



Application of character card learning media to improve character appreciation in theater art learning in Grade XI-3 SMAN 9 Malang

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Abstract

This research aims to increase students' involvement and understanding in the subject of Arts and Culture, especially in contemporary theater materials, through the use of Character Card learning media. The background of this research arises from the low level of understanding of grade XI 3 students at SMAN 9 Malang on the basics of role-playing, especially in the aspect of deepening character characters, which is caused by the lack of innovation and the limitations of media in the learning process. The method used is Class Action Research (PTK), which is carried out in two cycles with stages of planning, implementation, observation, and reflection. Data collection is carried out through observation, learning outcome tests, and documentation. The results showed a significant increase in student participation and understanding after the implementation of the action. The participation rate of students increased from 58% in the first cycle to 83% in the second cycle. Media Character Cards have proven to be effective in creating a more interactive, fun, and meaningful learning atmosphere.

1. Introduction

Education can be interpreted as the process of inheriting knowledge, skills, and habits from one generation to the next through learning, research, and training activities (Purwanto, 2016, p. 7). In the Great Dictionary of Indonesian Language (KBBI), education is described as the process of transforming the attitudes and behaviors of individuals or groups in order to form maturity through learning and training activities. This understanding is an important basis in living life. Education has a vital role in various aspects because through education, a person can act more directed. In education, there are key elements that are closely related to the formation of the character of the Indonesian nation, which need to be instilled in the next generation. Knowledge, skills, values, and attitudes are the main aspects that must be taught and implemented in the educational environment. Especially in Indonesia, the pace of scientific development is an urgent factor that needs serious attention.

Education is one of the aspects and facilities that are very important for every individual, especially the Indonesian people. Ilham (2019) stated that education plays a role as a medium to encourage progress in various sectors of Indonesian people's lives, including in the fields of economy, social, technology, security, skills, morals, welfare, culture, and the progress of the nation as a whole. From this explanation, it can be seen how important education is as the main element that everyone must have in order to contribute to promoting, updating and maintaining all important aspects that are the main foundation of Indonesian human livelihood. In this case, education in Indonesia always focuses on the education system which must always be updated in order to keep up with the times and adjust the needs to further improve the education system.

The education system itself is an organized one of educational components such as curriculum, students, educators, infrastructure, and policies, which are interrelated and work together to achieve certain educational goals. This definition is closely related to the Indonesian education system where all aspects must be related and continuous to achieve national education goals. Wajiyah and Hudaidah (2021) explained that the national education system is organized with a comprehensive and inclusive approach. First, it is universal, which means that it can be accessed by all levels of society and covers all regions of Indonesia. Second, it is comprehensive because it covers all paths, levels, and types of education. Third, it is integrated, which shows that there is a close link between the national education system and all nation-building efforts. This definition emphasizes that the education system is not just a teaching and learning process in the classroom, but includes all structures that support the educational process, both formal and informal.

The Indonesian education system highlights a process of preparing the younger generation to be ready to face global challenges later. One of them is to improve the quality of education and learning with various learning innovations.

Agustina et al. (2021) stated that innovation in the world of education is a new form of change and has qualitative differences compared to previous conditions. These changes are made deliberately with the aim of increasing the effectiveness and ability to achieve certain educational objectives. Educational innovation is an important aspect that must always be developed in order to provide more effective learning in accordance with existing needs and developments. Especially in learning cultural arts with a focus on theater arts. Theater art is one of the fields of art taught in cultural arts learning.

Theater is another term for drama. Theater scientifically refers to the dramaturgy formula which includes the 4M, namely Imagining, Writing, Playing and Watching. (Iswantara, 2016, p. 3). In general, theater is a form of literary work that is designed to depict life and various human activities through a series of actions, dialogues, and character roles. Theater is synonymous with acting performances and portrayals of characters that are able to captivate the audience's attention. Therefore, discussions about theater are always closely related to creative compositional elements. (Endraswara, 2011). Theater art is a means for students to develop their ability to communicate, be creative and help express themselves. Theater is a meaningful means of learning in the world of education. One of them is about how students are able to improvise and understand each character they play. Rohana and Indah (2021) state that characterization or characterisation is often considered similar to characters and characters, which refers to the placement of certain characters and their distinctive traits in a story. Character itself refers to the character's traits, behaviors, and attitudes as interpreted by the reader, as well as describing the personality qualities possessed by the character. Characterization can be seen through three dimensions of characters, namely physiological, psychological, and sociological dimensions (Harymawan, 1988). This understanding of the character or character needs to be known and understood by students.

