

The Cultivation of Students' Creativity through the Theater Extracurricular Program in Primary School Level

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ABSTRACT

Extracurricular activities play an important role in character education, especially the character of student creativity. There are several types of extracurricular; and drama or theater is an alternative extracurricular program that can foster student creativity. Drama or theater activities can facilitates students to develop their creativity in work. The students can express themselves through acting, dancing, playing musical instruments, script writing, and craft making. In the context of education, the character education is needed to instill students' creative attitudes. However, the space to create creative ideas for students is still limited. Therefore, the theater extracurricular activities provide space for students to cultivate their creativity. This study aims to reveal implementation, planning, operation, evaluation, support, and educational barriers to the character education of students' creativity by the theater extracurricular. Exposing qualitative approach, this research reveals the phenomenon of student creativity cultivation by means of theater extracurricular activity in primary school level. The data were revealed through observation, interviews, and documentation. Subsequently, the data was analyzed by using descriptive qualitative analysis with three stages: data reduction, data display, and data verification. Based on the interpretation of the results, students' creativity is growth and developed optimally through the theater extracurricular with 4P (personal, push, process, product) strategy and peer tutor method. Still, there is lack of appreciation of the school to the students' work and facilities that need to be updated and equipped.

Keywords: character education; creativity growth; theater extracurricular

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INTRODUCTION

Pemberdayaan komunitas seni di Subang dilatarbelakangi oleh berbagai kegiatan pengabdian kepada masyarakat (PkM) yang dilakukan oleh peneliti sejak tahun 2010 s.d. tahun 2012.

Education is one of important aspects in human's life. Education enables people to acquire knowledge and understanding changes of character and behavior to be able to develop and to form a dignified character and intellectual life of nation. The Law Number 20 of 2003 concerning the National Education System, Chapter II, Article 3 defines the following National education functions to develop and to shape dignified national character and civilization to educate the life of the nation, it is to develop potentials of students to become believers and to fear of God Almighty, to be noble, knowledgeable, capable, creative, independent, and to become a democratic and responsible citizen.

One of the national education goals is to develop students' creative potentials. Creativity is an activity, or ability, of a person who creates an idea of solving problems or ideas in the form of new products that are effective and imaginative. Therefore creativity is very important for students because it affects the totality of a person's personality. Creativity is part of the study of character education and is one of the important aspects of character education.

Character education in elementary schools is one of the initial growth of students' characters, especially in creative characters. Consequently, the role of educational institutions is very important to shape the character of students. However, according to Wibowo (2016), Based on the findings of research Richard Florida et al. in the 2015 Global Creativity Index (GCI, 2015) Indonesia's position is relatively very low, on 67th rank. The GCI index measured three main aspects that covers technology, talent, and tolerance. Based on the research, there is

a hint that there is something wrong in the Indonesian education process. Students' creativity does not find the space to create creative ideas in schools or social environments. Creativity education for students is still minimum.

In addition, there are many schools that do not provide a container that can accommodate students' creativity, lack of services and facilities to express student' creative ideas. The learning process is also still teacher-centered, so students only follow what the teacher instructs. Students do not have the opportunity to express themselves. These problems can be overcome by changing the way of learning by seeing how the teaching is suitable or in accordance with the development of students' character education.

Character development can be done through various additional activities outside school hours. One of which is known as extracurricular activities. In line with this, (Sumaryadi, 2011, p. 6) states that extracurricular activities are educational activities outside subjects to develop students according to their needs, potential, talents, and interests.

Of the various extracurricular types available, drama or theater is an alternative extracurricular program that can foster students' creativity. Drama or theater contains moral messages that can be conveyed in a fun way. Drama or theater activities can help students develop their creativity in work. Students express themselves through acting and art. Based on field studies, only few primary schools in Tasikmalaya City have held extracurricular theater programs. One of primary schools that have carried out theater extracurricular programs is State Primary School of Cikiara, Tasikmalaya.

This research focused to State Primary School of Cikiara because the school have a lot of achievements in arts. The research was intended to reveal the development of students' creativity through the extracurricular theater program. The school have achieved many prestigious campaign in

the field of arts and drama. They are include the 2008 champion of Sundanese language drama contest, the first place in provincial level of 2008 Traditional Olympic Games, the first place in national level of 2009 Traditional Olympic Games, and the first place of Pupuh (traditional Sundanese poem) Contest in 2016 at the city level. This school applies one full day special theater activities on every Friday by studying the various fields of drama.

Based on the description, this study was focused on the character education; developing student creativity through theater extracurricular programs in primary school level. This study aims to find out implementation, planning, and application, evaluation, supporting and constraining students' character education for students' creativity through theater extracurricular activities.

METHOD

This study aims to determine the development of students' creativity through theater extracurricular programs in primary school level. Therefore, the right approach of this study is a qualitative approach. According to Moleong (2005, p.6), qualitative research is a research that intends to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, action, etc.. This study used descriptive analysis research method. This method only describes events or activities that occur. The subjects of this study covered forty students and teacher-trainers who were involved in the extracurricular theater activities.

