

**MORAL EDUCATION IN CHILDREN'S THEATER LEARNING AT SANGGAR SENI
KEMASAN SURAKARTA**

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ABSTRACT

This study aims to describe the moral education contained in children's theater learning at Sanggar Seni Kemasurakarta. It used a descriptive qualitative method. The data were collected through observations, in-depth interviews, and literature study. The data were the learning process containing objectives, materials, learning methods, and theater training techniques. The theater learning materials covered physical exercise, vocal exercise, imagination exercise, and concentration exercise. The results indicated that theater learning at Sanggar Seni Kemasurakarta contains moral values of caring, cooperation, courage, helpfulness, humor, self-confidence, loyalty, resourceful, respectful, and tolerance.

KEYWORDS: Theater learning, moral education, Sanggar Kemasurakarta

INTRODUCTION

To shape and develop good values and morals of students requires harmonious, calm, full of affection conditions without dispute and acceptance of differences (Fathurrohman, 2019: 80). These conditions are considered as an assumption that in decision-making, every human being is highly influenced by the mental condition and environment in which they live, socialize, and imitate. The problem is how moral education can be internalized in every human being. Moral is something related to the ability to determine the right or wrong of a behavior. Morals are formed based on the society's agreement in which if the society considers a certain action good, then it is good, and vice versa. Thus, the standard of moral values is local and temporal (Nasution, 2016: 138). According to Franz Magnis Suseno, moral is good and the good and bad of a person lies in an inner attitude reflected in every action (Suseno, 2001: 212). It is expected that moral education can influence children's behavior. Thus, when they grow up, they can have a sense of responsibility, respect each other, and face the challenges of a rapidly changing era. In this era, moral values function as a medium for transformation for the better Indonesia through excellence and intelligence in various fields including emotional, social, spiritual, kinesthetic, logical, musical, linguistic, and special intelligence (Habibah, 2007: 1). Creating an education system

that is based on moral values can be started from anywhere. The most important part which needs to be considered in moral-based school development is moral education in the learning process.

The moral education that needs to be applied is to entertain sad friends, help those who are in needs, not pretend to be good, not cheat, not embarrass friends in front of other friends, not take revenge when being hurt by other friends, avoid saying something that can hurt others, and responsible for the actions that have been done (Idris, 2019: 2). The implementation of moral education in the learning process can be pursued using various educational channels. Moral values can be developed not only through formal education but also through art studios. One of the art studios that have children members is Sanggar Seni Kemasan in Surakarta. It was founded by an artist named Bambang Sugiharto. Previously, the studio was named Sanggar Gidag Gidig which was established on December 21, 1976. Up to 1984, Gidag Gidig chose a place to be a permanent studio in Kepatihan Kulon Surakarta area, precisely on Mashella Street No. 7. This studio had been on hiatus for 13 years. In 2013, the studio reopened with a different name of Studio Seni Kemasan. This studio has a theater community consisting of elementary-age children with many achievements. They have received awards as the best presenter, best director, best male performer, and best female performer at the National Children's Theater Festival held by the Ministry of Education and Culture. These achievements are inseparable from the learning process. The trainer takes a more personal approach to the children. It makes it easier for the trainer to understand the problems and needs of the children for their training. Thus, the trainer knows a good theater learning model suitable for the students.

Theater is one of the branches of art that is closest to society as theater artists in creating a performing art always start from the conditions they face, whether personal or community conditions. Therefore, the values created by theater artists cannot be separated from the realities of society. This value is processed by the artist by inserting the value into the artwork and returned to the community as an awareness of the current condition. In other words, through theater performances, artists or creators try to provide education or learning of the values of life. Artists indirectly absorb moral values not only through theater performances but also in the training process from an early age. It can be interpreted that theater studios can be used as an alternative to learning moral values for early childhood students to create an excellent generation.

2. METHODS AND MATERIALS

This study was conducted at Sanggar Seni Kemasan Surakarta, Kepatihan Kulon located at Mashella Street No.7, Surakarta City, Central Java Province. It used a qualitative descriptive method and the subject was children at the theater group of Sanggar Seni Kemasan. The data sources were the studio trainers, students, and the archives or documents of the Sanggar Seni Kemasan Surakarta. Data were collected through interviews, observation, and literature study. The data were learning objectives, materials, methods, and values in theater learning including caring, cooperation, courage, helpfulness, humor, self-confidence, loyalty, resourceful, respect, and tolerance.

3. RESULTS AND DISCUSSION

Theater learning in Sanggar Seni Kemasan Surakarta includes objectives, materials, learning methods, and theater training techniques that affect the students' moral. The results can be seen below.

