

DRAMA LEARNING IN ELEMENTARY SCHOOL Ethnographic Study in The 3th Grade of Athirah Islamic Elementary School 1 Makassar

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Abstract

This research aims to gain a deep understanding of drama learning in the 3th grade of Athirah Islamic Elementary School 1 Makassar. To achieve the goal of the research, deeply investigation was done in the seven components of learning, namely the formulation of drama learning objectives, the selection of drama learning materials, the selection of drama learning methods, the selection of drama learning media, the role of learners in drama learning, the role of teacher in drama learning, and the drama evaluation system. This research is a qualitative ethnographic study, therefore, the data collection is done by observation, interviews, reviews of documentation, and reviews of records. The data analysis uses domain analysis, taxonomic analysis, componential analysis, and analysis of cultural themes. The results of the research show that drama learning in the 3th grade of Athirah Islamic Elementary School 1 Makassar is being optimally by combining the systemic learning concept, the professional drama learning concept, and organizational culture concept which is one of the characteristics of Athirah Islamic Schools. Then these three aspects were merged into seven components of drama learning.

Keywords: *Drama learning, drama learning components, the distinctive culture of Athirah Islamic School.*

Drama learning as a holistic educational tool in shaping the personality of the nation's children . Conditions potential drama as a container and a means of education touches to the area of moral and cultural . In life , drama can be said as a biological child of literature . He can function as a tool to improve intellectual , skill , inculcation and formation of students ' character values , also functions as the development of students' language abilities. What more if the case is in doing in Elementary School. It mentioned , in line with the statement Emzir and Rohman (2015): *With drama lesson, students will gain experience which is interesting because in essentially the students happy with the performances that it involves an element of lighting the stage , costumes , grammar makeup, property and also illustrations of musical accompaniment story . By involving the students are active in staging text of the drama, the appreciation of the text of the drama can be done in a maximum , both in the cognitive , affective , and psychomotor.*

Departing from this fact, researchers tried to look further at how the drama learning process in grade III Islamic Athirah 1 Makassar Elementary School is based on several learning components, such as the formulation of learning objectives, selection of learning materials, selection of learning methods, selection of instructional media, the role of students, the role of student teachers, and the evaluation system applied. So, this research was conducted to gain an in-depth understanding of drama learning for grade III students at the Athirah 1 Islamic School in Makassar. Learning how Mentioned above components combined with various theories related to learning in general and learning of drama in particular as

embedding process, or the formation of knowledge in the cognitive understanding, and the character and skill lie through the affective and psychomotor.

Skinner, learning as a conditioning process toward spontaneous behavior, which is achieved through training programs with rewards and punishments. *Definition of learning or learning*, according to Alwasilah ; 2007, "(1) *A relatively permanent change in response potentiality which occurs as a result of reinforced practice*", and (2) *a change in human disposition or capability, which can be retained, and which is not simply ascribable to the process of growth.* " there is a component of the definition of learning, which is as follows. 1. *Learning is acquisition or "getting."* 2. *Learning is retention of information or skills.* 3. *Retention implies storage systems, memory, cognitive organizations.* 4. *Learning involves active, conscious focus on and acting upon events outside or inside the organism.* 5. *Learning is relatively permanent but subject to forgetting.* 6. *Learning involves some form of practice, perhaps reinforced practice.* 7. *Learning is a change in behavior.* *However, the content of literature is limited by the experience and understanding of children. certain emotional and psychological responses seem outside the realm of childhood. Learning is concepts that involve all elements and concepts in the discipline of psychology, as the following quote.*

The concepts can also give way to several subfields within the discipline of psychology: acquisition processes, perception, memory (storage) systems, recall, conscience and subconscious learning styles and strategies, theories of forgetting, reinforcement, the role of practice. Very quickly the concept of learning becomes every bit as complex as the concept of language. Yes, the second language learner brings all these (and more) variables into play in the learning of a second language. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques. Emzir and Rohman (2015) "drama is written to be performed on stage". Supriyanto (1980) explains the word drama in Indonesian, derived from the Greek drama which originally meant to do, act or react, which subsequently in the development of drama has the meaning of events, treatises, essays.

METHOD

This research is an ethnographic qualitative study with research and data collection procedures as follows: 1) determining research objectives, 2) determining research significance, 3) determining research samples, 4) selecting collaborators as key informants, subjects or active participants, 5) collecting data, 6) analyzing the data, 7) interpreting the data, 8) compiling the report as a description of the results of research which contains qualitative theory. The data used in this study are 3 types of data sources that researchers use, namely: 1) drama learning events both in the classroom and outside the classroom, 2) respondents ie teachers and school leaders and even parents of students and students themselves, and 3) documents in the form of written information relating to the learning of drama in class III Athirah 1 Islamic Elementary School Makassar.

FINDING

The research findings were obtained through observations, interviews, and analysis of documents relating to the stages of analysis namely domain analysis, taxonomic analysis, componential analysis, and analysis of cultural themes. The analysis is described following the predetermined research focus, including:

1. Drama Learning Objectives

The aim of drama learning in Athirah 1 Makassar Islamic Elementary School is correlated to learn drama in the Department of Education and Culture about the material to be achieved at Athirah Islamic Elementary School. This is following the 2013 curriculum . The effort to connect its vision and mission of the school and the policy of the Islamic School Director Athirah ie major annual policy theme. Learning objectives are specifically directed at the taxonomy of learning according to Benjamin S. Bloom, namely the realm of 1) cognitive, 2) affective, and 3) psychomotor. The purpose of learning drama at Athirah Islamic Primary School is to introduce the forms and types of literary works , that literary works consist of types and forms. In terms of types of students are introduced about poetry, procedures, and drama. In terms of the shape of students, it is carried out what is fiction and nonfiction.

The learning objectives are organized into 3 main elements; 1) declared what should be done by the students dive a learning and what skills can be mastered at the end of the lesson, 2) states the conditions and constraints existing at the time learners undertake learning activities, and 3) stated guidelines clear minimum performance standards that can be accepted by all students. These three things are stated in operational verbs so that teachers can easily measure students' activities and facilitate the preparation of tests as evaluations .

Matters relating to intrinsic elements are part of the drama script Grandma Pakande, among others; 1) theme, 2) mandate, 3) plot / plot, 4) setting, 5) characterization, 6) character, and 7) field angle . Matters relating to the extrinsic elements are the lives of the Soppeng people who are setting the drama of Grandma Pakande, among others; 1) the religion of the community, 2) the work of the community, 3) the social life of the community, 4) the culture of the community, 5) the demographics of the community, 6) the geography of the area, and 7) the values of life that develop into the character of the community, and 8) the values which became Luqman's character education. Learning drama at the Athirah 1 Islamic Elementary School in Makassar also provides motivation for students to be able to study drama much more actively. It was concluded that the teacher in formulating the objectives of drama learning by making efforts to adjust the learning concept of Athirah Islamic Elementary School with drama material that will be given to students. This adjustment effort was also carried out on the vision and mission of the school, the school's big annual theme "Smart Character Based on the Qur'an and Hadith" especially in paragraphs 12 to 19 Luqman which was correlated with themes in the thematic in the 2013 curriculum namely "Cooperation and Surrounding environment". In formulating learning objectives, teachers also of course pay attention to the taxonomy of learning objectives which consist of three domains, namely cognitive, affective, and psychomotor.

