeared problems in the school, the researcher needs to research by looking for the latest accurate information.
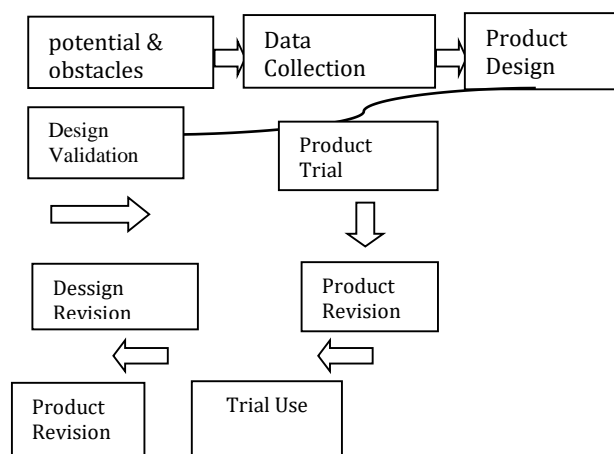
**Figure 1. Steps of research procedure**

The other step that must be conducted is by collecting data carrying out by observation of class 4. The research is conducted during the learning process in the Indonesian language of theme 7. An observation is made to overcome the problems in the learning process and find the reference of the media and its development. Other data was also collected from the syllabus and literature study to identify the solution on how to solve the problems by developing a media. the researcher found an idea to collect the data, in a way of developing theatrical stage media.

The learning media is designed in such a way as to achieve the desired media. The researcher starts to design the product by drawing on drawing paper. Besides designing on a cube-shaped board or plywood, there is also the design of a doll made of flannel filled with foam and sewn to be a puppet that given artificial eyes and mouth, also there are some designs like background adjusted to themes and media usage instructions.

This design validation is carried out to measure or assess the feasibility of the Stage Play media that will be produced. The assessment is also carried out to examine the developed stage play media is feasible to be tested nor unfeasibly. A product design validation is carried out by media experts, material experts, and learning experts. During the validation process, experts assess and provide input for design improvements.

The following process is design revision that is carried out after it has been corrected or is given feedback from the expert, also it has been identified the shortcomings and disadvantages of the products of stage play design. The researcher revises the design to minimize the shortcomings and disadvantages of the products to be produced. After the design revised, the researcher starts to produce the media under the revised design.

Carrying out the stage play, or called product trial becomes the next step after the media has been produced. After the success of making the product, stage play can be tested on students. in this product trial, the students involved were five students of class 5 of state primary school 1 of Muntok. From this process, it can be found the shortcomings of the products along with the

feedback from the experts. Of the producing the products, further improvements will be made in product revisions. After the revision, the researcher corrected the shortcomings found in the small group trial, and then the product trial was carried out.

Revisions are made after receiving input from experts during the trial run. The experts' input is used to improve the Play Stage media. Media revision is carried out to acquire the proper media.

Trial use is carried out after receiving the experts' input on product trials and the product improves according to the suggestions. The trial was carried out by five students of class IV of state primary school 1 of Muntok. During the trial process, teachers, students and observers also conduct the assessments that are carried out to obtain feedback and input to improve the media of stage play.

The product improvement is carried out after receiving input in the trial use. Revisions are made in order the developed media was suitable for use in learning Indonesian on theme 7.

The data analysis technique used in developing stage play media was the analysis technique of quantitative data. Quantitative data analysis is an assessment that contains the numbers obtained during the expert trial and product trial acquired through the questionnaire.

The quantitative data analysis used was the expert validation questionnaires, teacher response questionnaires and student response questionnaires in providing assessments. The data analysis is described as follows:

**Expert Validation Questionnaire**

A feasibility level of the stage play was obtained from the data analysis of the validation of material experts, learning experts, and media experts. Expert validation questionnaire analysis was measured using a Likert Scale. A Likert scale, according to Sugiyono (2010:93), is used to measure the attitudes, opinions and perceptions of the group of people about social phenomena. A Likert scale used in this study is described in Table 1.

**Table 1.** Likert Scale Assessment Category

| No | Score | Description |
|----|--------|-------------|
| 1 | Score 4 | Very Good |
| 2 | Score 3 | Good |
| 3 | Score 2 | Bad |
| 4 | Score 1 | Poor |

The expert validity questionnaire test on this learning media can be done by comparing the number of ideal scores that have been given by the validator ($\Sigma^R$) and the number of ideal scores that have been set in the learning media validation questionnaire ($N$) (Arifin, 2010:137). The formula is shown below:

$$P = \frac{\Sigma^R}{N} \times 100\%$$

The final step in concluding the calculation results based on aspects is by looking at table 2. The product is said to be feasible if the value is more than 60.

**Table 2.** The Assessment Aspect

| Value | Category |
|---|---|
| 81-100 | Very Good |
| 60-80 | Good |
| 40-59 | Enough |
| 20-39 | Poor |

## Result and Discussion

Based on the research objectives, this R&D research has produced a valid and feasible active learning-based stage play learning media as a product for class grade IV. The result of validation and product trial is described as follow:

The result of the experts' assessment showed a good category with a score of 43 out of a maximum score of 70, with the obtained exact result of 61,4. The results of the assessment by material experts showed the good category with a score of 58 out of a maximum score of 80 and the score obtained is 72.5. From the results of the assessment of the product developed by Active Learning-based Stage Play Media for Indonesian Language subjects, Theme 7 for grade IV of primary school is in the category of eligible to use.

