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Analysis Of Learning Skills In Viewing Children's Drama Titled "Malin Kundang" In Students Of Class Phase C

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Abstract

This study aims to analyze the viewing skills of the children's drama performance "Malin Kundang," performed by 5th and 6th-grade students of SDIT Tunas Cendekia through a video uploaded on the YouTube platform. The method used in this research is descriptive qualitative, assessing various aspects of the drama performance, namely expression and emotion, lip synchronization, role immersion, cooperation among actors, as well as stage and property utilization. The results show that most of the actors have been able to deliver good performances, especially in the aspects of role immersion and property utilization. However, some shortcomings were still found, such as less harmonious cooperation among actors and insufficient depth of expression in some actors. The analysis also indicates that understanding the character and collaboration among actors play an important role in improving the quality of the performance. With more intensive guidance and training, it is expected that the quality of children's drama performances can be improved comprehensively. This research is expected to contribute to the development of more effective drama-based learning strategies and to enhance elementary school students' drama viewing skills through visual media.

Keyword : Viewing skills, children's drama, Malin Kundang drama performance, elementary school students.

INTRODUCTION

The era of globalization has changed the world to be easier, one of the consequences of this era is the very rapid development of technology. This causes education to increasingly

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emphasize new skills, namely viewing skills. This skill emerged in response to the rapid technological innovation, where the educational process now involves a lot of use of technology that relies on the visual and auditory systems (Zyam & Umam, 2022). Viewing skills include more than just watching or paying attention, it also involves the expertise to give meaning to the media content presented. The purpose of this viewing skill is to equip students to be able to analyze, understand, and assess information obtained through visual or audio-visual media (Prabawaningtyas & Purnanto, 2023).

Viewing is one of the processes that supports public speaking activities and literacy understanding and is an important element of the art of language itself. According to Sari (2018), literacy is not just reading and writing, but also includes thinking skills using various sources of knowledge in printed, visual, digital, and auditory forms. In terms of visual skills, there are two main skills: visual literacy and critical viewing. Visual literacy includes an understanding of how visual media works based on existing knowledge and experience. Visual literacy is the ability to convey messages and information through communication, learning, and decision making. On the other hand, critical viewing is a receptive ability where students are able to analyze texts, recognize types of texts, understand the symbols used, read images, and absorb the meaning contained in them (Mulyadi & Wikanengsih, 2022). Viewing means understanding visual images and connecting them with spoken words. This activity can improve students' reading comprehension, because they look carefully at the images in printed texts, such as charts, diagrams, and illustrations. This process involves understanding the specific techniques used in the text, such as layout, color, symbols, as well as understanding the subjective assumptions, perspectives, and qualities of different media such as photos, drama, and video (Anisa Vigitma et al., 2023).

Listening skills have been integrated into the Independent Curriculum as one of the main skills in language learning. This skill is known as the fifth macro skill after speaking, listening, reading, and writing (Ni'mah et al., 2023). The application of listening skills is becoming increasingly important and relevant, especially at the elementary education level. Children in elementary schools are now more often exposed to multimedia content, their learning process is now starting to use digital media such as educational videos, digital images, interactive games, and other interactive displays. The use of visual-based learning media is considered effective in attracting students' interest in learning, especially in the context of learning that is relevant to their lives. By utilizing this media, students are not only trained to understand the content, but also to develop critical thinking skills.

Despite its important role, the application of viewing skills in elementary school students

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often faces various challenges. As stated by Prabawaningtyas & Purnanto (2023), viewing skills aim to equip students in analyzing, understanding, and evaluating information obtained through visual or audio-visual media. Therefore, one of the challenges faced by elementary school students in viewing skills is the difficulty in capturing and understanding the messages in visual or audio-visual media. This is in line with the view of Lestari (2023) who argues that several difficulties such as difficulty in combining various strategies to understand, interpret, and recognize the content and purpose of multimodal texts, are often obstacles encountered by students. In addition, students are also faced with challenges in exploring the available information.