3.1 Learning Objectives

A learning objective is the success of students in achieving optimal development of thought and behavior. Students can achieve the learning objective through learning activities, while educators implementing the teaching process, and both teaching and learning have to be able to complement each other (IKIP, 1996: 12).

The objective of theater learning in Sanggar Seni Kemasan Surakarta is to increase the student's skills and instill moral values from the beginning. This is implemented through a creative and varied learning/training process to make students enjoy the learning and to avoid getting bored. The predetermined learning objectives can be achieved by students well.

3.2 Learning Materials

Learning materials are conveyed to students during the learning process (Djamarah, 2006: 43). Learning materials influence the smoothness of the learning process in Sanggar Kemasan. The selection of learning materials has also been adjusted to the characteristics of the student. The materials cover physical exercise, vocal exercise, imagination exercise, and concentration.

1. Physical Exercises

Physical exercises are a theatrical training process that aims to practice gestures or physical expression. This exercise enables the actor's physical ability to move flexibly. Exercise can be done by doing light movements. The theater actor has to train their body to smoothly perform a certain role on stage (Wiriattunnisa & Hendrilianti, 2010: 17). Besides practicing gestures, exercise is necessary to have a fit body. Basic physical exercises in theater consist of warm-up and exercises. Each person has different forms and characteristics. Some have slim bodies and others may have sturdy bodies. Most people think that people with slim body shape is more flexible than obese people. This assumption is not entirely true as through physical exercise, obese people can be more flexible than those with slim bodies.

Physical exercises can be done after the warm-up exercises: (1) head movements: turning right and left, up and down, and rotate; (2) fingers and wrists exercises; (3) elbows and shoulders exercises; (4) neck exercises; (5) torso exercises; (6) legs and spine exercises.

The next step is movement exercise: (1) facial expression exercises: crying, laughing, gawking, cynical, angry, etc., (2) hand movements: forming an S letter, arms stretched out wide, etc. (3) leg movements: lifted the left and right leg forward, to the right, to the left, and so on in turns, (4) running slowly. The trainer can make improvisation in the exercise in accordance with her/his competence.



Figure 1. Physical exercises (personal document, 2019)

2. Vocal Exercises

Vocals are one of the most important elements in the theater. Good vocals can express the character of the role being played. Each person has different types of vocals, but in theater, a person is required to be able to imitate the sound according to the role played (Wiriattunnisa & Hendrilianti, 2010: 18). In this exercise, the trainer does not only provide material limited to certain types of characters/roles, but also provide other voice characters, for example, deep voices, light voices, soft voices, sighing, screaming, moaning, crying, and yelling. The next exercises are breathing exercises, voice exercises, and relaxation.

a. Breathing exercises

In the breathing exercise, there are two widely-known types of breathing, namely chest, and belly breathing. They have to be combined to acquire quality vocal and appreciation that require a combination of heartbeat and imagination. The breathing exercise was done by asking students to (1) take a small breath through the nose, then release it through the mouth, (2) take a breath and store it in the chest, then release it slowly or by voicing a tone, (3) take a breath with a count of 3, and hold it for a count of 3, and release it slowly with a count of 3 (triangle breathing), (4) increase the exercise to 5 counts, 7 counts, and so on based on the learner's ability, and (5) practice numbers 2-4 by storing it in the stomach.

b. Voice exercises

In the voice exercises, the student was asked to (1) whisper by saying certain words, (2) shout until getting correct articulation and intonation and audible in a proportional distance, (3) voice certain tones

or words in a whispered voice, (4) mumble by voicing the consonant "m" in a long tone, (5) hum exemplary tones using the pronunciation of the sound/vowel determined by the trainer, and (6) pronounce proper diction and articulation by using word exercises, sentence exercises, which are considered difficult. The exercise was continued with relaxation. Relaxation functions to regulate breathing and voice. Relaxation was done by inhaling and relaxing the mind and muscles.



Figure 2. Vocal exercises through breathing and voice exercises (personal document, 2019)

3. Imagination Exercises

To play a certain character seriously, one must try to understand how to manifest it externally (Wiriattunnisa & Hendrilianti, 2010: 18). In imagination exercises, students are trained to be able to imagine and express character/traits, for example, imagine a sad event and express it through facial expressions.



Figure 3. Imagination Exercises in turns directed by the trainer (personal document, 2020)

4. Concentration Exercises

A theater performer has to be able to play a role that is contradictory to him/herself (Wiriattunnisa & Hendrianti, 2010: 19). For example, someone plays a lunatic role. Through this role, the player must show that he/she is not normal and act like a crazy person, speak casually, and so on. Playing a character requires deepening the role through concentration. Concentration can be mastered by focusing all thoughts and feelings on this role. To find out the character, one can observe the real person.