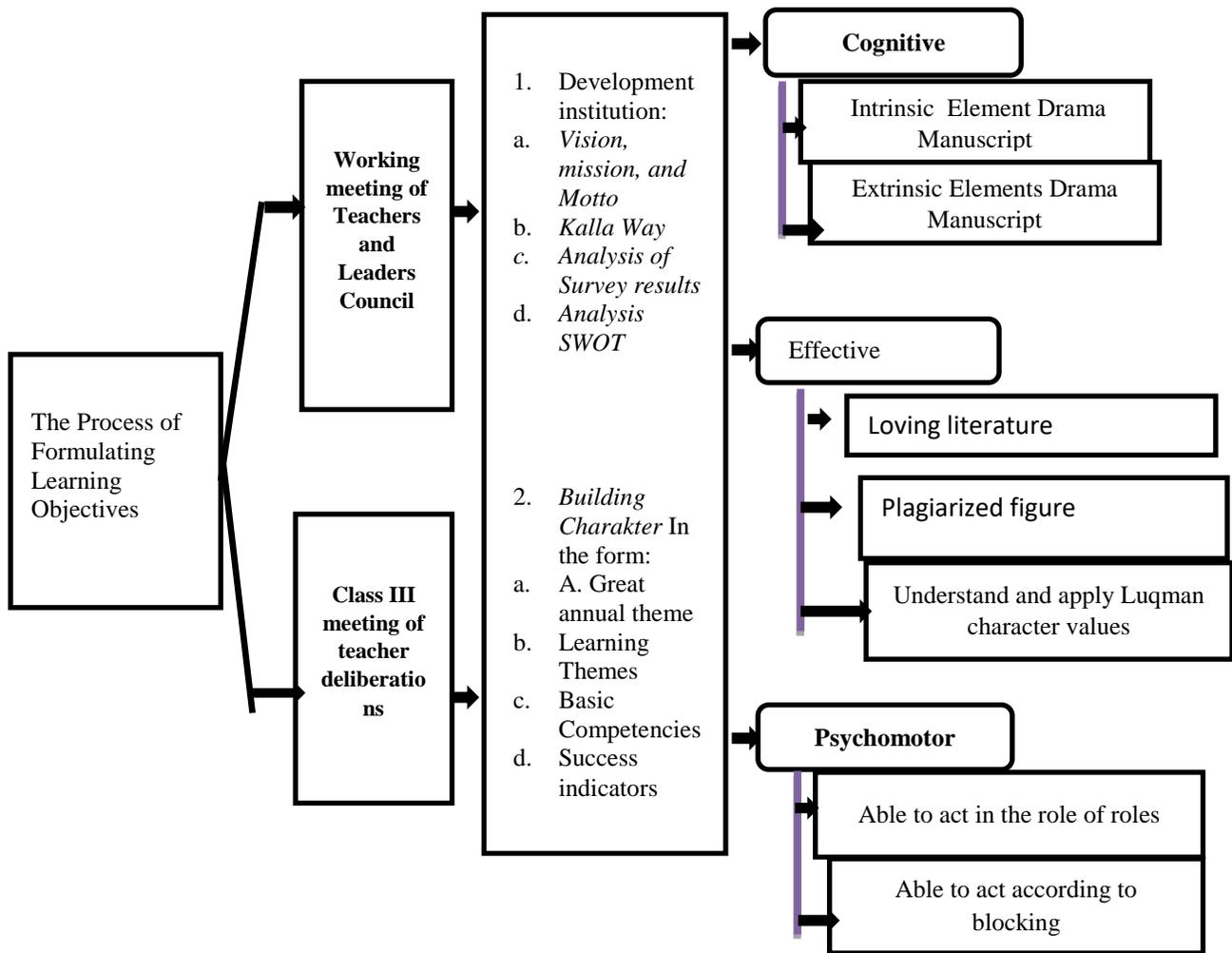


Chart 1. Formulation of Drama Learning Objectives in Class III Islamic Athirah 1 Elementary School Makassar

2. Drama Teaching Material

In determining drama teaching material, the Athirah 1 Islamic Elementary School teacher in Makassar considered the following: 1) the selected learning material must meet the thematic grade III Elementary School in the 2013 Curriculum, namely " Cooperation and Environmental Surroundings ", 2) Then also correlated with the big theme of the annual Athirah Islamic School "Smart Character Based on the Koran and Al Hadith" with a focus on character education Luqman, 3) selected drama learning material must meet 4 months with a duration of 1 hour per day , 4) learning materials must be following the development period of students in grade III Elementary School, and 5) learning materials must be able to help the achievement of learning objectives, namely basic competencies and indicators of success in learning drama itself, and most important 6) can be integrated by several subjects.

