

Mastery of Religious and Heroic Values in the Drama Script Pattimura by Farid Latif in Drama Learning for VIII Grade Students at State Junior High School 7 Ambon

Kristina Angwarmase¹, Mariana Lewier², Iwan Rumalean¹

¹Pendidikan Bahasa dan Sastra Indonesia, Universitas Pattimura, Ambon, Indonesia

²Bahasa dan Seni, Universitas Pattimura, Ambon, Indonesia

*iwan197577@gmail.com

Article Info

Submitted: 24 November 2021

Accepted: 10 January 2022

Available Online: 10 February 2022

Published: 20 February 2022

Abstract

Drama learning is one of the materials presented in literature learning at the junior high school level. However, in reality, there are still several obstacles that need to be considered by educators and for which solutions need to be found. The problem observed in this study relates to the mastery of life values in drama scripts and is found in SMP Negeri 7 Ambon, 7th grade. This study is quantitative descriptive, focusing on the mastery of religious and heroic values in the drama script "Pattimura" by Farid Latif. The purpose of this study is to explain the mastery of religious and heroic values in drama learning for 8th-grade students at SMP Negeri 7 Ambon. The research sample consisted of 30 students out of 276, selected thru a lottery sampling method. Data were analyzed using SPSS version 23. The research results showed that eighth-grade students at SMP Negeri 7 Ambon mastered religious and heroic values in the play "Pattimura" by Farid Latif. This is proven by the results of the objective test.

Keywords: *Religious Values, Heroic Values, Drama Learning*



This article is an open access article distributed under the terms and conditions of the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) (<https://creativecommons.org/licenses/by-sa/4.0/>).

INTRODUCTION

Indonesian language classes at school encompass extensive material on literary works. One of the components is dramatic education. Krauss (1999:249) asserts in his book *Verstehen und Gestalten* that drama is "an artistic representation derived from the singing and dancing of ancient Greek worship, wherein a conflict and its resolution are portrayed on stage through distinctly structured dramatic dialogue."

Drama is an artistic expression originating from the singing and dancing of ancient Greek worship, wherein a struggle and its conclusion are portrayed on stage through well structured dramatic dialogue. The purpose of studying drama scripts is to enhance students' comprehension of the characters cultivated during the educational process in the classroom. Drama education can be effectively executed when it integrates drama as both a literary text and a performance. This indicates that theater education is not merely regarded as a literary piece intended solely for reading, but as a creation that will ultimately be enacted. In such cases, students must articulate their previous knowledge verbally during their schooling to demonstrate proficiency in researching and comprehending the values they can acquire.

The instruction of literature in educational institutions predominantly emphasizes its cognitive dimensions, resulting in pupils being familiar simply with the titles of dramatic works and their respective authors. The ideals embedded in the play script, as a fundamental component of a literary work, remain largely unexamined in literary education. Literature instruction in schools remains suboptimal as educators typically focus solely on defining intrinsic features without requiring pupils to read and comprehend the substance of the play script under examination. The author selected drama learning as the focal point of the research, rather than theater instruction or lessons. The author aims to examine the learning process within the classroom, particularly the students' reactions to drama education that integrates religious and heroic themes.

Acquiring religious and heroic values in education is essential. It is deemed significant due to the correlation between religious beliefs and human self-identity, as well as its content that embodies elements essential and beneficial to humanity. Through exemplary conduct and character in academic settings, students can cultivate their personalities into ethical and virtuous individuals, evolving into well-rounded human beings with intellectual, emotional, and spiritual intelligence. Mastering heroic values is crucial in education as it shapes a child's attitude and character. This can be achieved by imparting to children a knowledge of the exemplary conduct of national heroes who have struggled for Indonesia's liberation.

By enhancing the values of heroism and patriotism in students, teachers can ultimately cultivate a student's character. The significance of religious and heroic ideals in the mastery of learning is seen in the students' educational process. Educators encourage motivation and direct pupils in their educational pursuits. Nurgiyantoro (2001: 162) asserts that mastery is an individual's capability that can be manifested in both theoretical and practical contexts. A person is considered to have mastered a subject when they possess such a profound understanding of the content or concept that they can apply it to novel situations or ideas. The religious and heroic ideals in education are embedded inside the curriculum, specifically in the 2013 Curriculum (K13). One section of the course addresses attitude values, which examine these principles. Educators and educational institutions must include the ideals cultivated via literary studies into the play scripts within the current curriculum, syllabus, and lesson plans (RPP).