Lestari (2023) noted that intelligence factors have a significant impact on language skills, because language development is closely related to cognitive development. Children have a relatively simple level of intelligence at first and will increase over time. Likewise, their language skills will also develop from simple to more complex over time. This language development process is influenced by the environment, because language is basically learned from their surroundings. Children often imitate and repeat what adults do, from habits, language, attitudes, and even behavior. This was also emphasized by Lubis (2018) who stated that children's language skills are not formed instantly, but through several stages of development. The stages of language development will increase according to the child's age.

At the elementary school level (SD), students' viewing skills are developed through Indonesian language lessons. In this lesson, students are trained to hone various viewing skills, one of which is watching children's drama videos. Children's drama is a performance aimed at an audience consisting of children. Children's drama is often chosen because it is able to present an interesting and educational story. The skill of watching drama videos aims to help students improve their ability to capture messages, understand the storyline, and analyze intrinsic elements in drama. In addition, utilizing drama videos as a learning tool can provide an in-depth experience for students to understand life values and build empathy through the stories presented. Cognitively, introducing and providing basic skills in analyzing drama literature is considered important, so that the structure of drama, both intrinsic and extrinsic in the context of drama texts, becomes relevant to be developed in drama learning in schools.

In addition to audience skills, elementary school students are also trained to explore drama performances. Drama performances have a significant impact on shaping students' characters. This is in line with Sanchez's opinion (2016) who stated that in drama (theater) performances, both actors and audiences benefit. Actors involved in drama are individuals who have a great opportunity to find themselves. Drama performances can contribute to students'

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daily lives. This is in line with the views of Srisudarso & Nurhasanah (2018) that drama learning also provides significant involvement in other learning processes in terms of knowledge and skills, such as in the context of language learning, literature, speaking with rhythm, eliminating feelings of insecurity, creating joy because drama (play) is playful, conveying various new understandings, practicing rhythmic movements, singing, aligning words with thoughts, feelings, will, and energy, and teaching etiquette norms, and so on. Drama is a very strategic learning medium in achieving educational goals because it is very interesting and able to maintain attention.

One of the interesting children's drama videos to analyze is the video of the children's drama performance "Malin Kundang" performed by elementary school students. The story "Malin Kundang" was chosen because it contains strong moral values, such as the importance of respecting parents. In this drama performance, students play their respective characters and convey the story through dialogue and action. Drama performances in schools can provide significant involvement for children's character education. They learn about good and bad values and ethics, through the characters they play in dramatic scenarios. This process helps children to actively internalize moral principles and understand the impact of their actions on others (Cahyani et al., 2024). However, drama performances in elementary schools are still not fully optimal. Many students still have difficulty remembering dialogue, expressing emotions that are in accordance with their characters, and interacting in public with confidence. Playing drama requires skills in communicating, improvising, and working together, which are still challenges for students who are not used to this activity.

This study aims to analyze the skills of watching children's drama performance videos "Malin Kundang" uploaded on the YouTube platform. This analysis was conducted to evaluate students' abilities in drama performances, including aspects of expression, lip synchronization, role appreciation, collaboration between players, and the use of stages and properties. This study is expected to provide input for educators in designing more effective learning strategies and provide recommendations to improve students' skills in understanding and acting out drama.

METHOD

This study uses a qualitative descriptive analysis method. The qualitative descriptive method is a research approach that aims to describe and understand phenomena in depth from the perspective of the task being studied. In the context of analyzing children's drama abilities, this method is used to observe, describe, and analyze children's abilities in playing drama

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through qualitative data collection such as analyzing drama performance videos uploaded on the YouTube platform.