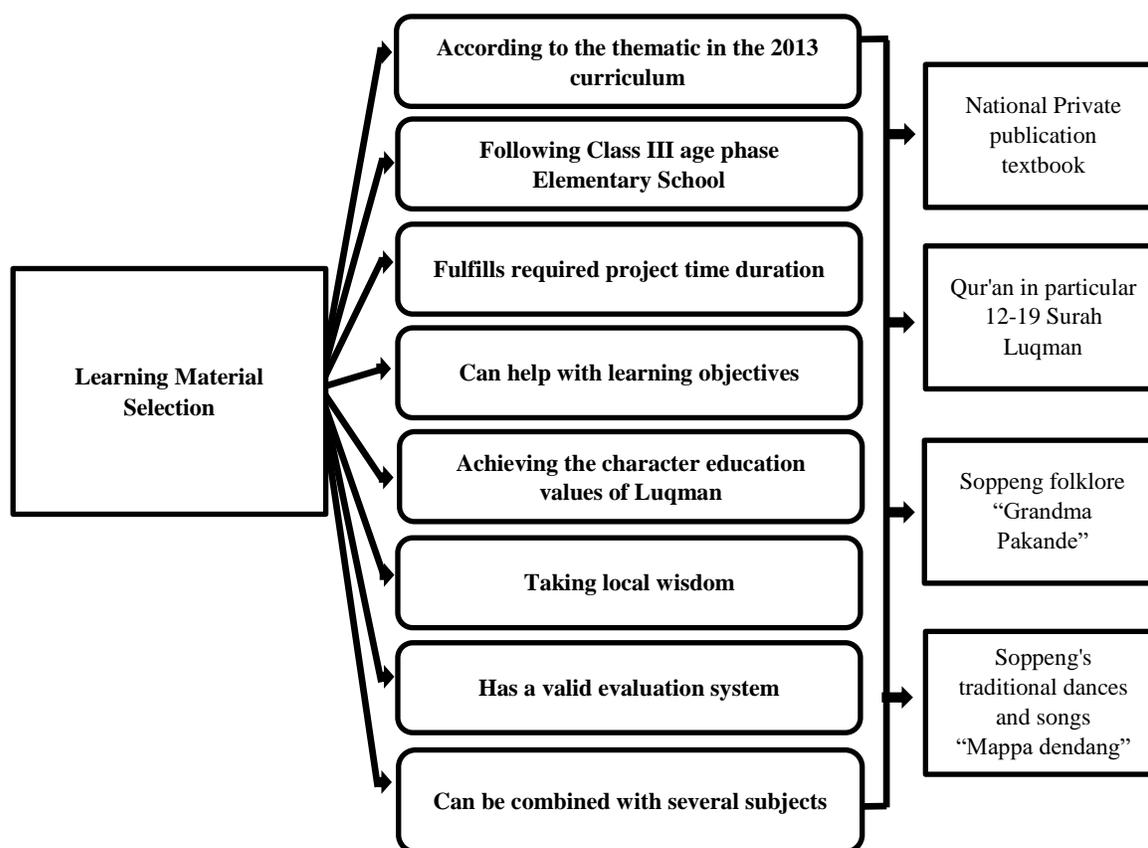
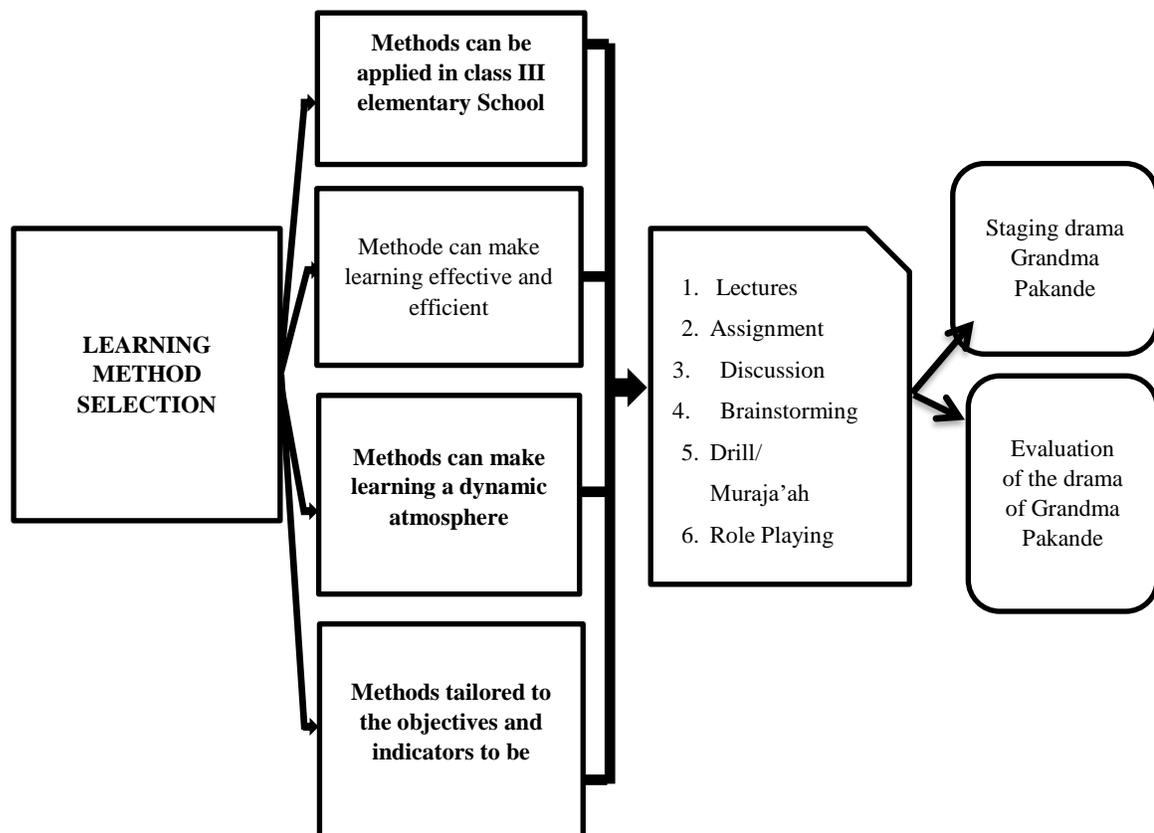


Chart 2. Selection of Drama Learning Material in Class III Islamic Athirah 1 Elementary School Makassar

3. Learning Methods and Techniques

Athirah 1 Islamic Elementary School teacher Makassar believes that the methods and techniques are the most effective approaches used in learning related to the development of students' potential as learners. The learning methods and techniques used in Athirah Makassar 1 Islamic Elementary School are so varied. Of course the selection of learning methods and techniques used has been through the process of considering the need to "read" the psychological development of students and learning spaces which are not only limited to classrooms, but also auditoriums, hallways in front of the class, and so on. Based on observations in the process of learning and document study, it was found that at least 4 special features included: 1) compiled by teachers considering logic, 2) having a rationale for what and how students learn, 3) building learners' behavior in learning, and 4) consider the learning environment so that learning objectives can be achieved according to conditions. This proves that in determining the methods and techniques of learning, Athirah 1 Elementary School teachers in Makassar are grounded in applicable theories so that they can be sure to contain rational elements based on theory. The teachers care about the whole learning process, starting from the planning, process, and evaluation. They can choose the right learning methods and techniques for their students. They pay attention to the state or age phase of the

psychological development of students, consider the materials and learning resources, determine and apply learning methods and techniques effectively. This drama learning becomes a cross-subject assignment between Indonesian Language , Civics, Islamic Religion, and Arts and Crafts , so the drama of learning itself uses the project method. Through this project method the teachers of these subjects accustom students to apply their knowledge, attitudes, and skills in an integrated and practical way.