Instruction in religious and heroic values at SMP Negeri 7 Ambon occurs throughout the second semester for three complete lesson hours, twice weekly. Due to the original settings, pupils could not assimilate religious and heroic ideals in drama education, as these values were deemed unimportant according to their learning methodologies. The author noted that numerous students lacked proficiency, and drama education was poorly received, hindering their ability to recognize and ascertain the religious and heroic values present in the drama script, especially among eighth-grade students at SMP Negeri 7 Ambon. Initial findings indicate that eighth-grade students at SMP Negeri 7 Ambon have not yet acknowledged the significance of religious and heroic ideals in the play script. The dramatic screenplay utilized in this study is a one-act play. The author selected theatrical education at the junior high school level due to the necessity of tailoring experiential learning to students' unique interests, talents, aspirations, curiosity, initiative, and autonomy. The author selected State Junior High School 7 Ambon as the research site due to pupils' inability to recognize the significance of the ideals within the theater script as essential to daily life. The author identified that SMP Negeri 7 Ambon is among the chosen schools in Ambon city to adopt

a model school framework, which encompasses the execution of the Internal Quality Assurance System (SPMU). The model school is established to fulfill the eight National Education requirements, which include content, procedure, graduation, finance, management of teaching and educational personnel, and assessment requirements, in alignment with the current 2013 Curriculum.

METHODS

Research design, as articulated by Babbie (in Prasetyo 2010: 89), is the systematic approach to conceptualizing and formulating a strategy for inquiry. This study employs a descriptive research design utilizing a quantitative methodology. According to Sugiyono (2012: 8), quantitative research methods are defined as: "Research methods grounded in positivist philosophy, employed to investigate a specific population or sample, utilizing research instruments for data collection, conducting quantitative/statistical data analysis, with the objective of testing established hypotheses." Sugiyono (2012: 13) defines descriptive research as an investigation aimed at ascertaining the values of independent variables, singular or multiple, without engaging in comparisons or associations with other variables. According to this approach, descriptive quantitative research entails the analysis of data collected from a sample of the research population utilizing statistical methodologies. This study used descriptive research.

This study examines a singular variable. This study employs many research instruments, including observation forms, questionnaires, interview protocols, and objective assessments. The data gathering methods employed, based on these study instruments, encompass observation techniques, questionnaire techniques, interview techniques, and objective assessments. The interview conducted was a structured format with Indonesian language subject professors. The documentation utilized consists of photographs captured during the educational process. The researchers included a list of names of the 8th- grade pupils picked by lottery. The researcher employed an objective multiple-choice test featuring two answer options, comprising 20 questions that have undergone validation and reliability testing. The assessment of validity and reliability for the test instrument was performed utilizing SPSS Version 23 software.

This study employs descriptive quantitative data analysis methodologies. Descriptive analysis procedures encompass observation, interviews, questionnaires, and objective assessments employed to ascertain students' knowledge levels by computing the aggregate scores achieved by each student in the comprehensive test, as well as their proficiency in observation and comprehension. The objective test was analyzed to ascertain. The extent of command over cultural and heroic values in drama education

RESULTS AND DISCUSSION

This research is a quantitative study conducted from October 28 to November 28 at SMP Negeri 7 Ambon in the eighth grade. The data acquired in this study comprise results from questionnaire collecting, observational data, interview data, and objective test data. All activities are conducted directly with the pupils of class VIII at SMP Negeri 7 Ambon. The learning process is conducted over a duration of 3×45 minutes or one session.

The classroom conditions during the observation suggest a favorable environment. This scenario fosters student comfort during classroom engagement. Interviews are employed to gather information pertaining to facts, beliefs, emotions, aspirations, and similar aspects, essential for research objectives. Educators impart religious and heroic values to students through the observance of national holidays, excursions to historical locations, and the initiation of activities with prayer. This enhances the educational value of play by integrating principles into the plot. This prompts educators to consistently inspire pupils to enhance their comprehension of the ideals embedded in the play script. He asserted that pupils do not originate from the past to see heroes; rather, through dramatic scripts, they can acquire knowledge and comprehend the significance of religious and heroic ideals in Indonesian language instruction. A "Yes" response is assigned a value of 1, whilst a "No" response is assigned a value of 0. The value of a "No" response, when expressed as a percentage (multiplied by 100%), is 0%. This aims to assess students' interests and attitudes toward theatrical education inside Indonesian language courses. The overall level of student achievement in observation and comprehension can be quantified using the subsequent formula.

$$P = \frac{F}{N} \times 100\%$$

Description:

P= Percentage

F= Number of selected answers (average score)

N= Number of respondents

100= Constant numberType equation here.

