

Raising students' cultural awareness through ethnopedagogy model in teaching drama

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Abstract

This study aims to find the model of teaching drama using ethno pedagogy method. Formerly, the learning of drama in college is usually aimed only at improving analytical skills or making drama critics. However, then it develops into playing a role and perform it. In fact, the study in drama class usually neglects local cultural aspects. Thus, it is necessary to explore a model of drama teaching that emphasizes the local wisdom aspects.

In this research, the method of learning drama that will be used is ethno pedagogy. The method means that the learning process is a combination between the educational and cultural aspects. Yet, it is aimed at raising students' cultural awareness. The steps taken in the teaching learning process involves the possible folklore, discussing the local folklore, writing the drama script, translating the drama script, visiting the local legendary places, and performing the drama. The results show that the this method of drama teaching encourage the students to know more about local cultures and to grow a sense of belongin to their heritage.

Keywords: model, drama, ethno pedagogy method, local wisdom, cultural awareness

A. INTRODUCTION

Drama Subject is given in most English Literature study program in Indonesia. However, the drama teaching model used in drama class is usually a learning model which only emphasizes the drama by foreign authors without considering local culture. Revealing the fact that the students' cultural awareness is low, as a first step, it is applied a model of learning drama using ethno pedagogy method. This method is a teaching method that combines the aspects of education and culture. This means that the teaching of drama is done by using a method based on local wisdom because basically education and culture are two aspects that cannot be separated. Baker (2012: 62-64) states that it is now increasingly recognized that culture has become an important aspect of learning. Therefore, cultural awareness becomes the focus that must be explored and implemented in various ways. Cultural awareness is defined as a conscious understanding of the role of

culture in language learning and communication. Cultural awareness is a conscious understanding of the role of culture play in language learning and communication (in both first and foreign language).

Currently, most of researches on drama has been focused on the aspects of drama-oriented learning on script writing. While some researches focuses on character education through drama. Yet, this research is necessary to be done in order to produce an elaborative method in drama learning that focuses on the aspect of ethnopedagogy.

B. LITERATURE REVIEW

Ethno pedagogical education is a thought that combines cultural aspects in pedagogy or education. Further, Cultural aspects that are emphasized in ethno pedagogy-based education are the values of local wisdom, also known as local wisdom or local genius. Wales in Jonah (2014: 36) describes local wisdom as a result of the cultural characteristics held by the majority of society as a result of his experience in life. In addition, local wisdom also refers to the ability of local culture in the face of foreign cultural influences when the two cultures are intersect.

While considering Indonesia is rich in folk culture with moral values, Ethnopedagogy-based education also needs to be done. This is due to the fact that in the literary work there are many values of local wisdom that is defined as the experience. Surely, this values are experienced by certain communities that differ from one to another. Moreover, the values contained in local wisdom will shape the view of a society that will influence their knowledge, ideas, and social activities. Thus, local wisdom is able to represent the characteristics of the society.

According to Klara, et al (2015: 613-614), the concept of ethno pedagogy originally arose because of the rise of public awareness of the identity of the nation, which awakened the existence of national culture that must be maintained. This awakening is characterized by the desire to preserve the nation's identity. Etnopedagogy is done based on traditional education, customs, rituals and norms adhered to a nation. Thus, the history, culture, and worldview of a nation have a very important value in the implementation of education. In addition to highlighting the identity of the nation, ethno pedagogy based

education also emphasizes the importance of regional languages, history, and national origin.

This method is considered necessary to be applied as a teaching model in Indonesia as a way to show the national identity. In the era of globalization that foreign culture easily influences our society, Indonesia's identity needs to be maintained. Thus, Indonesia can favor local wisdom for international recognition, not by adapting foreign cultures.