(Chart 3. Selection of Methods & Techniques in Drama Learning in Class III SD Athirah 1 Makassar)

4. Learning Media

In teaching drama at the Athirah 1 Islamic School in Makassar, it appears that the teachers already have the knowledge and understanding of learning media that support the learning process appropriately and is highly efficient. Some of the media used in the drama learning process at Athirah 1 Islamic School in Makassar are: 1) manipulative media, 2) pictorial media, and 3) symbolic media. Manipulative media are all things that can be seen, touched, heard, felt, and manipulated. Such media such as hoes and machetes made from artificial materials such as rubber or plastic. Dimple made from used boxes arranged in such a way and painted like wood. Rice pounders are made from scout sticks coated with newspaper and then painted so that they resemble wood. Large stoves made from sterefoam and painted using copper paint. All of that is manipulative media that facilitates understanding and imagination building, both by students when acting as well as for the audience. Pictorial media is manipulation of the previous media but in the form of images. For example, when the teacher wants to orient students to the role of Grandma Pakande, what the teacher does is display photos of a grandmother, until agreed upon the physical form of Grandma Pakande

is like the Mak Attached character in the soap opera "Grandma Maklampir "Button. White hair curled, wrinkled face, many black teeth, the way bent, holding a snake-headed stick that Grandma Pakande.

Symbolic media are media in the form of formulas, graphs or operational symbols. However, this symbolic media was almost not encountered by researchers during the process of learning drama at the Athirah 1 Islamic Elementary School in Makassar. Researchers only found during Mapadendang dance training. Then the research also found that our limbs can also be used as learning media.

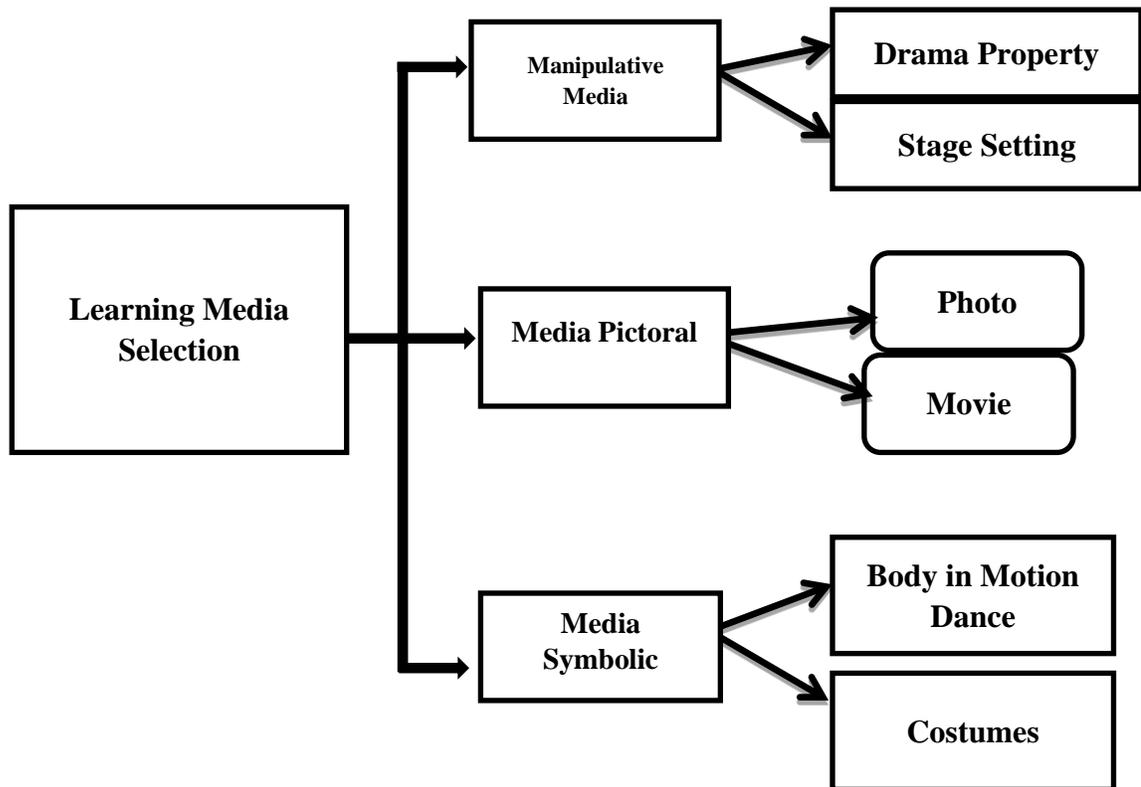
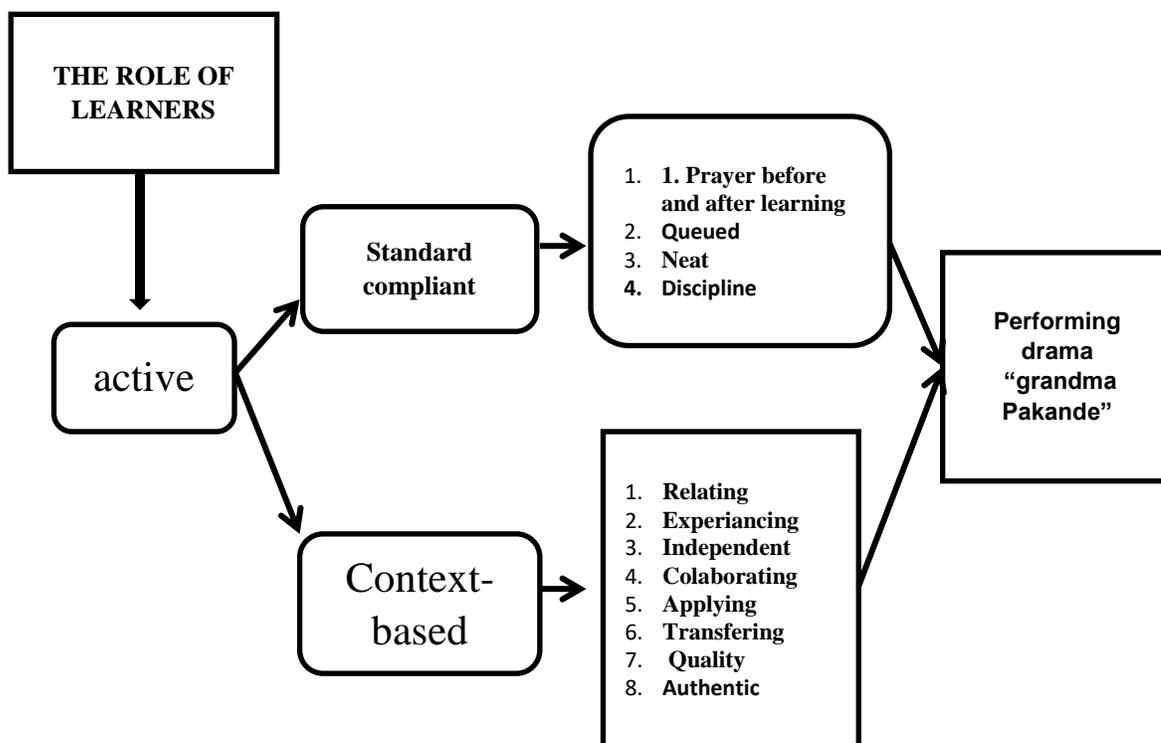


Chart 4. Selection of Media in Learning Drama in Class III SD Islam Athirah 1 Makassar

5. The Role of Students

Activities of students in learning, especially learning drama at the Athirah 1 Islamic Elementary School Makassar is not always done in the classroom, but also done outside the classroom. Basically, learners are happy to move or Actively especially third grade of elementary school age, but learning outside the broader condition of the classroom does not make irregular learners. In this case there are at least 8 components of the role played by students in the process of learning drama; relating, experience, learning, Collaboration, transferring, standard and authentic.