Concentration is to train the player to immerse him/herself in the character and personality of the character being played. Concentration exercises can be done through games, for example, the DORR game which is played in groups. In this game, each participant who gets number 3 and the multiple must shout DORR to replace the number. It can be started from 1. For example, 1, 2 DORR, 4, 5, DORR, 7, 8, DORR, and so on.



Figure 4. Concentration exercises using the DORR game (Personal Document, 2020)

3.3 Learning Methods

A method is a way to implement learning plans that have been prepared in real activities so that the predetermined objective can be achieved optimally (Sanjaya, 2013: 147). The method used in theater learning in Sanggar Seni Kemasan Surakarta is the drilling method. Drilling is a way of learning to use skills and develop attitudes and habits (Majid, 2013: 214). Drilling is a method of learning that is done repeatedly. The purpose of repetition is to train students until they can understand and demonstrate certain skills.

3.4 Moral Values in Theater Learning

Theater learning contains moral values application in each stage. From the exercises to the performance, a trainer can develop moral values. Teaching moral values can shape human character to differentiate good and bad deeds and to instill noble attitudes that enable humans to live life perfectly and in harmony with their environment.

Schiller and Bryant (2002) found 16 basic morals for children, namely caring and empathy, cooperation, courage, determination and commitment, fairness, helpfulness, honesty and integrity, humor, independence and self-confidence, loyalty, patience, pride, resourcefulness, respect, responsibility, and tolerance. The moral values found in theater learning were caring, cooperation, courage, helpfulness, humor, self-confidence, loyalty, resourcefulness, respect, and tolerance.

1) Caring

Caring is a value that can make children respond to and feel the feelings, thoughts, and experiences of others. Caring is the desire to help others in need. Caring and empathy start to develop in the early days of human development, which has an important role in life. Caring and empathy include respecting all living things.

2) Cooperation

Cooperation is the attitude that involves individuals working together to achieve certain goals. Through cooperation, individuals can get tasks done faster and easier than doing them alone. Children cooperate when playing together.

3) Courage

Courage is a value that shapes an attitude to face difficulty or danger through controlling something. Courage also means fighting fear. Children need great courage to withstand temptation and peer pressure. Courage can make children confident. Strong self-confidence can make a child ignore the temptations to do something bad.

4) Helpfulness

Helpfulness is getting used to helping others. This habit can be instilled by actively looking for opportunities to donate to others.

5) Humor

Humor is the ability to feel joy. Humor brightens everyday life because it can make children smile and laugh. Humor makes children go through difficult times with great fun. Thus, humor is needed in human life.

6) Self-confident

Self-confidence is an ability that can make individuals not depend on others. Self-confidence can be defined as an attitude to achieve or do something without depending on others. Children's belief that they can find certain ways to achieve goals is an element of self-confidence. Children who are confident have a positive and realistic perception of themselves and their abilities. They can also determine their goals and tell others freely.

7) Loyalty

Loyalty is associated with commitment, sacrifice, and obedience. Loyalty is loyalty to commitment. Being loyal to yourself is also part of loyalty.

8) Resourcefulness

Resourcefulness is the ability to think creatively. Resourcefulness forces children to think of many options in finding solutions to a problem in which children will use consideration and imagination.

Resourcefulness can be a form of creativity as a middle way from difficulty or failure. Children need habituation to be creative in living life.

9) Respect

Respect is an attitude to respect, appreciate, and treat others well. There are several different types of respect, namely acceptance, honor, admiration, and appreciation. Obeying the rules is a way of respecting others. Respect protects self and other's rights.

10) Tolerance

Tolerance is being fair and objective towards others. People often have different opinions, attitudes, beliefs, or skin colors. However, tolerance makes people accept and appreciate these differences. True tolerance is trusting and respecting others without judging their beliefs which are different from yours.

4. CONCLUSION

Based on the discussion above, it can be concluded that the development of moral values is one aspect of child development that highly influences the growth and educational goals. As moral values are the ability to determine right and wrong as well as good and bad behavior or characters that have an inseparable relationship with social attitudes, in relation to the goal of national education, it is to make students have noble characters in accordance with religious values. Early childhood education focuses on growth and development. Through theater learning which contains elements of role-playing, a person can imagine him/herself to be someone else, so that one can understand and feel the conditions of others. Theater is a form of art that has high potential to encourage humanist aspects to enable people to understand the emerging aspirations and motivations around them. Thus, theater becomes the best alternative to develop children's moral values.

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