Interest of State Junior High School 7 Ambon Students in Mastering Drama

Question Number		Selected option	F (Number of answer choices)	Percentage	Description
1		Yes No N=	29 1 30	96.66% 3.33% 100%	
2		Yes No N=	22 8 30	73% 27% 100%	
3		Yes No N=	29 1 30	96.66% 3.33% 100%	
4		Yes No N=	17 13 30	56.66% 43.33% 86.66%	
5		Yes No N=	26 4 30	86.66% 13.33% 100%	
6		Yes No N=	13 17 30	43.33% 56.66% 100%	
7		Yes No N=	28 2 30	93.33% 6.66% 100%	
8		Yes No N=	29 1 30	96.66% 3.33% 100%	
9		Yes No N=	20 10 30	66.6% 33.3% 100%	
10		Yes No N=	25 5 30	83.33% 16.66% 100%	

Data source: Field Research Results

The questionnaire data indicates that the students' achievement category corresponds with the anticipated responses, specifically a greater frequency of interest. This can be observed as follows. The aforementioned

algorithm, upon inputting the average score and ideal score, will produce the percentage of student interest. Consequently, it can be inferred that the disposition and engagement of 8th-grade students at State Junior High School 7 Ambon toward the mastery of theater education is commendable. The researcher employed an objective assessment to evaluate students' comprehension of theatrical content pertaining to religious and heroic ideals in the script "Pattimura" by Farid Latif, which was taught to 8th-grade students at State Junior High School 7 Ambon. The researcher administered an objective test including 20 multiple-choice questions to 30 eighth-grade students at State Junior High School 7 Ambon. The processed test data reveals the raw scores attained by the students or responders.

17	18	16	14	13	14	16	17	10	15
11	12	15	10	18	14	14	11	12	11
15	17	10	15	13	15	14	16	15	13

Based on the raw data from students' objective tests, regarding their mastery of religious and heroic values in drama learning, it can be described in the following paragraph. The raw data will be calculated and analyzed using the formula:

$$\text{Value} = X \ 100\%$$

Objective Test Score

No	Name	Test Score	Description
1	Yandi Nasir	85	Very Proficient
2	Rassya Wally	90	Very Proficient
3	Ayu Y Wairata	80	Very Proficient
4	Airin Fikri	70	Very Proficient
5	Sara Kilian	70	Proficient
6	Dimas Hartanto	70	Proficient
7	Randi M Soukotta	80	Very Proficient
8	Aryanti V Latunuus	85	Very Proficient
9	La Sahruf	50	Moderately Proficient
10	Fitria Cahyani	75	Proficient
11	Sheryn S Haumahu	55	Proficient
12	Andi Dinda Marlina	60	Proficient
13	Dewi Intan	75	Proficient
14	Raihan Ahmad	50	Moderately Proficient
15	Fahrizal R Ode	90	Very Proficient
16	Zalsa Zeven Waisapy	70	Proficient
17	Sifa Nur Aini	70	Proficient
18	Brian Pessy	55	Proficient
19	Claudia I Jories	60	Proficient
20	Dahlan Tabaubun	55	Proficient
21	Braen J Pessy	75	Proficient
22	Varrel G Simatauw	85	Very Proficient
23	Naurah Q Tuhulele	50	Moderately Proficient
24	Fabio L A Lumasina	75	Proficient
25	Anderson Far-far	65	Proficient
26	Intan S Pane	75	Proficient
27	Andini E I Amia	70	Proficient
28	Syarifa Fitriwi Assegaff	80	Very Proficient
29	Salvad D Runrobby	75	Proficient
30	Nathasya S P Hiandri	65	Proficient
	Total	2.105	

Objective Test Results

Achievement Score	Category	Frequency	Score Weight	Average Value
0-25	Not proficient	0	0	= $\frac{\text{Total Score}}{\text{Total Students}} \times 100 = 70.1$ Proficient
26-50	Moderate Proficient	3	150	
51-75	Proficient	19	1.280	
76-100	Very Proficient	8	675	
Total		30	2.105	

The objective test results show that the average score obtained by the 30 students is 70.1, which falls into the mastering category. Hypotheses are generally stated in the form of an alternative hypothesis (Ha) and a null hypothesis (H0). Ha is the statement that is expected to occur and expresses an opinion or is the opposite of the null hypothesis, while H0 is the statement that indicates no change and still needs to be proven for its truth.