(Chart 5. Role of Students in Learning Drama in Class III SD Islam Athirah 1 Makassar)

6. Teacher's Role

The teacher concerning drama learning in the Athirah 1 Islamic Elementary School Makassar must be able to explore themselves with their critical thinking competencies, their creativity, their collaborative abilities, and with their effective communication skills. Why is that? Because drama learning at the Athirah 1 Islamic Elementary School Makassar was made integrated learning. Precisely be a cross- subject project of Indonesian Language , Islamic Religion, Civics, and Cultural Arts and Crafts. In addition to the great role of the teacher above, namely the role of the teacher when interacting with students which is shown as part of optimal performance, the teacher at Tahirah 1 Makassar Elementary School in overseeing the drama project policy is the professional role of his jokes. These roles include: 1) informer, 2) organizer, 3) motivator, 4) director, 5) initiator, 6) transmitter, 7) facilitator, 8) mediator, and 9) evaluator .

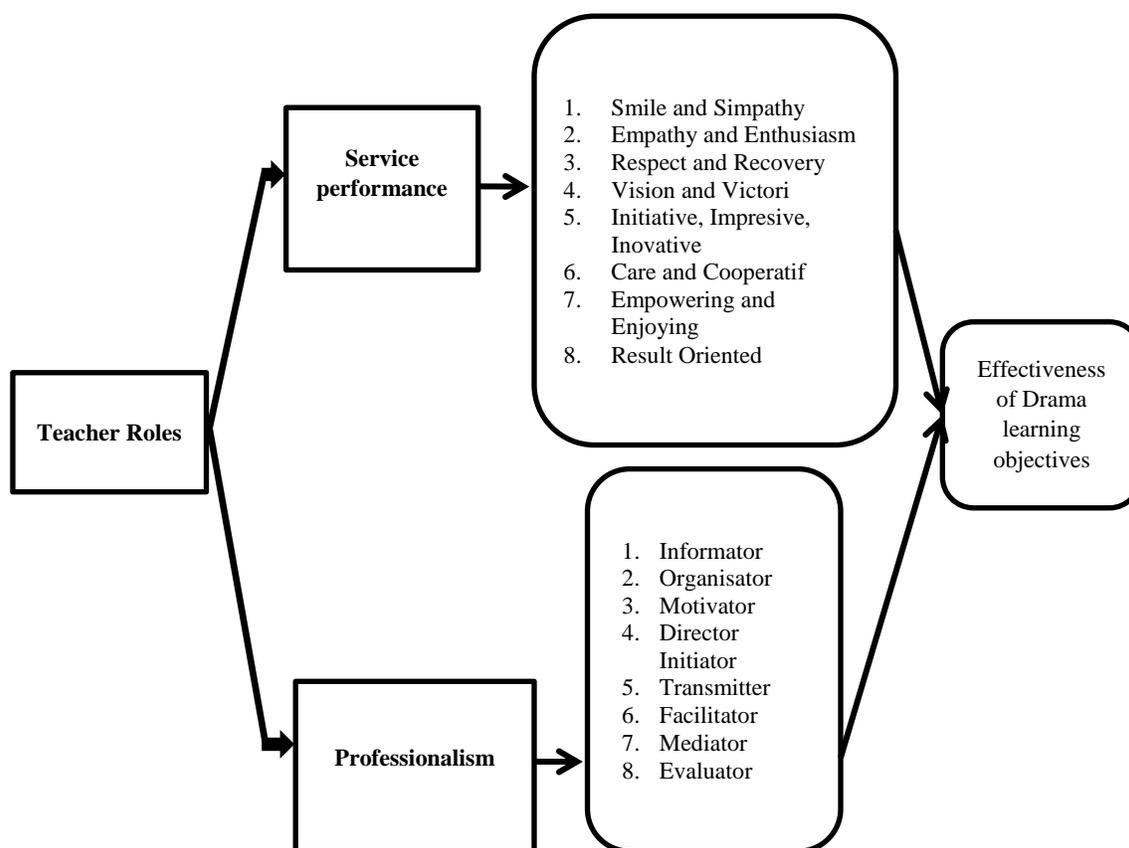


Chart 6. Role of Teachers in Education Drama in Class III SD Islam Athirah 1 Makassar

7. Learning Evaluation

Evaluation of Drama learning in class III is done in a variety of ways, namely in written and unwritten forms with both process and original approaches. Reference used by the teacher in carrying out the evaluation is the curriculum and syllabus that has been made. Through this reference the teacher then evaluates learning according to the topic or learning material. Deuteronomy Formative/Day, Deuteronomy Central Semester, Final Deuteronomy, Based on interviews and observations of Researchers to study evaluations of sub focused Followed drama based on the achievements of each learner.

The following is the format of the final assessment report which will be submitted to the homeroom teacher and then included in the report card grades.

Table 10: Final Assessment Format for Drama Learning

No list	Name	Skills				Average	U H	U A S	Total Score	Average Score
		Vocals (articulation, tempo, and intonation)	Seeker - an	Expres sion	Cooperati on					
1										
2										
Etc.										

The final assessment that will be included in the student report book (report card) is the *average score*. It is calculated using accumulates the value of *skills* and Final Deuteronomy (UAS) and shared several existing values.

Table 11: Final Assessment Format in Islamic Learning

No list	Name	Values				Final Semester Exam	Total Score	Average Score
		Appreciate of Parents	pray	Memorization of Luqman	Analyze ayat alquran			
1								
2								
Etc.								