C. DISCUSSION

Students of English Department of Jenderal Soedirman university come from different places. Some of them from Sumatra, West Java, Central Java, East Java, Kalimantan, and Papua. This difference has an impact on the neglectance of the local wisdom while we as part of Jenderal Soedirman University has an obligation to deal with local wisdom. Thus, lecturers should be creative in designing the material in teaching English. In some skills, lecturers usually relate the material with the local culture. Further, this also become an interesting challenge for us to develop the english skills as well as the knowledge.

At the very beginning of the course, students of 6th semester of Jenderal Soedirman University got an interesting task to be prepared at the end of the course. At first, they were asked to learn anything about drama such as the definition, intrinsic elements, classic and modern drama. However, all those elements are essentials in understanding a drama. At the first part when they learn about the definition of drama, they also learn about the period of English drama, kinds of drama, the characteristics of drama, and the author of American and British drama. Further, they learn about the intrinsic elements of drama. It can't be denied that they have learn the intrinsic elements of drama in details. The next material is classic drama and modern drama. In this part, students are asked to read one of Shakespeare drama and one of modern American drama. After that, they have to discuss and finally write a critics about those drama to measure their understanding about drama.

Just after they have already had those basic understanding about drama, students then are required to perform one of local dramas. Indeed, this difficult task forced them to

dig out some folklore from Banyumas. This is the real action in teaching drama using ethnopedagogy models as we start to elaborate the local wisdom in teaching learning process. The steps taken are: Brain storming, Making a list of Banyumas Folklore or the local legend, Discussing the local legend to be performed, Writing the script, Translating the script, Visiting the local places, Preparing the performance, and Drama Performance. All of those steps are done to raise students cultural awareness.

In brain storming, the discussion was held to reveal students awareness about the local culture in Banyumas. Some of them were silent as they know nothing about Banyumas. Even, they honestly said that they don't want to know about it. Therefore, lecturers should explain it clearly then about the aim of the subject. When they have been already tuning in, next step is making a list of Banyumas Local Legend. Some of them were really interested in the legend of Baturraden in which Kamandaka is the main character but some of them also mentioned about babad Banyumas, Puteri ayu Limbasari, and The legend of Pasir Luhur. While hearing all those title, students then tried to find some information about it.

The discussion should be done to choose one of the most interesting story for each class. Thus, just after they decide to choose two stories, students started to get as many sources as possible. This is just to ensure that they have no difficulties to write the script. While a team writing the script, other students create a drama team such as choosing the actor, the director, production house, and others. This probably supported by two activities, once to continue the next step to translate the script while the others have the cast and understanding the script. The amazing thing of this process is that students were happily hand- in- hand in preparing the drama performance. Thus, while the actors practicing the script, others will support them to prepare the properties and other needs.

The next step was visiting the local places. This part is very interesting as we introduce the myth of Banyumas that we have to ask permission to the ancestor before we perform the story. This important part is taken as the way to show the students the local legend. Further, it is believed that some actors may get injured in the drama performance if they don't visit and ask permission to the ancestor. Again, in this part students learned about myth. The actors even take the pictures for the sake of brochures in those places.

Just after those steps are finished, students are ready to prepare the drama and performed it as best as they can.

Just after the performance, we gave the questionnaire to check about their cultural awareness. Almost 90 percent of them stated that they got valuable experience dealing with the myth and local culture. They also stated they are aware that local culture should be preserved and understood by young generation so that it will not disappear. This is an important aspect to enrich students' experience and shape their awareness during the stage of university students. Indeed, this can be done continuously as a form of our responsibility towards the preservation of local culture.

D. CONCLUSION

“ We are the shapers of Culture, the Workers for change, the dreamers of dream ”

This quotation seems to agree to reveal the message behind the ethnopedagogy model in teaching drama as it shows that the existence of culture depends on us. Our cultures will slowly disappear if we do not preserve them smartly. This means that whether we like or not, everybody has their own responsibility to construct their culture. As an impact, the existence or the loss of the culture is the choice. Thus, it is important for everybody to understand the local wisdom surrounding them since by understanding culture we will also understand each other. And, we pursue the better world in this life.

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