The data collection technique is the method taken in collecting data needed to answer research problems. The data collection that was conducted by this study covers observation, interviews, and documentation. The observation was carried out to find out the development of students' creativity and to know the material and activities fostering students' creativity. The interview technique

used semi-structured type. This study performed interview lines and guidelines. The interviewees included the principal, theater the extracurricular teachers, and the classroom teachers. Documents that are needed included school data, pictures of activities, and students' artwork.

The data analysis technique of the study is the Miles and Huberman's data analysis model (Sugiono, 2015, p. 246). The model rules that activities of data analysis cover data collection, data reduction, data presentation, and verification/conclusion".

RESULTS AND DISCUSSION

The Condition of the Development of Students' Creativity through Theater Extracurricular Program in Primary School

Good character must be achieved by a good refractor. One part of character education is creative character. The efforts are being made to foster students' creativity by holding creative activities such as classes and extracurricular activities. The development of students' creativity through theater extracurricular programs used 4P strategies (personal, push, process, product) and peer tutoring methods.

According to Munandar (1999, p.26), the process of creativity that is formulated in 4P consists of personal, push, process, and product. Creative individuals involve themselves in creative activities with encouragement from themselves and a supportive environment. Therefore, they experience the process of issuing their ideas into the form of work and producing informative products.

According to Anggraini (2014, p.4), the method of peer tutoring is a method that utilizes the potential of students such as friendly personality, fluency in speaking, flexibility, sociability, good achievement, and good creativity to guide their friends so that they can be infected with the students' potentials. Students, through the training process, gain a lot of knowledge and

experience. In addition, students participate actively in developing cultural arts.

The Planning of the Development of Students' Creativity through Theater Extracurricular Program in Primary School

The theater extracurricular program in Cikiara Public Primary School plans the material, the indicators, the objectives, and the agenda. Everything is planned in such a way to achieve the school's missions. In routine practice, the students learn all fields of theater, including textures, activism, music, dance, artistic, and directing. The training process is carried out in stages based on the ability of students. If students have mastered a field that matches their talents, students can exchange ideas with friends, like peer tutors.

The Implementation of the Development of Students' Creativity through Theater Extracurricular Program in Primary School

In the implementation stage, the students choose the scripts. For the dance, the students look for the accompaniment of the music to be displayed. For the music, the opening music is usually displayed. The next step is the selection of directors. The selection of players is done in a casting. After the players are selected, they become production crews.

In the training process, the students who are actors perform script discussion, understand the content, memorize the script, practice scenes, and adjust the floor pattern during the performance. Then the crews continue to prepare the needs for performances such as costume, make up, property, etc.

The next stage is the performance. The students perform and then move to the last stage, the evaluation. The students evaluate the results of the performance earlier. Theater activities from script making, castings, dances, music, artistic, and director

can foster students' creativity, if students carry out the exercise sincerely.

If all fields have been taught to the students during the training process, there will be talents for students. Some students have talent in the fields of dance, music, artistic or there are multitalented students. All talents will be found during the training process. If the students have found their own talent, then the students will naturally develop their creativity according to the fields they master.

The Evaluation of the Development of Students' Creativity through Theater Extracurricular Program in Primary School

Evaluation starts from routine training during the training process by discussions. The evaluation at the end of the semester is in the form of an examination of the works and crafts made by students. Finally, the final evaluation of the performance is performed. Usually, students judge each other for work results. All components in the theater are evaluated as a whole and they provide input in the form of suggestions and comments.

Supports and Obstacles of the Development of Students' Creativity through Theater Extracurricular Program in Primary School

The support of the extracurricular theater program is very good. This activity is fully supported by the school because it can realize the school's missions and can make the school good name. In addition, the parents support the program since they feel proud of their children, who become talented in the fields of arts and having creativity in this activity. Furthermore, the teachers who have had long flight hours also support the program. The teachers have good experience in arts and are very fond of children.

The obstacles cover the lack of appreciation from the school for the work of students. In addition, there is a lack of infrastructure to support student activities; for instances, many musical instruments must be

updated and equipped. In addition, one of the teachers still makes physical contact with students. The parents criticize the teaching style. The parents protested it because it was hard. Parents think they will not accept if the teacher treats their children like that. To overcome this, parents should express their views openly; and they should respects the views of the teacher. The teacher in question also explained the purpose of using such teaching style.

CONCLUSION

Extracurricular activities have an important role, especially in character education for the students' creativity. Of the various extracurricular types available, drama or theater is an alternative extracurricular program that can foster students' creativity. In developing students' creativity, the theater extracurricular program uses 4P strategies (personal, push, process, product) and peer tutoring methods. Theater extracurricular program at the Primary School of Cikiara plans material, indicators, objectives, and activity agenda. In practice, routine training is carried out to study all fields of theater such as script, acting, artistic, music, dancing, and directing.

In addition, there are also farewell activities and art performances ranging from the selection of scripts, actors, crews, blocking and adjusting the stage, and performances. The evaluation at the end of the semester is in the form of an examination of the works and crafts made by students. Finally, the final evaluation of the performance is performed. Usually, students judge each other for work results. All components in the theater are evaluated as a whole and they provide input in the form of suggestions and comments.

This activity is fully supported by schools, parents, and teachers, but the school still lacks appreciation for the works of the students; and there is a teaching style of a teacher that are protested by parents.

Therefore, there must be mutual openness between parents and teachers.

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