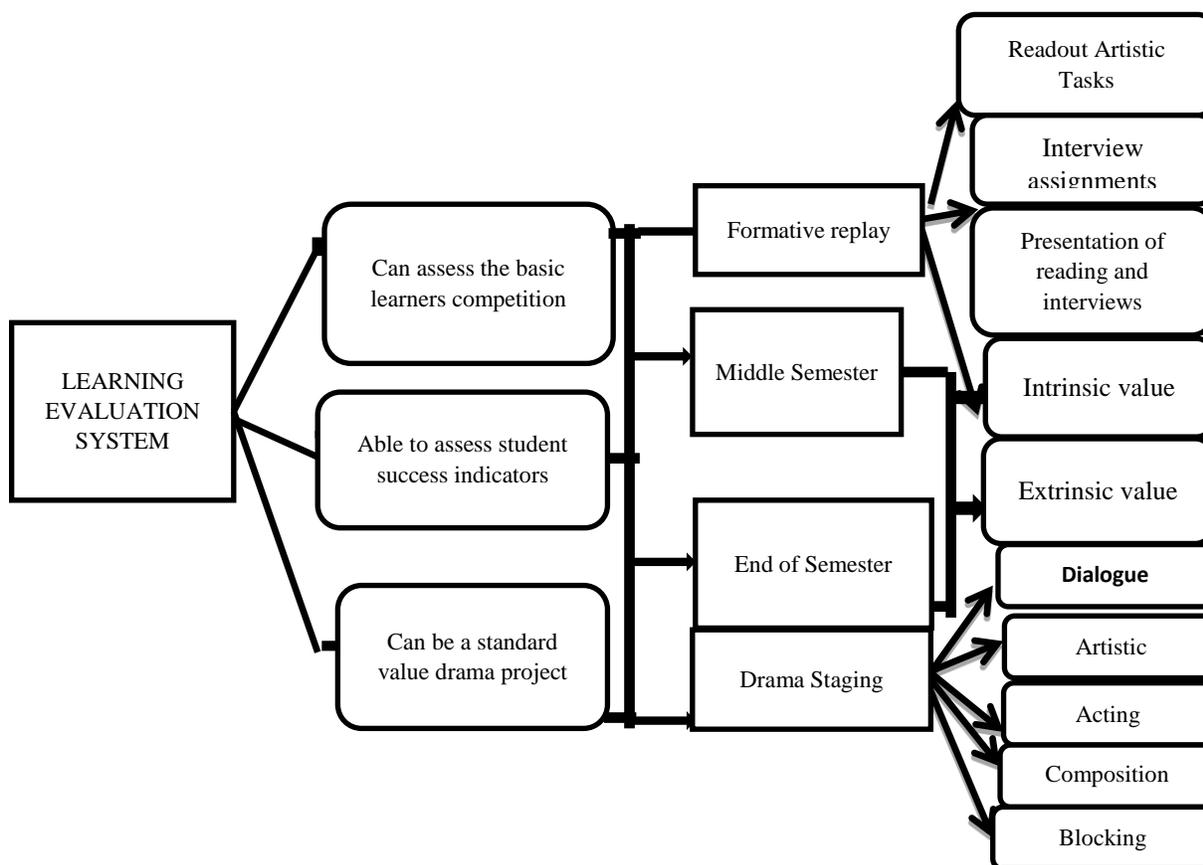


Chart 7. Evaluation System in Drama Learning in class III SD Islam Athirah 1 Makassar

DISCUSSION

Formulation of Drama Learning Objectives in Athirah 1 Islamic Elementary School

The results of the SWOT analysis are as follows: 1. Strength Adequate number of teachers with certified quality teachers S1 and some S2., Dedicated teachers, Facilities and infrastructure are very adequate The school location is very strategic , the interest of elementary school students continues to increase, students who have high discipline , high-quality students., 2. Weakness. Character development programs are not optimally running , many teachers are nearing retirement, student input varies in terms of quality , support for most parents of students who are still lacking in the development of student education in the affective and psychomotor domains., 3. Opportunity, Teachers are involved in self-development , teachers are given the freedom to continue education to a higher level, both with students, assistance with the costs of books and pension, and or independent costs, Holding an appearance and competition program to increase students' creativity, Making drama performances as characters in main lesson, planting, strategies , Making tahshin, tahfihz, and tadabbur newspapers as a character planting strategy , Conducting Appropriate Extracurricular interests and talents better learners and nonakademik akademik field , Holding tavern subjects and teaching asistent.

Threat, Based on this premise, management and teachers of the Athirah 1 Islamic Elementary School in Makassar held a Teacher Board Work Meeting at the end of each school year intending to evaluate the performance of the current school year and planning improvements for the next school year , one of the subjects in the meeting was about drama learning projects that had only been extracurricular programs were changed into holistic drama learning projects in the intracurricular program. Generally Objective learning in elementary school drama Athirah 1 Makassar is to face the globalization era where d rama stage is a kind of art, self-contained multi- dimensio dimensional. So integration between the different types of artistic like music, dance, lighting, art or craft (decoration, stage), the art of costume, makeup art, and so forth. So the goal drama instructional at school can be interpreted in two kinds ; drama learning drama, and drama learning learning. Each also consists of two types, namely ; learning theory about drama script texts and appreciation of drama script performane.

This is following the views of Emzir and Rohman (2015) who explained, that through drama education children as actors in drama will experience learning experiences as follows: Effective ways to help children learn concepts, principles, and abstract human traits , concentrating practice, combining listening and seeing stories concretely, the impression of a deep emotion because it directly plays, trains various expressions of emotional characters, fosters confidence in children, trains teamwork, provides stimulus for development of children's talents. The purpose of drama learning at the Athirah 1 Islamic Elementary School in Makassar is divided into two, first, the learning objectives contained in *the development institution* in the form of a large annual theme, "Smart Character Based on Al Quran and Al Hadith" sub themes taken as specifications of objectives are values Luqman character education as stated in verses 12 to 19 in the Letter of Luqman in the Qur'an. Second, namely the purpose of *building characters* in the form of learning themes according to the 2013 curriculum in learning in class III Elementary School, and basic competencies, as well as indicators of success of the overall planned drama learning. These benefits include the following:

- a. through the *drama of tragedy* , with a little wound in the heart, one can learn how to live with great pain, can teach and provide insight into a fortitude and with glory can match it;
- b. through *comedy plays* , we can enjoy laughing outbursts as a veil of human secrets, such as how humans fight and defend things;
- c. through *melodrama* , can dispel skepticism, expand our imagination, and can briefly bring ourselves out of ourselves, so it is not surprising that this kind of drama has a therapeutic function. (Mukhsin Ahmadi; 1990)

1. Teaching Material

Athirah 1 Islamic Elementary School Teacher Makassar develops teaching materials by adapting teaching materials from various sources, both from the national education standards, folklore books, the background of a local community, the values of the newspapers, and others that are collaborated into teaching material which is still following the basic competency standards of the literary learning curriculum in the form of drama which is an expertise of the drama teacher, in this case the classroom teacher who has been trained in such a way. Teaching material used at Athirah Islamic Elementary School consists of content contained in Indonesian Language and Literature textbooks. Also there is content in the form of drama in the form of cassette tapes, films, and picture cards / photos.

