

DRAMA AND DANCE PERFORMANCE OF THE USE OF LEARNING MEDIA OF CHARACTER EDUCATION OF ENVIRONMENT CARING

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Abstract: The main issues in research is the an environmental crisis occurring in areas karawang assessed experiencing a number of environmental problems for industrial development and investment. This study attempts to find out the uses of performance art drama and dance as planting character education of caring environment in primary school student in karawang district. The research uses a qualitative approach by data collection method through observation , interview , and documentation. As for the result of research is the performance art drama and dance able to contribute to develop the character of caring environment. Proved of a scene how to care for environmental that can make to students to keep the environment and figures who played could give the awareness to students to take responsibility towards local environment. Hence this research recommended to educator to continue to innovate and improve their creativity in learning activities in particular planting character education caring environment.

Keywords: Drama and Dance Performance, Character Education of Environment Caring

1. Introduction

The formulation of national education objectives set out in Constitution of the Republic of Indonesia No. 20 of 2003 become the basis for developing cultural values of national character in schools based on Pancasila, 1945 Constitution and Indonesian culture. This describes the general Indonesian human figure expected and must be produced through implementation of each educational program at the level of Early Childhood Education, elementary school, junior high school, high school, and university has an obligation to infuse values characters on school tuition in any learning process.

According to Fitri and Zaenal (2012: 156), character education can be integrated in learning in each subject. Material learning related to a norm or values in each subject needs to be developed, explained, associated with the context of daily life. Therefore, learning character values should not just given on the cognitive just, but touching at internalization and real experience in the life of daily students in schools and in the community.

The character education in this study just for environment caring, because of the landscape of life is currently very poor. The nature of greedy owned man to ruin the natural ecosystems as the felling of trees in a riotous manner by the personal interests of their. Based on the data from of the organization of Wahana Lingkungan Hidup Indonesia (WALHI), Revealed the fact that the environmental condition in Indonesia has threatened, especially because infrastructure. WALHI consider that ecological disaster occurring until now this is because continue to reduced forest land, and expansion of land critical. WALHI reported that throughout the year 2014 data 817 times have ecological disaster in various districts in Indonesia. Ecological disaster consist of 608 times flood, 191 landslide, and 18 times the rob hit 5.023 village and caused casualties as many as 524 persons (Jayawardana, 2016).

Environmental crisis also occurred in the areas of karawang. Wahyuni (CNN Indonesia) Now district of karawang considered experiencing a number of environmental problems as a result of industrial development and investment. Hundreds of hectares of land which used to be the cultivated land and catchment area, in period 2 to 3 years have turned into the industrial area. According to the head of communication forum daily citarum river flow area, Hendro Wibowo, Environmental problems is visible from karawang conditions were flooded every year. Not only flood, Pollution has occurred around the industry.

The people who care to the should feel concerned with natural damage. Therefore, to repair and prevent the occurrence of natural devastation. Need to implanted character education of caring environment on each charge of matter in school. by planting awareness care that environment, learners aware, care and learn to takes care of and keep the beauty of nature.

Media learning in this research was delivered in a manner the performance art drama and dance. Through the theme go green who played by figures facetious Demos actions caring environment as plant trees, fostered; watering trees, until the cleaning the river and process trash. Through this performances, Expected to infuse character education directly about caring environment. The performance event is packed with interesting stories, simple and full of advice. So it is suitable for watched by elementary school age children.

Based on the description above, consideration should be given to research drama and dance performance as the use of media learning character education of caring environment for students in elementary school karawang district. The hope, After watching the drama and dance art performance, the students are becoming more conscious and sensitive to the importance of preserving the environment.

2. Literature Review

Character education of caring environment

Terminologically characters is defined as human nature in general which depends on the factors of life itself. Hidayatullah (2010: 9) explained that literally character is quality or power of mental or

moral, character or manners individual are personality specifically that are different from other individuals.

Maskawih (1994:56) argues that character is a state of soul. This condition causes the soul to act thoughtlessly or be considered in depth. This situation there are two types of (1) natural and depart from character, for example on the person who is very easily are angry at the most small, or who are afraid of facing the most trivial incidents, laughter excessive just because a thing is very common that makes it was amazed, (2) created by habits and exercise. At first this is happening because considered and thought but then through the practice of continuous , to characters .

Lickona (Hariati, 2017) interpret the character by using the concept of good character. This concept refers to what aristoteles put forward“ ...the life of right conduct, right conduct in relation to other persons and in relation to oneself” or life well behaved / full of good, namely behaving well with other parties (God, human, and universe) and with ourselves. The virtuous life divided into two categories , namely self oriented virtuous as self control and moderation, and other oriented virtuous, as generosity, and compassion.

The development of character can be done in a process education students not recover from social environment, society and culture of the nation. Social environment and culture nation is Pancasila. So education culture and character is to develop values Pancasila in the soul of pesetas students through education hearts, the brain, and physical.