Qualitative descriptive researchprioritizes the collection of rich and in-depth data to understand the processes and meanings connected to children's drama skills. The data obtained are then analyzed narratively to identify the main themes and patterns that emerge from children's interactions in drama activities (Supriyadi, B.2023). This study aims to analyze the viewing skills of the children's drama performance "Malin Kundang" played by students in grades 5 and 6 of SDIT Tunas Cendekia through videos uploaded on the YouTube platform. The performance video can be viewed via the following link:(https://youtu.be/H6rlUTmoY48?feature=shared).The main focus of this study is on the assessment of the quality of drama performances, which include expression, articulation, role appreciation, cooperation between actors, and the use of stage and properties. The researcher applies an assessment rubric that is compiled based on aspects of children's drama performances, which functions to assess the quality of the performance. The following is a table of drama performance assessment rubrics:

Table1 Drama Performance Assessment Rubric

Assessment Aspects	Very Good (4)	Good (3)	Enough (2)	Less (1)
Actors' Expressions and Emotions	The expressions and emotions are very true to character, natural and eye-catching.	The expressions and emotions are quite appropriate to the characters although they lack depth.	Expressions and emotions look stiff, not really depicting the character.	There are no expressions and emotions relevant to the character.
Lip Sync	The lip movements are perfectly in line with the dialogue being played, without any pauses or mistakes,	Lip movements are fairly consistent with the dialogue being played, although there are slight pauses or	Lip movements sometimes don't match the dialogue being played, with pauses or inconsistencies being quite	Lip movements do not match the dialogue being played, reducing the authenticity and quality of the performance.

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	making it look very natural and harmonious.	inconsistencies that aren't distracting.	noticeable.	
Role Embracing	The actors understand their characters very well and play their roles very well.	The cast understands the characters well enough even though there are some slight inconsistencies.	The actors don't understand their characters well, so their portrayal of their roles isn't optimal.	The actors did not show any emotion in their roles at all.
Cooperation Between Actors	The cooperation is very harmonious, each actor supports the storyline well.	The cooperation is quite good, although there are some slight incompatibilities between the actors.	Cooperation appears to be less coordinated.	There is no visible cooperation between the actors.
Utilization of Stage and Properties	The use of the stage is very effective, the use of properties supports the story well.	The use of the stage and properties is quite effective, but can still be improved.	Utilization of the stage and properties is not optimal.	There is no attempt to utilize the stage and properties.

The aspects of drama assessment in this rubric refer to Wulandari (2015) who stated that in the performance of playing a drama character, what needs to be considered is emphasizing appreciation, appropriate voice dialogue, and expression. In non-lipsync drama, appropriate voice dialogue includes clarity, intonation, and pronunciation. However, in lipsync drama, it is shifted to lip synchronization to maintain the integrity and harmony of the drama performance. Lip synchronization ensures that lip movements are in accordance with the dialogue so that the drama performance looks natural, then expression and emotion play a role in conveying the character's feelings, while role appreciation connects all these elements to bring the actor to life in the character being played. Drama is a literary work that expresses a story through the

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dialogues of its characters (Umar, 2020). Therefore, in its performance, it is also necessary to pay attention to cooperation between the actors so that the flow of the drama performance looks harmonious, and well-coordinated.

Drama is one of the performing arts and displays. As a visual art, of course, its performance must be interesting and impressive. Elements such as stage design, property design, music design, and other elements are also present in collaboration with the cast to increase the appeal of a performance. Drama actors should make good use of these elements, because everything on the stage will be seen by the audience, so each of these elements must have a function and should not look unused Ramli (2022).

This study did not involve a physical location because the drama performance videos used could be accessed online. After determining the appropriate video on YouTube, the researcher watched the drama video carefully and then analyzed each aspect listed in the assessment rubric. Each actor in the drama performance was assessed based on their role and their contribution to the overall quality of the performance. The assessment results were collected and analyzed descriptively to provide an overview of the quality of the drama performance and the audience skills seen in the drama video.

The collected data were then analyzed to determine the extent to which the audience's viewing skills, in this case the researcher, influenced the understanding and evaluation of children's drama performances. The researcher also provided recommendations based on the analysis, which are expected to help develop drama learning in elementary schools, especially in terms of developing viewing skills through video media.