**Tabel 3.** The Assessment Result of Expert's Validation

| No | Assessment | Score | Value | Category |
|---|---|---|---|---|
| 1. | Media Expert | 43 | 61.4 | Good/eligible |
| 2. | Material Expert | 58 | 72.5 | Good/eligible |
| 3. | Learning Expert | 59 | 73.75 | Good/eligible |
| **Total** | | **160** | **207.65** | |
| **Average** | | **53.4** | **69.22** | |
| **Category** | | **Good/eligible** | | |

Based on Table 3, validation assessment result by the media experts, material experts, and learning experts obtained an average value of 69,22 with feasible category. Meanwhile, based on the four grade teacher's assessment of state primary school 1 of Muntok, active learning based stage play media obtained a score of 89 out of a maximum score of 100, with the score obtained is 89 which is in the very feasible category. Shown in the trial table, the Play Stage Learning media assessment of 5 fourth grade students of state primary school 1, Muntok, showed a total score of 50 out of a maximum score of 50 and obtained a score of 500 with a very feasible category.

The revision of the media expert has completed the instrument components and corrected the identity and number in the manual for using stage play. The design that must be revised according to the experts' feedback is by improving the lesson plan in the section of basic competence, clearing learning steps, and adding the use of learning media in the section of

learning steps. Meanwhile, the revision from the material expert is to add the material in the manual book.

The study of the final product of this R&D research has been designed specially to fulfil the prerequisite of stage play learning media usage for students of four grade of primary school. The completeness of this stage play learning media product consists of a stage, stage curtain, background, puppets (Islamic, Hindu, Buddhist, Christian characters), user manual. The stage play learning media is developed to help the students to be actively participated to communicate, also help the teacher to fulfil the completeness of the learning process that is written in the lesson plan, as the teaching-learning manual. The stage play learning media is more dominated by the Indonesian language since the use of this learning media is to increase students' creativity in speaking.

Stage play learning media developed by Sugiyono (2017) consisted of nine steps including potentiality and problem, data collection, product design, design validation, design revision, product trial, product revision, trial use, and final product revision. Due to a pandemic outbreak, the step is carried out until product revision. The assessment of stage play learning media has passed several phases of validation test from validators that

Stage play learning media has been assessed by the validators, validation test was carried out by the experts, learning expert assessed during the learning process, while material experts assessed material quality presented in the stage play, and media experts assessed the quality of products that went through validation step, after all of the validation processes this product is eligible to be used for learning media. The result obtained from the validators, a given score from material validator is 72,5 out of a maximum score of 80 with good category, while the score from learning validator is 73,5 out of a maximum score of 80 with good category, and the score for media given by media validator was 61,4 out of 70 with good category.

This stage play can be used at any time by teachers and students because it supports learning inside or outside the classroom. The use of stage play media is also flexible so that the students can use their creativity to decide the concept and theme of their roles. Furthermore, this stage play is feasible to be used as learning media for students in grade IV of primary school.

Munir (2008) said that student active learning emphasizes student activities to be more active in learning activities. This activity can be in the form of students' ability to respond to the material given by the teacher or lecturer in class. In the active learning activities, students will be asked to analyze problems, express their opinions, and make conclusions based on the learning they have participated. Syihaabul (2018) stated that student's active learning approach is considered to be able to motivate students to learn Indonesia as a basic of compiling scientific

work. In addition, the use of this approach is expected to be able to make students more active to participate in the learning activities. Therefore, active learning based stage play learning media for grade IV students that has been developed is eligible to use for the learning process.

## Conclusion

Based on the research result, it can be concluded that R&D research used Sugiyono's model are that (1) in the potentiality and problem step, observation was conducted to figure out the newest and accurate information of the problems that can be a potential development of a learning media, (2) in the step of data collection, the data was collected from validator or the experts (media experts, material experts, and learning experts) and teacher and student assessment questionnaire, (3) in the step of design product, the steps are to make stage play, puppet, manual user, and background for media, (4) in the validation design step, there are three validation included validation from the experts toward the stage quality of stage play media, the quality of stage play material, and the quality of stage play learning, (4) in the step design revision, the validators of material, media, and learning was given the feedback related to the design then the design revised according to the expert's input while the other steps are product trial, product revision, trial use, and final product revision. Due to the COVID-19 pandemic, the researchers conducted research only up to the product revision stage. The subjects in this study were students.

According to the assessment of three lecturers as validators, the quality of stage play learning media is described as follows: the assessment result carried out by media experts showed a good category with a score of 43 out of a maximum score of 70 and the score obtained was 61.4. The results by material experts determined the good category with a score of 58 out of a maximum score of 80 and the score obtained is 72.5. The result of the learning experts showed a good category with the obtained score is 59 out of a maximum score of 80 which the score acquired is 73,75. The other obtained score from teachers of grade IV is 89 out of a maximum score of 100 with good category. The assessment of the students' grade IV resulted in 100 with a very good category of 50 out of 50. And the overall result obtained from the experts, teachers, and students on the product obtained a score of 300 out of a maximum score of 380 with a score of 78.9. From the assessment results of the product developed, active learning based media stage play for Indonesian Language subjects, Theme 7 for grade IV of primary school is feasible to use.

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