Education towards the formation of the nation character of the students is responsibility of all parties without exception the teacher who is in the school environment. Therefore, the guidance must also be by the teacher. Thus, it is not appropriate to say that educating students to have national character is only charged to the teacher in a particular subject but is the task of all teachers. Instilling good values in children needs to be taught early. Through character education taught in every educational institution, the teacher gives a good example and then will be used as a learning resource for children practice and form good characters.

Character education such as attitudes and skills need to be taught at the basic level. With this basic education anybody is expected to be a better person in living life to the next stage. Basic level character education must form a strong foundation for the integrity of the education series. Due to the high levels of education then the broader variety of knowledge gained from a person and the consequences obtained are even greater if there is No. basis for understanding the character education that is established from an early age.

According to Arismantoro (2008 124) theoretically the formation of the character of a child started from age 0-8 years. It means the character of a child can still change depending on his life experience. Therefore, forming the character of the child must begin as early as possible even since the child was born, because various experiences passed by the child since his first development had a big influence. These various experiences have an effect in realizing what is called the complete character formation of the self. character building in children requires a stage that is designed systematically and sustainably. As individuals developing, the child has imitation characteristics without considering good or bad. This is driven by curiosity and wants to try something of interest that sometimes appears spontaneously. Honest attitude that shows the innocence of a child is a characteristics that also owned by children. Finally the unique nature shows that the child is a complex individual who has differences with other individuals.

Constitution of the Republic Indonesia No. 32 year 2009 about environmental protection and management chapter I article 1 define the environment as a whole of space with all things, power, circumstances, living things, including humans and their behavior, which affects nature itself, life sustainability, and the welfare of humans and other living things.

Ministry of National Education (2010: 10) defining the character of caring for the environment as an attitude and actions that always try to prevent damage to the natural environment around, and develop efforts to repair the natural damage that has occurred. Therefore, caring about the environment means having an attitude and realized in concrete actions to protect the environment.

Mustari (2014: 145-153) calling the character caring for the environment as an ecological character. Ecology is an attitude and action that always strives to prevent damage to the natural environment and its surroundings, and developing efforts to repair the natural damage that has occurred and always help others who need it.

Dance drama is an activity that has a story element consisting of players, director, and an audience where the player expresses his expression in the form of rhythmic movements carried out in space (Anggraeni, 2016:81).

Dance drama based on the shape of the workmanship is recognized by two forms of presentation, namely drama dance in dialogue and drama dance not dialogue. Dance drama in dialogue, dance drama in which the story characters (dancers) engage in dialogue (conversation between characters or yourself) on the grounds that the message of the story to be conveyed to the audience is difficult to describe or delivered with motion language (dancing), but must be helped by words. Dance drama not dialogue that means the message of the story to be conveyed to the audience can be described by the power of movement or dance. The principles in drama dance basically, as long as the message of the story is still able to be conveyed in the language of motion (dance), why should you use dialogue or words. If it happens both are used, that is the elements of motion and dialogue are used which will cause explanations, namely explaining something that is clear or too obvious and not fostering the audience to actively develop imaginary abilities and thoughts (Anggraeni, 2016:82).

Research conducted by Rini Puryanti with the title "Contribution of Cultural Arts (Dance) in the Formation of Students of State Senior High School 1 Kasihan Bantul Yogyakarta" shows the results of the research as follows: (1) cultural arts subjects (dance arts) 2013 curriculum contributes to the formation of the character of class XI MIA 1 semester 2 2014/2015 academic year state senior high school 1 Kasihan Bantul Yogyakarta in the form of spiritual values, courtesy values, honest values, values of peaceful love, value of cooperation, value of responsibility, value of tolerance, value of discipline, creative value, and sensitivity value. (2) cultural arts subjects (art of dance) 2013 curriculum in shaping the character of class XI MIA 1 semester 2 2014/2015 academic year through motion exploration material that integrates character education, implicitly on the material and habituation of positive activities.

Research conducted by Anna Marie and Wattie Sumientarsih with the title "Character Building Based on Primary School-level Cultural Arts Education in Malang City, East Java" The results of this study show :(1) Implementation of character education in four selected elementary schools using habituation methods, (2) Each school has a character education foundation that is highlighted, (3) Cultural arts subjects have not been implemented in character education, (4) Character education is not exclusive in art and culture lessons but in all subjects, (5) art and culture subjects generally enter extra curricular schools, (6) There has been no trace of the operationalization of the Minister of National Education circular No. 383 / MPN / LL / 2011 concerning team for Character Education in Malang City.

3. Material & Methodology

This type of research is descriptive research. Dantes (2012: 51) defines descriptive research as research that attempts to describe a phenomenon systematically, as it is, done to obtain information at this time. So, this study presents data in the form of process descriptions, planting character education for environmental care and the impact of the implementation of dance and drama performances as the use of learning media of character education of environment caring for elementary school student in karawang.