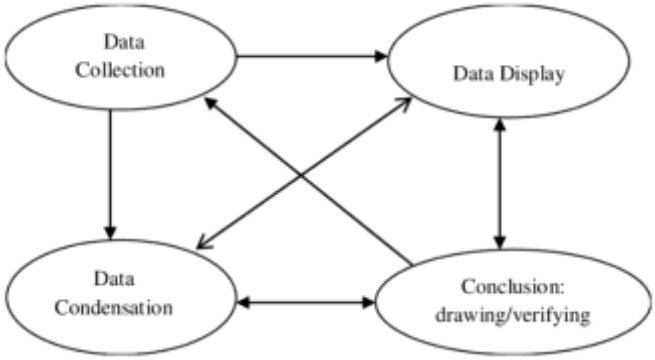


Figure 1. Components of Qualitative Analysis Techniques of Interactive Models

The data analysis technique used in this study is an interactive model qualitative analysis technique, which consists of four main steps: data collection, data reduction, data presentation, and drawing conclusions and data verification. At the data collection stage, relevant information

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is collected through observation or recording, such as a video of the "Malin Kundang" drama performance. The collected data is then reduced, namely filtered and selected to only focus on important aspects, such as expression, lip synchronization, and role appreciation. After that, the selected data is presented in a descriptive form that is easy to understand, to provide an overview of the quality of the performance. In the final step, the researcher draws conclusions based on the results of the analysis and verifies the data to ensure the validity and consistency of the findings, resulting in a more objective and accurate evaluation. This technique is dynamic and allows researchers to interact continuously with the data, providing a deep understanding of the phenomenon being studied.

RESULTS AND DISCUSSION

Table 2. Drama Performance Assessment Results

Role	Expression and Emotion	Lip Sync	Role Embracing	Cooperation Between Actors	Utilization of Stage and Properties	Average	Caption
Malin Kundang	2	2	2	3	3	2.4	Enough
Malin Kundang's Wife	4	3	4	3	4	3.6	Good
Malin Kundang's Mother	3	3	3	3	4	3.2	Good
Total	9	8	9	9	11		
Average	3	2.7	3	3	3.7		

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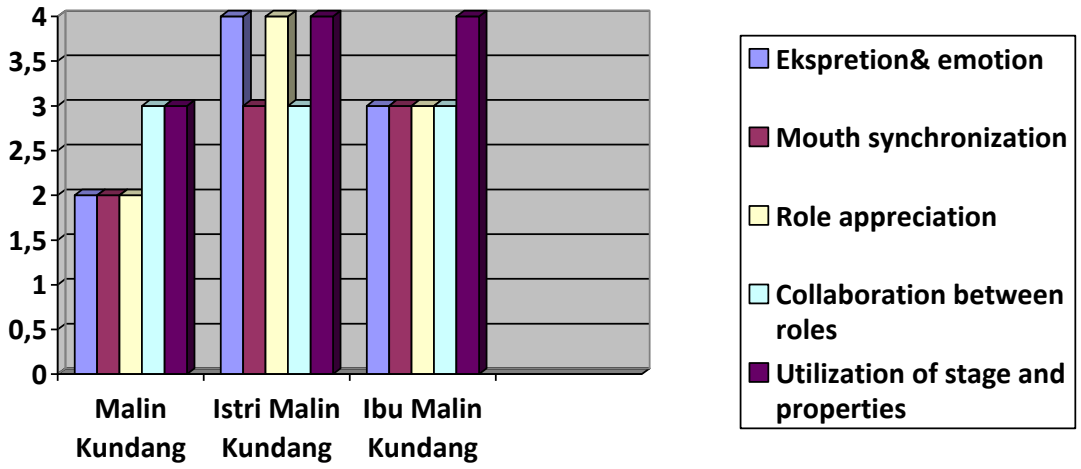