In addition to no less important is the Soppeng folklore book about Grandma Pakande. It is clear, that learning materials in the Athirah1 Islamic Elementary School Makassar are adapted / adapted to the needs of students to achieve higher quality learning. Cunningsworth's teaching material can always be improved by adapting it to suit the situation where the material is used. It must be realized that there is rarely a match between the needs of learners with teaching material that will be delivered by the instructor. The learning and teaching situation is unique and depends on the following factors: (a) dynamic classrooms, (b) personalities, (c) limits determined by the syllabus, (d) availability of resources, and (e) expectations and motivations of learners. This stage is closely related to the role of the teacher in learning drama. Here are the stages are referred to : 1) *Motivation: Find strategies to focus on the children's content of the drama and to "mind-set" them with a particular mood, line of inquiry, etc ; 2) Presentation: Share the story with children. Read aloud or retell the selection with any changes necessary for its dramatization; 3) Dramatization: Facilitate the enactment of the story by the student. At times, you will play a role in the dramatization to enhance the playing by children. At other times you may be, for lack of a better term, "directing" the dramatization. There are many options available to the leader and her class for designing the session and the observation. More detailed methods will be described below; 4) Assessment: Provide time for reflection on the work, both from your point of view and from the students . Since assessment obviously relates to the objectives, discuss the learning or experiences that took place. Reinforcement of or elaboration on the content can be conducted through the follow-up of social studies or language arts / literature activities (Johnny, 1995).* Thus , according to Johnny Saldana there are four stages in order to acquiring the experience of intellectual , skill, and social participants learners optimal in teaching drama.

From the results of the researcher's interview, the class teacher has adapted teaching materials that are tailored to the competencies or abilities of students at work meetings and teacher deliberations. Then the researchers also found that Indonesian literary teaching materials in the form of drama use teaching materials that emphasize the ability of life skills (Contextual approach) students. This is following Brian Tomlinson's opinion that the material must have a strong impact (through something new, varied, attractive presentations, and interesting content). In this case the class teacher asks students to present a variety of work about folklore "Grandma Pakande" to the stage. The material given has a strong enough impact to

make students able to concentrate, animate texts, interact even though students use their abilities are still very innocent. Researchers found that drama teaching material at the Athirah 1 Islamic Elementary School Makassar is a holistic project with several other subjects. In the implementation of this drama learning associated with the concept of religion, namely the implementation of Islamic teachings, this can be seen from the verses of the Qur'an that are used as a base, namely verses 12-19 in the Letter of Luqman.

By considering the things above, to develop drama learning materials the teachers use a package of national publications by the private sector and use the newspaper as a platform. The books that are intended to have gone through the selection process, the content, and the language used. The books include: 1) Indonesian Language and Literature SD / MI Class III written by the Bumi Aksara creative team, 2) Islamic Religious Education Elementary Class III written by Pahari, Komarun, and Ida Rohayati published by Earth Literacy, 3) Citizenship Education SD / MI Class III by the Earth Literacy creative team, and Cultural Arts and Skills for Class III SD / MI by Barmin, Eko Wijianto, and Styawan Global publishers. This is following the learning plan designed in the vision and mission of the Athirah Makassar Islamic Primary School.

2. Learning Methods

Contextual Method, this approach aims to activate the background knowledge of students about the themes and topics they will discuss based on the context and type of text that is appropriate. Activities that direct students to recognize and understand the context in which certain types of texts are widely used and what topics are relevant to the context and type of text being studied. So, it's clear that contextual use is considered very important in this method, according to Johnson: *CTL is a holistic system. It consists of interrelated parts that, when interwoven, produce an effect that exceeds what any single part could achieve. Just as the violin, cello, clarinet, and other instruments in an orchestra produce distinctive sounds that together generate music, so CTL's separate parts involve distinctive processes that, when used together, enable students to make connections that generate meaning. Each of these distinct elements of the CTL system contributes to helping students make sense of schoolwork. Taken together, they form a system that makes it possible for students to see meaning in, and retain, academic material.*

CTL in its concept has several components. Johnson revealed the following. The CTL system encompasses the following eight components: Making meaningful connections, Doing significant work, Self-regulated learning, Collaborating, Critical and creative thinking, Nurturing the individual, Reaching high standards, Using authentic assessment. *Sounders* explains that contextual learning is focused on *REACT* (*Relating*, learning in the context of life experiences; *Applying*, learning when knowledge is introduced in the context of its use, *Cooperating*, learning through the context of interpersonal communication and sharing, *Transfer of*, learning the use of knowledge in a new context or situation). Contextual learning provides two important questions for students: "What contexts are appropriate for humans to look for?" and "What creative steps should I take to shape and give context meaning?" As in the following quote:

CTL, the distinctive educational approach made up of these parts, does more than guide students to join academic subjects with the context of their circumstances. It also engages students in exploring the meaning of context itself. It encourages them to consider that human beings alone contexts include the family form. Classroom, club, workplace, community and neighborhood to the ecosystem. Contextual teaching and learning raises for students two important questions: "What context do human beings appropriately seek?" and "What creative steps should I take to shape and give meaning to context?" CTL is a concept of learning subjects that help connect with real-world situations to the motivation of learners

to connect knowledge and its application to everyday life as a member of the family and society." In line with this opinion, the CTL formula is as follows.

The CTL system is an education process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work self-regulated learning, collaborating, critical and creative thinking, nurturing, the individual, reaching high standards, using authentic assessment.

Through the foundation philosopher i constructivism, CTL is an approach that Allows learners to learn to experience for Themselves what is learned. Through CTL, students are expected to learn through "experiencing" rather than memorizing. *Knowledge is constructed by humans . Knowledge is not set of facts, concepts, or laws waiting to be discovered . It is not something that exists independent or knower. Humans create or construct knowledge as they try to bring meaning to their experience. Everything that we know, we have made. Knowledge is project and fallible. Since knowledge is construction of humans and humans constantly undergoing new experiences, knowledge can never be stable. The understandings that we invent are always tentative and incomplete. Knowledge grows through exposure. Understand becomes deeper and stronger if one test it against new encounters.* The human brain or intellect functions as a tool for interpretation so that unique meanings emerge. Taking advantage of the fact that the environment stimulates brain nerve cells to form roads, this system focuses on context, on relationships. Hull's and Sounders explain: *In a Contextual Teaching and Learning (CTL), students discover meaningful relationships between abstract ideas and practical applications in a real word context. Student internalizes concept through discovery, reinforcement, and interrelationship. CTL creates a team, whether in the classroom, lab, worksite, or on the banks of a river. CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes.*

Based on researchers' observations and interviews, the teaching methods at the Athirah 1 Islamic Elementary School in Makassar are certainly related to the teaching material used. The contextual teaching and learning approach method plays the learners in important activities that help them link academic learning with the real life context they face. By linking the two, students see the meaning in school work. When students arrange assignments or find interesting problems, when they make choices and accept responsibility, seek information and conclude, when they actively choose, arrange, organize, touch, plan, investigate, question, and make decisions, they link the contents of the lesson with the context in real life situations learners especially the nuances of Muslim religion in this way they find meaning.