However, in accordance with the experience of PPL 1, many of the students in grades XI-3 of SMAN 9 Malang are still not able to understand the basics of playing theater, especially regarding the deepening of the character of each character played due to the lack of innovation and limited media in learning. To overcome this problem, the author plans to develop a learning media with the title "The Application of Character Card Learning Media to Increase Character Appreciation in Theater Arts Learning in Grade XI-3 SMAN 9 Malang". The development of this learning media aims to improve the ability to appreciate characters based on the dimensions of characters in learning cultural arts, especially theater. It is hoped that with this learning media, students' motivation to learn will increase, their understanding of theater art practice will be better, and the learning process can take place more effectively overall. In addition, by teaching theater arts in schools, it is expected not only to learn artistic skills, but also to gain holistic benefits that support their personal, social, and academic development.

2. Method

This study applies the Classroom Action Research (PTK) method. Arif and Oktaviana (2023) explained that PTK is a form of action research that is carried out in the classroom during the learning process, with the aim of improving and improving the quality of learning, especially related to the teaching and learning process. Meanwhile, Utomo et al. (2024) stated that PTK is an activity carried

out by teachers to assess students' level of understanding, evaluate the effectiveness of curriculum, methods, and teaching techniques, as well as assess students' learning outcomes and academic development. The use of the PTK method in this study aims to improve the quality of the learning process and outcomes of Cultural Arts, especially in contemporary theater materials, by utilizing Character Card learning media to hone students' ability to live character. PTK is carried out through four stages, namely: planning, implementation, observation, and reflection. These four stages refer to the model developed by Kemmis and McTaggart, which are essentially a set of cyclical devices consisting of: planning, action, observation, and reflection (Pahleviannur et al., 2022). Each stage in this cycle is interconnected and forms a continuous process unit. At each stage, it is described as follows:

2.1. Planning

At the planning stage, teachers are required to consider everything such as the chosen problem or topic must be real, interesting, manageable and within the scope of the authority being researched to make changes (Susilo et al., 2022). At this stage, teachers prepare a learning plan that combines the use of Character Card learning media, prepare learning materials, make pre-test and post-test questions, and prepare observation sheets to monitor students' activeness and understanding during the learning process.

2.2. Implementation

At the implementation stage, teachers carry out actions in accordance with the plan that has been prepared (Saputra, 2021). At this stage, the teacher delivers contemporary theater material with an interactive method, forms groups, facilitates class discussions, directs students to record important points manually, provides assignments that support the reinforcement of concepts, and guides students when playing mini dramas using character cards.

2.3. Observations

At the observation stage, it can be done both by the teacher concerned and by other teachers. The main focus of observation is on the learning process and activities, while the preparation stage aims to document the course of learning (Purwanto, 2023). At this stage, the teacher observes the active involvement of students during the learning process. The teacher also recorded the students' response to the use of character cards. After that, the teacher collects data through observation sheets, field notes, or documentation to evaluate the effectiveness of the actions taken.

2.4. Reflection

In the reflection stage, a reflection and interpretation of data is carried out, this stage is a stage to process the data obtained when observations are made (Syaifudin, 2021). At this stage, teachers can analyze the results of observation and evaluation of learning to measure the success of actions, identify the strengths and weaknesses of the strategies applied, and formulate necessary improvements for the next learning.

This research applies a mixed approach, which is a combination of qualitative and quantitative approaches (mixed methods). The use of the combination method allows for more comprehensive results than if it only relies on quantitative or qualitative approaches (Patonah et al., 2023). In this combination of methods, a qualitative approach is used to observe and describe the activities, activeness, and responses of students during the learning process. Meanwhile, the quantitative approach is used to analyze the improvement of student learning outcomes.