Figure 2. Drama Performance Assessment Results Diagram

The results of this study indicate that the skills of watching children's drama performances by grade 5 and 6 students of SDIT Tunas Cendekia in the video of the "Malin Kundang" performance can be evaluated through various aspects of drama performance, namely expression and emotion, lip synchronization, role appreciation, cooperation between actors, and use of the stage and properties. The following is a description of the assessment of each actor based on the assessment rubric that has been prepared previously:

1. The Actress of Malin Kundang's Wife successfully showed the best quality in all aspects, especially expression, lip synchronization, and role appreciation.
2. The actress who played the role of Malin Kundang's mother shows quite good quality, especially in terms of cooperation between actors and stage utilization. However, there is still a need for improvement in terms of expression and appreciation of the role so that the emotions conveyed are deeper and are able to convey the story's message more strongly.
3. The cast of Malin Kundang still needs improvement in the emotional aspect and lip sync to improve dialogue clarity and character depth

Based on the results of the assessment of each actor based on the assessment rubric that had been prepared previously, the researcher described the overall results of the children's drama performance through audience skills in the following aspects:

1. Expression and Emotion

Most of the cast were able to showexpressions and emotions that are quite appropriate

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to the characters they play, although there are some actors who are still lacking in depth in conveying certain emotional nuances. Although most of the actors have succeeded in displaying expressions and emotions well, there are still some parts of the performance that need improvement. To increase the depth and emotional impression in this children's drama performance, the actors need to put more emphasis on character appreciation, as well as strengthening facial expressions and body movements in order to convey deeper and more complex emotions according to the situation in the story.

Less than optimal facial expressions and body movements can be improved so that emotional communication to the audience becomes stronger. This is in accordance with the theory of Saragih et al. (2024) which concludes that every movement and expression has an important role in shaping the meaning and aesthetics of a performance.According to Farica Adhani & Faznur (2022), emotions consist of various types. Emotions can be identified as happiness, sadness, tension, emotional shock, and anger. Anger is a psychological condition that is seen as an urge to do something that is implied by intimidating or fighting. Dialogue is communication between actors. Dialogue often has a very crucial role because it guides the flow of the drama. As a form of literature, theater can be divided into two main classifications, namely theater as oral literature and theater as a written work. In the context of oral literature, drama is called drama, while drama as a written work functions as a script to convey drama.

2. Lip Sync

Most of the cast showed good articulation, with clear dialogues although there were some minor errors in lip sync that were not entirely consistent. However, these errors did not reduce the audience's understanding of the message being conveyed. Some of the cast may still need to improve the consistency between lip movements and voice intonation in the audio to improve the quality of the performance. The voices used in lip sync were also quite effective in depicting the emotions of the characters. The synchronization of voices with lip movements and facial expressions must continue to be refined so that the audience remains connected to the characters and the story without being distracted by the mismatch between sound and visuals.

As in singing, lip syncing or Lipsync (short for*lip synchronization*) in drama can also be interpreted as a person's attitude as if they are really having a dialogue by moving their lips accompanied by a backsound played through a cassette or other media (Putri, 2019). Accuracy, fluency, and understanding will determine the success of lip sync. Pronunciation and intonation are very important in drama, so both of these things must be considered. Pronunciation is a person's ability to pronounce language sounds according to the rules that include vocal clarity.

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While intonation is the high and low tone of voice used to pronounce words or sentences when speaking (Wulandari, 2015). In this case, the selection of audio in lipsync drama must also be considered. Clear pronunciation and proper intonation in lipsync audio are also very important to strengthen emotional expression and clarity of message.

3. Role Embracing

Most of the cast members showed a very good understanding of their characters, with many of them able to carry their roles with great strength and depth. They managed to convey the emotions and traits of their characters very well, showing a deep understanding of their motivations and goals in each scene. Although there were some cast members who still showed slight inconsistencies in carrying their characters, their understanding of their roles was still quite good and minor improvements could improve the quality of their characterization. Some of the cast members, despite their efforts, seemed to still not fully understand their characters, so that their role performance felt less than optimal or did not blend in with the situation at hand. However, overall, the performance was able to flow well thanks to the strong understanding of the majority of the cast.