This research, source of research data in the form of words and actions related to the performance of dance and drama as the use of learning media of character education caring for the environment. Words from the resource person were obtained from interview activities recorded with a voice recorder then poured in writing when analyzing data. The informant's actions were obtained by the cast of dance and drama performances during their time at Kampung buaya karawang. Data sources of ideas or opinions in the form of teachers and students of primary schools in Karawang district. Next, the place data source is all that is in the location of Kampung Budaya Karawang, whether it is the

theater room, yard of Kampung Budaya Karawang and all available rooms can be observed and support research data. Document data sources in the form of interviews and photos.

Methods of data collection used in this study are as follows. (1) Observation, (2) Interview, (3) Documentation. While the steps of qualitative research data analysis include the following: (1) data reduction, (2) presentation, (3) data or data display, (4) conclusion drawing or verification, (5) data validity.

a. Data

problems and their solutions or effects. We need to know how the data was obtained because the method affects the results. Knowing how the data was collected helps the reader evaluate the validity and reliability of your results, and the conclusions you draw from them.

b. Method

The research methods must be appropriate to the objectives of the study. The methodology should also discuss the problems that were anticipated and explain the steps taken to prevent them from occurring, and the problems that did occur and the ways their impact was minimized.

c. Table and Figure

Tables and Figures are presented center, as shown below and cited in the manuscript. Figure and Table captions should be 10-point Times New Roman. Callouts should be 10-point Times New Roman, non-boldface.

TABLE 1 Research Data Collection Matrix

No	Problem	Concept	The data to be collected	Data Collection Techniques		
				Obs	Intrv	Doc
1	How the process of dance and drama art performances in Kampung Budaya Karawang	1. Learning	General description of research location	V		V
		2. Dance and drama art performances	The process of dance and drama art performances	V	V	V
2	How to plant environmental care characters through dance and drama performance activities for students of the Karawang district elementary school?	Character	The process of planting characters caring for the environment through dance and drama art performances	V	V	V
3	What is the impact of dance and drama art performances as media for planting character education for environmental care for elementary school students in Karawang	Character	Impact or results of dance and drama art performances of Go Green theme	V	V	V

4. Results and Discussion

The concept of dance and drama art performances of Go Green theme which consists of motion, body, space, script is hings that are interrelated and support each other so that the performance activities can run smoothly. In the case of cultivating the five components it requires time for four months which includes determining themes, making synopsis and script, character determination, improvement of manuscripts and costume making. During the training process found various obstacles, namely disciplinary problems of players who are often late not even present at training. Besides discipline, the room used for training is still limited which can cause players to not move freely. Although there were obstacles during the training process it did not dampen the enthusiasm of the players to be able to display the maximum appearance of the performances of drama and dance

held on January 20, 2018 went smoothly and rousing. Audience also came from various elementary schools in Karawang District. The elementary school students who watch also look happy and entertained to see the characters played playfully and full of value.

The contents of the story from the dance and drama performances contain environmental care materials such as teaching students to plant trees, tell the benefits of animal waste as organic fertilizer, clean the river, and making crafts from garbage. The values taught from the characters are instilling an example of environmental care character education by being portrayed by characters with various character namely good characters like those played by players is educate students to be responsible and care for the environment and the evil characters played by players can provide awareness while providing students with the experience not to do so.

After the drama and dance art performance event ended, it was expected people involved players, learners and accompanying teachers can become individuals who character, namely in terms of discipline, respecting others, and become a person responsible for protecting the environment..

5. Conclusion

Based on the results of the research and discussion that have been described, then it can be concluded several things as follows.

The process of activities of the dance and drama performance of go green theme includes planning, preparation, and constraints when performing dance and drama art performances. Planning starts with finding the right date, look for themes that match the problem in the Karawang district is Go Green. After determining the theme, namely the creation of a synopsis and story script adapted to the theme. Next determine the players that are adapted to the characters in the story. Players also make costumes and property. In undergoing all these processes, there are various obstacles found, namely discipline, and space problems during training. By making various efforts to overcome these obstacles, in the end the performance of dance and drama performances can run smoothly and rousing which was attended by hundreds of elementary school students in Karawang district.

Planting character education for environmental care through dance and drama performance activities for elementary school students in Karawang district shown by several characters, namely protagonists and antagonists. The protagonist is shown by a figure who always takes care of the tree who teach students to always care for and maintain plants, kind-hearted fairies who always guard the forest on earth. Other than that, the planting of character values also happens to antagonists who teach children to do not do as is done by figures who are lazy, evil and greedy. The impact of dance and drama art performances as a medium for planting character education for environmental care for elementary school students in Karawang district seen from the point of view of the player and the audience. The impact of dance and drama art performances as a medium for planting character education of environmental care for elementary school students in Karawang district seen from the point of view of the player and the audience. From the player's point of view this activity can train players to be more disciplined, appreciating something especially appreciating differences or tolerating, including being or be confident. Viewed from the perspective of the audience consisting of teachers and students, namely expected to develop the creativity of teachers in the learning of character education of environmental care and for students, it is expected that students are aware and care about the surrounding environment

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