3. Results and Discussion

This research was carried out in two cycles, where each cycle included four stages, namely planning, implementation of actions, observation, and reflection. The purpose of each cycle is to increase students' understanding and appreciation of character in theater art learning by utilizing character card media.

3.1. Cycle I

3.1.1. Planning

At this stage, the teacher prepares a learning tool that contains the use of character card media to help students understand the background, motivation, and characteristics of the character to be played. In addition, an observation instrument was prepared to assess the appreciation of students' character from each scenario given by the teacher.

3.1.2. Implementation

The implementation of learning activities began by reviewing contemporary theater materials and basic theater exercises that had been learned in previous meetings. then introduced Character Cards to students. Students were asked to understand the meaning and elements of character dimensions. After that, students are directed to read, understand, and explore characters through simple simulations in small groups of 5-6 people.

3.1.3. Observation

The results of the observations carried out showed that 58% of the students were able to understand the basic character and dimensions of the characters played. However, many students still seem rigid in expressing emotions, and have difficulty maintaining their character when interacting with classmates due to a lack of detailed understanding of the dimensions of the characters they play.

3.1.4. Reflection

Reflection with teachers and students reveals the need to improve aspects of emotional expression, body gestures, and vocal use. This refers to the basic techniques of practicing theater that have been learned in previous meetings but have not been applied optimally. In addition, it was found that it was necessary to improvise practice based on the characters they have gotten so that students are more confident in playing the role or character they play.

3.2. Cycle II

3.2.1. Planning

Based on the results of the reflection of the first cycle, the learning plan was improved by adding a basic practice session of playing theater. This exploration is in the form of vocal exercises, body exercises and taste exercises (expressions). Teachers focus on practicing exploration of emotional expression, vocal exercises, and character improvisation techniques. This is expected to make students more prepared to carry out practical learning.

3.2.2. Implementation

Students continue the use of character cards with a deepening of expression and improvisation. Students were asked to pick up cards at random and different from the cards they got in the first round. Learning activities are focused on hands-on practice in the classroom with structured feedback from teachers and peers.

3.2.3. Observation

Observations in cycle II showed a significant increase. As many as 83% of students were able to appreciate the character better, showing natural emotional expressions, vocals that support characterization, and consistency of roles in interactions between characters. Participants are also able to improvise short scenarios contained in character cards and can play them according to the character's dimensions.

3.2.4. Reflection

Reflection shows that the use of character card media combined with improvisation techniques is able to improve students' understanding of characters. The confidence of students in role-playing has also experienced positive development, marked by their courage to explore and be able to improvise on stage.

After observing the process of the pre-cycle stage I and cycle II, it can be seen that there is an increase in the average value of participation and understanding of students in grades XI-3 of SMAN 9 Malang in contemporary theater materials. Table 1 presents a comparison between Cycle I and Cycle II.

Table 1. The Percentage of Success of Students in Living Character

Cycles	Percentage of Students Who Succeed in Living Character
I	58%
II	83%

4. Conclusion

This class action research shows that character cards are very effective in training students in grade XI 3 of SMAN 9 Malang in learning cultural arts, especially contemporary theater materials. This can be seen from the percentage of success of students in living character which has increased significantly from the first cycle of 58% to 83% in the second cycle. This can further prove the effectiveness of character cards for students to understand the dimensions of the characters and can increase students' understanding of the characters they play. The students' confidence in role-playing has also experienced positive development, marked by their courage to explore and be able to improvise on a mini-stage in the classroom. It can be concluded that the use of media character cards has proven to be effective in creating more active, fun, and meaningful learning for students in grade XI 3 at SMAN 9 Malang. This approach can be recommended as an alternative learning strategy to improve the quality of learning processes and outcomes in cultural arts subjects and other relevant fields.

Data Availability

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Conflicts of Interest

The author in this publication declare no conflict of interest regarding the title, data, location, and results of the research.

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Supplementary Materials

This study does not include any supplementary materials.

Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript. AI were used only to improve readability and language under strict human oversight; no content, ideas, analyses, or conclusions were generated by AI.

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