The experience aspect in the art of acting, including theater, gets special focus, because each actor in bringing his role to life will feel unique. Even though it comes from the same character in a similar script. Drama players or actors need to understand the art of efficient communication so that their feelings and experiences can be conveyed to the audience. (Sulemah, 2019). An actor must be able to wholeheartedly live the character being played. Deep appreciation does not only depend on mastery of the text, but also on the emotional and psychological understanding of the character. Actors who are able to fully live their roles will be able to present characters that feel alive and make the audience feel the emotions experienced by the character. Sutrisno (2014)

The cooperation between the actors in the “Malin Kundang” drama video was quite good, although there were slight inconsistencies in the interactions between some of the actors. Overall, the actors were able to work together to create a coherent storyline and support each other in each scene. However, there were several moments where the synchronization or communication between the actors was less harmonious, both in the tempo of the dialogue, emotional responses, and body movements that were less harmonious. Nevertheless, the teamwork still felt positive, and the performance managed to convey the message of the story well. Improvements in synchronization and responses between the actors could improve the overall quality of cooperation and provide a stronger impact on the next performance.

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In performing drama, cooperation between actors is needed so that the flow of the drama performance looks harmonious, and well-coordinated. This is because drama is a literary work that conveys a story through conversations between its characters. (Umar, 2020). The principle of cooperation or comparability requires speakers to provide contributions to the conversation according to what is expected or needed, and to consider the phase at which the contribution is requested, and in line with the agreed or accepted objectives of the interaction, as well as the topic being discussed. (Putrayasa, 2014).

4. Utilization of Stage and Properties

Most of the cast showed very effective use of the stage and props, with two actors managing to make very good use of the stage space and props, thus supporting the storyline and creating a strong and immersive atmosphere.

As a visual art, of course, its performance must be interesting and impressive. Elements such as stage design, property design, music design, and other elements are also present in collaboration with the cast to increase the appeal of a performance. Drama actors should make good use of these elements, because everything on the stage will be seen by the audience, so each element must have a function and should not look unused Ramli (2022). Theatrical performances, stages and properties play a very important role in creating an atmosphere and strengthening the message to be conveyed. The stage is seen as a symbolic space that depicts the dynamics of character and the development of the storyline. Properties, as supporting elements, must be able to reflect the character, setting, and psychological conditions experienced by the characters in the story. By utilizing the stage and properties optimally, the actors can interact with objects and create an atmosphere that clarifies the meaning in the script. Proper use of the stage and properties will improve the overall quality of the performance. Kuntowijoyo (2014).

CONCLUSION

Drama plays an important role in supporting character building and skill development of elementary school students. Drama is not only an entertainment show but also a means to internalize moral values through the stories and characters played. Through performances, students are trained to understand responsibility, work together, and embody the characters they play. Meanwhile, the audience learns to appreciate art while honing their analytical skills and empathy for the story being told. In the context of learning Indonesian, drama provides many benefits. Drama can train students to speak clearly and expressively, hone reading skills

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through text comprehension, and enrich vocabulary and writing skills through the development of dialogues and scenarios. Through this activity, students also get the opportunity to understand narrative structures more deeply.

Viewing skills,which includes the ability to understand and evaluate performances, is one of the important competencies in the digital era. In drama-based learning, students not only see stories as entertainment, but also as a learning medium that is rich in messages and life values. In addition, the use of technology such as performance videos can be an effective means of introducing students to the concept of visual literacy, which is now a basic need in the modern learning process.

Through the integration of drama into the educational curriculum, students are not only encouraged to learn theory, but also to experience real experiences involving art, ethics, and visual literacy. This serves as an important provision in forming a young generation that is not only academically smart, but also able to think critically, creatively, and have character.

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