3. The Role of Students

Student activities in learning drama at the Athirah 1 Islamic Elementary School in Makassar are carried out inside and outside the classroom, teachers are given the freedom to carry out learning and teaching activities. *Student activities* include *storytelling* , watching drama staging films, memorizing scripts, acting out roles, writing, reading, drawing, speaking, group discussions, simple daily dialogues, memorizing a few verses of the letter Luqman on the newspaper in the drama text, and collaborating according to their respective roles. for example the script " *Grandma Pakande*". *In this* activity the teacher frees the students by expressing their style concerning the figure of " *Grandma Pakande* ". Learners who are asked to do it also with enthusiasm to try acting with the appreciation of the role they have. *Student participated in an improvisation drama program over six-month period. Gains were observed from student in vocabulary and reading comprehension. Improvement in attitude areas such as trust,*

self-acceptance, acceptance of other, and empowerment was also suggested by survey results. Saldana (1995),

Based on the results of interviews and observations conducted by researchers, the usual activities carried out by students are discussions, group learning, independent, and memorization. Specifically in the memorization technique, it is not just memorizing drama texts or other lessons, but it is also very thick with memorizing the verses of the Newspaper, this is proven by researchers with various awards, prizes both regional and national levels even as the Qur'an' an, so that a positive habituation and strong so that the Athirah Islamic elementary school children won the Olympic Olympics, Science, Social Sciences. Other lessons taught also have a race vehicle both nationally and internationally, students from the Athirah 1 Makassar Islamic Elementary School always have even participated.

4. Teacher's Role

Drama majoring in teacher is the teacher responsible for the class that can be a bridge of thinking among the of participants of reviews their students with the teacher. Many people assume that the teacher's job is to teach, students learn, teachers know everything, students don't know anything, the teacher is the subject of the learning process, students are only the object of learning. The civilization teacher must also prove his capacity as a stimulator, facilitator, motivator, and inspiration for his students. Athirah 1 Islamic Elementary School Makassar at least the role of the teacher in drama learning includes three, namely stimulators, facilitators, and motivators. Stimulator, a general stimulator can be said to be an impulse or stimulation. Based on observations made by researchers, classroom teachers often use literature in the form of drama on the learning activities of language and literary appreciation, especially in the form of drama, this is a good stimulant for students to be able to say simple dialogues by using their potential. At the time of the initial activity: greeting, checking student readiness; core activities: giving instructions, giving praise, presenting material, asking students, answering questions; final activity: closing the lesson, reviewing the lesson, giving a closing greeting.

Motivator, a teacher who acts as a motivator can translate, answer challenges, carry out tasks assigned independently and the teacher has a role as friends who can provide motivation or encouragement that is of positive value. Based on the observations of researchers, classroom teachers often motivate students by giving praise to students. forms of enthusiasm given by the teacher to students can be in the form of help, praise, advice, and so forth.

5. Learning Evaluation

Evaluation is an important part da l am a good curriculum design. Evaluation ensures that weaknesses in the curriculum design are found and corrected. Evaluation also provides adjustments to the environment and changing needs. If the evaluation is well planned, it will help the teacher develop his professionalism and create a feeling that as if the subject matter belongs to him (*sense of belonging*). That's very important Tus Provided that the questions should be clear. The definition of measurement refers to the activity of comparing things with certain units of measurement, so that they are quantitative. In this study, these three terms are assumed to be the same and the term used is evaluation Drama Lessons, Moody in Waluyo (2002.) Explains the evaluation in drama including information, concepts, perspectives and appreciation. Conducting an evaluation is like researching by observing/evaluating information, concepts, perspectives and appreciation according to the standards to be achieved.

Based on the results of interviews and observations made by researchers, evaluations of Indonesian language learning and literary appreciation in the form of drama, it can be concluded that the type of drama

assessment is in the form of drama criticism, correct and good dialogue, clear sound volume, good motion, namely: (1) visible (*blocking* well) well-founded, there is a definite purpose, (2) clear (no doubt, have faith), directional, meaningful, (3) to understand (following the laws of motion in life), follow the groove clear, (4) appreciate (According to the guidance / soul specified in the text). This also reinforces that the assessment in drama learning is part of the bloom taxonomy development element.

CONCLUSION

First, drama learning at the Athirah 1 Islamic Elementary School in Makassar began in 2011 and is used as a strategy for the character planting of students after the 2013 Curriculum was implemented. Secondly, teaching and learning processes are needed in the teaching and learning process. In choosing teaching material, the teacher correlates it with the objectives, methods, media, and evaluation of drama learning. Teaching material is anything that can be used to facilitate learning drama, it can be in the form of folklore, character education values, and symbols of meaning. Third, the method of learning. Based on interviews and observations made by researchers to teachers of subjects who took part in taking the drama project, found a method with a practical approach to drama learning. For example, by offering a variety of activity styles from lectures, assignments, drill / role playing, and role playing .

Fourth, instructional media that can be developed and utilized by teachers varies greatly. Some examples of learning media in questions are: photos, caricatures, posters, newspapers, charts, graphs, maps, model objects, games, slides, computer projects, overhead transparency, radio, television, environment (physical, natural, social, and events)). Some media, such as simple media, sometimes need to be developed, modified, combined with other media, or sought alternative media that are also relevant to help achieve learning objectives. Media from simple tools and materials are often interesting and challenging because they can stimulate the creativity of teachers in developing and stimulating students to use it. Simple media is highly recommended although more modern media such as computers can be utilized if available.

Five , the role of students. Activities undertaken by students as young learners are fun activities. Several things can be considered by a teacher in making an activity in teaching and learning activities: (1) providing activities that are useful in the terms of taxonomic development in the form of cognitive, affective, and psychomotor; (2) challenge students and get them to think. Six , the role of the teacher. The professional duties of the teacher include the tasks of educating, teaching and training. The role of the Literature teacher in the form of drama at the Athirah 1 Islamic School in Makassar based on the observations and interviews of researchers is its ability as a teacher, stimulator, facilitator, and motivator. Seven, evaluation of learning. Evaluation is an important part da l am a good curriculum design. Evaluation ensures that weaknesses in the curriculum design are found and corrected. Evaluation also provides adjustments to the environment and changing needs. If the evaluation is well planned, it will help the teacher develop his professionalism and create a feeling that as if the subject matter belongs to him (*sense of belonging*) .

Eight, Culture theme of learning drama in Islamic Elementary School third grade Athirah 1 Makassar, shows there is some kind of h u of flower that Occurs between one domain to another domain. First, the relationship between the domain of learning objectives and learning material. Second, the relationship of learning material influences the choice of learning methods. Third, the relationship of learning material influences the choice of instructional media. Fourth, the emergence of prayer one cause effect from another domain, in this case for example the domain of the choice of methods Affects the role of students and the role of teachers. Likewise also the sixth, the emergence of one domain from another domain, its relation to the domain of media selection, this Affects the role of students and the role of the teacher. Likewise, the domain of learning objectives influences the domain of learning evaluation.

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