H0 = The mastery of religious and heroic values in the play "Pattimura" by Farid Latif in drama learning for 8th-grade students at SMP Negeri 7 Ambon is not satisfactory.

Ha = The mastery of religious and heroic values in the play "Pattimura" by Farid Latif in drama learning for 8th-grade students at SMP Negeri 7 Ambon is very satisfactory.

Hypothesis Ha posits that pupils are anticipated to acquire religious and heroic ideals, resulting in highly satisfied learning outcomes. In contrast to H0, which signifies no change and requires validation, the researcher substantiates its validity through the execution of teaching and learning activities in the classroom. The mastery of religious and heroic qualities in Farid Latif's play "Pattimura" has not yet been achieved by the eighth-grade pupils of SMP Negeri 7 Ambon during their drama studies. The study results indicate that the proposed null hypothesis H0 is rejected. The students' objective test results did not surpass the school's minimal passing score (KKM) of 72, but did above the KKM for Indonesian language, which is 70. The students' objective test results, averaging 70.1, were nearly equivalent to the disparity between the Indonesian language KKM and the students' objective test scores. Questionnaire data indicates that the majority of students demonstrated an interest in acquiring proficiency in the Indonesian language.

CONCLUSION

Teachers of the Indonesian language, when delivering drama learning materials, substantially enhance students' comprehension of religious and heroic ideals. This can also be reinforced by theater scripts, effective pedagogical approaches, the selection of relevant learning models, and the use of engaging media to maintain student engagement in classroom instruction. The interview data demonstrates that the perspectives of the Indonesian Language Subject Teacher at SMP Negeri 7 Ambon concerning the comprehension of religious and heroic values reveal that not all students achieve mastery or engage in the learning process. Students exhibit diminished confidence when required to perform publicly, resulting in the majority opting to talk from their seats. The teacher added that challenges arose when students were tasked with portraying characters in the theatrical script due to their deficiency of acting confidence. Questionnaire data indicates that the attitudes and interests of 8th-grade students at SMP Negeri 7 Ambon regarding the mastery of religious and heroic values are adequate. According to the exam results from 30 pupils, 8 attained the extremely proficient category, 19 reached the proficient category, and 3 obtained the moderately proficient

category, yielding an average score of 70.1. Consequently, the command of religious and heroic values in drama education is deemed proficient.

The correlation among these four data points demonstrates that the observation results category, corroborated by the questionnaire findings, confirms the students' interest. This is observed from the educators' standpoint in selecting the right pedagogical approaches and corresponding learning phases. This pertains to the interview data collected from Indonesian language educators concerning the kids' circumstances in the classroom. The objective test findings substantiate the students' learning outcomes, corroborated by observational data, questionnaire data, and interview data, indicating that all results are interrelated.

REFERENCES

- Ahmad, M., & Al-Irsyad, N. (2003). *Konseling Agama Teori dan Kasus*. Yogyakarta: Fajar Pustaka Baru.
- Atmosuwito, S. (2010). *Perihal Sastra dan Religius dalam Sastra*. Bandung: Sinar Baru Algensindo.
- Babbie, P., & Lina, M. J. (2010). *Metode Penelitian Kuantitatif Teori dan Aplikasi*. Jakarta: Divinisi Buku Perguruan Tinggi.
- Badrum, U. (2006). *Pahlawan*. Jakarta: Perspektif.
- Krauss, H. (1999). *Verstehen und Gestalten*. München: Franzis Print and Media GmbH.
- Nurgiyantoro, B. (2001). *Penilaian dalam Pengajaran Bahasa dan Sastra Indonesia*. Yogyakarta: Sabda Media.
- Nurgiyantoro, B. (2010). *Penelitian Pembelajaran Bahasa*. Yogyakarta: BPFE.
- San, S. (2012). *Strategi Pembelajaran Seni Teater di Sekolah*. Medan: Generasi.
- Santoso, S. (2014). *Statistik Multivariat Edisi Revisi SPSS 22*. Jakarta: PT Elex Media Komputindo.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif dan R&D*. Bandung: Alfabeta.